

Attachment A: Renewal Application

Application for Charter Renewal

Rochester Career Mentoring Charter School

August 1, 2016



Respectfully submitted by the Board
of Trustees

Kevin McCormick, President

To NYSED Charter School Office:

On behalf of the Board of Trustees of Rochester Career Mentoring Charter School (RCMCS), I am writing to request your thoughtful review of our school's Application for Charter Renewal. RCMCS is the only standalone charter high school in the City of Rochester serving students through grades 9th through 12th. While we have faced some initial startup challenges the school has made steady progress in developing its program and supporting student academic growth.

RCMCS opened for operation in 2012 with its first Cohort of only ninth grade students. During the 2015-2016 school year the charter served 240 students grades 9th through 12th. From here forward, the school will be serving approximately 260 students. We graduated 71% of our first Cohort in 2016 with of our graduates 53% receiving a NYS Regents diploma and 47% receiving a Local Regents Diploma. Our first graduating class outperformed the Rochester City School District's June's 2014-2015 graduation rate of 46%.

We attribute our graduation success to many factors. First, RCMCS staff developed strong relationships with our students by actively becoming teacher advisors to them. This invested our teachers deeply in the future success of each of our student, one student at a time, and pushing them to reach their college and career goals. Second, we increasingly used data to produce the right instructional interventions and supports to combat any skill deficiency students faced. Third, we created the appropriate support systems and enrichment classes to help accelerate student learning. Lastly, students demonstrated their knowledge about and awareness of the career interest they had chosen over the past four years by participated in Senior Exhibition held in May 2016.

In our original charter, RCMCS committed itself to establishing a connection with the district-of-residence, Rochester City School District (RCSD). This connection will continue and will flourish during our renewal of our charter school. In fact, the CEO, Dennis Francione, who was the founder of the charter and has been with the school since its inception, was invited to speak about the charter's and district's partnership at their February 25, 2016 board meeting,. His talk was well received by all seven board members and they instructed RCSD's interim Superintendent to sign an affidavit, which allowed our charter to partner with a similar small high school in the district. Additionally, RCSD's Board of Education President Van White was so encouraged of having the district and charter partner, he accepted an invitation to speak at RCMCS' first graduation ceremony, June 28, 2016.

Our first ninth grade cohort came to us with many academic challenges. Reviewing student data from their middle school, we found a high percentage of incoming students had very low literacy and mathematics test result, which presented instructional challenges to our staff. We initially lacked the appropriate resources and support systems to make our desired impact on improving overall student academic performance. Yet RCMCS' Board of Trustees in dialog with the CEO continued to investigate fitting changes to the school organization to enable the Leadership and staff to receive foremost support and resources. As a result, student literacy and mathematics increased over the latest three year period.

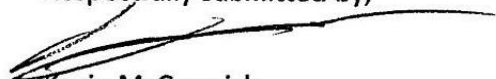
A fundamental pillar of the success we have begun to achieve at RCMCS is supported by our internship program and the integrated community relationships we have established. One hundred percent of our graduating seniors in 2016 enjoyed a minimum of 150 hours in work based learning activities outside of the classroom in a career cluster of their choice. In addition to the WBL activities, students were given 483 hours of supported classroom instruction aligned with NYS CDOS, WBL, and CCR standards. The success of the career internship program has been solidified by the integrated instruction, and

consistent one-on-one student advisement through career planning and employment eligibility processes, planning, and forecasting. These procedures allotted 98% of our graduating seniors a career path, as well as a college/military destination secured for the fall of 2016.

In addition to the above, RCMCS has maintained and continues to maintain a sound, healthy, and well-balanced financial environment.

We are proud to present you with our 2016 NYS Charter Schools Office Application and its Attachments for your review and approval.

Respectfully submitted by,

A handwritten signature in black ink, appearing to read 'Kevin McCormick', written over a horizontal line.

Kevin McCormick
President of the Board of Trustees
Rochester Career Mentoring Charter School

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SECTION 1. ACADEMIC SUCCESS

Benchmark 1: Student Performance - Introduction

The four year journey to Rochester Career Mentoring Charter School's (RCMCS) first cohort graduation was a bit challenging at times and sometimes astonishing. Yet an extremely important point for renewal consideration is the New York State Education Department's (NYSED) 2014-2015 data results, which reflected that RCMCS had the highest number, 96%, of economically disadvantaged students; the average rate of economically disadvantaged students in similar schools (Table 3.1) is 85%, more than 10 percentage points lower than our schools. With unmistakable perseverance and a robust willingness to succeed for our students, we achieved a 71% graduation rate in June, 2016. Our first cohort graduation rate exceeded the Rochester City School District's graduation rate of 46%. We also know that with our seniors attending summer recovery classes or summer school, we are capable of obtaining a 77% graduation rate in August, 2016, coming close to the state's graduation average of 78%. We anticipate more improvement in our graduation rate in 2016-17.

We rode this journey with determination. When we felt too many changes and challenges were obscuring our mission, we lifted ourselves with the four primary principles written in the original charter, which include personalization, teachers as curriculum designers, career internships, and enrichment/student support. Personalization made a major difference and helped us strive to a 71% graduation rate. We extended ourselves to our students by building relationships throughout the four years which gave our teachers opportunities to know who their students really were while understanding their learning styles. Not all students learn the same way, therefore, our teachers attempted to treat each student "one student at a time." Our teachers, parents, families, relatives, and friends witnessed this personalization at our June graduation ceremony. Every senior had an opportunity to speak on his/her behalf in front of well over 500 attendees, each remarked how wonderful it was to have a teacher or teachers know them personally.

Our principle of "teachers as curriculum designers" helped our teachers create, organize, and sometimes reinvent their subject-area curriculum with the infusion of project-based activities and career themes. By having an investment in developing the curriculum, our teachers were allowed to address the learning styles of each of their students.

In addition to the above, we have learned valuable lessons in the first term of our charter by understanding the urgency to address skill gap deficiencies, and will continue to make structural changes to our academic program that we believe will lead to continued improvement of our students' Regents exam performance and graduation rates.

Benchmark 1. a. Accountability a. i. ESEA Accountability Designation - Data – Table 1.a.i.

For each of the four years since RCMCS opened its doors in 2012, the school has had an ESEA (Elementary & Secondary School Education Act) Accountability Designation of 'Good Standing' (see table 3.1). As the school has worked to close skill gaps of students upon entry to ninth grade, outlined in Benchmarks 2 and 3, RCMCS is positioned to continue to be in "Good Standing" accountability status and aspires to achieve the designation as a "Reward School."

Benchmark 1. b. Similar Schools Comparison - 1. b. i. Comparative Proficiency - Data – Table 1.b.i.

Utilizing the similar schools matching Excel workbook provided by NYSED, there were a total of forty schools that were considered to be similar to RCMCS, thirty-one of which were part of the New York City

School system, four were within the Buffalo City Schools (one being a charter school), three were in the Rochester City Schools, one in the Yonkers City Schools and one school in the Westbury Union Free School District. Using NYSED's comparative analysis model when releasing statewide performance where schools are grouped into seven needs categories³, one of them being New York City, schools that were located within New York City were removed from the similar school comparison with RCMCS. Though one of the schools (Westbury High School) generated using the comparison tool, it was also assigned to a different district category (Urban-Suburban), but the school remained in the analysis. Along with Westbury High School there were a total of 9 similar schools (Table 3.1) that best aligned to the composition of the Rochester Career Mentoring High School.

Rochester Career Mentoring Charter School opened its doors to 9th graders in 2012 and is the newest school when compared to its similar groupings cohort. Of the nine schools in this similar schools group only four (44%) are in good standing, the same rating as RCMCS. These similar schools group have had three or more graduating classes. Yet RCMCS had only one cohort graduating class this year, 2016 - its first.

Table 3.1: Similar schools to Rochester Career Mentoring Charter School as determined by the NYSED Similar Schools Matching Workbook

School Name	District of Location	District Type	Year Founded	2016-17 Accountability Designation	% Economically Disadvantaged
RCMCS	Rochester City School District	Urban/ charter	2012	Good Standing	96
Bennett High School	Buffalo City Schools	Buffalo/Rochester/Syracuse/Yonkers	Prior to 1980	Priority/Struggling	78
%Emerson School of Hospitality	Buffalo City Schools	Buffalo/Rochester/Syracuse/Yonkers	Prior to 1980	Good Standing	76
East High School	Buffalo City Schools	Buffalo/Rochester/Syracuse/Yonkers	2004	Priority/Struggling	76
Oracle Charter School	Buffalo City Schools	Buffalo/Rochester/Syracuse/Yonkers	2005	Good Standing	95
Rochester Science, Technology and Mathematics (STEM) High School	Rochester City School District	Buffalo/Rochester/Syracuse/Yonkers	2010	Closed	90
Vanguard Collegiate High School	Rochester City School District	Buffalo/Rochester/Syracuse/Yonkers	2010	Priority School	88
School Without Walls	Rochester City School District	Buffalo/Rochester/Syracuse/Yonkers	Prior to 1980	Good Standing	91
Westbury High School	Westbury Union Free School District	Urban/Suburban/High Needs	Prior to 1980	Good Standing	68
Riverside High School	Yonkers City School District	Buffalo/Rochester/Syracuse/Yonkers	1992	Focus School	93

¹ NYSED 2014-2015 Report Card for Rochester City School District (<http://data.nysed.gov/reportcard>).

² NWEA (Northwest Evaluation Association) RCMCS 2012-2013 Assessment Data (December 2012 administration)

³ NYSED organizes schools into seven different needs categories NYC; Buffalo, Rochester, Syracuse, Yonkers; Urban-Suburban High Needs, Rural High Needs, Average Needs, Low Needs, and Charters

Benchmark 1. 3. High School Outcomes

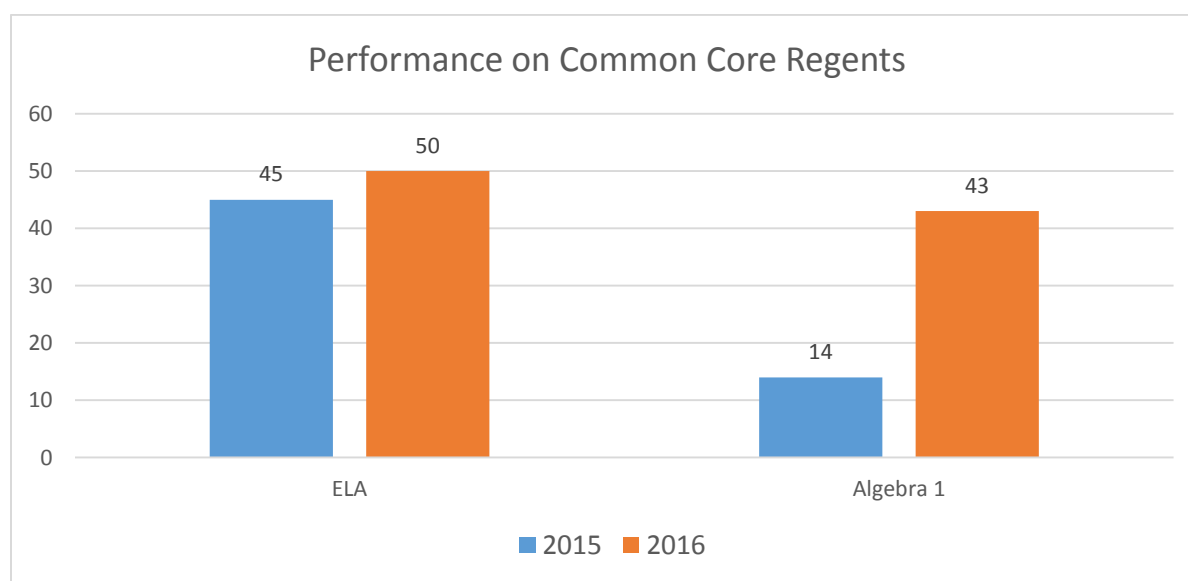
A total of 39 students of the 55 student cohort who remained with us for our beginning four years graduated in June, 2016, and we expect more graduates in August. Our 71% graduation rate surpasses the 2015 Rochester City School District by 25 percentage points, and comes within 7% of the statewide graduation rate of 78%. In addition to achieving a 71% graduation rate for its first cohort, our program modifications and master schedule improvements will provide students' the enrichment/support opportunities needed to demonstrate increased outcomes on Regents exams during the second term of our charter.

Benchmark 1. 3. a. Regents Testing Outcomes

Benchmark 1. 3. a. i. Aggregate Annual Regents Outcomes Data – Table 3.a.i.

Student performance on the Common Core Regents examinations in English Language Arts and Algebra 1CC increased on both exams over the past two years. Both of these exams received higher levels of scrutiny by school leaders as the school worked to close a higher than expected skills gap of students first entering the school at 9th grade and these exams are viewed as leading indicators of growth. Students who achieved a score of 65 or better increased by 5% from 45% to 50% on the 2016 Common Core ELA compared to 2015. Performance increased 29% on the 2016 Common Core Algebra 1 to 43% of 65% or higher compared to 14% in 2015 (Figure 3.4). RCMCS Performance on the 2016 Common Core Algebra exceeded the 2015 Rochester City School District (RCSD) passing rate performance of 22%. RCMCS came within 4 percentage points of the RCSD Common Core ELA passing rate of 54%, even though we had a higher percentage of low income students. Therefore, we are confident that our student performance level will increase as we grow in the next charter term. Our confidence is grounded, in part, in the retention of 83% of our current staff for next year. Continuity in maintaining a staff capable of implementing our charter mission with fidelity is incredibly important to our success.

Figure 3.4: Performance on Common Core Regents in ELA and Algebra 1



Benchmark 1. 3. a. ii. Subgroup Annual Regents Outcomes - Data – Table 3.a.ii.

Subgroup information on the New York State Report Card shows that our performance for the subgroups of economically disadvantaged and students with disabilities (SWD) was below the State's comparison and had a mixed record when compared with Rochester City School District (RCSD). For example, for Students With Disabilities (SWD), the validity comparison grouping of students amounted to ten or less, when compared to the entire State. Therefore, we have taken numerous measures (enrichment courses, support groups, and additional exam preparation courses) to ensure the performance of each student improves considerably. Currently, the performance of SWD group falls short of the State and, in many cases, the RCSD as well. For students who are part of the economically disadvantaged subgroup, we recognize that performance needs to increase to meet or exceed State rates. On all 2015 exams, where there was comparative data, RCMCS exceeded the RCSD (Earth Science, Integrated Algebra), or was within 10 points of the district levels (Common Core ELA, Common Core Algebra 1, and US History and Government).

Benchmark 1. 3. a. iii. Aggregate Total Cohort Regents Outcomes - Data – Table 3.a.iii.

Although NYSED is not expecting RCMCS to report out on 2012 Total Cohort performance (as indicated in the Renewal application workbook, only the 2011 cohort and earlier are asked to be reported on), as part of the renewal, RCMCS would like to provide preliminary performance of 2012 Total Cohort for NYSED's consideration. Over 50% of the 2012 Total Cohort achieved a score of 65 or better on five out of eight Regents exams where at least ten students from the cohort participated. On both the ELA and Algebra 1 Common Core Regents exams, 70% and 60% respectively, of the 2012-2016 cohort passed with a score of 65 or higher.

Table 3.2: 2012 Total Cohort Regents Exam Performance

Regents Exam	Total	Percent Passing
Regents Common Core Algebra I	15	60%
Regents Common Core ELA	53	70%
Regents Geometry	53	9%
Regents Global History and Geography	56	46%
Regents Integrated Algebra	56	55%
Regents Living Environment	48	65%
Regents Physical Setting/Earth Science	50	12%
Regents US History and Government	54	50%

Benchmark 1. 3. a. iv. Subgroup Total Cohort Regents Outcomes - Data – Table 3.a.iv.

- **Narrative:** Not Applicable

Benchmark 1. 1. 3. b. Graduation Outcomes

Benchmark 1. 1. 3. b. i. Aggregate Cohort Graduation Rate - Data – Table 3.b.i.

Although NYSED is not expecting RCMCS to report out on 2012 Total Cohort graduation performance (as indicated in the renewal application workbook, only the 2011 cohort and earlier are asked to be reported on), as part of renewal, RCMCS feels strongly about providing preliminary performance of the 2012 Total Cohort for NYSED's consideration. Again, a total of 39 students from the 55 student cohort graduated high school in June of 2016. Among the 71% (39 students) who graduated, 64% achieved a Regents Diploma (25 students), 3% achieved a Regents Diploma with Honors (1 student), and 33% earned a local diploma (13 students).

Benchmark 1. 3. b. ii. Subgroup Cohort Graduation Rate - Data – Table 3.b.ii.

- **Narrative:** Not Applicable

Benchmark 1. 3. b. iii. Aggregate On-Track to Graduate Rate - Data – Table 3.b.iii.

Although NYSED does not expect RCMCS to report out on 2013 Total Cohort graduation readiness performance (as indicated in the renewal application workbook because only the 2011 cohort and earlier are asked to be report), we felt a need to provide preliminary performance of the 2013 Total Cohort for NYSED's consideration. As of June 2016, out of the 71 student 2013 Total Cohort, 32% (23 students) have passed three Regents exams or more with a score of 65 or higher. This increases by 10% to 42% when those students who have passed two Regents exams at 65 or higher are included. A total of ten students (14%) of the 2013 cohort have passed five or more Regents. Three students from the 2013 cohort graduated in June 2016.

Benchmark 1. 3. b. iv. Subgroup On-Track to Graduate Rate - Data – Table 3.b.iv.

- **Narrative:** Not Applicable

Benchmark 2: Teaching and Learning

Benchmark 2. 1. Curriculum:

Benchmark 2. 1. a. Describe the documented curriculum in place at the school, explain how/if it was aligned to the CCLS, and describe how the curriculum is systematically reviewed and revised.

Teachers document the sources used to develop the scope and sequence for their curriculum. As originally introduced in our approved charter application narrative, our teachers use concept maps (Curriculum and Instruction Plan, page 13) to align and organize units to state and Common Core standards as well as state Regents exams.

Our course sequence includes a combination of state required Regents courses in addition to courses developed by our staff that uphold the key design element of teachers are curriculum designers and enrichment. Our documented curriculum is evident in our Career Choices four-year sequence, Enrichment classes, Humanities courses, and Math, Science, Technology (MST) course.

The curriculum is systematically reviewed throughout the school year, and revised annually during summer professional development. Time is built into our master schedule for weekly collaboration of teacher teams to review student progress throughout the year and make adjustments in the scope and sequence of the curriculum based on levels of student progress. The Educational Leader (EL) takes an active role in working with teachers on monitoring curriculum, course syllabi, units and lesson plans.

Benchmark 2. 1. b. Describe the process used to ensure the curriculum is aligned horizontally across classrooms at the same grade level and vertically across grades.

Horizontal alignment is assured through the co-planning model. Our 9th grade students have the following two interdisciplinary courses: Humanities 9 (English I and Global I), and MST 9 (Environmental Science and Principles of Algebra and Geometry). Our 10th grade students have Humanities 10 (English II and Global II). These courses are 90 minutes in duration, and co-planned and co-taught by our English and Social Studies teachers. Our staff have monthly department meetings. They are responsible to share and review the vertical alignment of sequential skillsets and content. Exit indicators (credit and exam graduation requirements) are the beginning point of our planning. Teachers plan each grade level requirements with the end in mind.

Not all interdisciplinary teaching is co-taught; we have also developed thematic interdisciplinary instructional units across the disciplines at the 11th and 12th grade levels. For instance, our 11th graders enrolled in US History and English III classes do not take the courses at same time; yet these courses are co-planned by the Social Studies and English teachers who meet regularly to review the curriculum as they plan horizontal units of study. In this example of upper-level humanities, the teachers begin with the social studies standards to outline the curriculum map and then they work collaboratively to align the English III scope and sequence focusing on selecting appropriate literature to mirror the overarching Social Studies state standards.

The Coordinator of Internships (COI) co-plans the careers sequence with the elective teachers to ensure a vertically aligned scope and sequence that will be supported by all core courses. The careers elective content is aligned with NYSED CDOS (Career Development and Occupational Studies) credentials. As illustrated in our '4-year careers electives to internship' framework (Table 3, page 19 of the approved charter narrative, "High Demand/High Growth Talent Development"), CDOS Standard 2 of Integrated Learning, instruction and Academics is not separate processes; career electives and academic standards are complimentary. As a 'career mentoring' charter school, we believe that CDOS skill development promotes retention of academic knowledge across all vertically and horizontally aligned content areas, thus promoting increased engagement and relevance for students.

Another example of intentional design in our master schedule is having our seniors with the same teacher for both English IV and Participation in Government & Economics courses. In addition, the 'Senior Project' is the culmination of our English IV course wherein students demonstrate their college and career plan preparedness after four years of investigation through our 'Careers Choices' scope and sequence including their work-based experiences and internships; therefore, the senior classrooms have been located in their own section of the building to provide continuity, connectivity and direct access to the core English/Social Studies teacher, Internship Coordinator, and Career elective teachers. The Educational Leaders and the CAO are responsible for assuring vertical and horizontal alignment.

Benchmark 2. 1. c. Explain how the curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.

We differentiate instruction for whole groups of students and for individual students; newly developed enrichment courses prepare all 9th grade students for Regents-level courses, additional remedial courses for all students (grades 10 through 12) promote skill acquisition with intensive interventions for individual students specific to exam preparation. The addition of three enrichment courses at the 9th grade level will provide students ample opportunities to acquire skills needed for success on Regents-

level courses and exams. Students entering 9th grade meeting or exceeding level 3 in math and/or literacy are scheduled into Regent's courses for acceleration. We also work with teachers in lesson planning to differentiate individual lessons. While we are making progress in this area, and developing consistent and stronger staff capacity, we are not yet at the level of differentiation we want to see in every classroom. Our Educational Leader is working extensively with staff this year on components of the Danielson Framework to ensure teachers understand and demonstrate they are adequately differentiating instruction for all students to show mastery of concepts. Danielson Component 1e (designing coherent instruction) will be the focus of professional development and supervision this year: staff will receive ongoing development in differentiation of instruction, and will be monitored closely on this component this year.

We believe that what we *know* good instruction must drive what we plan to *do* in the classroom. Within every classroom, instruction is differentiated through:

- the content based on students' ability and prior knowledge,
- the process for learning new information based on their learning style,
- the choice students have in the product for demonstrating their understanding, and
- the teacher strategically designing the learning environment to achieve maximum results.

All classroom instructors provide students choice in the acquisition and the demonstration of their knowledge and skills. While there are times when direct instruction is necessary, the primary role of an RCMCS teacher is to give students every opportunity for self-directed learning coupled with ongoing formative and benchmark assessments administered each marking period to ensure that all students are understanding and attaining learning targets at the expected rate (outlined in their ILP). Students who are not making significant progress are recommended to the Support Center for an academic referral for additional or remedial supports.

Benchmark 2. 2. Instruction:

Benchmark 2. 2. a. Describe the instructional strategies used to engage all students in high-quality, rigorous instruction.

RCMCS has flexible scheduling to provide students additional learning time, credit recovery, acceleration for early graduation, and opportunity for early dismissal to participate in internships or college courses.

Improved instructional strategies to promote rigor and engagement will be evident in all classes as a direct result of component-focused workshops for staff development on the Danielson Framework this summer. "Engaging Students in Learning" is component 3c of the Danielson Framework; we believe Domain 3 is critical for promoting engagement and learning. Emphasis this summer will be placed on designing learning tasks that are fully aligned with instructional outcomes. These tasks are relevant since they will promote student inquiry and provide students with a choice in how tasks should be completed. Continuity in staffing is paramount to continuously improved teaching and learning. With the majority of our staff returning this school year, the groundwork for instructional structure has been actualized during 2015-16 and thus we can move forward with professional development in this area.

RCMCS staff takes students from their individual entry points (using prior summative assessment data) and designs engaging instruction with a focus on project-based learning. Projects may be hands-on, but more importantly, turn all students' "minds on". Student engagement is the key to closing the

achievement gap; our students discover that learning can be fun, not just required to receive a diploma. Instruction becomes increasingly rigorous with more complex materials over time.

Our focus on integrated instruction, designed for college and career readiness, encourages students to use core academic concepts to relate to the skills needed in the workforce and college. Student interest and motivation continually increase because they are able to see the usefulness of the concepts learned in the classroom and the relevance to real-world application.

Benchmark 2. 2. b. Describe the process used for creating, revising, and getting feedback on unit and lesson plans.

Teachers spend a month during summer PD focusing on teaching and learning with specific attention to the curriculum they are using or creating.

Staff submit weekly lesson outlines to the Educational Leader to ensure alignment to the Common Core, state standards and project-based learning where relevant. Lessons are reviewed by the Educational Leader weekly to foster instructional discussions based on the Charlotte Danielson framework. Emphasis in lesson planning is placed on documenting evidence of student learning through on-going formative assessments and using that data to make necessary adjustments based on student need for immediate re-teaching and/or revisions to the curriculum. Teachers and the Educational Leader develop and/or revise lessons from our curriculum materials and resources shared on our Google drive.

We partner with the Buck Institute for Education (BIE) to enhance project-based instruction in all courses. A key element of our vision is designing a vertically and horizontally alignment of a comprehensive career-based thematic and skill-based sequence that is supported by all core areas. BIE specialists work with our teachers and Educational Leader to develop lesson plans and units during the summer, provide on-going technical assistance and give feedback during two annual site visits, thus assuring implementation and alignment.

Teachers keep reflective logs of feedback concerning lesson and unit plans. The reflective piece is a critical component for adjusting curriculum for continuous teaching and learning outcomes.

Benchmark 2. 3. Assessment and Program Evaluation:

Benchmark 2. 3. a. Describe the school's assessment system, including formative, diagnostic, and summative assessments.

Teacher develop baseline assessments that are administered the first month of school; Regent's courses use Castle Learning, a web-based resource offering teachers banks of Regents-level questions used to measure if students have prior knowledge and skills linked to the state standards that will be taught in each course. We use baseline assessments to measure skill proficiency as well as content knowledge. These assessments serve as diagnostic tools for instructional planning and help teachers plan accordingly for varying levels of ability within their classroom. Teachers use this information to refine what they are teaching, how they are teaching it, and how to keep the learning relevant and connected to students' interest levels and abilities. Where students demonstrate adequate measures of content, teachers are able to adapt lessons for students towards mastery or advancement. For students who show greater areas of need on specific state standards, teachers differentiate instruction for acquisition of skill or content deficiencies. Instruction is individualized to ensure all students demonstrate proficiency on the relevant skills and content on the summative assessment.

Benchmark assessments are developed by teachers from a bank of Regents tests questions provided by Castle Learning; there are over 100,000 standards-aligned questions in the Castle Learning program. By using Castle Learning, teachers have immediate access to an analysis of student growth through customizable reports that focus on specific growth measurements such as Common Core standards acquisition, state standards, topics, and checks for understanding using Bloom's Taxonomy.

The benchmarks are ongoing diagnostic measures of progress, administered at the end of the 2nd and 3rd marking periods. Teachers make ongoing informed decisions about adjustments needed such as re-teaching whole groups, or securing additional supports for individual students. Departments conduct group review of benchmark assessment data to monitor the scope and sequence of each course taught, and to modify and refine vertical alignment during summer planning sessions. Veteran teachers support less experienced teachers in a review of the assessment data for their courses.

Students need feedback early and often, therefore, formative assessments as outlined in teacher's weekly lesson plan occurs daily in each classroom. Formative assessments are a check for student understanding and progress towards the learning targets. Formative assessments can be a culmination of a unit of study and demonstrated in a multitude of ways (such as observations, graphic organizers, presentations, and discussions). Formative assessments are not necessarily graded but are instruments used between teacher and student to avoid making assumptions about the learning. The goal of formal assessments is to transfer ownership of the learning process from the teacher to the student thus activating metacognitive skills. Students gain an understanding of how to monitor their own progress and make decisions to monitor the level and quality of their own work. The aim of formative assessments is to support the summative assessments in the course (e.g. end of unit exams, final exams, Regents exams).

Our summative assessments for core courses include, but are not limited to, the Regents exams. Summative assessment data includes results from quarterly benchmark assessments, periodic quizzes, unit exams, and projects to keep a pulse on the rates of growth of student progress. All of these datasets are vital instruments used during summer data analysis to further refine and improve instructional practices for the upcoming school year. We evaluate results by students and identify trends. Students who continuously show deficits in specific standards are scheduled into enrichment courses to remediate skill gaps and deficiencies. With the increasing numbers of students demonstrating proficiency on state requirements, we have been able to continually add advanced courses into our master schedule. Specific trends in the data that reveal weaknesses in our curriculum are addressed through ongoing curriculum revisions during the school year and for the upcoming school year.

Benchmark 2. 3. b. Explain how the school uses qualitative and quantitative data to inform instruction and improve student outcomes, evaluate the quality and effectiveness of the academic program, and modify the program accordingly.

Modeled after the design from New Leaders for New Schools, RCMCS is working to fully implement a data-driven culture to promote better teaching and increased learning. There is an annual data cycle embedded in our professional development calendar for implementing common assessments, conducting an analysis of the results, and strategizing specific actions to target areas in need of growth.

Our professional development calendar is unusual and unique to our school. The time our staff commits to refining their professional practice is the cornerstone for propelling our continued growth and increased student outcomes during our second term. Staff need to understand how to use data, but also

how to develop effective tools of measurement. Therefore, ample time during the 2016-2017 school year will focus on Component 1f (designing student assessments), Component 3d (using assessment in instruction), and Component 4a (reflecting on teaching).

One of the most critical components of our summer professional development is creating a cohesive culture focused on creating a positive school environment for teaching and learning. Developing a culture that understands data-driven instruction has been the foundation for the implementation of our strategic plan for continuous academic improvement. The leadership and the teachers recognize that, if we are to attain our goals for each student, we must all be 'on the same page' with the alignment of state standards to development of our curriculums, not just to appropriately measure progress and annual growth, but also to infuse remediation and re-teaching for specific students into our teaching.

Ongoing formative assessments are not just about knowing if students got answers right or wrong, but getting to the root causes of why students answer questions incorrectly. This is the most important information we can gain when designing supports and differentiated instruction. Our school calendar and schedule are two of the most important elements we have developed to allow teachers to become successful in this process. Following benchmark assessments, teachers review trends in data to ascertain growth on state standards taught during specific timeframes. Our benchmark data is critical for informing teachers if adequate progress has been achieved for all students, or if there are indicators of the need to re-teach content to whole-groups, sub-groups or individuals. Having opportunity for deep-dives during our three-week summer development ensures that teachers have (1) enhanced teaching strategies for areas of improvement, and (2) have students scheduled appropriately for classes based on their summative assessments. The additional time for staff development and collaboration built into the design of our master schedule gives teams up to four hours per week to focus on reviewing students' progress and their individual needs.

Qualitative data sets are collected through a variety of methods. Students and staff at RCMCS have a risk-free environment to share concerns for problem resolution and continuous improvement of the academic program and school culture. Advisement class is the main conduit for the administration of student surveys and discussions about all aspects of the school. Students have ample opportunity to engage in dialogue with staff members about policies and practices, student-led initiatives, as well as their instruction. Student voice is valued in the decision-making process of scheduling, course offerings and school-wide initiatives. Students also have opportunity to speak with their advisor on a daily basis, as well as the Educational Leader and Support Staff, to express concerns or make suggestions. Advisors continuously advocate for students by bringing their ideas to staff meetings to make sure their ideas are heard and, wherever appropriate, implemented with an actionable plan for successful completion.

Quantitative data is used continuously to monitor the effectiveness of instruction and student outcomes. During the last week of July each year, academic departments collaborate to review outcomes from the most recent administration of state examinations. These academic teams look for trends in student performance and analyze individual questions to make informed decisions regarding school trends in achievement on the state standards. As teams complete item analysis, they identify a few key standards where students are showing the greatest amount of common misunderstanding and adjust the scope and sequence of their curriculum accordingly. Benchmark assessments are given each marking period (see data cycle below) to determine when and where specific supports are needed for individual or groups of students. Staff make informed decisions on re-teaching material when the majority of students show misconceptions or lack of understanding.

Benchmark 2. 4. Supports for Diverse Learners:

Benchmark 2. 4. a. Describe the supports in place to meet the academic needs of all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.

Promoting literacy and numeracy is the central function of all RCMCS staff members. Student engagement is the key to teaching and learning. Closing the achievement gap is dependent upon setting timely, realistic and attainable learning targets for each student which must be continuously monitored towards the expected outcome; this is accomplished through our Individual Learning Plans (ILPs). We have a committed staff, with over 80% returning this year, who understand the challenges our students face and the solutions we need to design and implement. We have realized that we are all required to provide basic levels support for all students or collaborate with the SSC team to develop or secure more intensive supports when needed.

Last year, we developed a new referral process that was not specific to discipline issues. Our referral system includes academic and social-emotional components. With the support of our EL and SSC, our staff is developing a better system and process to meeting the needs of all students. This year, our staff will be held accountable to utilize the wealth of resources we secured to meet the needs of our students. All staff have access to Edgenuity, a web-based program with a host of resources for teachers to enhance lesson planning, designing flipped-classroom lessons, on-line units of study, and banks of instructional videos of certified teachers. Edgenuity can be used to provide remediation, acceleration, tutoring and re-teaching. Staff can tailor their on-line resources to every individual student in their classroom. Edgenuity and Castle will become primary instructional tools and resources in our exam preparation courses. The live data each of these on-line programs provide gives teachers immediate feedback on student progress and solutions to keeping them on-track.

RCMCS currently serves 237 students, 95.4% are economically disadvantaged, 15.6% are Students with Disabilities (SWD) and 2.5% are English Language Learners (ELL). Professional development, led by expert staff, facilitate workshops targeted to share strategies to meet the needs of all subgroups of students.

Our Special Education Coordinator oversees appropriate services for students with an Individual Education Plan (IEP), including consultant and Integrated Co-Teacher (ICOT) services, resource room schedule, speech therapy, counseling, and audiologist services. The Special Education team works in tandem with co-teachers to implement all IEP and 504 accommodations. Our ESOL teacher works similarly with all staff to ensure scheduling is accurate and that students are receiving ample supports. An additional resource our teachers have for our ELL students is the translation component of Edgenuity. For example, last year we had a Spanish-speaking student who did not understand any English when she came to our school. The math teacher was able to provide time in her lesson for our student to watch the learning module in her own language. After working with the learning target in her native language, she was able to participate in whole-group instruction and small-group and independent practice with confidence. Many of our economically disadvantaged students need additional opportunity to demonstrate proficiency on state-level assessments. Edgenuity also has the capability to provide every student with an individualized pathway unique to their needs. Beginning this year, our increased enrichment course offerings and enhanced master schedule will support students reaching basic to proficient literacy and numeracy skills in all of their core academic classes.

No student is excluded from experiencing support for skill deficiencies. When teachers observe students with specific challenges in skill development, they submit a referral to the Response to Intervention (RtI) team via SchoolTool. We have an active RtI team to monitor academic referrals. The RtI team meets weekly to review referrals and make decisions about appropriate tiered interventions. For our economically disadvantaged students, additional time and care is taken to determine if the root cause is academic, or if there are additional social-emotional factors impacting the underlying issue; in the event students need social-emotional supports, the SSCM work with the appropriate internal or external partners. The RtI Team is comprised of the Educational Leader, the Coordinator of Special Education, the Student Support Manager, and when needed, the referring teacher. The RtI team meets weekly to review referrals, follow up on academic progression of past referrals, and assigns and RtI team member to follow through on new referrals. The first level of intervention is Tier 2 strategies for the teacher to address that student's specific needs to close the achievement gap. Additional interventions include working on targeted skillsets in our academic enrichment and acceleration center.

Appropriate supports, strategies and interventions are expected to be implemented in all classrooms for the success of all students. Professional development is central to staff knowing how to reach all students; and therefore is offered in the summer and throughout the school year.

Benchmark 2. 4. b. Describe the systems in place to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Every student is assigned to an advisor who helps him/her develop an Individualized Learning Plan (ILP) during their first week of 9th grade. Together, academic goals are established to create a successful pathway four-year graduation. RCMCS Advisors loop with their students for multiple years; they review and adjusted annual goals every fall based on summative assessments. Advisors are responsible for knowing each of their students program and learning profile. Students gain ownership of their own progress; nevertheless, advisors gather and use this data to assist students in reviewing adjustments needed in their plan, or if additional supports are needed to help students remain on track. Therefore, the ILPs are reviewed following benchmark assessments and academic referrals are submitted by either the teacher or advisor when academic challenges are first recognized.

Advisors serve as advocates for their students; they also assist specialized staff (Special Education and ESOL) to see that students with accommodations or supports are receiving all appropriate services. The advisor is also responsible for continuously monitoring student progress during each marking period and interim progress report. They review benchmark assessments with their students to discuss progress in attaining their goals. For students experiencing continued challenges, the advisor completes the appropriate referral (academic or social-emotional concerns) to the SSC (Student Success Center). There is a 10:1 ratio of students to advisor keeping the caseload manageable. The advisor serves as a mentor, home liaison, and advocate for each of his or her ten students. Teachers receive extensive professional development on our advisement program's purpose and objectives in August, which are revisited regularly throughout the school year.

Benchmark 3: Culture, Climate, and Family Engagement

Benchmark 3. 1. Behavior Management and Safety:

Benchmark 3. 1. a. Describe the school's approach to behavior management.

We work first to positively engage and support students as a means to get them to first manage their own behavior. Our Code of Conduct is a living document that will be reviewed annually. Keeping it a work-in-progress allows for continuous improvement and feedback from all stakeholders including all new and returning staff members, parents, students, and board members.

The Educational Leader's approach to student behavior is the cornerstone and model of our school culture. We emphasize students' individualization and their expectations for growth toward college and career readiness. Disciplinary actions are approached with dignity for improved habits and choices, not as punishment. Our policies are school-wide, thereby providing consistency for staff and students alike. Teachers, especially teacher advisors, are responsible to set the tone for the school and in their classroom that is aligned to, not separate from, our school-wide set of expectations and procedures. Our greatest triumph in upholding an enduring positive learning environment will be achieving consistency, which is become increasing possible with the retention of committed staff members.

Outlined in our Code of Conduct are the expectations that uphold our school's core beliefs, which encompass the Dignity for All Students Act (DASA). Our code of conduct is central to the development of our schoolwide activities designed to promote a positive learning environment and also communicate our process to respond to any type of discrimination, harassment or bullying. RCMCS has developed a school-based problem solving team facilitated by the Student Success Center Manager (SSCM). The Student Success Center (SSC) is organized to address academic, medical, behavioral, and social-emotional problems that may hinder a student's ability to perform his or her regular daily activities. This team consists of a manager who organizes and oversees the student referral process, a teacher-on-assignment who specializes in conflict resolution, two Center for Youth Services' Crisis Intervention Specialists, a Hillside Work-Scholarship Connection Advocate, as well as the leadership team.

School-wide community-building activities such as assemblies, field trips, and celebrations are designed by not only by staff, but by students as well. Every incoming 9th grader participates in a four-day summer bridge program designed specifically for teambuilding and learning our core values through engaging activities. Our 10th, 11th and 12th graders have the opportunity to serve as summer bridge ambassadors to enable them to earn community service and Participation in Government hours. Our 9th grader students feel much more comfortable beginning the school year a week earlier because they enter the school before all other students having become accustomed to the building, knowing the staff, and building relationships with the upperclassmen who served as their peer support.

Our core values and beliefs are based on every student should be treated equally "one student at a time." We, as a school community, identify and celebrate the personalities, talents, and creativity of our students. These values also represent a list of standards and expectations that our students and staff are held accountable for and that are aligned with our mission. In addition, RCMCS' staff has designed a week-long interdisciplinary unit on our core values and restorative practices that will be implemented during the first week of school.

Since students have staff and teacher advisors, they have a direct connection to a staff member and teachers who will assist them in every capacity. Advisors serve as liaisons among the school itself, home, and with other staff members, as well as promoting community connections. Parents build the strongest relationships with teacher advisors who often serve as a parent de facto per their request. In addition to becoming advisors, staff and teachers are encouraged to take part in various after school activities which include; open houses, sporting events and coaching, student clubs and tutoring, as well as building one-on-one personal relationships with all students at all times. Whether acting as a cafeteria

monitor, assisting with entry and departure from school, to being in the halls between classes, RCMCS staff is dedicated to its model of personalization by creating and building staff-student-parent relationships at all times, in all facets.

To ensure proactive communication for students and school issues, the Student Success Center Manager (SSCM) works in tandem with both the Educational Leader and the school security staff to monitor daily operations. SSCM supervises a support team in our Student Success Center which will be more clearly defined in section 3.a. There are six staff members in continuous communication to proactively address any potential safety threat in conjunction with any other issue or concern that may arise. Several means of communicating with each other are built-in with the use of person-to-person connections, the use of hand-held radios, and the use of main office to classroom phone system. These ways of communicating are also imperative in delivering clear, concise, and consistent messages in regards to general operating and/or emergency procedures when necessary.

Benchmark 3. 1. b. Describe the systems in place to ensure that the environment is free from harassment and discrimination and that a safe environment is maintained.

Pivotal times have been set aside for advisement. First and foremost, advisors are encouraged to greet their students every morning, especially on Mondays. They are encouraged to connect with their students on Fridays before they depart for the weekend ahead. A specific advisement class takes place every Wednesday for 50 minutes prior to dismissal. A key literary resource used during advisement is “The 6 Most Important Decisions You’ll Ever Make” by Sean Covey. Covey’s book, designed for teens focuses on succeeding in school; making good friends; getting along with parents (and adults); dating and sexual issues; and building self-esteem. These expectations are taught and discussed the first full week of school and revisited regularly. Students also participate in the posting of these core values in each and every teacher’s classroom.

Restorative circles during advisement are conducted weekly to give students opportunity to share, reflect and learn about others to build a stronger community through personalization to ensure inclusion, acceptance and celebration of others.

As per the Dignity Act (January 2011, NYS Educational Law, Chapter 482), our school has two individuals designated as coordinators: Educational Leader and Student Success Center Manager. The Dignity Act Coordinator(s) are responsible for communicating with staff and students the expectation that RCMCS has an environment free of any type of discrimination. Anyone in our learning community (staff, student, parent, or community member) is able to submit a referral to report an incident of discrimination, harassment or bullying. The Dignity Act Coordinator(s) immediately review any referral to determine the most appropriate course of action. For non-violent or criminal cases, he SSCM schedules mediations, secures outside agencies and resources as needed, and assigns students to work with an internal support (Conflict resolution teacher, counselor, or Center for Youth advocate). The Educational Leader is responsible to respond immediately to any violent or criminal act with accordance of New York State Law.

Many of our students are impacted by events which occur outside of the school day that have a direct result on their social/emotional health and well-being when they return to school and that is why our advisors connect with their students almost daily. RCMCS has developed open lines of communication for students to reach out to staff via email, phone or text, essentially 24 hours/day. Students have direct communication lines with their advisors to enable them the opportunity to contact the staff member

with whom they feel most comfortable to share any concerns or incidents. Additionally, our Crisis Intervention Specialists from The Center for Youth Services, an agency that works jointly with our SSCM, are able to speak to and connect students and families with direct and immediate access to their vast resource network in the community.

Benchmark 3. 2. Family Engagement and Communication:

Benchmark 3. 2. a. Describe how the school communicates and engages with families and the school community.

Family engagement through formal and informal outreach efforts is one of the key cornerstones of RCMCS. Advisors are responsible for building a personal relationship with their advisee's parents/guardians so that they have a direct link to the school. Home visits are conducted at least twice a year for each student. Advisors counsel and conference with their advisees in groups and independently. They call parents regularly to discuss student progress, invite them to special events, and inform them of upcoming deadlines. They encourage parents to participate and provide input to our monthly Parent-Teacher Organization (PTO) meetings. Parents are invited to join our Vision 20/20 leaving to learn days. Vision 20/20 occurs on the 20th of each month when the 20th falls on a school day. All students and their advisors participate in a college and/or career field study outside of the school.

RCMCS hosts two family picnics each year in June as a year-end celebration and in August to kick off the new school year. Four orientations are held during August and September to accommodate as many families' schedules as possible. During orientation, students and their parents/guardians have the opportunity to engage with staff, sign up for the PTO, provide suggestions and give feedback via parent survey. RCMCS sends multiple mailings home each year including report cards, progress reports, holiday greetings, event flyers, and quarterly newsletters. Personalized letters are also sent by the advisors. Frequent updates to our website by highlighting students' accomplishments, advertising upcoming events, providing newsletters and weekly bulletins.

Benchmark 3. 2. b. Describe how teachers communicate with families to discuss students' strengths and needs.

RCMCS has four marking periods, each approximately 10 weeks in duration. Progress reports are sent home after the first five weeks of each marking period, and report cards are mailed following the close of each marking period term for every student. Advisors contact parents to review progress and report card information, arrange conferences by request, and submit referrals for academic or social/emotional interventions as needed, especially for those students experiencing personal difficulties and/or extenuating circumstances and challenges. The SSCM oversees all referrals and notifies parents once a referral is made and ultimately the recommendation of the SSC team. Parents are invited to join the SSC team in making recommendations for appropriate decisions regarding their child's enrollment in additional internal or external programs and organizations.

Advisors use communication opportunities to highlight achievements and accomplishments of each student towards meeting goals outlined on their Individualized Learning Plan (ILP). Teachers make positive phone calls home as part of our positive behavioral support structure. Parents are invited to numerous school celebrations of student accomplishments recognizing student growth, not solely achievement. Parents are always thanked for their involvement and participation in our school culture.

Advisors monitor student grades and attendance routinely; progress reports are reviewed mid-way through each marking period and used during 1:1 conferences with their advisees. Advisors additionally use SchoolTool data to review their advisee's progress in each class to provide parents updated information on their child's progress on assignments, absences and general well-being. Students work with their advisor to determine their own strengths and needs on their Individualized Learning Plan (ILP). The ILP is reviewed following all benchmark assessment periods administered in each content area. Eventually, students assume ownership of their own progress and are able to articulate their own strengths and areas need during parent teacher conferences. Advisors are an integral component of the parent teacher conference throughout the school year as they are the main conduit for communication between the school, students and their family. A member of the Student Success Center (SSC) attends each parent teacher conference and subsequently secures additional community supports or intervention services as requested or required. Parents also have access to SchoolTool, a web-based platform, to view their child's grades, missing assignments and attendance on a daily basis and to instantaneously email teachers directly with any questions or concerns.

Benchmark 3. 2. c. Provide the strategies the school uses to assess family and student satisfaction, and explain how those results weigh into schoolwide decision-making.

RCMCS is a small, personalized learning environment where every voice matters and close relationships are established between staff, parents, and the community. A strong parent advocate group works with the staff to empower more parents to become involved in our school community.

To gain feedback and insight, RCMCS administers staff-developed surveys and surveys developed by The Children's Institute to understand how students and parents are feeling about our school's culture and learning environment, academic programs, the school personnel and our fulfillment of our key design elements.

Feedback from parents and students is extremely valuable in the school's decision-making process. The leadership team (Chief Executive Officer, Chief of Operations and Academics, Educational Leader, Student Success Center Manager) analyzes feedback from parents and students annually to adjust policies, procedures and programming for improvement. Specific examples of student having direct input and impact on school policies, practices and programming is highlighted in the table below. Seven student representatives presented improvement ideas to the staff and BOT for consideration. We have implemented every suggestion into our schedule, calendar and daily operations.

Benchmark 3. 2. d. Describe the systematic process used to respond to family or community concerns.

When a parent concern is shared with an advisor, the advisor addresses that concern immediately, or communicates that information with the SSCM if it requires the next level of response. RCMCS takes all concerns seriously; any item of interest to a parent or student is a concern to the school as a whole. The SSMC involves the necessary students or staff (teachers or support staff) who are able to address and resolve the concern. The Educational Leader collaborates with the Student Success Center Manager daily regarding the learning environment and student issues. If the concern warrants administrative intervention, the SSMC will collaborate with the Educational Leader for an agreeable solution.

RCMCS has an open door policy for all parents. Parent and student needs and concerns take precedence at our school. All concerns are handled promptly, courteously, efficiently and fairly. We expect every staff member to maintain confidentiality of all parties and acknowledge the common goal is that the

solution is acceptable to all parties. While attempting to find resolutions, all parties act in good faith with respect and understanding of each other's point of view.

Table: RCMCS Process to respond to family or community concerns.

Step 1	Concern	Parent, Student, Staff or Community member concern is identified.
Step 2	Notification	The concern is delivered to the SSCM for triage.
Step 3	Plan	The SSCM identifies the appropriate support(s) and/or staff to initiate process for addressing and resolving the concern.
Step 4	Outcome	Concern resolved unless additional supports or actions are needed.

Our more detailed complaint policy is included as Attachment C.

Benchmark 3. 2. e. Explain how school-level academic data is shared with the broader school community to promote transparency and accountability among families, students and school constituents.

School achievement rates and annual goals are shared with all stakeholders through SchoolTool, our website, newsletters, meetings, conferences, public data walls, and BOT presentations. Academic growth targets are set annually with a minimum of 3 to 5% growth on passing rates.

Data walls are posted throughout the school in hallways, classrooms, and in the Educational Leader's office. Datasets includes aggregate academic data in addition to our key element design data including progress towards: achievement goals, attendance, marking period grades, regent's exam results, credit accrual, lab minutes obtained, internship placements and hours, and tracked positive behavioral support initiatives. Our data walls are updated frequently to promote transparency, ownership and accountability from all stakeholders. Teachers and parents/guardians can review this data by accessing our database, SchoolTool.

At the beginning of the 2nd marking period, RCMCS hosts a "get connected night" facilitated by students for their parents/guardian to actively discuss their 1st marking period report card results. Students are provided to talk about their remaining year plan with their parent/guardian and advisor. Students do this by conducting small or who group restorative circles whereby everyone has an opportunity to speak and share. Advisors demonstrate for their students how to facilitate these discussions with their parents/guardian using the major concepts of restorative practice.

School-wide goals, department goals, and teacher goals are set following prior year's results. Our goal for summative assessments, attendance and reduction in suspensions is to aim for a minimal growth rate of 3% to 5% annually. This information is shared publicly in a variety of forums: orientation, newsletters, advisement discussions, our website, parent group meetings and BOT meetings. Students and families learn how their individual goals are linked to overarching school-level and teacher goals to increase transparency and ownership of our school's growth.

Benchmark 3. 3. Social-Emotional Supports:

Benchmark 3. 3. a. Describe the systems or programs in place to support the social-emotional needs of students.

As mentioned earlier, RCMCS has a support team, the Student Success Center (SSC) team, who works in conjunction with students, teachers, and community resources to support the social-emotional needs of students. The objective for the Student Support Center is to improve the health, social and emotional

wellness of our students, staff, and parents. We locate and secure every possible means of support both inside and outside our school to ensure we implement appropriate supports to best meet the needs of our students.

The SSC is a school team comprised of internal staff (SSMC, Teacher on Assignment) and agency partners (two Crisis Intervention Specialists from The Center for Youth Services, and a representative from Hillside Work-Scholarship Connection). The team assists students by ensuring that the school community utilizes every available resource to support both academic and social-emotional health. Students are most successful when there is a strong connection between home, school, and community.

The SSC team meets weekly (or more often) to review all referrals and explores possibilities and strategies that will best meet all needs of each student with the support of teachers and parents. The SSC team includes the most important people in the student's life: parents or caregivers, teachers, counselors, Crisis Intervention Specialist, Hillside Youth Advocate, school administrators or designees, and any other school or community members who can provide support or services. Our team has direct lines to a number of emergency and non-emergency community supports, up to and including, emotional or physical distress, mental health, prevention education, counseling, emergency shelter, and youth development opportunities.

Students are typically referred by the classroom teacher or advisor, but any member of the school staff and/or parent may submit a referral when a concern exists. The SSC team identifies an intervention that is instructional in nature, has a basis in research, and will be conducted on a consistent basis with progress monitoring. Using the information, the team can suggest and assist in implementing further steps to ensure students' needs are being met.

The Student Success Center team meetings includes students when appropriate, parents, teachers, the advisor, student service personnel and/or administrators. Meetings last approximately 20 to 30 minutes, depending on the individual case. The SSCM leads the group through a process, which results in a written plan of action. The team discusses the student's strengths, concerns, gathers pertinent history and information and discusses present interventions and outcomes. The team then brainstorms interventions and chooses the most appropriate course of action to complete a plan for student success.

Parents are asked to contribute information regarding their child's learning, emotional, and social needs and any other relevant information to help with the development of an intervention plan. At the end of these meetings, a follow-up date is scheduled to review progress. Student's intervention plan is implemented and is reviewed after several weeks to check student progress. Progress monitoring of the interventions will have been conducted as a means of evaluating their effectiveness.

Parents are invaluable assets on the team because they:

- Provide valuable information and another viewpoint for planning an effective program,
- Share the child's strengths and concerns with school staff,
- Participate in the development and implementation of a positive intervention plan for their child.

The SSC offers services for students including counseling and mediations (Student to Student, Staff to Student, Staff to Parent and Student to Parent), workshops on community issues such as homelessness, mental health, gambling, addiction, diversity, and healthy relationships. Our SSC team also connects students to outside resources such as Trillium Health, Department of Social Service, Asbury First United

Methodist Church Storehouse, North Ridge Church, The Center for Youth Services, and Hillside Work-Scholarship Connection.

Benchmark 3. 3. b. Explain how school leaders collect and use data to track the social-emotional needs of students.

The Student Success Center (SSC) assists in collecting and using data to determine school and student needs to develop effective interventions and procedures. The SSC staff has expertise in conducting assessments on the student, the classroom and school-wide climate. SchoolTool is a source used to collect data through the referral process and through notes in SchoolTool. A data summary form will be implemented to allow the SSC staff to keep track of all students entering and exiting the SSC with in-depth information.

At the student level, classroom observations of individual students are made from a member of the SSC team following submitted referral to provide feedback to teachers regarding the handling of the student's problem behaviors with classroom interventions. At the classroom level, SSC team members conduct non-evaluative observations to provide individual teachers skills and strategies to assist them in developing more effective management techniques with specific students. And as described earlier we do a series of stakeholder surveys with Hillside Work-Scholarship Connection to assess and track leading SEL performance indicators.

The team also examines data on a school-wide level to identify patterns and develop strategies to effectively address them. The team also uses SchoolTool as a tracking system to identify and work with truant students. Twice a year, the SSC administers school-wide needs assessments. The SSC's staff conducts teacher, student, and staff surveys on school climate, social/emotional skill-building, and anti-bullying programs, to provide technical assistance and training to the staff to improve in identified areas of need.

Benchmark 3. 3. c. Explain how school leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Data from SchoolTool referrals, and surveys from our staff, and progress from students connected with Hillside Work Scholarship and/or the Center for Youth Services are reviewed to assess the effectiveness of our students' overall social and emotional health. Both the Center for Youth Services and Hillside Work Scholarship Connection provide annual reports, the types of services they offered, hours worked, and outcomes. SchoolTool reports are run on a daily basis which enables the SSC staff to drill down the incidents reported during the school day/week/month to include type of incident, location of incident, time of incident, student(s) involved in incident, and student demographics involved in the incident to identify trends or reoccurrences impacting individuals or groups of students. Many of our students are involved in situations needing immediate triage because of crisis occurring outside of the school day that are given immediate attention.

Our referral process contains three components: academic, behavioral and social emotional. Referrals are reviewed daily by the SSCM. All referrals are reviewed and documented as part of our Progressive Plan for Restorative Practices. Academic referrals are submitted to the Response to Intervention (RtI) team. Behavioral referrals are reviewed for level of response needed before action beyond the classroom takes place:

- Teacher (low level) – Levels 1 through 4

- Teacher (medium level) – Levels 5 and 6
- SSCM and/or EL (high level) – Levels 1 through 6

All social/emotional referrals are a main priority of the SSC. The SSCM works with appropriate staff members to (1) review referral and/or survey data, (2) determine the greatest need (time/place/type) of interventions or supports needed, and (3) determine how to schedule interventions to meet our student needs based. Once data has been collected and analyzed, there is a determination of what specific students are in need. SSC staff secures appropriate resources or supports needed. Interventions are and progress is closely monitored. Follow-up analysis including surveys, and follow-up reports are analyzed to determine the effectiveness and satisfaction of the services or supports provided. Based on the level of positive impact, the SSC adjusts the type and frequency of supports individual students may need. Conversely, without improvement, more intensive interventions are put into place.

All events are documented and tracked to monitor the frequency of: type of event, specific student(s) involved, time of day, location of incident, or level of concern. In addition to events impeding individual student's ability to function throughout the regular school day, this information is analyzed to ascertain if there is an impact on the greater school community needing immediate attention. When situations arise where SSC is not equipped, outside agencies and community resources are secured to provide more intensive interventions.

SECTION 2: ORGANIZATIONAL SOUNDNESS

Benchmark 4: Financial Condition

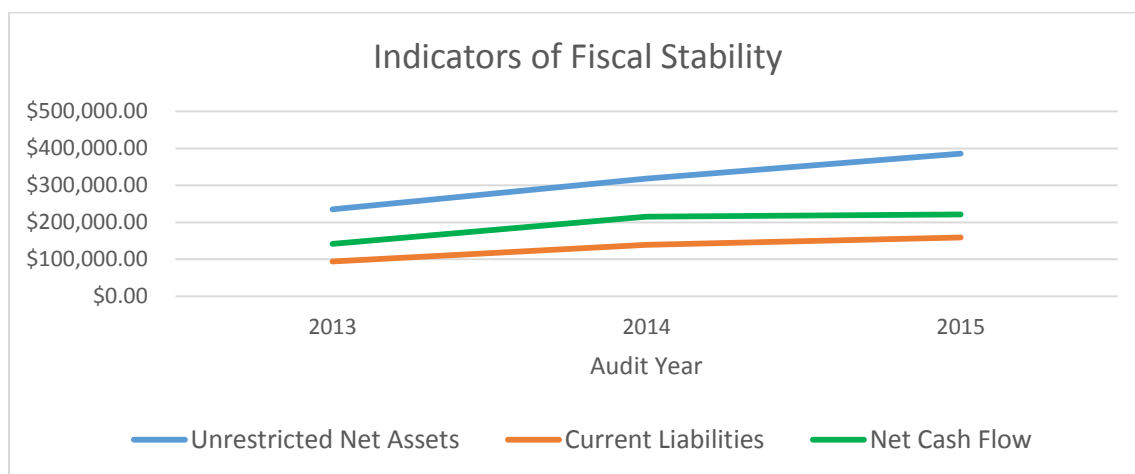
Benchmark 4. 1. Summarize the school's financial history, including the history of net assets, adequate cash flow to sustain operations, support for the academic program, and consistent operation within budget.

During our four years in operation, RCMCS has maintained a tight budget management plan and process that are consistently in full compliance with all financial regulations (General Accounting Principles, GAP). This plan has produced an annual balanced budget with sufficient financial reserves to deal with emergencies, and an appropriate cash flow that exceeds NYSED guidelines. Solid fiscal oversight has been a primary and unwavering focus for the school's leadership and the Board of Trustees.

The selection of an internal auditor and the training of the school leaders on the financial responsibilities of the school were implemented when the school first opened. RCMCS's fiscal track record over the last four years is represented in Figure 4.1. Our school has steadily increased the value of unrestricted net assets during each year of its operation. At the conclusion of the school's first year of operation in 2013, audited financial statements confirmed the existence of \$235, 434 in unrestricted net assets and in 2014, had increased \$319,121 and by 2015 the value of unrestricted net assets had reached \$385,892. A third indicator of the fiscal stability of RCMCS is the increase in cash flow since the school opened its doors. In the first year of operation, RCMCS ended the 2012-2013 school year with \$141,500 in net cash flow. This amount increased by \$73,406 in our second year of operation to \$214,906. During our third year, we saw an increase of \$6,082, amounting to a total of \$220,988, and currently at \$249,224. Importantly, the school has operated with an average of 83 days of cash on reserve which significantly exceeds the NYSED guidelines of 60 days.

Figure 4.1 illustrated the indicators of fiscal stability sustained over the course of RCMCS's existence.

Figure 4.1: Indicators of Fiscal Stability



In addition, the RCMCS' Chief Executive Officer (CEO) and the Board of Trustees (BOT) review year-end holistic financial indicators, including actual revenue over expenses and changes in net assets. During its four years of operation, the difference between actual revenue versus generated expenses has been \$134,037. The largest surplus was in the 2015-2016 academic year when revenue exceeded expenses by \$67,267. Net assets have increased an average of \$76,857.50 each year since 2012-13. The largest increase, \$106,623, occurred in the 2015-16 school year resulting in a total of \$378,296 in net assets over the four years of operation.

Benchmark 4. 2. Describe how the board is structured and operates to conduct due diligence in its role as fiscal steward of the school.

Our Board of Trustees is structured to provide detailed and robust financial oversight at two levels, the Budget, Finance, and Audit Committee and the full board itself. The BOT holds final authority over finances by approving budgets, policies, statements, and audits. The school has hired an accountant who is responsible for preparing monthly reports, including a cash flow projection for expenses from each account. The accountant and BOT President have online access to the bank accounts, which enables them to review bank statements. Any long-term contracts and purchases over thresholds delineated in our financial policies must be approved by the full BOT. RCMCS has a policy regarding check signing. If a check amount exceeds specific thresholds, it must be signed by two board-approved employees. Only three individuals have check signing authority; the CEO, Chief of Operations and Academics (COA), and Board President. All annual budgets and interim modifications must be approved by the Board of Trustees. More details on the roles of the Budget, Finance and Audit Committee can be found in Benchmarks 4.4 and 6.3.

Benchmark 4. 3. Provide several examples of how the board has provided long-term fiscal direction to the school.

As described in Benchmark 4.2, RCMCS has been able to meet its financial goals each year by operating within its budget; and in so doing, it has consistently generated surpluses at the end of the each school year. This high level of financial stewardship has been successful because the BOT plays a governance role in building and implementing the budget each year to reflect the school's operations and academic

priorities. Each year, by the end of March, the Budget, Finance and Audit Committee and the CEO meet to review the current budget, to align organizational and academic priorities, and to review upcoming year expense projections. Through this collaborative process, the BOT ensures that resources are aligned appropriately with the school's priorities. Additionally, the COA's role is to work with the Educational Leader to make recommendations for programmatic spending to the CEO who, in turn, shares it with Budget, Finance and Audit Committee. Subsequently, recommendation financial expenditure reports are presented to the BOT by the CEO. This process ensures that the budget reflects the school's mission and academic goals while adhering to board policies and charter mandates.

In addition to working with school leaders to craft a budget that allows RCMCS to meet its financial and operational obligations, the BOT has recently identified the need to begin a modest external fundraising initiative. A grant of \$10,000 was secured from the Center for Bioscience Education and Technology at Rochester Institute of Technology (the Director of this Center is RCMCS board member Dr. Douglas Merrill) to fund teaching resources needed to support the school's efforts to introduce problem-based learning into its curriculum. And the school leadership is pursuing other funding opportunities. If successful, this model may be expanded to include grants from other external sources, including local businesses, foundations and government agencies. This charter school always aggressively applies for any grants offered by NYSED.

Benchmark 4. 4. Describe how the board monitors the school's financial condition on a monthly basis.

The Budget, Finance and Audit Committee oversees the finances of the school and works closely and regularly with the school leaders to ensure the fiscal stability of RCMCS. The committee meets regularly, and more often if the need arises. At each meeting, it reviews and approves quarterly financial statements, audits, cash flow, and income statements. Statements are reviewed to guarantee compliance and to verify that the school is on track to having an approved budget. The Budget, Finance & Committee works jointly with the Chief Executive Officer to review and confirm invoices, purchases, and payments for expenditures, and to verify the validity of purchases to support the programmatic needs of the school. At times, the Chief of Operations and Academics will be included in these review meetings. The committee also reviews all proposed contracts that exceed financial thresholds to determine whether or not they will be recommended to the BOT for final approval.

The committee secures an independent auditor to conduct the annual independent audits in accordance with State Education Law. At each BOT meeting, the board reviews the financial reports that are prepared by the accountant who is responsible for emailing the report to each board member 5-8 days before the board meeting. The BOT must ultimately endorse the financial reports. As previously indicated, the BOT is collaborating with school leaders and financial staff members to create a financial dashboard that will provide members with an updated snapshot of the financial health of the school. While a complete financial analysis is presented to the BOT at each monthly meeting, the use of a financial dashboard will provide the members with a quick visual representation which should streamline decision making.

Benchmark 4. 5. Provide several examples of the documents the board reviews as part of the process to monitor the school's financial condition.

Before monthly BOT meetings, the accountant prepares a financial packet that is emailed to members of the Budget, Finance and Audit Committee. The BOT President sends each board member and the CEO an updated report for review of the school's financial health and stability. The President of the BOT may

include comments about each monthly packet or future information that the board may need to know, such as progress towards targets. Included in the financial package are: a Balance Sheet, Income Statement, cash flow, listing by vendor of checks written, and cash flow projections compared to actual expenditures.

Benchmark 5: Financial Management

Benchmark 5. 1. Describe three of the most challenging fiscal issues the school has encountered over the past five years and how they were, or are being, resolved.

The first significant experience involved student turnover and its relationship to revenue. Without historical data upon which to make our predictions, it was challenging to project and compare student turnover rates. At the beginning of our school's opening, we did not fully understand the reasons why students either left or were leaving. We have now implemented controls to manage our turnover rate, including interviewing parents and students, surveys, and adding support staff and services to help retain them. These practices and a better understanding of historical trends allow us to better predict and manage enrollment.

A second issue involved the Rochester City School District (RCSD). Early in our relationship with RCSD, we did not fully understand their financial process and patterns of securing our per pupil payments, and, as a result, invoices were not processed in a timely fashion. Unfortunately, in the first few pay periods we did not get our checks sent on time, so we began to work more closely with RCSD. By doing so, this improved our communication with RCSD's financials department. Presently, checks are being sent to us timely.

The third major challenge was the lack of a comprehensive understanding of expense control on the part of the staff. During our first year in operation (2012), first year teachers and those from large school districts did not fully understand the significance of expense controls. Without the financial knowledge and experience, our school did not initially have sufficient controls in place. We resolved that challenge by creating and implementing policies to aid staff in purchasing items by using purchase and requisition forms and by having them adhere to the BOT's financial policy. Currently, the 2016-2017 staff is involved in developing next year's budget, which allows opportunities for detailed discussions with staff regarding requirements of adhering to expenditures and allowances policies.

Benchmark 5. 2. Describe a minimum of three internal controls and procedures the school has changed over the past five years. For each, include the reason for the change and the outcome.

Our three internal controls and procedures are as follow: on-line banking, monthly auditing of expenses, and appropriate staffing control and oversight on authorizing and purchasing.

- (1) **Internal controls for on-line banking.** During last year's (2014-2015) external audit, our outside auditors recommended that we create an on-line banking policy, which included delineating role and responsibilities. The policy was created and approved by the auditors, followed by BOT approval. This updated policy clarifies staff roles in managing the online account and properly segregates their duties and responsibilities. It also creates checks and balances between roles. Our accountant is the only person authorized to do bank transfers among RCMCS accounts. This created an essential segregation of duties and better secured school funds.

- (2) **Auditing monthly expenses.** Going into our second year (2013), our auditors recommended that we establish a policy to review all written checks and financial statements monthly for bank reconciliation. They also recommended that we have someone who is not involved in entering A/P invoices to perform the reconciliations. We created a policy for auditing all checks paid monthly in addition to the bank reconciliation. Doing the bank reconciliation by the accountant allows a better systems for checks and balances with oversight of expenditures.
- (3) **Staffing.** Our first year 2012 staff had limited funding resources. Only one person was responsible for handling invoicing, processing A/P invoices, and depositing checks. The second year (2013) we hired a separate person to enter A/P invoices into QuickBooks, which eased the stress from one person. By having two persons the second year, we were able to create essential segregation of duties, checks and balances, and allocated necessary human capital to the accounting process, which improved our overall accounting efficiency.

Benchmark 5. 3. Complete the 5-year budget using the template provided at:

<http://www.p12.nysed.gov/psc/ApplicationforCharterRenewal.html>. All assumptions or explanations should be identified in the far right column.

Benchmark 6: Board Oversight and Governance

Benchmark 6. 1. Describe how the board recruits and selects board members with skills and expertise that meet the needs of the school, and describe the reason(s) for board turnover which has occurred over the term.

Recognizing the complex needs of a charter school Board of Trustees, we recently built and developed a high quality board, representing a range of skills and constituencies, as detailed in Exhibit G.

To review board members own proficiency, we conduct a self-evaluation process annually. A critical component of the self-evaluation process is assessing the current board composition using a rubric that identifies individual skills and oversights. We also assess our BOT's make-up to attest that members have a diverse range of career expertise needed to support our charter school's performance targets and key design elements. The BOT developed a profile and recruitment process for trustees who are needed to fulfill certain skilled areas. This process begins by identifying the competencies and qualifications required of potential candidates and then conducting a search. Our search is not limited to BOT recommendations; we also recruit through third parties and businesses and agencies.

When a new or vacant position(s) becomes open, board members or school leaders may suggest a person based on qualifications written in our bylaws. Potential candidates may have expertise in specific areas: law, real estate, marketing, education (educational leadership, curriculum, instruction assessment and data), mentoring, fund raising, grant writing, recruitment and advertising. A review of the vacant position is discussed by board members, along with input from the CEO. Board members and the CEO meet with candidates who provided the opportunity to tour the school. In discussing the charter with candidates, they quickly become cognizant of the school's philosophy. They also are told about a trustee's role and responsibilities.

When a qualified candidate demonstrates genuine interest and commitment to the mission and key design elements of our charter, a board member may submit a candidate's name for nomination to fill

the vacant board's position. Next, the board has a discussion about the qualifications of the candidate at its board meeting to certify that person(s) will become a productive, collaborative member. When the BOT agrees on a candidate, a vote is conducted at an open board meeting. BOT candidate's resumes are submitted to NYSED with a signed Board approved form. The newly elected person to the board cannot perform his/her duties until NYSED has confirmed the approval.

Our Board has been reasonably stable through the first course of the charter. We have retained 60% of our original trustees, some of whom are founding team members. We are long standing and have maintained our positions on the board as officers and members because we believe in advocating for systemic instructional change this charter offers secondary students. The founding board members have become mentors to new board members and have offered them assistance in becoming more acquainted with their roles. It is also important to note that Board of Trustees members' resignations were due to several reasons, such as certain members received new jobs and/or positions; others had taken on added responsibilities at their current job, and still others moved their residence to a new location.

Benchmark 6. 2. Describe how the board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.

Our BOT engages in an annual strategic planning sessions where they review school performance, identify challenges and opportunities, and develop strategic plans and priorities. Each year the board has a year-end meeting where they analyze prior year data and compare it to current performance indicators and targets. This data helps board member to either create or revise Strategic Action Plan for the upcoming year. The Strategic Action Plan is shared with the leadership team and its staff, which assists in the improvement of the school's operations and academic performance. This plan also is used to measure academic growth and to identify culture and climate improvement.

Benchmark 6. 3. Describe the ways in which the board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.

The BOT maintains active oversight to measure our school's growth using data and dashboards. Comprehensive oversight is a function of our full board specific to our school's key performance indicators, financial reports, and academic accountability data, which is reviewed monthly. Our school's dashboard highlights the following key indicators: academic outcomes, staff and student retention, student support and management, attendance and internships. The school's budget is submitted monthly and the Board is currently developing a financial dashboard to provide trustees an 'at a glance' snapshot of the school's financial health.

Monthly reports are provided by the Chief Executive Officer and the leadership team who share information about student performance, culture and climate of the school, operation needs, and specific outcomes. The BOT reviews updates and discusses issues pertaining to the charter school's overall improvement. Board members ask questions, seek answers to problems and concerns, and pursue vital information and data.

Each year the BOT surveys staff, students, and families to receive authentic feedback about the management, instructional delivery, climate, and operations of the school. These results are used to provide the BOT feedback on the effectiveness of the CEO and his leadership team. Additionally, these surveys provide helpful information about how the school community views the quality of the academic program and the climate and culture of the school to the leadership team and staff.

Budget, Finance & Audit Committee members oversee the overall budget of the school to ensure the school is fiscally responsible with its expenditures. The committee typically meets monthly and reviews and approves quarterly financials, audits, cash flow, and income statements. The committee oversees the finances of the school and works with the CEO and his leadership team to develop an annual budget. Statements are reviewed to assure compliance and also that the school is on track with regards to the approved budget.

The Budget, Finance & Committee works jointly with the CEO to review and approve invoices, purchases, and payment for expenditures and purchases. The Budget, Finance & Audit committee is also responsible for receiving and reviewing all financial reports quarterly. The committee reviews all proposed contracts that exceed financial limits to determine whether or not they will be recommended to the BOT for final approval. The committee has hired an independent auditor to conduct the annual independent audit in accordance with State Education Law.

The Curriculum and Instruction Committee works closely with the CEO and the leadership team to review annual student achievement. Results from summative assessments and cohort progress are reviewed extensively. This data guides the team in developing updated annual goals that are ambitious and realistic. The committee continuously reviews interim progress through formative assessment results and reports to the BOT by the CEO.

The BOT is consistently updated about student testing results, Northwest Educational Assessment (NWEA) scores, teacher developed assessments, marking period data, and Regent exams scores. The BOT also receives information about the accumulation of credits toward graduation for each of student assigned to a yearly cohorts.

Benchmark 6. 4. Explain the processes and procedures for reviewing and updating school policies.

RCMCS' Board of Trustees conducts an extensive annual review of existing policies and determines areas that need revision and/or development. The BOT includes staff on specific committees or task-force to review employment hiring practices; to identify policy issues that may need revision; and to review policies pertaining to employees' working conditions. The following policies are reviewed throughout the year (finance, personnel, and governance) to determine if updates are applicable and required. Our "Team Member Handbook" is the governing document for all personnel practices and policies.

The BOT secures counsel and advocacy organizations to identify areas of the law, specifically Education Laws and Charter School Laws, that may or have changed. For all finance matters, the BOT works with our auditors, its Budget, Finance, Audit Committee, and CEO to confirm policies accurately reflect current legislation. Similarly, for all legal matters, the BOT works directly with its school counsel to confirm that employee rights are upheld.

In the event of unforeseen issues requiring immediate policy review, such as a critical financial matter or a policy that needs immediate review, the Board relies on the duties and responsibilities of the Executive Committee to identifying issues, research effective practices, devise optimal language, secure appropriate external resources (for instance, legal counsel, auditor or accountant), review with staff selected to that task-force, and then submit feedback to the BOT for its approval.

Benchmark 6. 5. Describe the performance based evaluation in place for the board to evaluate itself, the school, partners, and providers.

As RCMCS has developed and grown the past four years, the BOT has increasingly recognized its use of performance-based evaluations. Board of Trustees members and the school leaders have worked collaboratively with a data analysis consultant to create a more readable and accepting dashboard. This dashboard allows for a more comprehensive and longitudinal evaluation of the performance of all stakeholders whose interest is in the success of RCMCS.

At present, the BOT establishes a set of goals for itself and targets goals for its school leaders. The BOT establishes these goals at their annual retreat. Board members review board composition, identify trustee recruitment procedures, plan for professional development, and assign board roles and responsibilities. While evaluation of the board itself occurs continuously, we conduct a discrete self-evaluation each year during the summer.

The board continuously evaluates the success of the school based on well-defined outcome measures. The dashboard has specific goals that address organization and academic indicators, both interim and summative. These are set both by the school charter and by the proposals established during the annual Strategic Action Planning retreat.

Consultants who are hired by the school leaders are appraised based on performance of the objectives explained in their contracts. The board has increasingly included specific outcome measures in each consultant's contract. Every consultant is required to complete an assessment narrative at the conclusion of his/her contract to explain in detail his/her achievement and accomplishment.

Benchmark 6. 6. Describe how the board regularly and systemically assesses the performance of the school leader(s) against clearly defined goals and makes effective timely use of the evaluations. Note whether the board hired outside consultants, used its own expertise, or took other steps to evaluate and monitor school leadership.

RCMCS Board of Trustees' Executive Committee is primarily responsible for evaluating the performance of the Chief Executive Officer (CEO). Each year following the Strategic Action Planning retreat, board members meet with the CEO to define key outcome-based goals for the coming year; specific outcome and performance metrics are defined during this meeting. These goals encompass academic, organizational, and financial targets, and are integrated in the school dashboard. The Executive Committee conducts an informal mid-year review of the CEO's performance and a formal end-of-year review. Board members are also responsible for reviewing the evaluations of the Chief of Operations and Academics and the Educational Leader, which are completed by the CEO.

Benchmark 6. 7. Describe the process in place used by the board in order to maintain full awareness of its legal obligations to the school and stakeholders, including handling conflict of interest.

RCMCS has an attorney on retainer to handle legal obligations for the school and its stakeholders. In addition, the BOT and the school leadership interact regularly with advocacy groups and other charter schools to maintain knowledge of legal issues that exist or may arise. All legal matters are routinely reviewed by the school's attorney. As the BOT reviews and/or amends policies and procedures, the school attorney participate by confirming the BOT's action is in compliance with Federal or State laws. In addition, the BOT has established the practice of reviewing the Code of Conduct by soliciting the input from the school attorney. By actively working with the school's attorney, the BOT works tirelessly to ensure that all policies and practices are in full compliance.

Benchmark 7: Organizational Capacity

Benchmark 7. 1. School Leadership:

Benchmark 7. 1. a. Describe the school leadership team and explain how it obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.

The school leadership team is comprised of the CEO, COA, Educational Leader and Student Success Center Manager. The COA and Educational Leader are experienced administrators. Our hiring process emphasizes recruiting and retaining staff that are aligned with our mission and key design elements.

Staff members are integral in our school reaching its goals and objectives; therefore, professional development and effective supervision is central to our success. Over the first charter term we worked on establishing and maintaining a culture of collaboration and commitment by working with teachers to develop and refine short-term and long-term academic goals.

Teachers are consistently invited to participate in leadership meetings to provide input in the school's instructional program and overall school's operations. Staff members remain committed to the mission of the Charter because they have continual input into improvements in process and programming. All staff members have committed to participating in our Professional Development plan wherein the cumulative hours total 44 full work days.

Benchmark 7. 1. b. Define the roles and responsibilities for leaders, staff, management, and board members.

RCMCS is managed by our Chief Executive Officer (CEO), who holds overall responsibility for the day to day operations of the school, and growth in meeting or exceeding state benchmark objectives. The CEO is responsible for overall student outcomes as well as the accomplishment of strategic initiatives set by the Board of Trustees (BOT). The CEO reports directly to BOT who governs the school, and holds final authority, sets policy, and delegates authority to the staff.

The BOT oversees the management of the school and sets the strategic vision in collaboration with the staff. The CEO oversees the leadership team, who supervises and manages the rest of the staff and partners. The Chief of Operations and Academics (COA) reports directly to the CEO, and oversees the Educational Leader, facilities, operations, contract services, and completion of audits. The Educational Leader (EL) oversees the day to day academic program, staff supervision, advisement, instruction, testing, parent engagement, student engagement and school climate. The Coordinator of Internships (COI), reports directly to the Educational Leader. The COI oversees the development of our four-year work-based learning continuum and facilitates and monitors the quality and integrity of our mission's key elements culminating in internships for 11th and 12th grade students. The leadership team manages the teachers, counselor, support staff and partners to implement our mission and progress towards meeting our student outcome goals. This structure allows the BOT to focus on key strategic initiatives, while distributing leadership more fully throughout the organization.

Benchmark 7. 1. c. Describe how school leaders communicate with all members of the school community, including staff, parents/families, students, and other stakeholders. The response should summarize how school leadership solicits feedback, how school leadership shares important information regarding individual student and school-wide performance, and how school leadership shares information about school initiatives and programs.

Communication at RCMCS is essential to aligning stakeholders and thus we engage in a range of targeted strategies to best inform and solicit feedback.

Continuous parental outreach is made through personal phone calls, direct mail, and emails regarding orientations (four annually), events, celebrations, and general student and school information regarding specific initiatives and programs. The majority of our parents and all of our students have active email accounts connected to the school's domain. Every student is assigned to an advisor who is a main point person of contact for the school; each advisor has ten students, which creates an environment of personalization. The advisor makes weekly calls to each one of their ten advisees, progress reports are sent home every mid-marking period, advisors conduct home visits, and schedule parent-teacher conferences as requested. Report cards are mailed home at the conclusion of every marking period, containing attendance reports and personalized comments. Parents have 24 hour access to SchoolTool to review current grades and assignments for their children. Many parents have developed strong relationships with advisors and school staff and they often prefer texting as an immediate means of communication. Anytime a student is processed through the Student Success Center, a phone call is made by the appropriate staff member. Information is regularly updated on our website including aggregate student achievement data. Monthly PTO meetings are facilitated by active parents and teachers who work in tandem to set agendas and disseminate information. We routinely solicit feedback informally through the advisor calls and school interactions with families and formally through an annual survey. Parents provide input and suggestions regularly via phone calls and emails. Staff is expected to act immediately (within 24 business hours) of all parent communications. Teachers enlist the support of the SSCM or EL immediately when they are not able to address a parent concern. The intentional small school design of RCMCS fosters our ability to resolve issues promptly and successfully.

We also have begun to execute an annual summative data dive with parents; to review the school's progress towards its goals and to answer questions, receive feedback; and to identify potential program improvements.

Similarly with students, we have continued formative feedback on their progress through our advisor program as well as other formal and informal mechanisms. Students receive electronic copies of all general information mailed home as well as the weekly bulletin. Weekly outlines of learning targets are posted outside every teacher's door and on their website. Students have a RCMCS email account and utilize it regularly to make appointments, request information, and offer suggestions about the improvement of our school community.

Student performance is shared regularly with students by teachers, support staff and advisors. Students have full access to their current academic progress through SchoolTool and data walls displayed throughout the school that contain aggregate or anonymous information regarding progress, achievement, and attendance. Students meet with their advisor weekly for a minimum of 50 minutes. Advisors conduct weekly monitoring and consult with students on individual progress via SchoolTool on a regular basis; this information is also recorded on each student's Individualized Learning Plan (ILP). The ILP, a document developed between advisors and students during the 9th grade year outlining academic and personal goals, which is reviewed a minimum of three times a year following the close of marking periods, and annually as our students' progress to the next grade level. The ILP is the primary internal document used to informally monitor student achievement, the talking point for conferences, and opportunity to keep parents involved with their child's four year plan.

Staff members receive a weekly bulletin highlighting scheduled events and instructional priorities. Further, all staff participate in Professional Development weekly for a minimum of 3 ½ hours where time is allocated to whole group meetings for agenda items concerning the entire school. Every staff member has email accounts linked to their smartphones providing us with instantaneous communication around the clock. School leaders work with staff to share and analyze student data and align staff on performance goals, and staff feedback is continually solicited informally, during PD and supervision meetings, and formally through an annual survey.

Feedback is requested regularly from all stakeholders. Surveys are conducted frequently to solicit critical information from Parents, Students, Staff and other school participants (such as community partners). Some surveys measure progress; others provide opportunity for all stakeholders to take votes on school issues. Results are disseminated in a timely manner to all participating parties for transparency and our democratic school community.

Reports are provided by the CEO and the leadership team to the Board of Trustees regarding monthly progress towards meeting goals for academics, graduation, student performance, curriculum initiatives, and internship progress. There is an open comment session at each meeting for the leadership team to solicit feedback from the BOT. Additionally, the BOT uses staff, student and family surveys annually to get stakeholder feedback.

Internships, one of our key design elements, is a main component of our success and therefore, requires continuous communications. Our business partners receive communications from the Coordinator of Internships (COI) via mailings, email, phone calls and site visits to monitor student internship progress. The COI is the direct line of communication for business partners, students in internships, and student advisors.

Benchmark 7. 1. d. Describe the process used to successfully recruit, hire, and retain key personnel, and make decisions – when warranted – to remove ineffective staff members.

We recruit staff members through broad general advertising, targeted recruitment to high yield sources, through word of mouth, and utilization of our extensive local community contacts. Because RCMCS has a relatively unique model to Rochester, we use the hiring process to confirm that staff understand and are aligned with our model, specifically focusing on alignment with our core beliefs of interdisciplinary and project-based instruction. We hire staff based on their technical qualifications in addition to their perceived fit with our school model and student body.

The BOT Policy Handbook (page 30) states that: “The hiring process will be multi-step. Once an instructional position has been established and budgeted for, it will be properly advertised in a local newspaper or posted online with at least one job search site, and provided to college teaching programs in western New York in an effort to draw the best possible pool of eligible candidates. Other vacant positions will be posted on at least one job search site. Advertisement of staff positions will also be placed in the local newspaper, Education Leadership, Education Week, and Teacher Magazine. Listing of our available positions will be placed on our own website (RCMCS.org), Monster.Com, and NYSED teaching positions availability list.”

Steps in the hiring process include: completion of an application including documentation of NYS teacher certification; a personnel search team, which may consist of members of the BOT’s Personnel and Hiring Committee, Chief Executive Officer, school leaders and staff representation. This search team will be responsible for reviewing the applications and selecting interviewees and inviting candidates to an interview. Candidates will also be asked to demonstrate knowledge and skills to scenarios they may

encounter in the classroom and in school. The Chief Executive Officer and the BOT's Personnel and Hiring Committee will review recommended candidates to a position based on a rating system. ; Chosen candidates will be extended an offer of employment. Rochester Career Mentoring Charter School (RCMCS) will implement a recruitment process that hires culturally competent teachers and staff. These individuals must hold themselves accountable for making measurable gains with the school's focus on academic and career-based achievement. It will seek candidates whose instructional philosophy aligns with the mission and vision of the school.

As our school model continues to advance and strengthen, the process used to interview staff has become more consistent. As much as possible, the leadership team includes a contingency of parents, students and support staff to participate in the process of interviewing candidates. We use a similar approach to recruit new students interested in our unique school design and student-leadership model. Teaching candidates are now required to participate in a fish-bowl exercise wherein their ability to co-plan a rigorous project-based lesson with colleagues from all disciplines is observed. Candidates are offered a position based on their credentials, certifications, and expressed commitment to the vision of our Charter.

Every staff member is evaluated formally and informally throughout the year. In the event a staff member is not meeting or exceeding expectations, support is immediately provided. If a staff member is not meeting expectations but shows potential, their supervisor will develop a support plan for goals and objectives that will be monitored for progress. In most cases, a collaborative conversation is all that is needed to foster development and growth of professionals. In the event more support is needed, the leadership team develops a coaching plan with specific outcomes and timelines. In the event staff are not meeting expectations, and not showing the potential or commitment to the charter, they may be counseled out or dismissed based on our personnel policies.

It is our belief that continuity of staff is crucial to the success of the school and building a team environment to foster effective collaboration. We develop and retain staff by providing comprehensive professional development, thereby creating an environment where they have the tools and support to be successful. Instructional staff will receive ongoing professional development in the school's mission. We utilize teaching coaches from Buck Institute for Education (BIE.org) specifically for project-based learning development since the Institute also provides online resources and year-round technical assistance to our teachers. A teacher that has fewer than three years of instructional experience will also receive peer group support with other teachers. The continued investment in professional development, equipping staff with the tools they need, providing them with greater influence in curriculum and the professional development planning, and having a team environment among school staff will all act as tools to retain effective and committed staff.

RCMCS staff will have more supports, professional growth opportunities and opportunities for input in decision-making than is offer teachers in most traditional school. We believe that this keeps teachers more invested in the school and fosters a desire to remain with the school (Board of Trustees Handbook p. 50).

Benchmark 7. 2. a. Describe how the school is fully staffed with high quality personnel to meet all educational and operational needs, including the areas of finance, human resources, and communication.

RCMCS has focused on hiring highly qualified teachers for all disciplines. The addition of two experienced leaders will ensure instructional rigor and integrity to the key elements of the Charter. The Educational Leader's primary focus is instruction while the Chief of Operations and Academics focuses

on overall operations of the school including Human Resources and overseeing State reporting of the data manager. The COA works in tandem with the CEO and BOT President to review finances, instructional and operational budgets. Over the course of the charter we have added additional key staff members to support finance, operations, student support and internship needs. Each year we reassess the needs of the school and work to align our staffing structure and hiring process to meet those requirements. We have been continuously strengthening our understanding of the staffing needs of our program, student population and the range of staffing needs a charter school has of attaining the qualified personnel to achieve annual improvement.

Benchmark 7.2. b. Describe the structures in place for collaboration among teachers.

Teachers have ample opportunity to collaborate at RCMCS; over 40 full work days of time has been scheduled throughout our 2016-2017 school year for teamwork. A month-long summer institute provides time for teambuilding, interdisciplinary planning, data driven instructional meetings, departmental meetings to ensure vertical and horizontal alignment, project-based learning planning, common assessment design, and curriculum review.

Teachers meet on a weekly basis for a minimum of 3.5 hours; our schedule is set every Wednesday from 12:30 to 4:00. Weekly meeting times are established to provide ample opportunity for full-staff collaboration, discipline specific data meetings, and continued development of best instructional practices (including but not limited to the Danielson Framework). Our weekly agenda varies to give our teams time to achieve all of our school's goals. For example, a weekly meeting may allocate one hour each for: whole-school meeting, vertical teams, and a specialty area (such as RtI). Another example would be: PBS with whole staff, department meetings, and a specific advisement initiative of conducting two home-visits. Time is thoughtfully allocated for the continuation of teacher teams working on specific task-forces (planning, curriculum, data, RTI, Special Education, PBS, benchmark assessments, looking at student work, and updates on internships, school initiatives, climate and culture, etc.).

Benchmark 7. 2. c. Describe how the school ensures that staff has the requisite training, skills, expertise, and professional development necessary to meet students' needs, including how school leaders monitor the effectiveness of professional development initiatives.

Each year we review professional development needs and efficacy of current professional development strategies and practices by reviewing the prior year's summative results and through staff surveys. Performance data and staff feedback drive the design of the upcoming professional development (PD) calendar. As trainings are completed, we complete a short surveys of participants to (1) check for understanding and (2) ascertain their perception of the value of the training. As the leadership team becomes more familiar with staff capacity, differentiated PD is developed for staff to ensure all staff members remain engaged, current with best practices, and working in a capacity that is aligned to their level and area of expertise. For instance, staff with expertise will design and lead PD sessions. Staff demonstrating mastery levels of teaching and learning may also become immersed in active research of enhanced programming opportunities to implement our school.

We will be retaining over 80% of our current staff ensuring continuity in daily operating procedures, consistency in school-wide expectations and continuously improved instruction. Observations will take place regularly (minimum of three formal observations), with specific instructional practices learned or refined during Wednesday PD sessions.

Benchmark 7. 2. d. Describe the systems in place to monitor and maintain organizational and instructional quality, including a formal process for teacher evaluation geared toward improving instructional practice.

RCMCS uses a combination of two evaluation models for teacher evaluation: (1) the Danielson Framework: Planning and preparation, Classroom Environment, Instruction and Professional Responsibilities and (2) the Teacher Project-Based Evaluation Process: measuring the success of the transition of instruction from traditional to project-based learning (Rochester Career Mentoring Charter School Full Narrative 2011).

All staff will undergo an annual professional performance review. The Educational Leader will be responsible for evaluating the performance of the teaching staff, the Student Success Manager and the Coordinator of Internships. Our staff has also committed to participating in a peer observation process. Evaluation serves the purpose of improving professional practice. Therefore, the role of the leadership team is to provide support, coaching and strategies for continuous improvement.

One area of teacher evaluation includes success implementation of project based learning. The rubric below will be the instrument used to complete such evaluation.

Traditional Teacher Behaviors	Transitional Behaviors	Project-Based Learning Behaviors
Teacher lectures 75-90% of the period leaving students only 10% opportunity to work in teams and/or independently and to answer higher level questions or respond to recall questions.	Teacher lectures 50% of the time leaving students 50% of the time to work in teams and/or independently and to answer higher level questions or to respond to thought questions.	Teacher uses direct teaching 10-25% of the block leaving student empowered over their learning experience and to work in teams and/or independently.
Teacher writes his or her own curriculum without knowledge or collaboration with other faculty.	Teacher writes his or her own curriculum and then asks for feedback from other teachers in the team.	Teacher works in a collaborative team to determine "what is essential" to know in all content areas and how every subject is interrelated.
Teacher feels the need to cover a large amount of material that is set by the NYS Learning Standards and frequently consults the Pacing Chart as a guide to timing curriculum.	Teacher feels the need to cover a large amount of material, but feels empowered to evaluate from knowledge of the examination what is most important to take more time to teach in depth.	Teacher picks the most essential topics to cover in depth. Teacher favors understanding of content over simply completion of all materials. Higher level thinking and analytical skills are encouraged.
Teacher only carries out State's recommended curriculum guidelines.	Teacher follows State curriculum guidelines, but sometimes makes his or her own decisions regarding student learning.	Teacher follows State's curriculum guidelines, but feels empowered to make decisions about student-centered learning.

The Danielson Framework is reviewed extensively through professional development, and then monitored through formal and informal observations regularly. The Educational Leader is responsible for two formal observations of each teacher annually. Staff will also be conducting and participating in a series of peer observations. Teacher teams of three will be developed; each team member conducting two observations and having two conducted for them from their peers. These peer groups will be working closely with the Educational Leader to have informal instructional dialogues focusing on enhanced instruction to directly and positively impact student achievement to meet our targets. Effective teachers solicit feedback from students which will become part of our culture as we complete our 2016-2017 school year.

Benchmark 7. 2. e. Describe the mechanisms in place to solicit teacher feedback and gauge teacher satisfaction.

Staff meetings are the most frequent opportunity to solicit feedback from staff regarding initiatives, policies and upcoming events. RCMCS has created a risk-free environment enabling all staff to participate, be heard and valued. The majority of decisions are made by full-staff consensus. In the event of an impasse, staff vote by means of anonymous survey (i.e. survey monkey) for a final decision has become standard. Internal and external surveys are conducted routinely for feedback. Teachers generate as many surveys as the Leadership team to extract instantaneous feedback from their colleagues or students. The Children's Institute has conducted third-party surveys for students, parents and staff over the last two years to measure parent, student and staff satisfaction in: culture and climate, academic programming, and school beliefs.

All feedback is taken seriously and into consideration before policies and practices are changed. The highest functioning schools are institutions where all stakeholders have input, feel valued and show accountability and ownership of their organization.

Benchmark 7. 3. Contractual Relationships (If Applicable): Not Applicable

Section 3. FAITHFULNESS TO CHARTER AND LAW

Benchmark 8: Mission and Key Design Elements

Benchmark 8. 1. Describe how school stakeholders, including leadership, staff, the board of trustees, parents, and students, demonstrated a common and consistent understanding of the school's mission and key design elements outlined in the charter.

The first term of our charter has been paramount in helping us establish and achieve our mission. All stakeholders now understand the significance and purpose of our key design elements and our implementation.

Our mission is to provide a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school aspires to graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college.

We have created a mold-breaking opportunity for educators to provide urban high school students with a personalized pathway to academic and occupational success. Complimented by a personalized program, integrated instructional support, and continuous progress monitoring, we have accomplished our goal of establishing a home-grown charter school that will serve as a model for other districts. Over the first term of the charter we have united our stakeholders (comprised of hundreds of individuals) around our mission and vision. In our second term, we will work harder to engage all stakeholders to share one unified vision of our mission. Most importantly, we have experienced the growing pains and the challenges, and made the changes needed for success.

The primary means of successfully demonstrating we have consistency of upholding our mission comes from retaining effective and committed staff. We introduce our staff to our mission through

recruitment and the hiring process which emphasizes our school culture and key design elements. We solidify commitment through the supports of collaboration, on-going professional development and celebration of successes.

The Board of Trustees (BOT) is the crucial element in supporting and advocating the mission and the key design principles of our charter with active involvement. We orient board members around our mission and key designs. We share with them our dashboard which focuses on student performance indicators of achievement. The board holds regular strategic planning sessions, retreats, and monthly reviews and consultations with teachers, administration, teachers, and students.

One of the fundamental factors of a student's success is parental engagement and understanding of our school's mission and how it aligns directly with their child's success. Families and students are initially oriented towards our mission and vision prior to submitting an application as we go through a formal orientation process on enrollment that reviews our mission and explains key design elements in detail. These focus areas are reiterated through our summer orientation program, offered four times between August and September, and are continually reinforced through weekly advisory, the overarching school curriculum, and a series of family events to promote regular interactions with student advisors and staff.

Benchmark 8. 2. Describe how the school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

We recognize the challenges faced during our first charter term, made adjustments and are now making significant progress in implementing all of our key design elements and are showing progress on key performance indicators. As of June 2016, RCMCS's graduated 71% of our first cohort 39 out of 55 students graduated from the 2012 cohort.

Our growth has occurred through a continued collaboration with all stakeholders, while building a stronger community within and around RCMCS. The design elements continue to improve and will serve as a model for secondary high schools. We are very close to reaching full implementation of the four key elements approved in our initial charter:

1. Personalization
2. Teachers as Curriculum Designers
3. Career Internship
4. Enrichment Block and Student Support

Personalization: we have learned that personalization is multifaceted and is a professional responsibility of all staff members. Personalization is not limited to academics. It also encompasses the social-emotional health of each child in addition to securing resources and supports needed for each one of them becoming college and/or career ready.

Advisors loop with students to create a wrap-around system for continuity, stronger relationships and student ownership of their progress. Our students benefit greatly from having a personal mentor, coach and advocate (their advisor) who helps our students achieve their personal pathway for learning and success. While advisement focuses on continuously monitoring and reviewing ILPs for academic goals and career interests, it also functions to promote restorative practices in a smaller community setting that is tied to the overarching school goals for climate and culture. Our staff will incorporate lessons from the book *The 6 Most Important Decisions You'll Ever Make* by Sean Covey. Covey's book fosters restorative practices because it highlights: making choices to succeed in school, making good friends,

getting along with parents (all adults), dating and sexual issues, avoiding obstacles, overcoming barriers and building self-esteem.

Every student develops an Individualized Learning Plan (ILP) outlining their four-year academic plan collaboratively with their advisor. The ILP is monitored regularly throughout the year following each marking period and revised annually to adjust goals for students based on their progress and achievements. The ILPs include academic and attendance goal setting elements, and career and college aspirations. Each plan is unique to each student. The ILP, report cards and student portfolio are the main documents leading student/parent/teacher/advisor discussions to ensure students are on track with their goals and four year academic plans.

We have also increasingly emphasized career mentoring, as part of the advisory structure. Therefore, advisors also assist the Coordinator of Internships to monitor internship activity, community leadership and work-based learning opportunities.

Since each advisor has a caseload of only ten students, our model manageable and achievable. Advisors collaborate frequently with all staff and administration to facilitate regular communication with the student and family. The advisor makes weekly calls to each one of their ten advisees, progress reports are sent home every mid-marking period, advisors conduct home visits, and schedule parent-teacher conferences as requested. Report cards are mailed home at the conclusion of every marking period which highlights academic progress, daily attendance for each class and anecdotal comments from every teacher. Parents have 24 hour access to SchoolTool to review current grades and assignments for their children. Many parents have developed strong relationships with advisors and school staff and often prefer texting as an immediate means of communication.

Our first cohort of graduates has requested continued support from our staff. Therefore, we are developing and have added a graduate-tracking component to our model of school design.

Teachers as curriculum designers: Our instructional leadership team and teachers balance state required courses with the opportunity of developing specialized enrichment courses to help students meet the demands and challenges of attaining high school success; and further becoming prepared for their post-secondary college and career aspirations. All of our teachers are required to successfully integrate Common Core and State standards in their curriculum. During summer professional development, the Educational Leader takes staff on a journey of intensive training to learn how to unpack and identify targeted standards and appropriate learning objectives. The Educational Leader (EL) is experienced and knowledgeable in New York State curriculum, instruction and assessments. The EL distributes leadership to teachers with extensive knowledge or areas of expertise to facilitate workshops throughout the year. Our staff has approximately four hours per week to participate in staff PD and co-planning collaboratively in addition to their three planning periods daily.

We have continuously become better at monitoring student progress towards achieving state standards and competencies within our Regents courses, and we have developed three additional entry-level courses for our second charter term to enhance the prerequisite skills our students need to transition to the secondary level. These courses are being designed and implemented during the last year of our first charter term (2016-2017); they will be monitored and reviewed extensively this year to make any necessary adjustments for the second term of our charter. The three new 9th grade enrichment courses are: (1) Quality Decision Making (QDM) to prepare students for making choices to be successful in high school, (2) Enrichment, a course tailored to close skill gaps and engagement with high interest

curriculum and activities designed by our US History teacher who collaborates with the 9th grade teachers to support their curricular outcomes, and (3) SkillsUSA which will be a blend of the SkillsUSA Framework (skillsusa.org) with the core elements designed by our Coordinator of Internship and Careers staff to bridge the 9th careers curriculum for success in the 10th through 12th grade continuum designed to prepare our students for successful internships. SkillsUSA teaches our incoming students the importance of personal skills, workplace skills and technical skills needed for successful high school completion.

We have learned a valuable lesson over our last four years of finding the right balance of incorporating project-based learning to increase student engagement without detracting from the need for targeted remediation of skill gaps to prepare students for success on Regents exams. All of our teachers are responsible for strategic decision-making and designing appropriate lesson activities for students to achieve the learning targets with the highest level of engagement.

We have specifically increased project-based learning (PBL) opportunities for student engagement directly by our improved 9th and 10th grade course sections of Humanities (interdisciplinary English and Social Studies classes), and MST (an interdisciplinary math and science course).

For us to successfully integrate instruction, we partner with the Buck Institute for Education (BIE) to learn from national experts on how to use PBL in all grades and subject areas. We expect all of our teachers to develop understanding of when, how and where to use PBL to support their curriculum. While PBL may not be incorporated into every unit or lesson, it will be implemented when it directly supports the learning objectives and student activities. Our goal is to ensure that all of our PBL lesson plans are manageable projects that engage and motivate students, and that are measurable. BIE will provide our staff with year-long technical supports to ensure we sustain school-wide initiatives whether co-taught in integrated courses or taught thematically across grade level content areas.

Consistent with the promise outlined in our initial approved charter, we have maintained a robust and collaborative relationship with the Rochester City School District during all four years of our operation. In fact, our Chief of Operations and Academics is a former RCSD Principal whose staff collaborated with the RCMCS staff during the last few years of summer BIE professional development. As we move into our fourth year, we have partnered with another committed Principal sending a team to join us again this August. The level of support and commitment we've experienced with the Rochester City School District is evident in the fact the President of the RCSD Board of Education was a guest speaker at our school's first graduation. In the spirit of sharing best practices to increase student achievement, the RCSD President of the BOE as well as the staff at RCMS are committed to maintaining a positive and active partnership with our school.

Career internship: The first graduating class was evidence of full implementation of our key element of career design. Out of our 71% first cohort graduation rate (as of June 2016), 95% of our graduates had secured a career, college, or military placement at time of commencement in June 2016.

Over the four years of our existence, we have developed a more comprehensive sequence for our four-year career and work-based learning curriculum. The Coordinator of Internships (COI) co-planned the careers sequence with the elective teachers to ensure a vertically aligned scope and sequence. During 2016-2017, all teachers will participate in professional development to support vertical and horizontal alignment of appropriate CDOS (Career Development and Occupational Studies) standards. CDOS Standard 2 of Integrated Learning emphasizes that instruction and academics are not separate

processes; career electives and core academic standards are complimentary. As a 'career mentoring' charter school, we believe that CDOS skill development promotes retention of academic knowledge across all content areas directly resulting in increased engagement and relevance for students.

We have made great progress in authentically engaging students in career explorations. Throughout all four years, students at RCMCS are immersed in a Career Choices curriculum based on a progressive pathway of readiness and competencies. The Career Choices curriculum embeds NYS Career Development Occupational Studies, Work Based Learning program, and College and Career Readiness standards. This curriculum encompasses topics such as computer science, public speaking, financial literacy, resume and portfolio evolution, communications technology, and an in-depth topics and providing our students the knowledge and ability to succeed in the 21st century workplace or educational institution of their choice evidenced by 95% of our first graduating class being accepted into their first choice college or military.

In addition to supporting the careers curriculum, our Internship program is led by a NYS certified work-based learning coordinator, our Coordinator of Internships (COI). This coordinator is responsible for preparing and placing students in appropriate career based internship opportunities, where students receive a minimum of 150 hours of hands-on career experience throughout their junior and senior years. The coordinator works closely with the on-site Hillside Work Scholarship Connection team, teachers, administration and teacher-advisers to build community and student relationships. The COI supports all advisors in developing students individual learning plans for career interests and aspirations, relevant career alignment in their classrooms (CDOS integration), and communication their work site locations.

We have just developed a partnership with Pointii, a career-preparation program for grades 9-12 designed to assist students in various career experiential opportunities. Pointii directly supports our mission of increasing student understanding of various careers, personalizing their study of program to their likes and interests, improvement of technical and soft skills, and building professional connections through networking in the greater Rochester area.

As previously mentioned, our first cohort will receive continued support from our staff after graduation. Therefore, we have added a graduate tracking component to our model to our school design. We have designated staff to track, follow-up with, and support student alumni in their career paths and college placements. This team will travel to our graduates' work and college locations to ensure they are receiving the support and guidance they need for success. We find this role vital to the success of our mission since research shows that the majority of low income urban students have the lowest college completion rate within six years after leaving high school. Our goal is to support our students' success in their college and career choices.

The 2016 graduating class achieved 100% internship placements, in addition to each student accruing 644 hours of career preparedness instruction between Career Choices and the culminating English IV graduation requirement of their "senior project". By June 2016, 98% of our graduating seniors had a chosen career path and/or a college destination secured. We anticipate achieving a 100% placement rate for the 2013/2017 cohort; those students currently have attained a 65% internship placement ratio prior to September 2016.

Enrichment Block and support: Our 2011 approved charter application highlighted enrichment opportunities for our students to provide additional time on task (during summer months and

throughout the school year) for increased literacy skills and social-emotional supports, securing staff to (1) support English-language learners (ELL) and students with disabilities (SWD), and (2) develop career awareness and technical skillsets, a preliminary advisory structure, and partnering with outside agencies.

We have an extended school year (August 22nd through June 30th) in addition to a longer school day (8:00 a.m. to 4:00 p.m.) giving us the opportunity to implement enrichment with fidelity. We believe that the development and implementation of three enrichment courses for all 9th graders (QDM, Enrichment and SkillsUSA) in 2016-2017 will improve student engagement while making school fun for our youngest students. In addition to appropriate staffing and scheduling to meet the needs of SWD and ELLs, we've added additional enrichment opportunities for grades 10 through 12 into the master schedule for remediation, exam preparation and acceleration opportunities to keep advanced students engaged and challenged. For example, we will offer an on-line course for physics and calculus.

Our Student Success Center model has also been enhanced with the design improvements by our Success Center Manager (SSCM) and Educational Leader. They have developed a SSC team of RCMCS staff and outside agencies working directly in our school from The Center for Youth and Hillside Work Scholarship. The SSC team has developed a comprehensive referral and response system to ensure success (academic and social-emotional) of every student.

Benchmark 9: Enrollment, Recruitment, and Retention

Benchmark 9. 1. Include the table below in the school's application for renewal. Use the school's current enrollment information and data from the Enrollment and Retention Target Calculator to complete the table (see website <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>).

Charter School 2015-2016 Enrollment and Retention Targets for Future Charter Terms

Subgroups	Enrollment Targets		Retention Targets	
	Current Enrollment Percentage at Charter School	Comparable District Percentages for Relevant Grade Level(s)	Current Retention Percentage at Charter School	Comparable District Percentages for Relevant Grade Level(s)
Economically Disadvantaged	95.4%	81.3%	82.3%	87.7%
English Language Learners	2.5%	10.4%	66.7%	84.3%
Students with Disabilities	15.6%	17.5%	75.7%	82.4%

Benchmark 9. 2. Explain, in detail, how the school plans to meet the enrollment and retention targets in the table above in the next charter term. These targets will not be effective for the school until renewed.

RCMCS is in the process of and is committed to reaching our enrollment targets. Our commanding energy is dedicated to increasing enrollment for two subgroups of students; Students with Disabilities (SED) and English Language Learners (ELL). As we reviewed and analyzed retention data the past four years, we are students with special needs will benefit greatly by enrolling in our small, personalized high school. To improve enrollment targets of these subgroups, we need to exert more effort by promoting

our school to organizations and agencies in Rochester that provide specific services to middle school and secondary students. Thus, we have organized a recruitment team that will distribute brochures and pamphlet about our charter school and its instructional program. One such organizations can help us immensely is our partner, the Rochester Refugee Resettlement Services, which aids new refugees to our city and its schools. These materials are offered in a number of languages, such as Spanish, Burmese, Swahili and Arabic. Another agency located in the city is Mary's Place, which provides tutoring, case management, counseling, health-outreach opportunities, and after school programs to newly arrived refugees. Mary's Place has also committed to creating a partnership with RCMCS to host groups of new recruits since we offer and an inclusive environment for secondary students. By connecting with Mary's Place, we have increased our access to other agencies that provide services to newly arrived foreign parents and children to the Rochester area.

Our staff has gotten involved in a summer recruitment campaign to increase the enrollment of SWD and ELL students. Teachers, clerical staff, support staff, and members of the leadership team all participated in visiting the homes of potential 9th grade students in the Rochester City School District (RCSD) who still are undecided about their high school choice, yet expressed a strong interest in attending our school this year.

Our Educational Leader formed a partnership with Rochester International Academy (RIA). This partnership allowed the Educational Leader to make presentations about our academic, career, and summer bridge program programs to their ELL students and families. In addition, our teachers conducted door-to-door recruiting in Rochester neighborhoods where the refugee population is prevalent.

We are proactively leveraging our current ELL students and their families to serve as ambassadors to advocate for our school image and culture to other ELL students. Our staff has likewise committed to become engaged in outreach initiatives at community events and in partnering with locally-based ethnic restaurants and businesses by distributing promotional materials in the primary language(s) of the demographics of these specific areas and/or establishments.

Furthermore, we are aggressively partnering with the Rochester Hispanic Business Association, the Jordan Health Center, and Ibero, a dual language human services agency, all of which are in our school's surrounding neighborhood. These organizations offer a variety of services and supports to current students and their families, which allows us to inform and recruit students them about our unique small charter school.

We are concentrating our immediate attention to the recruitment of Students With Disabilities by forming an alliance with families of children who are connected with groups, such as Developmental Disabilities Alliance of Western New York, the Community Consultation Program operated by the University of Rochester, and Rochester Educational Opportunity Center (REOC). We have already established strong partnerships with social workers in the greater Rochester-area, including staff from the RCSD, who contact us directly when there are students they feel would benefit from our program. The Developmental Disabilities Alliance lends us the opportunity to inform students and their families about our school's offerings and services as well as the direct support them.

Benchmark 9. 3. Describe how the school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.

Rochester Career Mentoring Charter School (RCMCS) plans to meet the enrollment and retention targets aggressively by recruiting students in a number of different ways. After experiencing some initial challenges with enrollment targets, we have developed stronger and more consistent recruiting pipelines and have a first-time waitlist for our charter. To date, the most effective recruitment activity for our charter has been word of mouth and mailings. Our students and their families have communicated to other students and families about the exceptional non-traditional teaching and learning they can expect in our school. They encourage potential 9th and 10th grade students to visit our charter and to speak with recruitment representatives. This summer, we experienced a number of successes from our current students who joined our recruitment team to visit homes and speak to potential students. On one day alone, July 28, 2016, we had enrolled thirteen new students.

Our retention targets depend on the commitment we have to students and their families by offering an engaging project-based, career-based learning environment which is supported by a strong advisement program. As we enroll more students to meet our enrollment target, we expect to continue to build a more adequate waitlist.

Benchmark 9. 4. Describe the recruitment strategies and program services implemented to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch.

RCMCS has actively implemented a robust recruitment and retention campaign whereby all staff members participate in recruitment activities designed by the recruitment team. Such activities include the following:

- **Door to door enlistment.** Placing brochures and applications in strategic community locations, such as libraries, churches, recreational/community centers, small businesses, and community agencies
- **Participating Fairs:** Making presentations at the Rochester City School District and Charter Schools Recruitment Fairs and Activities.
- **Targeted advertising:** Placing posters on Rochester's Regional Transit System (RTS) buses, in bus shelters, and in the RTS Transit Center located in the heart of downtown Rochester.
- **Marketing continuously.** Mailing brochures and post cards three to four times per year to every 8th and 9th grader living in the city of Rochester. Since Rochester Career Mentoring Charter School does not have a middle school program, we plan to mail promotional materials at least once a year to 6th and 7th graders living in the city. Beginning our recruitment efforts at these grades will help students and their families learn about our uniqueness early.
- **Recruiting from within.** Twice per year existing RCMCS students are given student enrollment applications to share with other relatives, families and friends. By doing so, RCMCS promotes student ambassadors as key to getting the word out about our school.
- **Solicitations.** Our recruitment team makes home visits to prospective 8th and 9th grade candidates.
- **Promoting community awareness.** We continuously update and display materials to boost our recruitment efforts:
 - On our website (rcmcs.org)
 - On Facebook.
 - On billboard and displays.
 - In local media (television, radio, newspaper).
- **Conducting Open Houses:** Students and their families will be invited to our school to meet the staff and to review the programs we offer students.
- **Make use of free media:** Utilize radio stations such as WDKX, Community TV, Ch. 15, and the free City Newspaper to help us spread the word about our school.

- **Continue our partnerships:** Work with organizations and agencies that will help us attract SWD and ELL students.

Benchmark 9. 5. Describe the process currently used to evaluate recruitment and outreach strategies and program services for each of the three categories of students, and what strategic improvements will be made in the next charter term.

Historically, the school leadership would review the number of applications and enrollment percent and then report its findings to the Board of Trustees (BOT). In the next charter term, the BOT will set specific goals for the number of applications desired and will track actual enrollment numbers against targets enrollment, as part of its dashboard. The staff has also committed to doing greater tracking of its outreach efforts by surveying prospective students and their families.

We also have a pressing need to recruit students long before they complete the 8th grade. We are now taking measures to reach out to families of 6th and 7th graders who may not be familiar with RCMCS's career-based program and services we provide students to accommodate their academic and social needs.

RCMCS will continue to develop its strong recruitment team by expanding membership. Our team will meet quarterly to review and concentrate on retention and recruitment numbers and will adhere to specific targets for the Students With Disabilities and English Language Learners.

We are optimistic we will be able to meet our targets. We aspire to achieve these targets with a commitment to initiatives, such as leveraging internal and external resources for recruitment, requiring all staff to become more involved in recruitment and influencing our current students and parents to assist in our efforts.

Benchmark 10: Legal Compliance

Benchmark 10. 1. Describe how the school ensures substantial compliance with applicable state and federal laws and the provisions of its charter.

The school has taken a pro-active role to ensure that both teaching and non-teaching personnel are aware of, and follow, the policies, standards and regulations set forth in applicable NYS and Federal laws, the RCMCS charter and various policies adopted by the Board of Trustees. Staff meetings are held frequently and time is allocated to address legal roles and requirements, appropriate conduct and many of these topics are covered in the initial orientation. During 2016 these meetings have focused on the contents of the revised Code of Conduct with special emphasis on the requirements imposed by DASA and instruction in dealing with students with disabilities. All teaching staff have also received instruction with respect to revised requirements and procedures to follow in dealing with violations of the disciplinary code as well as harassment and complaint processes. In addition, we also disseminate, review, and update an annual policy review with consultants, advocacy organizations, and counsel. The CEO and administrative staff monitor and support day to day compliance. Additional professional development (staff meeting) time will be allocated to address employee rights including items such as: discrimination, harassment, privacy, safety and health.

The Board of Trustees also gets regular legal updates from counsel and other charter school advocates. And it has adopted specific standards for annual professional performance review of teaching staff and

the Coordinator of Internships to evaluate effectiveness in implementing project-based learning instruction, collaborative team-teaching and student-centered, career-focused learning, as set forth in the school's original application for a charter.

The school has engaged an independent external auditor to provide to the Board of Trustees a financial audit and a management letter addressing any deficiencies. The school has adopted a policy to implement a corrective action plan in response to any deficiencies noted in the Management Letter, and to provide a copy of such plan to the State Education Department.

The Strategic Action Plan adopted by the Board of Trustees during 2016 provides for legal counsel at board meetings and involvement in school operations when and where appropriate.

Benchmark 10. 2. Describe any corrective action taken, when needed, for issues that have arisen and the safeguards implemented to maintain compliance with all legal requirements.

As a result of an informal parent complaint made early in 2016 to the Charter Schools Office regarding the discipline of a student, we collaborated with the State Education Department to review and revise the School's Code of Conduct. The school immediately assembled a team, including the school's legal counsel, to address each issue, to clarify policies governing both short and long-term suspensions, and to set forth the requirements of the IDEA and DASA and provisions regarding discipline of students with disabilities more clearly. By the end of April 2016, a revised Code of Conduct was approved by the Board of Trustees and submitted to the Charter School Office.

During the 2015 school year, two teachers were alleged to have engaged in inappropriate interactions with students. In each case the matter was duly reported to the local authorities and to the State Education Department. In one case the teacher was immediately placed on administrative leave resulting in termination following a hearing before the Board of Trustees. In the second instance (which occurred shortly prior to the end of the teacher's contract term), the teacher was placed on administrative leave and prohibited from entering school grounds for the duration of his term. The subject of appropriate conduct and prohibited conduct with students has been a regular and consistent topic of discussion at faculty meetings and we clearly review appropriate boundaries, policies, and procedures during summer professional development, as part of orientation, and throughout the year.

Benchmark 10. 3. Summarize any formal complaints filed over the course of the charter term. Describe where the complaint was filed and information on how the complaint was resolved.

During February and March of 2015 an employee who had resigned the previous October filed a claim for unemployment insurance benefits, claiming that the resignation was prompted by harassment and bullying. The school vigorously contested the claim. Following a hearing, the NYS Unemployment Appeal Board determined that the allegations were not sustained by the evidence and dismissed the claim for unemployment and insurance benefits.

Following her resignation May 2015, an administrative official filed a complaint with the NYS Division of Human Rights (DHR) alleging sexual harassment and marital status discrimination. That complaint is still pending and is being vigorously contested by the school which has denied all the allegations.

That employee had served as a financial officer for the school. During an in-house review of the school's financial accounts, it was discovered that the employee had paid her personal attorney with school funds. That action was reported to police authorities after the employee refused to reimburse the school for the unauthorized and improper expenditure of school funds. The employee was arrested

and the case presented to the grand jury by the district attorney. On July 1, 2016 the employee made full restitution to the school and the district attorney dropped the pending criminal charge.

Following the arrest the employee filed a second complaint with DHR alleging that she was terminated from her new employment because of the arrest. She alleged that the school improperly filed charges against her. DHR has rendered a decision dismissing this complaint.

During 2015 a teacher was terminated for cause following a hearing before the Board of Trustees. That teacher thereafter filed a complaint with DHR alleging age and sex discrimination. The school actively disputed all allegations. Following its investigation, DHR dismissed the complaint.

During September 2014 school officials were advised that a female teacher was having an inappropriate relationship with a male student. Following a hearing, the Board of Trustees terminated that teacher's contract. The school immediately notified both police and the State Education Department. The school has learned that the teacher's certificate to teach has been revoked.

During March 2014 a male teacher was charged with making inappropriate remarks to, and sexual touching of, a female student. These incidents were immediately reported to the State Education Department and to the City of Rochester police. The teacher was placed on administrative leave until the end of his term and prohibited from entering school premises.

Benchmark 10. 4. Provide evidence that the Board of Regents and/or Charter School Office approval has been sought in a timely manner for significant revisions.

In April of 2015, the Charter School Office approved the reduction of enrollment of 9th grade students from 80 to 50, and from 80 to 60 in 2016-2017 to facilitate our efforts of improving academic outcomes.

During April 2016 major revisions to the Code of Conduct were completed and approved by the Board of Trustees. The revised Code was immediately submitted to the Charter School Office.

During 2016 the By-Laws were updated and approved by the Board of Trustees on July 20, 2016.

Benchmark 10. 5. Describe the school's facility and how the facility meets applicable state and federal requirements.

RCMCS is located in an urban setting in a former clothing manufacturing building which has been converted for use as an educational facility. The school retained HUNT Architects to conduct an inspection and survey of the physical facility to determine compliance with applicable governmental regulations. HUNT's report has been filed with the State Education Department.

Section 4.

Charter Revisions and Resolutions.



We Care About Your Future

Rochester Career Mentoring Charter School
30 Hart Street, Door 3, 3rd Floor
Rochester, NY 14605
Phone: (585) 232-1045
Fax: (585) 232-1058
Web: www.rcmcs.org

BOARD OF TRUSTEES RESOLUTION OF: 2016 – 2017 Charter School Renewal Application Packet

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: July 26, 2016
Time: 4:00 p.m.
Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation for entire 2016 – 2017 Charter School Renewal Application Packet

Along with the renewal packet, it was also resolved, that the following previously approved resolutions will be included:

- Admission Policy (approved on 6-15-16)
- BOT BY Laws (approved on 6-15-16)
- Code of Conduct (approved on 4-20-16)
- Complaint Policy (approved on 6-15-16)
- Code of Ethics (approved on 10-21-16)
- Organizational Chart (approved on 6-15-16)

Grant the recommendation of this Board of Trustees to accept the entire 2016 – 2017 Charter School Renewal Application Packet, and its inclusion of the previously approved resolutions as part of the packet.

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President
Jeanette Silvers, Vice-President
Dianne Spang, Secretary
Christine Hill
Albert Cabral
Peter Saxe
Douglas Merrill
Brenda Beason, Parent Representative

The President of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at the dated meeting of the Board of Trustees.

Signature of Board of Trustees President
Kevin McCormick

7-26-2016

Date

(Revised) Board of Trustee's By Laws and Code of Ethics

ROCHESTER CAREER MENTORING CHARTER SCHOOL

BYLAWS

(as of August 1, 2016)

ARTICLE I

NAME

The name of the Corporation is Rochester Career Mentoring Charter School (referred to as RCMCS).

ARTICLE II

MEMBERSHIP

RCMCS has 8 members. The rights which would otherwise vest in the members vest in the School Leadership (the "**Trustees**"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (the "**Board**").

ARTICLE III

BOARD OF TRUSTEES

A. **Powers.** The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements of the School's Charter and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School 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 School; to prescribe powers and duties for them and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the School, 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 School;
5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;

6. To act as trustee under any trust incidental to the School'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, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws;

9. 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 New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. **Number of Trustees.** The number of Trustees of the School shall be not fewer than nine (9) and shall not exceed eleven (11) inclusive of one parent representative with a child currently enrolled in school. 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 or, in the event that only one Trustee remains, then by the sole remaining Trustee. Trustees-elect assume office subject to approval by the [Charter Entity].¹

2. **Eligibility.** The Board may elect any person who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

3. **Interested Persons.** Not more than forty percent (40%) of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person 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 (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.

4. **Term of Office.**

(a) The term of office for BOT members shall be three years except for the parent member who shall serve two (2) year terms; and the founding members of the BOT who shall serve through the development year and the five year start up period of the school unless they choose to resign or are removed in a manner in accordance with Education Law subdivision 226(8). Unless appointed to fill an existing vacancy and

excluding the founding members of the BOT whose official term begins with the approval of the charter request, terms of office begin on July 1 of the year in which the appointment was made and ends on June 30th of the year the term is to expire.

(b) The appointment of new or the reappointment of current members of the BOT whose terms are about to expire shall occur through a simple majority vote of the members of the BOT present in a properly called and publicly announced meeting unless a quorum is not present.

(1) Nominations for new or vacant positions may come from either a committee on nominations established by the BOT or from individual BOT members. Nominations from either means do not require a second to be proper and voted on.

(2) If multiple appointments are made to new or vacant positions on the BOT and if the number of nominees is greater than the positions to be filled, members of the BOT are to cast votes in a single secret ballot election for no more than the number of nominees than there are positions to be filled. Those nominees receiving the most votes shall be declared appointed, thus if there are three positions to be filled and five nominees then the three nominees with the most votes shall be declared appointed.

(3) Existing members of the BOT whose terms are about to expire and who request reappointment are to have their reappointment considered through a secret ballot election in which the present Board members vote yes or no on that reappointment. In any meeting where BOT reappointment and vacant positions are to be filled; each will be conducted as a separate election with the reappointment election occurring first.

(c) Parent Member: The parent member, who is a voting member of the BOT, shall be nominated and elected in a properly called and publicly announced meeting of all parents or legal guardians of students enrolled in the school. The meeting shall be held in the month of June but prior to June 30.

(1) Nominations are to be made from the “floor” of the meeting and do not require a second. However, the person nominated must be present to accept a nomination or have his/her designee bring to the nominating meeting a written statement that he/she will accept a nomination. Self-nominations are in order.

(2) The election is to be by secret ballot with the ballots counted at the meeting by a neutral party appointed by the Chief Executive Officer. In a multi-nominee election with more than two persons contesting, a nominee must win forty (40) percent of more of the vote to be declared appointed to the BOT. In the event no nominee receives a minimum of forty (40) percent then a runoff election is to be conducted immediately after the outcome is announced between the two nominees receiving the most votes. The nominee receiving the most votes in the runoff shall be declared appointed to the BOT.

(3) The parent member is eligible for reappointment (re-election) to the BOT as long as he/she has a child enrolled in the school. For the purposes of BOT membership, parent shall include grandparent or other relative, foster parent, or legal guardian.

(4) If vacancy occurs for any reason in the BOT membership set aside for a school parent, a new parent member will be chosen in the manner described above to serve the balance of the term.

(5) A vacancy will be considered in the BOT membership set aside for a school parent if the duly elected parent member can be shown to no longer have a child enrolled in the school, or chooses to resign their seat.

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 or Suspension of Trustees, Officers and Employees.** The Board may remove or suspend from office by vote of a 2/3 majority of the entire Board any Trustee, officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty (*provided*, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee), in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. **Resignation by Trustee.** A Trustee may resign by giving written notice to the Board President 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 President 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 School business.

ARTICLE IV **OFFICES**

The School's principal office shall be located at the school operated by the School (the "**School Facility**"), which shall be at such place as the Board may select from time to time by resolution of a majority of the Board. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

ARTICLE V
MEETINGS OF THE BOARD

A. **Place of Meetings.** Board Meetings shall be held at the School Facility or at any other reasonably convenient place as the Board may designate; *provided* that Board meetings shall be scheduled at least monthly at the School Facility.

B. **Annual Meeting.** 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. **Frequency of Meetings.** A minimum of twelve (12) meetings (inclusive of the June Annual Meeting and any Special Meetings) shall be scheduled each year on dates determined by the Board; *provided* that Board meetings shall be scheduled at least monthly at the School Facility.

D. **Special Meetings.** A Special Meeting shall be held at any time called by the President, 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. **Notice to Trustees.** Notices to Trustees of Board Meetings shall be given as follows:

1. If the Board fixes the dates of regular meetings (which may include the Annual Meeting) for the year, then such meetings may be held without further notice of time and place. In the event that the date of an Annual Meeting or regular meeting is changed (or a regular meeting is added), written notice of the new meeting date (or the date of the new regular meeting) will be provided at least ten (10) days in advance of the meeting.

2. Special Meetings shall be held upon reasonable notice (at least 48 hours, if practicable).²

3. 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 School'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.

4. Board Agenda Development will adhere to the following timeline:

(a) 10 days prior to the board meeting Agenda items requested by Executive Secretary

(b) 5 days prior to the board meeting Agenda items due

(c) 5 days prior to the board meeting Agenda ready for review by President and CEO.

(d) President approves Agenda and sends to all board members.

(e) Day of Board Meeting the Agenda is placed in every board member's folder, along with documentations for the meeting.

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.

H. **Public Notice.** Public notice of all Board meetings and of all meetings of Committees shall be given in accordance with the requirements of the Article 7 of the Public Officers Law (the "Open Meetings Law").

ARTICLE VI

ACTION BY THE BOARD

A. **Quorum.** Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

B. **Action by the Board.**

1. **Actions Taken at Board Meetings.** Any business may be transacted and any corporate action may be taken at any annual, regular or special meeting of the Board at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. **Board Participation by Other Means.** In all events, a quorum of Trustees must be present to lawfully conduct a Board meeting. To the extent permitted by the Open Meetings Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, *provided* that all Trustees participating in such meeting can hear one another. Trustees shall not be entitled to vote unless they attend the meeting in person or, to the extent permitted by the Open Meetings Law, by live video-conferencing. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe. All meetings of the Board are subject to the provisions of the Open Meetings Law.

C. **Committees.**

1. **Appointment of Committees.** The Board may create committees of the Board (each, a "Committee") for any purpose, and the President of the Board shall appoint members to and designate the Presidents of such Committees, subject to the approval of the Board. A Committee will consist of not fewer than three Trustees (or not fewer than five Trustees in the

case of the Executive Committee), who shall be appointed by the President, subject to the approval of the Board.

2. **Standing Committees.** The Board shall have three standing Committees: an Executive Committee (Presided by the President), a Finance Committee (Presided by the Treasurer) and an Education and Accountability Committee. Additional Committee members shall be appointed by the President, subject to the approval of the Board.

3. **Authority of Committees.** The Board may delegate to a Committee any of the authority of the Board, except with respect to:

- (a) The election of Trustees;
- (b) Filling vacancies on the Board or any Committee which has the authority of the Board;
- (c) The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- (d) The appointment of other Committees, or the members of the Committees.

4. **Procedures of Committees.** The Board may prescribe the manner in which the proceedings of any Committee are to be conducted. In the absence of such prescription, a Committee may prescribe the manner of conducting its proceedings, subject to the provisions of these Bylaws.

D. **Standard of Care.**

1. **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- (a) One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
- (b) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- (c) A Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, *provided* the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the

circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. **Investments.** In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1., and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, *provided* that those powers are exercised within the ultimate direction of the Board.

E. **Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, *provided* that such inspection is conducted at a reasonable time after reasonable notice, and *provided* that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. **Participation in Discussions and Voting.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving: (a) a conflict of interest for such Trustee (even if such conflict of interest does not constitute a prohibited transaction under applicable law); (b) indemnification of that Trustee uniquely; or (c) any other matter at the discretion of a majority of the Trustees then present.

G. **Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII **OFFICERS**

A. **Officers.** The Officers of the School consist of a President (the “**President**”), Vice President (the “**Vice President**”), a Secretary and a Treasurer. The School also may have such other officers as the Board deems advisable.

1. **President.** Subject to Board control, the President has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and these bylaws may prescribe. If present, the President shall preside at Board meetings.

2. **Vice President.** If the President is absent or disabled, the Vice President shall perform all the President’s duties and, when so acting, shall have all the President’s powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.

3. **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the School’s principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the School’s Charter and Bylaws, with

amendments; (c) keep or cause to be kept a copy of the School's incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (e) have such other powers and perform such other duties as the Board may prescribe.

4. **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by any loan agreement; (g) President the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. **Election.** The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. **Eligibility.** A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the President.

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 School, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII
NO LIABILITY OF TRUSTEES; INDEMNIFICATION; INSURANCE

A. **No Liability of Trustees.** The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

B. **Indemnification.** The School shall (in the case of Trustees and Officers) and may (in the case of employees and agents), to the fullest extent permitted by law, indemnify any person made, or threatened to be made, a party or witness to any action, investigation or proceeding by reason of the fact that he or she (or his or her testator) is or was a Trustee, officer, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. No indemnification may be made to or on behalf of any person if (a) his or her acts were committed in bad faith, or were the result of his or her deliberate dishonesty and were material to such action or proceeding, or (b) he or she personally gained a financial profit or other advantage to which he or she was not legally entitled in the transaction or matter in which indemnification is sought.

C. **Insurance.** The School shall have the power to purchase and maintain all insurance policies deemed to be in the best interest of the School, including insurance to indemnify the School for any obligation which it incurs as a result of its indemnification of Trustees, Officers, employees or agents, or to indemnify such persons in instances in which they may be so indemnified.

ARTICLE IX

CONFLICTS OF INTEREST

A. **Code of Ethics.** The Board shall approve a Code of Ethics applicable to Trustees, officers and employees of the School, compliant with the General Municipal Law, which may be amended from time to time by the Board.

B. **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 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 School'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 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. These provisions will be consistent with the General Municipal Law.

ARTICLE X

OTHER PROVISIONS

A. **Fiscal Year.** The fiscal year of the School 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 School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. 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 School by any contract or engagement, to pledge the School'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 School may be signed by the President of the Board, the Head of School, or Treasurer. Check requests for amounts of \$10,000.00 or greater must be signed by two (2) 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 School 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. **Interpretation of Charter.** To the extent of any conflict between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XI **AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these Bylaws, subject to approval by the Charter Entity, where applicable.

ARTICLE XII **REFERENCES TO DOCUMENTS**

References in these Bylaws to the certificate of incorporation of the School (the “**Charter**”), or to any other document, shall include all amendments thereto or changes thereof unless specifically excepted.

CERTIFICATE OF THE SECRETARY

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

Secretary of the School



We Care About Your Future

Rochester Career Mentoring Charter School
30 Hart Street, Door 3, 3rd Floor
Rochester, NY 14605
Phone: (585) 232-1045
Fax: (585) 232-1058
Web: www.rcmcs.org

BOARD OF TRUSTEES RESOLUTION OF: Updated Bylaws

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: June 15, 2016
Time: 5:30 p.m.
Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation for updated Bylaws

Therefore, it is resolved, that the charter school shall:

Grant the recommendation of this Board of Trustees to accept updated Bylaws

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President
Jeanette Silvers, Vice-President
Dianne Spang, Secretary
Christine Hill
Albert Cabral
Peter Saxe
Douglas Merrill
Brenda Beason, Parent Representative

The Secretary of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at the dated meeting of the Board of Trustees.

Signature of Secretary
Dianne Spang

Date

ROCHESTER CAREER MENTORING CHARTER SCHOOL

OFFICER AND EMPLOYEE

(Revised) CODE OF ETHICS

Officers and employees of the Rochester Career Mentoring Charter School (RCMCS) shall hold their positions to serve and benefit the students and community, and not for personal gain or advantage. The Board of Trustees recognizes that, in order to implement this fundamental principle, there is a need for clear and reasonable standards of ethical conduct. This Code of Ethics establishes such standards by defining and prohibiting acts incompatible with the public interest.

The Board of Trustees also recognizes that compliance with ethical standards rests primarily on personal integrity, and further recognizes the integrity of RCMCS officers and employees generally. However, in order that the offending case be discerned with certainty and corrected quickly, this Code of Ethics utilizes the BOT Complaints & Ethics Committee, which shall render opinions with respect to the Code of Ethics and compliance with the ethical standards set forth herein.

Finally, the Board of Trustees recognizes that RCMCS officers and employees have a right of privacy. Therefore, this Code of Ethics is not intended and should not be interpreted to intrude unreasonably upon the privacy of any RCMCS officer or employee. However, when using school facilities or school-owned or provided equipment, including computers, telephones, telecommunications devices, etc, the school expressly reserves the right to monitor its facilities and its equipment, and that there is no expectation of privacy accruing to an individual.

I. Definitions

- a. Generally words in the singular number shall include the plural number, and words in the plural number shall include the singular number. The masculine gender shall include the feminine, and the feminine gender shall include the masculine.
- b. "Rochester Career Mentoring Charter School officer or employee" shall mean any person elected, appointed or hired to serve the RCMCS in any capacity, whether paid or unpaid, or for a term fixed or not fixed, including, without limit, persons serving on a temporary, part-time or seasonal basis, persons serving as consultants, persons paid with funds derived from other than RCMCS revenue sources, and persons serving on administrative or advisory boards, commissions, or committees, whether permanent or temporary.
- c. "Family" for purposes of the Code of Ethics shall mean the parent, sibling, spouse, child, household member, or any same sex civil union or marriage recognized in New York State, another state, or country, of a RCMCS officer or employee.
- d. "Gift" shall mean anything of value given to a RCMCS officer or employee. The value of a gift shall be defined as its fair market value. .

- e. "Person" shall mean any individual, corporation, partnership, or business entity, and shall include a RCMCS officer or employee.
- f. "Contract" shall mean an oral or written obligation to do an act, or to refrain from doing an act, arising from an exchange of promises between or among persons.
- g. An "interest" shall mean a benefit or advantage of an economic or tangible nature that a RCMCS officer or employee would gain or lose as a result of a decision or action, or an omission to decide or to act, on the part of the RCMCS or its Board of Trustees.
- h. "Claim" shall mean any demand, oral or written, made upon the Rochester Career Mentoring Charter School or its Board of Trustees, to fulfill an obligation arising from law or equity.
- i. "Public information and records" shall mean that information obtainable pursuant to the Family Educational Rights and Privacy Act (FERPA), Article 6 of the New York Public Officers Law (the Freedom of Information Law), and RCMCS guidelines adopted pursuant to those laws.

II. Generally

- a. A RCMCS officer or employee shall exercise independent judgment on behalf of the Rochester Career Mentoring Charter School, and shall pursue a course of conduct which will maintain parent, student and staff trust and confidence in the RCMCS.
- b. In no event shall a RCMCS officer or employee treat any person more favorably than it is the custom and practice to treat the general public.
- c. In no event shall a RCMCS officer or employee use his/her official position to secure unwarranted privileges or exemptions for himself/herself or others.
- d. In no event shall a RCMCS officer or employee allow any person to improperly influence him/her in the performance of his/her official duties.
- e. In no event shall a RCMCS Officer or Employee have any romantic, sexual or other unprofessional relationship with any student of the School even if the relationship is consensual. No officer or employee shall engage in any act, whether or not directly related to employment, and irrespective of the time and place of the incident, or of the connection or lack of connection between a child and the School, which would constitute a crime of physical or psychological abuse of a child; or sexual misconduct with a child; that arrest on such charges shall constitute grounds for suspension; and that indictment or conviction shall be deemed sufficient grounds for termination.

III. Use of Public Funds for a Private Purpose

- a. In no event shall a RCMCS officer or employee give loan or contribute RCMCS money, credit, property or services to any individual, or to any private or charitable corporation, association or undertaking, for a private purpose.

- b. In no event shall a RCMCS officer or employee use or permit the use of RCMCS property, equipment, materials or vehicles, for the convenience, advantage, benefit or profit of himself/herself or any other person.
- c. In no event shall a RCMCS officer or employee submit to the RCMCS a request to be reimbursed for the purchase of personalized items (other than approved stationery), or a request to be reimbursed for items which are for personal use.
- d. In no event shall a RCMCS officer or employee submit to the RCMCS a request to be reimbursed for the purchase of one or more meals unless:
 - i. The RCMCS officer or employee is traveling outside of his/her regular work area on official business for an extended period of time, exceeding a full work day, or
 - ii. The RCMCS is faced with business of such an immediate nature that it is essential for the School officer or employee to work at mealtime to complete the business at hand, or
 - iii. The purchase is specifically authorized by the Director of Operations.
- e. In no event shall a RCMCS officer or employee submit to the RCMCS a request to be reimbursed for the purchase of one or more alcoholic beverages or tobacco or tobacco products.

IV. Gifts and Contributions

- a. In no event shall a RCMCS officer or employee solicit, accept or receive a gift having a value in excess of the dollar value established by New York State Law in § 805-a of the General Municipal Law, whether in the form of money, property, services, loan, travel, entertainment, hospitality, promise, or any other form, from a person who has a contract with or an interest in a matter proposed or pending before the Rochester Career Mentoring Charter School or its Board of Trustees.
- b. The foregoing provision shall not apply to contributions solicited or received in accordance with the Election Law of the State of New York.

V. Public Information and Records

A RCMCS officer or employee may only disclose, with proper authorization, public information and records and shall be bound by the privacy requirements of State and Federal law, and the fiduciary duties imposed under the NYS General Municipal Law.

VI. Representing Persons in Transactions with the Rochester Career Mentoring Charter School

In no event shall a RCMCS officer or employee, whether paid or unpaid, represent any person, other than himself/herself, in business negotiations, or in actions or proceedings, whether judicial or administrative, to which the Rochester Career Mentoring Charter School or its Board of Trustees is a party, except when acting as an official for a duly recognized collective bargaining unit.

VII. Employment of Family Members

In no event shall any member of the family of a RCMCS officer or employee be appointed or hired to serve under the direct authority or supervision of that officer or employee.

In no event shall a RCMCS officer or employee participate in decision making by the Rochester Career Mentoring Charter School or its Board of Trustees regarding the employment of any member of the family of that officer or employee.

VIII. Private or Other Public Employment

In no event shall a RCMCS officer or employee have any employment, or engage in any business or commercial transaction, or engage in any professional activity, or incur any obligation, as a result of which, directly or indirectly, she/he would have an interest that would impair his/her independence of judgment or action in the performance of his/her official duties, or that would be in conflict with the performance of his/her official duties.

IX. Contracts with the Rochester Career Mentoring Charter School

In no event shall a RCMCS officer or employee have an interest in a contract between any person and the Rochester Career Mentoring Charter School or its Board of Trustees.

X. Disclosure of Interest

- a. With respect to a matter proposed or pending before the Rochester Career Mentoring Charter School or its Board of Trustees, in no event shall a RCMCS officer or employee discuss, vote on, decide, or take part in, formally or informally, a matter in which she/he has an interest.
- b. The foregoing provision shall not apply to a RCMCS officer or employee whose interest in a proposed or pending matter is minimal, provided that the RCMCS officer or employee makes disclosure of the matter, in accordance with the following procedures:
 - i. The RCMCS officer or employee shall identify his/her interest, that is, the benefit or advantage that would be gained or lost if the matter were to be acted on in various ways, and the underlying basis of it, such as ownership, investment, contract, claim, employment, or family relationship, and shall completely and specifically describe and disclose his/her interest, and its underlying basis, in writing, to his/her immediate supervisor and the chairperson of the Complaints and Ethics Review Committee.
 - ii. If the RCMCS officer or employee, his/her immediate supervisor, or the chairperson of the Complaints and Ethics Review Committee is of the opinion that the disclosure raises a question of whether the interest is minimal, so as to allow participation, the question shall be submitted to the Complaints and Ethics Review Committee for an opinion.

- iii. The Complaints and Ethics Review Committee shall render an opinion whether the RCMCS officer or employee shall participate in the matter, and the RCMCS officer or employee shall abide by the opinion.
- iv. Failure to disclose properly or to abide by the opinion of the Complaints and Ethics Review Committee shall make any participation of the RCMCS officer or employee in the matter null and void.

XI. Penalties

- A. A RCMCS officer or employee who fails to perform an act which is required, or who performs an act which is prohibited by the Code of Ethics, or an opinion, rule or regulation issued pursuant thereto, may be subject to removal or disciplinary action in the manner provided by law and/or collective bargaining agreement.
- B. Any contract willfully entered into by the Rochester Career Mentoring Charter School or its Board of Trustees, in which there is an interest prohibited by the Code of Ethics, or an opinion, rule or regulation issued pursuant thereto, shall be null and void and wholly unenforceable.
- C. The Board of Trustees or its designee may seek an injunction to enforce the provisions of the Code of Ethics

XII. Complaints and Ethics Review Committee

There is hereby established a Complaints and Ethics Review Committee, the membership of which shall be comprised of the Director of Operations, the Vice President of the Board of Trustees and two other members of the Board of Trustees appointed by a majority vote. The panel may elect to engage the School's legal counsel as necessary. The position of chair shall be rotated annually.

A. Powers and Duties

- a. The Committee shall have the powers and duties prescribed by Article 18 of the General Municipal Law.
- b. The Committee may issue rules and regulations consistent with and in furtherance of the requirements set forth in the Code of Ethics, and may require such disclosure, financial or otherwise, as it deems appropriate or necessary. Any rules and regulations issued by the Complaints and Ethics Review Committee shall be formally communicated to the Board of Directors.

BOARD OF TRUSTEES RESOLUTION OF: Revision of Complaints and Ethics Review Committee By-Laws

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: October 21, 2015
Time: 5:30 p.m.
Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation to accept the new Complaints and Ethics Review Committee By-Laws

Therefore, it is resolved, that the charter school shall:

Grant the recommendation of this Board of Trustees to accept the revised Complaints and Ethics Review Committee By-Laws.

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President
Dianne Spang, Secretary
Christine Hill
Jeanette Silvers
Brenda Beason, Parent Representative

The Secretary of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at a meeting of the dated meeting of the Board of Trustees.

Signature of Secretary
Dianne Spang

Date

CODE OF CONDUCT

Rochester Career Mentoring **Charter School**



Revised April 2016

Rochester Career Mentoring Charter School (RCMCS)

Board of Trustees President

Kevin McCormick

Jeanette Silvers Dianne Spang

Christine Hill Brenda Beason

Albert Cabral Peter Saxe

Chief Executive Officer

Dennis Francione

Chief of Operations and Academics

Kathleen Denaro

Thank you, to each member of the discipline subcommittee.

Your hard work will benefit all constituencies and help to create a safe and academically successful school year.

Student Success Center Manager

Ronda Wade

Student Behavioral Specialist

Cory Gross

School Counselor

Denise Barclay

Hillside Youth Advocate

Keonna Brown

Center for Youth Services

Michael Blask

Center for Youth Service

TBD

RCMCS staff members responsibly participate in the daily operations by following procedures and policies which ensure a positive learning environment for all students.

Initiative and leadership are valued at RCMCS; all staff members, students and parents have opportunity to provide regular insight and input regarding school policies. The RCMCS Handbook and Code of Conduct are reviewed regularly for continuous improvement.

Rochester Career Mentoring Charter School does not discriminate against any member of its community on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities.

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Dear Parents/Guardians,

We welcome you and your child to the Rochester Career Mentoring Charter School family! We are committed to providing a solid pathway of success for your child's future. Our project-based approach to learning is designed to prepare your child for college and the career of their choice. Our team is caring, competent, dedicated and willing to assist you and your child to our fullest ability. We are accessible by phone, email and text at all times possible. We promise to work diligently to provide the best possible learning atmosphere for every one of our students.

We believe that education is a shared responsibility and depends on the cooperation and collaboration of everyone concerned: students, parents, community and staff. The mission of the Rochester Career Mentoring Charter School is to exemplify a model secondary school that offers a multitude of learning opportunities for the diverse students we serve. We believe that each one of us is responsible for doing our part to make our school a place where we can work effectively and achieve successes together.

Rochester Career Mentoring Charter School (RCMCS) is a reflection of all of us; we celebrate our differences and respect every member's individual strengths. Our policies are intended to provide a safe and positive environment that will be conducive to rigorous teaching and learning. Our staff members look forward to sharing their expertise in academics, special programs, clubs and extracurricular activities. We will encourage every child and parent/guardian to get to know our school through a strong advisory program. Our programs, activities, and unique schedule are designed to promote college and career readiness. We encourage our parents/guardians to become active participants in our school in any capacity. Students and families can get involved through a multitude of opportunities including the Parent-Teacher Organization, classes, clubs, Leaving to Learn Activities, and Advisement.

This handbook is an overview of our school's goals, services, and expectations. It is an essential reference book describing our unified policies and procedures. It has been designed to provide you and your students with the information that will make your time at RCMCS purposeful and rewarding in every aspect. Keep this handbook because you will use this information throughout your enrollment to graduation.

On behalf of the entire Rochester Career Mentoring Charter School staff and community, best wishes for a great school year! Please call upon us for any questions, considerations or suggestions you may have at any time.

With highest regards,

Your RCMCS Family

Rochester Career Mentoring Charter School does not discriminate against any member of its community on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities.

Mission

Rochester Career Mentoring Charter School (RCMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college.

Our Beliefs:

- Every Child can learn and reach high levels of academic achievement by participating in a project-based learning environment
- Humanities and Math, Science, and Technology are critical for participation in civic and economic life
- A personalized learning environment is vital for success
- Families are integral to our students' successes
- Students learn when teachers continuously participate in professional development opportunities
- Every child can make a significant contribution to the school and community
- All of us grow when we embrace diversity
- Exploring career interests and choices is important to our students

Our Key Features:

- Provide students with the skills and project-based learning experience necessary that will help them master the knowledge detailed in the New York State Core Curriculum Content Standards
- Provide a strong focus on the Humanities and MST
- Use national competitions and science fairs to motivate students
- Build a strong advisory program and mentoring system that will provide individual attention to each student, "One Student at a Time"
- Provide broad tutoring services that will help students address learning needs and/or issues with specific content.
- Build strong parent/student/school relationships
- Require enhanced professional development for staff members
- Build partnerships with community organizations and other educational institutions
- Connect with the district in residence to share "best practices"

General Information

RCMCS Email System

Parents or guardians who wish to contact any Rochester Career Mentoring Charter School staff member may do so via email. Simply type the first initial and the last name followed by @ rcmcs.org to send an email directly to that person. For example, Kathleen Denaro would be kdenaro@rcmcs.org. All Staff emails are also accessible on our website: rcmcs.org.

Parent Portal

Rochester Career Mentoring Charter School offers all parents and/or guardians the opportunity to access their child's school-related data such as grades, progress reports, and attendance by using the Internet. In order to access this information you will need an assigned **SchoolTool** account and password. To do so please contact the school's main office to give us your email address.

School Closing Announcements

If the Rochester City School District is closed due to inclement weather then the Rochester Career Mentoring Charter School will also be closed. Parents should watch Channel 13, Channel 8, or YNN for notification of school closings or consult the school website as www.rcmcs.org. Suggested viewing time is from 5:00 am through 7:45 am.

Emergency School Closing

Parents should arrange with neighbors or other responsible individuals to receive and care for their children in the event of an emergency early dismissal or an emergency closing. Children are to be instructed by the parents exactly what they are to do if this should occur.

Early Dismissal Due To Inclement Weather

In this situation, we strongly recommend parents wait for the dismissal of their children at the times prescribed by the school. This will allow for the smooth, efficient and safe release of all students. Harsh weather conditions do not always result in early dismissal. Please consult the school web page at www.rcmcs.org for early dismissal information.

Emergency Pick-Up Procedures

In case of an emergency, where a parent must pick up their child during the school day, the parent or guardian must complete the appropriate sign out form in the office. Parents are then to wait in the office until their child is called from class. No student will be released unless a parent or guardian is present. Please see attendance policy for details.

General Student Information

Dress Code

RCMCS students are required to wear “Business Casual” attire. Through student, parent and staff input and support, we will uphold a uniform policy that is consistent with college and career readiness.

Security Video Surveillance

During your days here at Rochester Career Mentoring Charter School, expect to be under video security surveillance once you enter school grounds. Cameras circumnavigate the entire building/grounds and are at key positions inside the building itself. Not only are you on camera often during the day, but you are also recorded for playback as the need arises. If necessary, in an extreme case, be aware we could use this film as evidence in a court of law. Our objective is simply to conduct a safe school in a safe environment. Anything other than peace, tranquility, and pursuit of academic success is not acceptable at Rochester Career Mentoring Charter school.

Photographs/Video Tape–Public Relations

There may be occasions when your child may be photographed or videotaped participating in school functions. If you DO NOT WISH TO HAVE YOUR CHILD PHOTOGRAPHED OR VIDEO TAPED, please notify the school principal in writing.

Electronic Devices

Electronic devices such as hand held video games, MP3 players, iPods, tablets, and CD players etc. are not permitted in school. Not only do they interrupt classes, but they also may be lost or stolen at one’s own personal expense. Any electronic device found in the student’s possession will be confiscated and turned over to the leadership team. Only parents or guardians may pick up the item from the office and disciplinary action will be imposed at the discretion of the administration.

Audio Video Recording Devices

The use of audio and video recording devices of any type is prohibited, and will result in disciplinary consequences. Any audio and video device found in the possession of a student will be immediately confiscated. Only parents or guardians may pick up the item from the office and disciplinary action will be imposed at the discretion of the administration.

Laser Pointing Devices

These devices project a powerful, intense and potentially damaging point of light. They are not permitted on school property at any time. Any student found to be in possession of a laser pointing device will have the device immediately confiscated. Only parents or guardians may pick up the item from the office and disciplinary action will be imposed at the discretion of the administration.

Loitering

Students are prohibited from congregating or loitering anywhere in or around the school. Repeat loitering offenders are subject to specific consequences and parents or guardian will always be notified.

Lockers

Each student is assigned a locker, which must be kept clean, orderly, and locked at all times. Students will receive locker numbers from their advisor. The serial numbers and combinations are on file with the office of the building administrator. Students are cautioned not to give out locker combinations to anyone since the locker is to be used only by the individual to whom it is assigned.

Please note:

- A. A maximum of two students are assigned to a locker.
- B. Students must utilize the assigned lockers.
- C. Lockers must be closed and must not be left on pre-set.
- D. Combinations must not be given to other students.
- E. Malfunctioning lockers must be reported to the main office immediately.
- F. Allowing others into your locker not only is a violation of the above school regulations but, more seriously, sacrifices your own security. Protect your valuables.
- G. We strongly recommend that valuables frequently left in lockers (i.e. coats, jackets, calculators, back packs, etc.) be marked in an inconspicuous place so that identification (if need be) is swift and undeniably accurate. Indelible ink is best suited for this purpose (not sewn/ironed on labels!).
- H. Carrying large amounts of money to school is not necessary or recommended. Talking about it or “flashing” bills is both foolish and irresponsible.
- I. Students should come to class prepared with all materials before the start of class. Lockers may be used at the beginning and end of the day. Teachers will not issue locker passes to students during class time except in emergency situations (not for instructional materials).

LOCKERS ARE SUPPLIED AS A CONVENIENCE TO STUDENTS. SCHOOL OFFICIALS, HOWEVER, RESERVE THE RIGHT TO INSPECT STUDENT LOCKERS BASED ON REASONABLE SUSPICION OF A CODE OF CONDUCT VIOLATION. STUDENTS SHOULD EXPECT THAT THEIR LOCKERS MAY BE OPENED FOR INSPECTION.

Advisement Regulations

Every student is a member of an advisement group under the direction of an advisor. During advisement, students will engage in character education, current events, and review of attendance, behavior and academic success, with students Individualized learning plans (ILP).

It is essential to recognize that advisement period is as important as every other class. Therefore, it is imperative to attend school regularly, and be an active participant in the school community.

Pupil Records

Parents/guardians and adult students are advised that they have the right to review student records. Such requests must be directed to the building Enrollment Specialist for prior approval.

Lost and Found

The school is not responsible for lost articles. Books and other items which are found, are to be taken to the Main Office. All inquiries about missing items should be directed to the main office.

Hall Movement Expectations

RCMCS students transition to their classes in an orderly and timely manner. Running and/or horse-playing in the halls undermines RCMCS commitment to a safe environment. Once students have reached their classroom, they are to enter the room and remain there until the start of class. No student is to be permitted out of his/her classroom after opening projects, lessons, or activities have begun.

Leaving the Building without Permission

Students are not permitted to leave the building or any assigned period during the day without the permission of the parent/guardian and the Educational Leader. Leaving the building without permission is a serious violation of school rules and this action is subject to disciplinary consequences. Returning to school will not be permitted except through the Student Support Center, accompanied by one or both parents or guardians. Makeup work and/or tests missed during this time will not be allowed.

Fire Drills

Staff is responsible for the explanation of directions students follow during fire and lock down drills. These directions are placed in a conspicuous place in each room of the school. For one's own safety and that of other fellow students, follow all instructions carefully. Follow the following simple rules during all drills:

1. Do not talk from the time the alarm is sounded until you have returned to your room or place of instruction.
2. Follow direction from your assigned teacher. All rooms have designated reporting areas.
3. Move quickly; DO NOT PUSH OR RUN.
4. Form lines without any confusion.
5. Meet unusual situations with calmness and clear thinking.
6. In case an exit is blocked, proceed in orderly formation to the nearest exit.
7. In the event of smoke, stay low to the floor.
8. Attendance is taken. Students must remain with their teacher during the drill and report back to their assigned location immediately following.
9. Failure to comply with the emergency procedures puts one's self and others at risk. Defiance of authority may result in disciplinary consequences.

Telephone

Generally, telephone use is prohibited during the school day. In case of a problem or an emergency during the school day, the student may check with a secretary in the office who will make the call on the office phone.

Cell Phones

Students may not use their cell phones in the building at any time during school hours (7:45 am – 3:56 pm). Cell phones, including any communication device, must be powered off and handed to staff members when entering the building in the morning. Staff will place the phone in a labeled baggie and take them to a secured room. Cell phones will be distributed to the students in the last five minutes of their last period class. Cell phones may be turned on after school has concluded for the day.

Internet Access/Computer Access/Laptop Access

RCMCS recognizes that as telecommunications and other technologies shift the manner in which information is accessed, communicated and transferred, that those changes will alter the nature of teaching and listening. Access to telecommunications will allow pupils to explore database, libraries, Internet sites, bulletin boards, etc. while exchanging information with individuals throughout the world. RCMCS supports access by pupils to information sources but reserves the right to limit in school use to materials appropriate to educational purposes.

RCMCS also recognizes that telecommunications will allow pupils access to information sources that have not been pre-screened by educators using school-approved standards. RCMCS therefore adopts the following standards of conduct for the use of computer networks and declare unethical, unacceptable or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges and/or instituting legal action.

RCMCS provides access to computer network/computers/laptops for educational purposes only. RCMCS retains the right to restrict or terminate pupil access to the computer network/laptops/computers at any time, for any reason. RCMCS retains the right to have school personnel monitor network activity, in any form necessary, to maintain the integrity of the network and ensure its proper use.

Standards for Use of Computer Networks

Any individual engaging in the following actions when using computer networks/computers/ laptops shall be subject to discipline or legal action:

- A. Using the computer network(s)/computers/laptops for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
- B. Using the computer network(s)/computers/laptops to forge documents, print illegal copies, violate copyrights, institutional or third party copyrights, license agreements or other contracts.
- C. Using the computer network(s) in a manner that:
 1. Intentionally disrupts network traffic or crashes the network;
 2. Degrades or disrupts equipment or system performance;
 3. Constitutes a commercial purpose, financial gain or fraud;
 4. Steals data or other intellectual property;
 5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
 6. Gains or seeks unauthorized access to resources or entities;
 7. Forges electronic mail messages or uses an account owned by others;
 8. Invade privacy of others;
 9. Posts anonymous messages;
 10. Facilitates the possession of any data which is a violation of this policy;
 11. Circumvents school content filtering and/or security systems (including, but not limited to the use of proxy servers, anonymizers, circumventors).

12. Engages in other activities that do not advance the educational purposes for which computer networks/computers/laptops are provided.
13. Use of computers as a tool of harassment, bullying, and/or discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (which includes a person's actual or perceived sex, as well as gender identity and expression).

Internet Safety Protection

RCMCS is in compliance with the Children's Internet Protection Act and has installed technology protection measures for all computers in the school, including computers in media centers that block/filter visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image files or other visual depictions that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. RCMCS will certify on an annual basis that the school is in compliance with the Children's Internet Protection Act and RCMCS enforces the requirements of this policy.

This policy also establishes internet safety policies and procedures in the charter school as required in the Neighborhood Children's Internet Protection Act. Policy 2361 addresses access by minors to inappropriate material on the internet and world wide web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including "hacking" and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Violations

Individuals violating this policy shall be subject to the consequences which include, but are not limited to:

1. Use of network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of Laptop/Computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities

Parent-Teacher Conferences

Frequently throughout the school year informal conferences between parent and teacher can take place via home visits; telephone; face-to-face conversations, written messages or email; and scheduled meetings at mutually agreeable times. In most instances, conferences should be initiated by the teacher

advisor on a monthly basis. Keeping parents up to date about their child's school progress is a priority of our advisement program.

To initiate a conference with a teacher, parents/guardians should write a note to the teacher or email the teacher indicating the nature of the request and convenient times for a conference. Upon receipt of the written request, the teacher will contact the parent/guardian by return letter or telephone call whereby the time and the location of the conference can be mutually agreed upon. Parents/Guardians are asked not to come to school expecting to meet with a teacher without an appointment. Our teacher's first priority is to teach students and with that in mind, we ask parents/guardians to refrain from contacting teachers during the teaching hours of the school day.

Fund Raising

No person may solicit contributions or collect funds for any purpose from students or school personnel on school property, at school-sponsored events, or on school transportation unless he or she has the written permission of the Educational Leader.

Sales

Advertising may be permitted for approved school-related activities such as school newspapers, yearbooks, and other fund-raising projects. Advertising materials that promote the use of alcohol, tobacco, and paraphernalia are strictly prohibited. No person may display, offer to sell, or sell any item or service to students or school personnel on school property, at school-sponsored events, or on school transportation unless he/she has the written permission of the school Educational Leader.

Emergency Procedures

Fire, lock-down, evacuation, and shelter-in-place drill instructions will be discussed in each class during the first week of the semester. Students need to understand and follow these instructions keeping in mind if there was an actual emergency it could be a life or death matter. The instructions will be posted in each teacher's room near the door and students should be familiar with the assigned drill areas. When the alarm is sounded for a fire drill or evacuation drill, everyone is required to respond in a prompt and orderly manner, leaving the school building by a prescribed route as directed by the teachers. Every teacher is expected to have their class roster in hand when exiting the building; Fire Drill folders and located in every classroom containing student rosters procedures and references.

Cafeteria Privileges and Procedures

Students are required to stay in the cafeteria during the established breakfast and lunch periods. Students who have failed to report to the cafeteria will be considered to have cut a class period. Use of the cafeteria is considered a privilege and, therefore, each pupil is responsible for keeping his/her place clean and neat.

Students are **NOT permitted to order food from outside vendors or leave school grounds for lunch**. Any student who is found off school grounds during their scheduled lunch period, will face a suspension from school. Each student is expected to conscientiously follow each of the following regulations:

1. In order to maintain a pleasant mealtime atmosphere, it is necessary for students to conduct themselves in a quiet manner.

2. Enter the cafeteria through designated entrances.
3. Never leave the cafeteria without permission from one of the teachers in charge.
4. NO FOOD IS TO BE TAKEN OUT OF THE CAFETERIA.

Consent Requirement

No pupil shall be allowed to use the computer network and the Internet unless they have filed a consent form signed by his/her parent(s) or legal guardian(s).

Visitor Expectations

Visitors for educational reasons are welcome to RCMCS. Visitors must register with the office when they arrive. Approved visitors will be issued a visitors pass. Parents also must check in at the office. Students wishing to bring visitors to RCMCS must complete the Student Visitor Form and receive approval from the office at least (1) school day in advance. Do not bring guests to school without prior arrangements. No visitors will be allowed the last two weeks of each semester and during testing days. Also, no visitors will be allowed during the week prior to any school holiday. These procedures are designed to help keep our students as safe and secure as reasonably possible during the day and after school while in the building.

VISITORS ARE NOT PERMITTED BEYOND THE SCHOOL OFFICES TO DROP OFF FOOD, DRINKS, HOMEWORK, PROJECTS, NOTES, OR TO ACCOMPANY LATE STUDENTS TO A CLASSROOM.

School Property

The appearance of your school grounds and corridors reflects upon the entire school, particularly the students. All waste paper is to be placed in the receptacles provided for that purpose. Marking or marring doors, walls, floors, lockers, desks, or any other school property is prohibited. Students caught defacing school property will be subject to disciplinary action and parents/guardians may be held liable.

Public Areas: Hallways, Stairwells, and Lavatories

Hallways, stairwells, and lavatories are areas used by all members of RCMCS. Since everyone uses these areas, there are rules of conduct that students must follow:

- You may not loiter in the halls, lunchroom, in the lavatories, or on the staircases
- You may not eat in halls, lavatories, or staircases
- You may not run, roughhouse, push, or wrestle in the halls, lunchroom, lavatories or on the staircases.
- You may not yell, scream, hit lockers, or otherwise make excessive noise while in these areas.
- Don't not leave belongings on the floor outside of your locker.

During class time, students are not to be in the halls, stairwells, or lavatories without a pass from their teacher or the main office. Teachers and Student Support Staff will monitor student requests for bathroom passes and will limit student passes to those students who are out of class frequently.

Laptops and Supplies

RCMCS will provide students with laptops for each of their classes. RCMCS will hold each student responsible for the condition of the laptop issued to him or her. Each student should take care to see that these laptops are not lost, stolen, damaged, or defaced. Students will have to pay to replace any laptops that are damaged or not returned.

School Activities

Field Trips

Field trips are a privilege and attendance may be denied for behavioral or academic reasons. The safety of students is very important to us and specific rules will apply to these activities.

Field trips offer exciting ways to learn. RCMCS students will have the opportunity to go on field trips at various times throughout the school year. For field trips, students will be expected to follow protocols for school expectations:

- Students must bring the Field Trip Permission slip signed by parents or guardians to school by the specified date. No phone calls will be accepted as permission.
- Students must wear school dress unless otherwise specified.
- Students must abide by RCMCS code of student conduct while on the field trip. By doing so, students will become proud ambassadors of our charter school.
- Chaperones: Only teachers and approved chaperones are permitted on field trips. The principal shall approve all chaperones.

Return to School: Please plan to meet your child at the scheduled time of return. If a field trip returns prior to dismissal time and school is still in session, students will be sent to their appropriate class.

Overnight Field Trips: There is a separate set of guidelines for these trips. They will be issued by the Educational Leader if such overnight event is scheduled.

After-School Activities

There is no better way for students to enrich their education than by taking part in clubs and after-school activities or working with a teacher. These opportunities will allow students to explore more in-depth activities, and they will be expected to follow these rules:

- Students must be with a teacher or other staff member at all times.
- Students must arrange for their own transportation to arrive promptly at the end of the activity.
- Students must abide by the RCMCS Code of Student Conduct while participating in the activity.
- Students may not stay after school to wait for other students.

A full list and description of after school clubs and activities will be posted after school starts and students will have an opportunity to explore each one that interest them.

Clubs & Interscholastic Activities

The RCMCS program offers diverse clubs and intramural/interscholastic programs. The clubs serve to broaden interest and encourage development of well-rounded students. They also provide enjoyment and variety to the school day. Each student may select one club of his/her choice at the beginning of the school year. Sheets summarizing the activities of each club enable you to make your decision.

CLUBS are provided to broaden the interests through participation with their peers in a variety of areas.

INTERSCHOLASTIC ATHLETICS are now sanctioned by Section V of the New York State Public High School Athletic Association (NYSPHSAA), Eligible students will compete at the Varsity Level against students from other charter schools of similar size. Varsity Athletics are highly competitive and playing time is based on skill and hard work. Tryouts are held and medical physicals are required for participation. Practice will occur outside the school day and may occur in a building at another school.

Town Meetings

Town Meetings are periodically scheduled throughout the school year which provide students with information and input regarding issues that affect their lives at school. Students are instructed on appropriate behavior, seating, and entrance and exit prior to the town meeting. Students are expected to report to seats quickly and orderly. Student opinions are important. Proper behavior is expected at all times.

Student's Bill of Rights

Since all students have elected to apply to Rochester Career Mentoring Charter School, we anticipate that all students will not only accept their rights as members of our school community, but also their responsibilities to the school community. RCMCS is based on a foundation of values including the following:

Respect/Responsibility.

I will be responsible and give respect to all persons, property, education, and expectations of the school.

Communication.

I will use appropriate language and communicate with my teachers, peers, and other staff in an appropriate manner.

Motivation.

I will be self-motivated in completing all assignments and focusing on my dreams and aspirations.

Career Goals.

I will manage my time wisely, attend all scheduled community service and internship hours, and maintain a positive work ethic.

Safety.

I will assist in maintaining a positive school culture that is free of bullying, drugs, and physical altercations.

We ask each of you to carefully read over and sign the student contract and do your best behave in ways that will enhance your own and others' ability to learn.

ROCHESTER CAREER MENTORING CHARTER SCHOOL

STUDENT CONTRACT

As a student of Rochester Career Mentoring Charter School, I will do my best to do the following:

- I will show consideration for the rights and feelings of others, being careful not to hurt them physically or make them feel bad.
- I will speak to others respectfully, not using profanity or uncomplimentary names.
- I will show respect for all people working or helping in the school.
- I will show careful regard for both my property and the property of others.
- I will always ask permission before I borrow other people's things, and I will return them promptly and in good condition when I am finished.
- I will attend school regularly.
- I will be in class on time with all necessary materials.
- I will make good use of class time, complete, and turn in assignments/projects/activities on time.
- I understand that I must make up assignments I missed due to absences.
- I will remain on campus during school time, including the lunch period. I will not leave the school grounds without permission of the Educational Leader and or my parent/guardian.
- I will do my best in my school work, and I will let others do their best,
- I will ask for help if I do not understand.
- I will not bring any contraband items to school.
- I will help keep the school building and grounds clean and tidy.
- I will complete my community service and internship successfully
- I will follow the dress code, arrive, and leave school in the proper attire.
- I will not participate in any behavior prohibited by the school.
- I will be responsible in my use of technology in the school.
- I will contribute to the RCMCS mission of maintaining a school free from harassment, bullying, and discrimination.
- I will be an exemplary ambassador of RCMCS

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Students must sign this agreement and return it to the main office.

Student Peer Review

Students from each grade-level advisement class elect one student from each group to participate on the Student Peer Review. After advisement class elections, each grade-level will then elect one representative to participate on the Student Peer Review. Student Peer Review will be made up of no more than four students.

The function of the peer review is to review student behavior as it pertains to the school community for minor offenses. Student Peer Review members should represent the good character of a student as a role model. These students will also help facilitate town meetings that will be held on the second Friday of each month. Students will define in more detail the governing bylaws of Student Peer Review. In addition, the student representative will be expected to be trained in mediation.

Alternative Disciplinary Methods (ADM)

Student Support Services: Community agencies and services play an active role in proactively diminishing student misconduct. RCMCS will seek the assistance and support from agencies throughout Monroe County to help guide and counsel students who require additional support or who repeatedly violate the Code of Conduct. Center for Youth Services and Hillside Work-Scholarship Connection will also play an active role in securing community agency services and supports.

Student Success Center

The Student Success Team Members are professional educators with mental health expertise trained to understand and respond to the challenges presented by today's diverse student population. The Student Success Manager, Student Behavioral Specialist, Crisis Intervention Specialist, Hillside Advocate and the Secondary School Counselor do not work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help the student achieve success in school.

The purpose of the Rochester Career Mentoring Charter School Student Success Center is to address students who are in physical, academic, emotional, behavioral, or social crisis at any given time in the day, and to address their needs in a manner which can allow them to return to class. When a student is returned to the classroom it is at the discretion of the Student Success Center personnel. The Student Success Center is not a classroom management tool, but is rather a place to address severe and specific student needs.

STUDENT SUCCESS CENTER REFERRAL PROCESS

SchoolTool is the main student management system used at RCMCS to house student information. SchoolTool tracks attendance, student performance and student needs. There is a three tiered referral system for staff to submit referrals for any of these areas of concern:

1. Academic
2. Social-Emotional
3. Disciplinary

Staff submit referrals via SchoolTool. Referrals are reviewed daily by the Student Support Center Manager who channels the referral to the appropriate Student Support staff member. Academic referrals are triaged by the School Counselor and subsequent RtI Team (Response to Intervention is a process for students to receive additional academic support, in addition to classroom instruction). Behavioral referrals are disseminated to the Behavioral Specialist team comprised of Center for Youth and RCMCS Student Behavioral Specialists. Any social-emotional referrals are triaged by the Student Support Manager in conjunction with in-house or community agencies.

Students also have the ability to self-refer to the Student Support Center either through SchoolTool or by notifying their Advisor, or any other staff member.

Discipline Consequence Guide

All violations of the Code of Conduct will be investigated by both the Educational Leader and Student Support Center, and a student will be questioned prior to being assigned a consequence. This guide is an outline only; administration reserves the right to adjust consequences based on professional judgement and the severity of the situation. More than one infraction type can be combined when assigning a consequence.

Referral Process

Student referrals are made for 3 reasons: (1) Academic, (2) Social-Emotional, and (3) Disciplinary. All referrals are processed to the Student Support Center for dissemination to the appropriate channels. Disciplinary referrals follow the guidelines as set forth herein for violations of the Code of Conduct.

All violations of the Code of Conduct will be investigated by both the Educational Leader and Student Success Center Team, and a student will be questioned prior to being assigned a consequence. This guide is an outline only; administration reserves the right to adjust consequences based on professional judgement and the severity of the situation. More than one infraction type can be combined when assigning a consequence.

LEVEL 1 INFRACTIONS

INFRACTION	RECOMMENDED CONSEQUENCE
Antagonistic behavior/ Insubordination/Disrespect to Adults	Restorative Practice
Disrupting learning (includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class, insubordination, and/or selling or trading personal possessions to other students.)	Restorative Practice
Excessive Talking	Restorative Practice
Failure to Comply with School Regulations	Restorative Practice
Horseplay	Restorative Practice
Inappropriate Computer Use	Restorative Practice
Leaving the classroom without permission	Restorative Practice
Loitering	1 st offense Warning 2 nd offense Restorative Practice
Public Display of Affection (which are not appropriate for public places such as kissing, hugging, etc.)	1 st offense Warning 2 nd offense Restorative Practice
Unexcused tardy	Restorative Practice

Use of Obscene and Profane Language	Restorative Practice
Skipping class	Restorative Practice
Violation of Cell Phone/Electronic Device Policy	Restorative Practice (Cell phone taking away and parent called. 1 st offense: student will receive phone at the end of day. 2 nd offense: parent needs to pick up phone from administrator)
Violation of the Dress Code	Restorative Practice (Office phone call home for parent/guardian to bring proper attire in)
Other Offenses of Similar Seriousness	Restorative Practice

Level 2 Infractions

Infraction	RECOMMENDED Consequence
Engaging in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others	Minimum Restorative Practice Maximum 1 st offense 1 day Community Service based on the severity and results of behavior.
Leaving the School Building or Grounds	1 day of OSS
Bringing inappropriate materials such as but not limited to pornographic, criminal, hate related, laser pointer(s), lighter(s), water balloon(s) etc.	1 st Offense: 1 day Community Service 2 nd Offense: 1 day OSS 3 rd Offense: 3 days of OSS and disciplinary hearing
Cheat on exams or quizzes, or commit plagiarism.	1 day Community Service and automatic (0) on the assignment
Encourage or urging other students to violate school rules.	1 day Community Service
Failure to identify self properly	1 day Community Service
Failure to follow instructions during an emergency drill	1 st Incident: 1 day OSS 2 nd Incident: 3 day OSS 3 rd Incident: 5 day OSS and disciplinary hearing
Failure to follow instructions or directions on a field trip	1 st Incident: 1 day of Community Service and suspension from next field trip 2 nd Incident: 2 days of Community Service and suspension from all field trips for remainder of the year
Forgery	1 st Offense: 1 day OSS 2 nd Offense: 3 day OSS 3 rd Offense: 5 day OSS and disciplinary hearing
Open Defiance of Authority/Continued Willful	1 st Incident: 1 day OSS

Disobedience	2 nd Incident: 3 day OSS
	3 rd Incident: 5 day OSS
	4 th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Participation in an Unauthorized Occupancy	1 day OSS
Skiping Detention	2 Detentions
Possession, consumption or distribution of cigarettes or tobacco products	1 st offense 3 days OSS
	2 nd offense 5 days OSS and disciplinary hearing
Truancy	Parent/Teacher Conference

Level 3 Infractions

Infraction	RECOMMENDED Consequence
Possession, consumption, or distribution of alcohol, illegal drugs, prescription medications or drug paraphernalia	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion
Assault a Teacher or other school employee	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion
Arson	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion Police 311 report made
Bullying or Cyberbullying: unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can occur before and after school hours, in a school building, or on the internet. See the attachment for the school policy.	1 st Incident: 1 day OSS
	2 nd Incident: 3 day OSS
	3 rd Incident: 5 day OSS
	4 th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Harassment: creation of a hostile environment by conduct or by verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (which includes a person's actual or perceived sex, as well as gender identity expression)	1 st Incident: 1 day OSS
	2 nd Incident: 3 day OSS
	3 rd Incident: 5 day OSS
	4 th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Destruction of School Property	1 st Offense up to 5 days OSS. Pay cost of damage to fix.
	2 nd Offense: Disciplinary hearing resulting in long term suspension, expulsion. Pay cost of

	damage or fix.
Engage in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments.	1 st Incident: 2 day OSS
	2 nd Incident: 3 day OSS
	3 rd Incident: 5 day OSS
	4 th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Extortion	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion. Police 311 report may be made
False Fire Alarm, Bomb Scare, Terrorist Action	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion, police report made. (Violation of state law subject to legal authorities. Subject to fines from \$1,000 to \$10,000 and jail terms)
Fighting/Assaulting another Student or Person	1 st Incident: 3 days OSS
	2 nd Incident: 5 days OSS
	3 rd Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Gambling for profit/actual money	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion police report may be made
Larceny or Other Theft Offenses and/or threatening to take another person's belongings	1 st Incident: Up to 3 day OSS; Parent notified, police report may be made
	2 nd Incident: Up to 5 days OSS with disciplinary hearing resulting in long term suspension, or expulsion
Possession of a Weapon/Intentional Use of Instrument for Harm	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion, police report will be made
Riot: four or more persons simultaneously engaging in tumultuous and violent conduct and thereby intentionally or recklessly causing or creating a grave risk of physical injury or substantial property damage or causing alarm.	5 day OSS with disciplinary hearing resulting in long term suspension or expulsion
Threatening/Intimidation	1 st Incident: 1 day OSS
	2 nd Incident: 2 day OSS
	3 rd Incident: 5 day OSS
	4 th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Under the influence of drugs or alcohol	Call parent immediately to remove the student. Consequences for "Alcohol/tobacco/drug related" will apply

Verbal or Physical Menacing of a Staff Member	1 st Incident: 3 days OSS <hr/> 2 nd Incident: 5 days OSS and disciplinary hearing resulting in long term suspension, or expulsion
Other Offenses of Similar Seriousness	Administrative discretion

Repeated Infractions

Infraction	Definition	Explanation
Repeated minor infractions	Level 1 or 2 infractions that are repeated five, six, or seven times within a semester	Restorative Practice and mandatory parent meeting
Repeated minor infractions	Level 1 or 2 infractions that are repeated eight or more times within a semester	OSS and mandatory parent meeting or disciplinary hearing
Repeated major infractions	Level 2 or 3 infractions that are repeated two or more times within a semester	OSS and mandatory parent meeting or disciplinary hearing
Repeated missing of Community Service	When a student reaches 5 total unserved Community Service	1 day of OSS; students Service Learning is removed after day is served

***Students start fresh each year or per SSC Staff discretion.**

Multiple Referrals

Infraction	Definition	Actions
3 - 5 Referrals	Any Type of Disciplinary Referral	Parent Contact will be made. Letter will be sent home. Consequences will be appropriate based on the infraction level.
6 - 20 Referrals	Any type of Disciplinary Referral	Mandatory parent meeting required and behavior contract completed in addition to appropriate based on the infraction level.
20 or more Referrals	Despite restorative practices, multiple repeated Disciplinary Referrals.	Mandatory parent meeting required and behavior contract completed in addition to appropriate consequences based on the infraction level including long term suspension referral including consequences up to an expulsion.

*** Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices have been applied at RCMCS to address youth behavior, rule violations,**

and to improve school climate and culture. Restorative practices can improve relationships between students, between students and teachers, and even between teachers, whose behavior often serves as a role model for students. They allow each member of the school community to develop and implement a school's adopted core values.

***OSS- Out of School Suspension**

***Community Service** is an assignment intended to correct a behavior. Community service is given to a student who has received a Level 2 infraction. Services consist of the following:

- Assisting a staff member with classroom duties
- Assisting in the cafeteria service line
- Assisting with the janitorial duties of the school

Disciplinary Responses

The following discipline responses must be effectuated in accordance with all the procedural requirements of RCMCS policy, the RCMCS Regulations of Intervention and Discipline, New York State and Federal Law.

Detention

Teachers, and school leaders may use before/during/after school detention as a penalty for student misconduct in situations where restorative practice was ineffective and removal from the classroom would be appropriate. Detention must be served within the week of issuance and parent/guardian notification. Detention takes precedence over extra-curricular activities, athletic practices or events. Detention will be imposed as a penalty only after the student's parent/guardian has been notified to confirm there is no parental objection to the penalty and that the student has appropriate transportation home following the detention. Failure to serve detention will result in another day of detention or out of school suspension unless an exception to extenuating circumstances applies.

Removal from a Classroom by a Teacher

Teachers have the power to remove a disruptive student. A disruptive student is a student who substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom. The student may be removed for up to two (2) classes (where the daily schedule is so arranged) or up to 1.5 hours, where the student ordinarily remains in the same classroom.

1. The teacher must inform the student, parent and the Educational Leader of the reason(s) for the student's removal:
 - a. If the student's continued presence in the classroom does not pose a continuing danger to people or property, and does not present an ongoing threat of disruption to the academic process, then the teacher will, prior to removing the student from the classroom, explain the basis for the removal and allow the student to informally present his/her version of events with a parent/guardian present.
 - b. In all other cases, the teacher must explain to the student the basis for the student's removal and provide an informal opportunity for the student to present his/her version of events within twenty-four hours of the student's removal. If the twenty-fourth hour occurs on a non-school day, the opportunity shall be carried over until the corresponding hour on the next school day.

- c. No teacher may remove a student with a disability from his or her class until he or she has exercised due diligence to verify with the Educational leader or his/her designee, that the removal will not violate the student's rights under state or federal law or regulation.
 - d. The teacher must complete a school-established disciplinary removal form and meet with the Educational Leader or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form; and must make a reasonable effort to personally contact the parent/guardian. If the Educational Leader or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the Educational Leader or designee prior to the beginning of classes on the next school day.
 - e. Removed students will be sent to a location at school where they will be provided with continued educational services, including class work and homework.
2. The Educational Leader (or designee) must inform the student's parent/guardian of the student's removal and the basis for the removal within twenty-four hours and must provide the parent with a copy of the disciplinary removal form which was completed by the teacher. If the twenty-fourth hour occurs on a non-school day, the deadline for notification shall be carried over until the corresponding hour on the next school day.
- a. The student and parent, upon request, will be given the opportunity for an informal conference with the Educational Leader (or designee) and the teacher to discuss the reasons for the student's removal from class, and allow the student and parent to present the student's version of events. The informal conference must be held within forty-eight hours of the student's removal. If the forty-eighth hour occurs on a non-school day, the time for conference shall be carried over until the corresponding hour on the next school day.
3. The Educational Leader (or designee) shall not set aside the discipline imposed by the teacher unless he/she finds that the charge(s) is not supported by substantial evidence, that the student's removal violates the law, or that the student's conduct warrants suspension. If suspension is warranted, then the Educational Leader (or designee) shall then impose an appropriate period of suspension.
- a. The Educational Leader (or designee's) determination must be made by the end of the day on the day after the informal conference.
 - b. The student cannot return to the classroom until the Educational Leader (or designee) makes a final determination or the period of removal expires, whichever is sooner.
4. The Educational Leader (or designee) must input disciplinary action into SchoolTool within twenty-four hours.

Short-Term Suspension

Short-Term Suspension Definition:

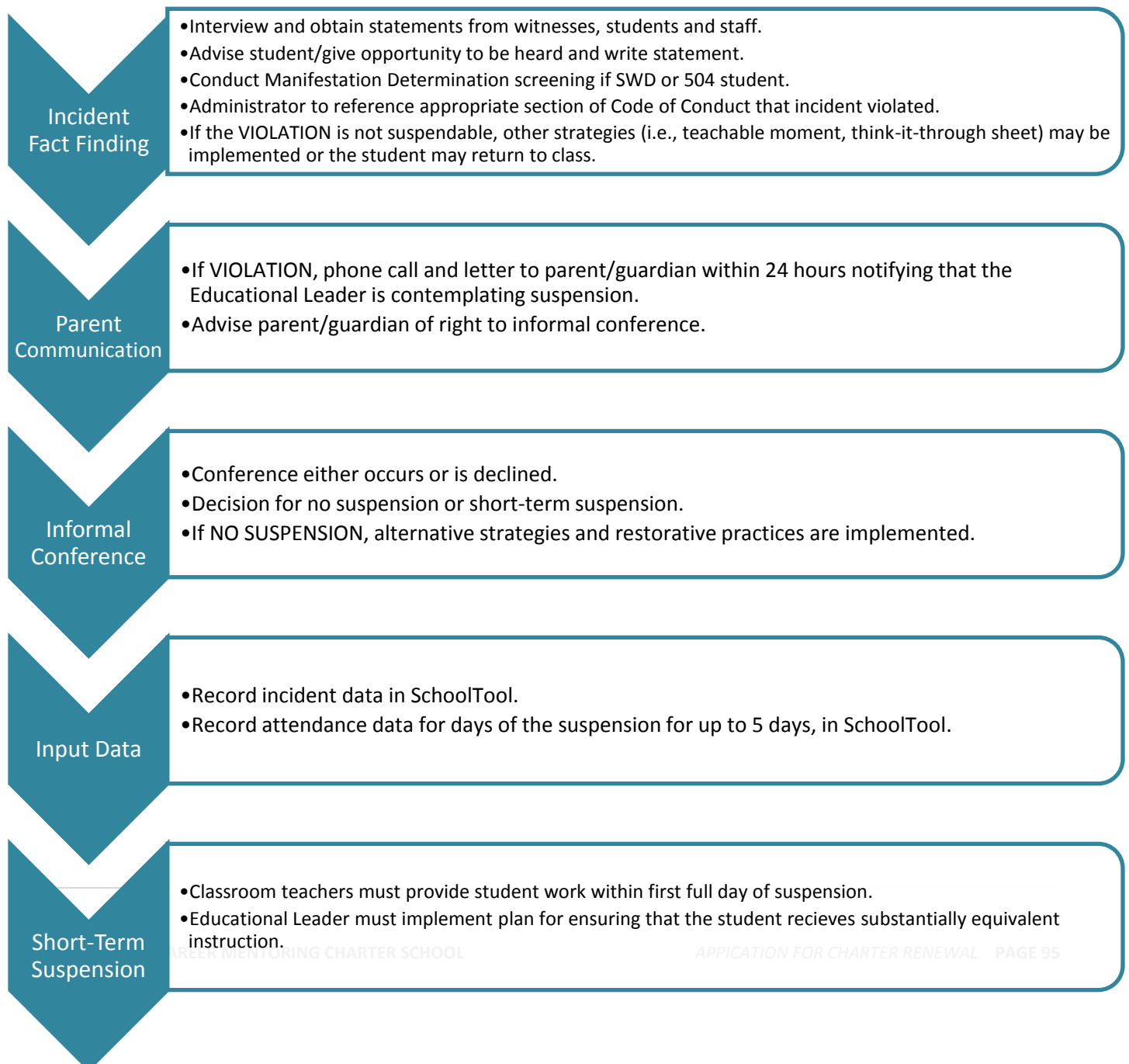
A short-term suspension is the term often used to refer to the suspension of a student from school for five days or less in accordance with the provisions of section 3214 of the Education Law. The Board of Trustees, the Chief Executive Officer, the Chief of Operations and Academics or the Educational Leader of the school may suspend the following students from required attendance upon instruction: a student who is insubordinate or disorderly or violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. At RCMCS, the Chief Executive Officer is equivalent with the role of Superintendent. The Chief of Operations and the Educational Leader have roles, duties and responsibilities similar with the role of Principal.

Short-Term Suspension Process:

1. Prior to imposition of the short-term suspension of a student with a disability the Educational Leader (or designee) shall follow the procedures for Students with Disabilities regarding the necessary information.
2. After conducting an investigation, the Educational Leader (or designee) must reference the appropriate section of Code of Conduct that the incident violated, provide the student with notice of the charged misconduct, and give the student the opportunity to provide his/her version of events. If the student denies the misconduct, the Educational Leader (or designee) must provide an explanation of the basis for the suspension.
3. The Educational Leader (or designee) must send the RCMCS-approved short-term suspension letter to the parent/guardian in parent/guardian's dominant language by either personal delivery, express mail or any other means which ensures that the parent receives the letter within 24 hours of the suspension decision.
4. The letter must describe the incident for which the suspension is proposed, must inform the parent/guardian of his/her right to request an immediate informal conference with the Educational Leader (or designee), and that the parent/guardian and student have a right to question the complaining witness at the conference.
5. Upon request of the parent/guardian, the student and parent/guardian must be provided with an informal conference with the Educational Leader (or designee), at which the parent/guardian and student can present the student's version of events and question the complaining witness in the presence of the Educational Leader (or designee). In circumstances wherein witness safety is a concern, the Educational Leader (or designee) will contact school counsel for direction on how to proceed.
6. The Educational Leader (or designee) must notify the parent/guardian and student of the determination either at the conclusion of the conference, or within twenty-four hours thereafter. If the twenty-fourth hour occurs on a non-school day, the time for communication of the determination shall be carried over until the corresponding hour on the next school day.

7. The Educational Leader (or designee) must input suspension into SchoolTool within twenty-four hours and attendance data for days of the suspension (up to 5 days) must be recorded in SchoolTool as well.
8. Classroom teachers must provide student work within the first full day of suspension.
9. If the student will be suspended out-of-school, a plan must be in place to provide the student with substantially equivalent instruction. This plan will be supplied by the Chief of Operations and Academics or the Educational Leader (or designee) of the school.
10. Appeal from a short-term suspension can be made by the parent/guardian or student directly to the New York State Commissioner of Education.

Short-Term Suspension Process (grades 9-12)



Sample Short-Term Suspension Letter

RE: Short-Term Suspension
Student Name
Student ID Number

Name

Address

City, State

Dear (insert Parent/Guardian's name):

The purpose of this letter is to notify you that your child, _____, will be suspended from his/her regular program as of __ (date) __ because on _____, he/she engaged in the following behavior: ____ (include factual description of conduct) __. You and your child have a right to an informal conference with the Educational Leader and have the right to question a complaining witness in this matter.

Your child will be suspended for ____ school day(s) and assigned to:

- ☐ In-School Suspension room for the full day.
- ☐ Instruction at school from _____ (am/pm) to _____ (am/pm).
- ☐ Instruction at _____ from _____ (am/pm) to _____ (am/pm).

Your child is scheduled to return to his/her regular program on _____.

If you would like to meet to discuss this incident, please feel free to contact me at _____ to arrange for an appointment to meet.

Sincerely,

Educational Leader

Chief of Operations and Academics

cc: Hand delivered to student
Hand delivered to parent/guardian
Mailed to parent/guardian
Student cumulative file

Long-Term Suspension

Long-Term Suspension Definition:

A long-term suspension is the term most often used to refer to the suspension of a student from school in excess of five days in accordance with the provisions of Section 3214 of the Education Law.

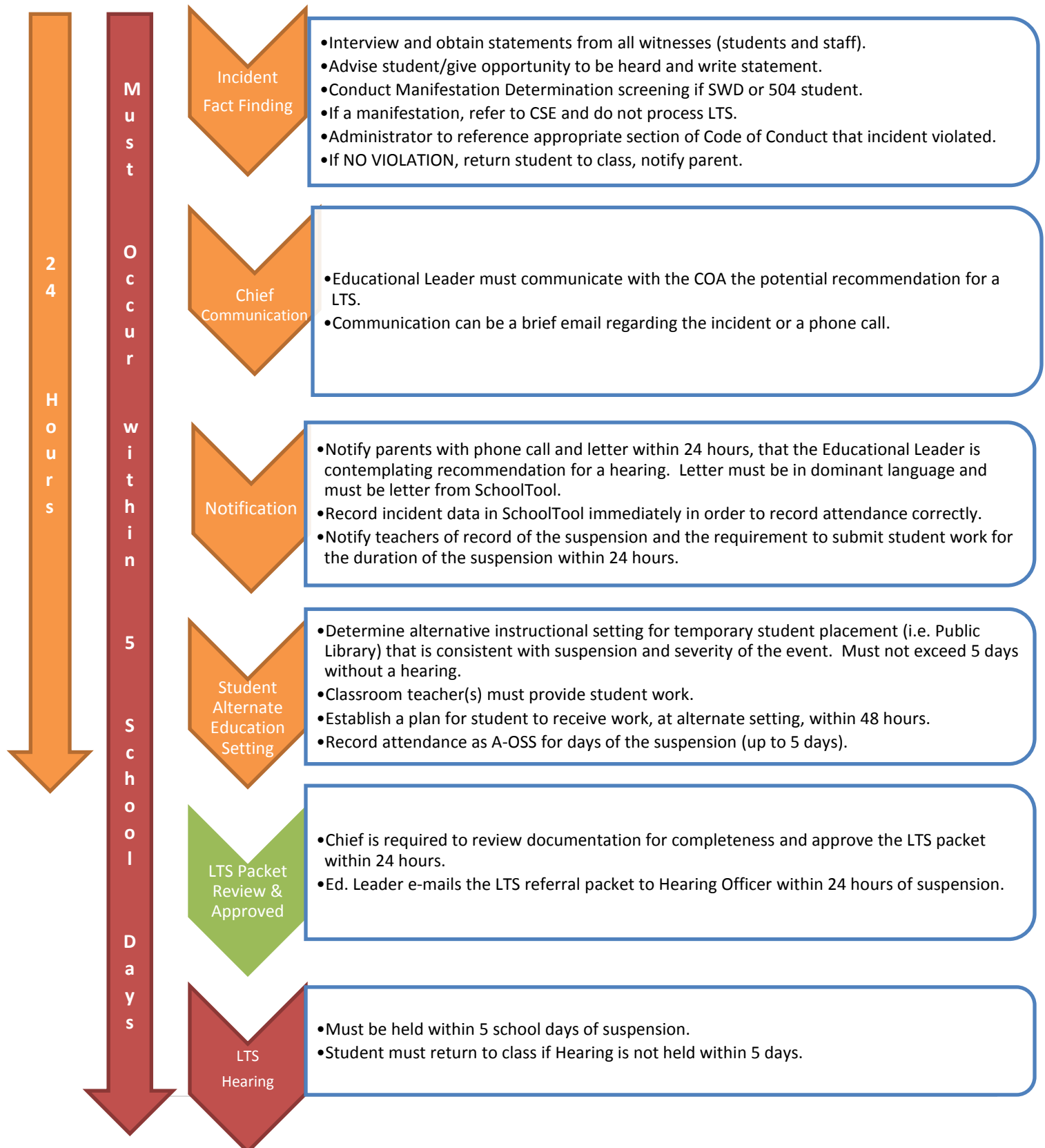
- New York State's Education Law provides that no student may be suspended in excess of five school days unless the student and the student's parents/guardians have had an opportunity for a hearing on reasonable notice.
- At such hearing, students may bring their parents/guardians, and also have the right to be represented by an attorney or other advocate, to testify on their own behalf and present witnesses and other evidence on their own behalf, and to cross-examine witnesses against them.

Requesting a Long-Term Suspension Hearing (Process):

1. The Educational Leader should ensure that the following has been established, prior to communicating with the Chief of Operations and Academics.
2. If a student with a disability is being considered for a long-term suspension, building level staff with knowledge of the incident and understanding of the student's disability must conduct a manifestation determination screening. The results of the manifestation determination screening must be submitted to the Educational Leader and included in the long-term suspension packet.
3. The Educational Leader communicates with the Chief of Operations and Academics the potential recommendation for long-term suspension. Communication can be a brief email regarding the incident or a telephone call. The Chief of Operations and Academics may decide that the incident should not be recommended for a hearing, based on the information received. If the Chief of Operations and Academics disagrees with the hearing recommendation, the student is only eligible for a short-term suspension for up to 5 days.
4. The Educational Leader shall inform the student of the referral for a long-term suspension hearing and the reason therefor.
5. The Educational Leader will notify the parent/guardian by telephone or email to inform the parent/guardian of the student's referral for a long-term suspension hearing and the reason therefor and to explain where the student is to report for alternative instruction while awaiting the long-term suspension hearing.
6. The Educational Leader MUST send the RCMCS-approved letter in the parent/guardian's dominant language to the parent/guardian within twenty-four hours of the long-term suspension referral informing parent/guardian of the student's referral for a long-term suspension. The letter shall include an explanation of the basis for the long-term suspension referral, as well as an explanation of where the student is to report for instruction while awaiting the fact finding hearing.

7. The Educational Leader (or designee) must input the long-term suspension referral into SchoolTool within twenty-four hours.
8. The Educational Leader must provide a complete long-term suspension packet to the Chief of Operations and Academics and the long-term suspension Hearing Office through the long-term suspension mailbox within 24 hours of the suspension.
9. The Educational Leader must determine alternate student placement for student that is consistent with suspension and severity of the event. This placement **MUST** not exceed 5 days without a hearing.
10. There must be an established plan for the student to receive work within 48 hours of the suspension occurring. The classroom teacher(s) must provide student work. Attendance for the student must be recorded as A-OSS for the days of the suspension (up to 5 days).
11. Once the completed long-term suspension packet is received (within 24 hours of approval), the Chief of Operations and Academics or their designee shall conduct a review of the long-term suspension packet in order to ensure that the packet is complete.
12. Upon approval of the long-term suspension packet, the Chief of Operations and Academics submits a referral to an approved Hearing Officer. The hearing must be held within five days of suspension. Upon approval of the long-term suspension packet, the Chief of Operations and Academics submits the referral to an approved Hearing Officer. The hearing must be held within five days of the suspension. Students referred for long-term suspension will be placed on short-term suspension until the time of the hearing. In the event a student is found guilty, the time served during the short-term suspension will be included in the final disposition.

RCMCS Long-Term Suspension Flow Chart (grades 9-12)



Sample Long-Term Suspension Hearing Letter

RE: Long-Term Suspension
Student Name
Student Number

Name

Address

City, State

Dear (insert Parent/Guardian's name):

The purpose of this letter is to notify you that I have suspended your child, **(insert student's name)** because he/she engaged in the following behavior:

(Factual description of incident: Date, time, location and specific description of incident/behavior).

I have referred **(insert student's name)** for a long-term suspension. You will soon receive a letter informing you that a fact finding hearing will be held at which time the School will present evidence and witnesses to show that **(insert student's name)** in fact engaged in the above described conduct. You and your child have a right to present evidence and bring witnesses to discuss what occurred. Additionally, you may bring an advocate or attorney to assist you.

The hearing officer will make findings of fact and, if your child is found guilty, the hearing officer will recommend to the Chief of Operations and Academics the appropriate measure of discipline. The Chief or her designee will decide whether to accept all or part of the hearing officer's recommendation.

Until further notice, **(insert student's name)** will receive instruction at **(insert location, date(s), instructional times, and alternative instructor's name).**

While your student is assigned out-of-school suspension, he/she is not allowed on school property for any reason, except for the time and location your child is scheduled to report for instruction. If you have any questions about this process, please contact the Educational Leader at (585) 232-1045.

Sincerely,

Chief of Operations and Academics

Chief Executive Officer

Educational Leader

LONG TERM SUSPENSION REFERRAL 2016-2017

Date of Incident:

Date of Suspension:

Student Name:

Grade:

Address:

Student ID:

DOB:

Parent or Guardian:

Telephone Number:

Address (if different):

Zip:

PLEASE CHECK MARK REQUIRED DOCUMENTS TO BE INCLUDED IN THE Long-Term Referral Packet:

- ☐ Long-Term Suspension Referral Form
- ☐ Long-Term Suspension Referral Letter to Parent/Guardian
- ☐ Interventions and Outcomes
- ☐ Attendance Record (year-to-date)
- ☐ Academic Record (year-to-date)
- ☐ Discipline History
- ☐ Manifestation Determination (students w/special needs)
- ☐ Individual Education Plan with Summary (students w/special needs)
- ☐ Functional Behavior Assessment (students w/special needs)
- ☐ Behavior Intervention Plan *(required if student has a BIP)
- ☐ Eye Witness Statement(s) *** Each must be signed and dated***
- ☐ Victim Statement
- ☐ Photographs (injuries, property damage), when available
- ☐ Other pertinent documents (i.e. police report), when available

1. Factual Statement/Summary of the Incident (describe):

a) Has the student been disciplined for this behavior in the past? Yes ☐ No ☐
If yes, how was the incident previously handled?

b) Has the student been disciplined for other types of behavior in the past? Yes ☐ No ☐
If yes, please summarize:

2. What interventions have been utilized prior to this referral? (check all that apply AND provide documentation)

- | | |
|-----------------------------------------------------|----------------------------------------------------------------------|
| <input type="checkbox"/> Parent/Guardian Outreach | <input type="checkbox"/> Intervention by Counseling Staff |
| <input type="checkbox"/> Guidance Conference | <input type="checkbox"/> Individual/Group Counseling |
| <input type="checkbox"/> Peer Mediation | <input type="checkbox"/> Mentoring Program |
| <input type="checkbox"/> Conflict Resolution | <input type="checkbox"/> Short-term Behavioral Progress Reports |
| <input type="checkbox"/> Community Service | <input type="checkbox"/> Referral/Community-based Organization |
| <input type="checkbox"/> Substance Abuse Counseling | <input type="checkbox"/> Referral/Youth Relationship Abuse or Sexual |
| <input type="checkbox"/> Services | <input type="checkbox"/> Violence Counseling |
| <input type="checkbox"/> Other (explain) | |

Were these interventions successful? Yes ☐ No ☐

3. What contacts with the student's parent/guardian have been made?

What were the outcomes of those contacts?

4. Additional comments from Educational Leader (if any):

**5. Number of school days in alternative instruction proposed by Chief of Operations and Academics: (Consistent with the Intervention and Discipline Guide)
(Note: this is a *recommendation*):**

6. Is student classified as a student with a disability? Yes: ☐ No: ☐

If yes, classification: program:

7. Parent/Guardian notified of suspension by:

8. Name and Title (i.e., teacher, administrator, student) of at least one eye-witness available to testify at hearing:

9. Interpreter Required: Yes ☐ No ☐ If Yes, Language:

**10. Referral is being made by:
Chief of Operations and Academics: Yes ☐ No ☐
If not, name of Acting Chief:**

(Chief must be on approved leave (illness, personal, conference) and not reporting to school on the day of the suspension.)

Students with Disabilities

SUSPENSION PROCESS FOR STUDENTS WITH DISABILITIES			
When	Responsibility	What	Education Services
Short-Term Suspension 1-10 Total School Days: A suspension or removal that does not exceed five school days is imposed	Educational Leader	Determines the setting for suspension and alternative instruction to be provided	Alternative instruction must be provided to the same extent as is provided to nondisabled students (Minimum 1 hour per day for elementary students; minimum 2 hours per day for secondary students).
11 or more total school days: A series of short-term suspensions that accumulate to 11 or more school days in a school year are imposed	Educational Leader	Determines the setting for suspension and alternative instruction to be provided	Alternative instruction must be provided to the same extent as is provided to nondisabled students (Minimum 1 hour per day for elementary students; minimum 2 hours per day for secondary students).
	Coordinating Administrator of Special Education (CASE)	Manifestation Determination: School's Manifestation team must, in a meeting, review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents and then	

<p>The manifestation screening identifies that the <u>behavior is potentially not a result of the student's disability</u></p> <p>or</p> <p>The manifestation screening identifies that <u>the behavior is potentially a result of the student's disability</u></p>		of the student pending the outcome of the LTS process. Consults with CASE on the alternative instruction to be provided.	enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.
	Educational Leader	Provides screening outcome to Educational Leader	
	CASE	LTS process proceeds	See Section 6 for LTS process
	Educational Leader	Provides screening outcome to Principal	
	Educational Leader and CASE	<p>LTS process ends.</p> <p>A request for a CSE program review may be initiated to review the student's current special education program and services.</p>	The student returns to current placement

The LTS process for students with disabilities must include the following components in addition to the LTS Superintendent's Hearing.

What	Who	When	Where
Manifestation Determination: The Manifestation Team must, in a meeting, review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents and then: Determine if: (1) the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or (2) the conduct in question was the direct result of a failure to implement the IEP.	Central Manifestation Determination Team (MDT), which must include: a representative of the school knowledgeable about the student and the interpretation of information about child behavior; and the parent/guardian and relevant members of the CSE as determined by the parent and the District.	Immediately following the LTS Hearing	Same site as LTS Hearing.
CSE Meeting:	Central CSE to include relevant staff from the student's school building	Immediately following the MDT meeting	Same site as LTS Hearing

Manifestation Questionnaire

(For Students with IEPs, 504 Plans or Students Presumed to Have a Disability)

To be completed prior to LTS Referral Weapons, drugs or serious injury? Yes _____ No: _____

Student Name: _____ Date: _____

School: _____ Grade: _____ ID #: _____

Based on a review of the circumstances surrounding the incident, your personal knowledge of the student and relevant information from the student's file, IEP and teacher observations, answer ALL of the following questions:

QUESTION	YES	NO
1. Was the student's IEP being fully implemented at the time of the behavior?		
2. If NO to #1, was the student's conduct the <i>direct result</i> of the school's failure to implement the IEP? [If YES, then the behavior is a manifestation of the student's disability.]		
3. Did the student have a behavior intervention plan (BIP) in place at the time of the incident? (If YES, go to Question #6.)		
4. If NO to #3, should there have been a BIP in place at the time of the incident?		
5. If YES to #4, was the student's behavior the <i>direct result</i> of the school's failure to develop a BIP? [If YES, then the behavior is a manifestation of the student's disability.]		
6. Is the BIP meaningful? Are the behavioral goals both observable and measurable?		
7. If NO to #6, was the student's behavior the <i>direct result</i> of the school's failure to implement a meaningful BIP? [If YES, then the behavior is a manifestation of the student's disability.]		
8. If YES to #3, was the behavior intervention plan being implemented with fidelity?		
9. If NOT to #8, was the student's conduct the <i>direct result</i> of the school's failure to implement the behavior intervention plan? [If YES, then the behavior is a manifestation of the student's disability.]		
10. Was the student's behavior <i>caused by</i> his/her disability? [If YES, then the behavior is a manifestation of the student's disability.]		
11. Did the student's behavior have a <i>direct and substantial</i> relationship to the student's disability? [If YES, then the behavior is a manifestation of the student's disability.]		

The student's behavior: _____ WAS / _____ WAS NOT a manifestation of his/her disability.

If it is determined that the behavior was a manifestation of the student's disability, then no discipline can be imposed AND a CSE must be convened to review the student's program.

Name and Title of Administrator Completing This Form:

Print Name

Title

Sign Name

Title

Alternative Disciplinary Methods (ADM):

Student Success Center: Community agencies and services will play an active role in diminishing student misconduct. RCMCS will seek the assistance and support from agencies throughout Monroe County to help guide and counsel students who repeatedly violate the Learning Code of Conduct.

The Center for Youth Services and Hillside Work-Scholarship Connection will also play an active role in securing community agency and service support. Center for Youth Services youth advocates will be located on-site to aid our students in improving their behavior. A referral process has been created whereby a classroom teacher and/or teacher advisor may write a referral on a student and then send it to the Student Success Center for review and approval.

The Educational Leader is kept informed about every referral sent to the Student Success Center. It also the primary objective of the Student Success Center to keep student issues confidential and to keep parents well informed when deemed necessary.

Hillside Work-Scholarship Connection (HWSC) provides academic and behavioral assistance to 33 at-risk students per HWSC advocate. Students are selected by the advocate according to grade point average and conduct in the classroom. (HWSC) provides students with tutorials, youth employment opportunities, and a monitoring system to ensure that each student graduates on time. The Educational Leader is kept informed monthly on the progress the students are making in the program.

Expulsion

The decision to expel any student will be made in writing and will include the reasons for the expulsion by the Chief of Operations and Academics after hearing about the events involved in a situation.

The parent/guardian may appeal an expulsion within two (2) school days of the expulsion being issued. This appeal will be made to the Chief of Operations and Academics in writing. The student may not attend classes until the appeal is heard, but will be able to turn in school for the classes missed while waiting for the appeal and receive credit for that work. All disciplinary hearing on expulsions will be held within for (4) school days of the appeal being made. The decision of Chief of Operations and Academics is final.

Introduction to Dignity for All Students Act

The New York State Dignity for All Students Act (Dignity Act, or “DASA”) was signed into law on Sept. 13, 2010 and became effective July 1, 2012. This legislation amended State Education Law by creating a new Article 2 - Dignity for All Students. The intent of the Dignity for All Students Act (Dignity Act) is to provide all public school students with an environment free from discrimination and harassment, as well as to foster civility in public schools. It focuses on prevention of harassment and discriminatory behaviors through the promotion of educational measures meant to positively impact school culture and climate. The Dignity Act states that NO student shall be subjected to harassment or discrimination by employees or students on school property (including school bus) or at a school function based on their actual or perceived (including, but not limited to) race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

Rochester Career Mentoring Charter School will not tolerate incidents of discrimination, intimidation, taunting, harassment, or bullying on school property, a school bus and/or at a school function by students and/or school employees.

There is one identified staff member at every school that is thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex (Education Law § 13[3]).

Dignity Act Coordinator (Primary): Carol Jones, Educational Leader cajones@rcmcs.org
or: (Secondary) Ronda Wade, Student Success Center Manager rwade@rcmcs.org

“The Dignity Act emphasizes the importance of tolerance and respect for others by students and staff alike.”

DISCRIMINATION AND HARASSMENT PROHIBITED

RCMCS has set expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board of Trustees recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. It is also our right according to New York State Education Law to impose disciplinary sanctions for incidents occurring off school property that substantially disrupt the educational process or that constitute threats of violence. To this end, the Board of Trustees has adopted this Code of Conduct. Unless otherwise indicated, this code applies to all students, school personnel, parents/guardians and other visitors when on school property or attending a school function.

PROHIBITION OF RETALIATION

Any person having reasonable cause to suspect that a student has been subjected to discrimination or harassment by an employee or student, on school grounds or at a school function, who acting reasonably and in good faith, either reports such information to school officials, to the commissioner, or to law enforcement authorities or otherwise initiates, testifies, participates or assists in any formal or informal proceedings under this subdivision, shall have immunity from any civil liability that may arise from the making of such report or from initiating, testifying, participating or assisting in such formal or informal proceedings. Relatedly, neither the school, nor an employee or student thereof shall take, request or cause a retaliatory action against any such person who, acting reasonably and in good faith, either makes a report or initiates, testifies, participates or assists in such formal or informal proceedings.

DEFINITIONS: for purposes of this code, the following definitions apply:

“Cyber-bullying” is “harassment” or “bullying”, where such harassment or bullying occurs through any form of electronic communication. Cyber-bullying may occur via electronic communication on the Internet, on cellular phones or other electronic media. Cyber-bullying includes, but is not limited to, the following misuses of technology: harassing, discriminating, teasing, taunting, intimidating, threatening, bullying, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs). Cyber-bullying can involve, but is not limited to: sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person; impersonating someone else in order to embarrass, humiliate or ruin the reputation of that individual.

Cyber-bullying involving students may occur both on campus and off school grounds and may involve student use of the internet system or student use of personal digital devices including but not limited to: cell phones, digital cameras, personal computers, electronic tools. Cyber-bullying or harassment has or could have the effect of:

- Causing physical, social/relational, emotional or mental harm to a student;
- Placing a student in reasonable fear of physical, emotional or mental harm;
- Placing a student in reasonable fear of damage to or loss of personal property; or
- Interfering with a student's educational performance and/or denying or limiting a student's ability to participate in or to receive benefits, services or opportunities in the school's programs.

"Disability" means: (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques; or (b) a record of such an impairment; or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).

"Discrimination" is bias based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. Sexual assault is a violation of the victim's civil rights and is considered an act of discrimination.

"Disruptive student" means a student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

"Employee" means any person receiving compensation from the school or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to Title Nine B of Article Five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such school, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §§11[4] and 1125[3]).

"Gender" means actual or perceived sex and includes a person's gender identity or expression (Education Law §11[6]).

"Harassment" and "Bullying" shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that either (1) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (2) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. Such definition includes acts of harassment or bullying that occur:

- on school property; and/or
- at a school function; or

- off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Such conduct shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.

"Emotional harm" that takes place in the context of "harassment or bullying" means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

"Hazing" is a form of harassment among students defined as any humiliating or dangerous activity expected of a student to join a group or be accepted by a formal or informal group, regardless of their willingness to participate. Hazing produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur. Hazing behaviors include, but are not limited to, the following general categories:

- a) Humiliation: socially offensive, isolating or uncooperative behaviors.
- b) Substance abuse: abuse of tobacco, alcohol or illegal/legal drugs.
- c) Dangerous hazing: hurtful, aggressive, destructive, and disruptive behaviors.

"Material Incident of Bullying, Discrimination and/or Harassment" means a single verified incident or a series of related verified incidents where a student is subjected to bullying, discrimination and/or harassment by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or a series of related incidents of harassment or bullying that occur off school property, where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property, and is the subject of a written or oral complaint to the Chief, Educational Leader, or their designee, or other school employee. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex; provided that nothing in this subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law sections 3201-a or 2854(2)(a) and Title IX of the Education Amendments of 1972 (20 U.S.C. section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under section 504 of the Rehabilitation Act of 1973.

"Parent" means the biological, adoptive or foster parent, guardian or person in parental relation to a student.

"Possess" includes carrying something on one's person, or having it located in one's belongings such as book bag, locker, vehicle, or other container belonging to the person.

"Sex" means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote "sex".)

“School Bus”, otherwise referred to as “School Transportation” means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of students, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of students, children of students, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).

“School Function” means a school sponsored extracurricular event or activity (Education §11[2]).

“School Property” means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus (Education Law §11[1]).

“Sexual Orientation” means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11[5]). RCMCS Student Code of Conduct 06/11/13, 12/10/13, 8/12/14 6

“Sexual Violence” means physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including but not limited to rape, sexual assault, sexual battery, and sexual coercion. All acts of sexual violence are forms of sexual harassment covered under Title IX.

Policies and Guidelines

The Dignity Act emphasizes the creation and maintenance of a positive learning environment for all students. In addition, the amended Dignity Act requires the development of measured, balanced, progressive, and age-appropriate responses to discrimination, harassment, and bullying of students by students and/or employees. Remedial responses should be included in the Code of Conduct and place the focus of discipline on discerning and correcting the reasons why discrimination, harassment, and bullying occurred. The remedial responses should also be designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Appropriate remedial measures may include, but are not limited to:

- peer support groups;
- assignment of an adult mentor at school that the student checks in with at the beginning and end of each school day;
- corrective instruction that re-emphasizes behavioral expectations or other relevant learning or service experience;
- engagement of student in a reflective activity, such as writing an essay about the misbehavior and its impact on others and how the student might handle the situation differently in the future and/or make amends to those who have been harmed;
- supportive intervention and/or mediation where constructive conflict resolution is modeled;
- behavioral assessment or evaluation;
- behavioral management plans or behavior contracts, with benchmarks that are closely monitored;

- student counseling and parent conferences that focus on involving persons in parental relation in discipline issues.

Specific Policies

Whether a student is being bullied himself/herself or has witnessed another student being bullied, s/he needs to feel empowered, comfortable, and safe reporting such an incident to school faculty or staff. Specifically, the Dignity Act requires that RCMCS create policies, procedures and guidelines that enable students and parents to make oral and/or written reports of harassment, bullying or discrimination to teachers, administrators, and other school personnel that RCMCS deems appropriate (Education Law §13[1][b])

- School employees who witness harassment, bullying, and/or discrimination or receive an oral or written report of such acts shall promptly orally notify the Educational Leader or their designee not later than one school day after such employee witnesses or receives a report of such acts, and shall also file a written report with the Educational Leader or their designee no later than two school days after making an oral report.
- The Educational Leader or designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports.
- When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the Educational Leader or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.
- The Educational Leader or their designee shall notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct.
- The Educational Leader shall provide a regular report, at least once during each school year, on data and trends related to harassment, bullying, and/or discrimination to the superintendent.
- Pursuant to Education Law section 13, retaliation by any school employee or student shall be prohibited against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination.

CODE OF CONDUCT PUBLICATION AND TRAINING

Under Education Law §2801(4) and 8 NYCRR §100.2(l)(2)(iii)(b), districts and BOCES must ensure community awareness of the Code of Conduct provisions through various specified means. RCMCS shall post the current Code of Conduct in an easily accessible place on their Internet web site, if available. A summary of the Code of Conduct be mailed to all students, in an age-appropriate version, written in plain-language, to ensure that students understand the standards of respect and appropriate behavior that the school community expects from them.

As part of ensuring effective implementation of the Code of Conduct, RCMCS shall provide training to staff that specifically highlights the Dignity Act provisions, such as the prohibition against discrimination, harassment and bullying, reporting requirements and the availability of each school's DAC. Training shall address the social patterns of discrimination, harassment and bullying, the identification and mitigation of those behaviors, as well as strategies for effectively addressing problems of exclusion, bias and aggression in the school setting. The Dignity Act permits the denial of admission into, or exclusion from, a course of

instruction based on a person's gender that would be permissible under Education Law §§2854(2)(a), Education Law § 3201-a and Title IX of the Education Amendments of 1972 (20 USC §1681, et. seq.). Similarly, the Dignity act allows denial of admission or exclusion based on disability that would be permissible under §504 of the Rehabilitation Act of 1973.

Policy Concerning Drugs, Alcohol, Tobacco and Controlled Dangerous Substances

Policy Statement

Students are prohibited from possessing, consuming, or distributing drugs or alcohol in any form while at school, in co-curricular and extra-curricular programs, on school grounds, attending a school-related function on or off campus, and when coming to and going from school. Students are further prohibited from smoking cigarettes or using tobacco products in any form in school building.

Students suspected of being "under the influence" will be seen by support staff with potential subject to five-day suspension. Continued abuse on school grounds may potentially lead to a disciplinary hearing which could result in suspension longer than five days or expulsion.

RCMCS intends to use the disciplinary sanctions of this policy as a means of helping students recover from the debilitating effects of substance abuse.

Students Voluntarily Seeking Help

Students are encouraged to seek help for problems with or related to drug and/or alcohol use. Crisis Intervention Specialists are provided for direct assistance or confidential referral for students seeking help with an alcohol, drug or other problem related to their substance use or use by someone in a close relationship with them.

Voluntarily seeking help does not prevent the school staff from charging a student with suspicion of being under the influence at another time.

1. The Crisis Intervention Specialists will be allowed to maintain confidentiality of conversations with students meeting the following criteria:
 - a) The student's health is not in imminent danger
 - b) The information does not make the staff member an accessory to an illegal action
 - c) The information does not indicate that the health or safety of the student or individual is threatened.

Students Suspected of Being under the Influence of Substances

Staff members must immediately report any students exhibiting behavior, or a pattern of behavior, or whose physical condition is consistent with the signs and symptoms of being under the influence of alcohol or other drugs.

1. When a student is suspected of being under the influence of drugs or alcohol, the steps below will be followed:

- a) The staff member who expresses concern shall contact either the Educational Leader or the COA.
- b) Parent or Guardian will be contacted via phone
- c) The nurse, the Educational Leader, and/or Support Center Manager will meet with the student as soon as possible.
- d) It appropriate the parent/guardian shall be directed to take the student for an immediate examination by a physician of their own choosing, which shall be at the family's expense.
- e) When a student is in need of immediate medical attention, the Educational Leader will take appropriate action to ensure that emergency medical services or the police transport the student to the nearest hospital emergency room.

Students Returning From Treatment: Voluntary and Policy-Ordered

Students not-voluntarily attending a treatment program causing an extended absence will be readmitted only upon receipt of a written recommendation from the treatment program. The absences will be considered in the same manner as other "chronically ill" students.

Search and Seizure

NOTE: Lockers are school property and, therefore, subject to search by school administration at any time.

- 1. Searches conducted of students' possessions, lockers or vehicles must be warranted by "reasonable suspicion" in compliance with standards established in U.S. vs. TLO.
- 2. These searches shall include the following guidelines:
 - a. "Reasonable Suspicion" shall mean suspicion based on statements of concern by staff or students, and physical condition and behavior of a suspicious nature, which indicates a violation of the Code of Conduct.
 - b. Searches of a "cursory" nature may be conducted, including a visual inspection and request that students empty pockets, purses and other belongings.
- 3. Students refusing to cooperate in "searches" will have their parent/guardian contacted immediately to inform them of the student's refusal to cooperate, stressing possible police involvement in the incident.

Possession or Distribution of Alcohol and/or Other Drugs

When a student is found to be in possession of any quantity of illegal substances (drugs or alcohol) on school grounds or at a school activity the Rochester Police Department will be called.

- 1. When illegal substances are found, it will be the responsibility of the Police to complete their normal reporting procedures and any other legal actions, including arrest, depending on the quantity of substances.
- 2. Rochester Career Mentoring Charter School maintains the right to conduct an expulsion hearing on any student found selling, possessing or distributing illegal substances.
- 3. Students charged with distribution or intent to distribute drugs:
 - a. Out-of-School Suspension for a minimum of 5 days
 - b. Will be subject to a Disciplinary Hearing to determine if expulsion or suspension longer than 5 days is warranted

Upon the second, and any subsequent offenses, or those involving action by the Court due to the quantity of substances involved, an automatic Disciplinary Hearing by the COA shall be held. Students arrested for non-school related drug or alcohol violations shall be permitted to attend school unless it is demonstrated that the student is a danger to him/herself, or to other students in the school. Based on reports from local police, if the school Educational Leader determines that the student's continued attendance presents a danger to the health and safety of other students in the building, the offending student shall be suspended for a period of 5 days and be required to attend a Disciplinary Hearing that may result in expulsion or suspension longer than 5 days.

Procedures for Considering a Mental Hygiene Arrest

NYS Mental Hygiene Law permits certain individuals to arrange for people to be brought to a hospital for further evaluation (which could result in an inpatient psychiatric admission). Although the phrase "mental hygiene arrest" (or MHA) is often used to describe this process, it is important to note that it is not really an "arrest" per se (as there is no accusation of criminal behavior). A more accurate term would be "mental health intervention" - as it is an intervention that results in individuals being brought to a hospital, often contrary to their wishes.

Law enforcement can take someone to a hospital if the person appears to be suffering from a mental illness and there is some element of dangerous (to self or others). Certain mental health clinicians in the community have also been designated to be able to direct law enforcement to transport someone (or arrange for that transport via ambulance) to a hospital (if those same two criteria are met: mental illness and danger to self or others).

Police may be called in a psychiatric emergency for the following reasons:

- If there is immediate danger and other interventions have not been successful, calling 911 is recommended. However, other interventions should be tried prior to calling police (if at all possible).
- If the person who is distressed is already involved in the mental health system, attempting to reach the mental health professionals that are working with the child and family is recommended. Another option is requesting assistance from the Rochester Community Mobile Crisis Team (that can be accessed via Life Line by dialing 211).

The Mobile Crisis Team may be able to arrange for a visit to the person's home (or other location) to assess the situation and make recommendations for next steps to more thoroughly address the problem. Of course, family members are also able to bring their child(ren) to any of the three emergency rooms in Monroe County that conduct emergency mental health evaluations (Rochester General Hospital, St. Mary's also known as Unity Health Systems, and Strong.)

Once it has been determined that a MHA is warranted:

1. Administrator or his/her designee calls 911

2. School nurse is immediately contacted for all urgent medical issues and pertinent information.
3. The student's parent or guardian called, informed of situation and asked to come to school, if feasible.
4. If parent cannot come in or this is not a viable option then Mobile Crisis should be called, if feasible.
5. A recommendation for a Mental Health Arrest should be made by the mental health professional (school psychologist, school social worker, school nurse, appropriate health center staff member, or school counselor).
6. Area secured for ambulance arrival.
7. Student secured in the stretcher for transport with pertinent information.

The Educational Leader or his/her designee must follow or accompany the student to the hospital and wait for a parent/guardian to arrive.

Attendance

The Rochester Career Mentoring Charter School acknowledges the importance of regular attendance in an effective instructional program. To this end, it will observe and enforce the laws requiring the attendance of all children between the ages of six and sixteen and establish its own rules for the attendance of all students. Attendance shall be required of all students enrolled in the school during the days and hours that the school is in session. In accordance with statute, the school shall require from the parent/guardian of each child who has been absent from school a written statement of the reason for such absence. An excuse written by a parent/guardian does not necessarily constitute a legal absence. **RCMCS reserves the right to verify such statement and to investigate the cause of each absence or tardiness.**

Absences should be phoned in to the office (585.232.1045) by the parent/guardian before the start of school on that date. Parents who fail to report the absence ahead of time will receive a phone call from the school. It is imperative that parents/guardians keep all contact information up-to-date to facilitate this process. A student must be present in school and/or class 90 percent of the school days per semester in order to receive credit for the subjects enrolled. A student may be absent due to illness approximately nine days per semester, eighteen days per year. Any days beyond nine days per semester, eighteen days per year, or eighteen individual class periods, may result in loss of credit.

Absences

Regular attendance is an expectation at RCMCS to ensure that our students are afforded every opportunity to grow, learn and be successful. Absences should be avoided when reasonably possible.

1. Students are permitted to accumulate 18 unexcused illegal absences per school year without academic penalty. However, students are expected to meet with their teachers to make-up missed class work, homework and assessments. Failure to complete make-up work will have a negative effect on a student's grade.

Legal absences include:

- a. Medical excuse from a health care provider;
 - b. Medical, dental appointments;
 - c. Death in family;
 - d. College visits grades 10-12 (All college visits must be pre-approved by counselor and student must return with certification from college/university that student attended a specified day.) College visit days are limited to four per academic year;
 - e. Visits to government agencies including but not limited to: immigration, social security, child welfare etc.;
 - f. Mandated Court-Appearances- Documentation must be provided by the court and validated that the student appeared on that date;
 - g. Religious Holidays as stipulated by the State Board of Education.
2. After 5 unexcused illegal absences, a letter to parents is sent home; after 8 illegal absences, a parent meeting is held; after 10 illegal absences a home visit is conducted; after these three lines of communication and the above interventions have been conducted CPS may be called (after 10 unexcused absences). The 18th day letter will be sent informing the parent of the absences at which time the family must make contact with school administration to appeal the decision. Failure of the parents to respond within 5 school days of mailer will result in final denial with no opportunity for appeal.

Tardiness

A tardy is defined as any time in which a student does not arrive to a class at the time stipulated by the school schedule.

1. All students are to arrive to school on time, properly prepared with their required assignments, and personal belongings in their locker.
2. All period 1 classes, including Physical Education and Health classes begin at the same time. Their attendance period is considered part of the instructional time and is duly noted in the student's attendance.
3. Any student arriving to class may lose participation points for that class.

Early Dismissal

When a parent wishes to have their child dismissed early, the parent must provide the student with a note that is given to the office by 7:45 a.m. the morning of the excuse. At the time of the early dismissal, a parent/guardian must sign the student out.

In case of a family emergency, a parent/guardian may sign their child out through the Main Office. In this circumstance, the student is limited to two "early excuses" per year. All others after will be deemed unexcused.

Extracurricular Clubs, Athletic Practice, Game Participation, and School Attendance Policy

1. Extracurricular participants must have exceptional attendance. They must be in school to play, practice, or otherwise participate in extracurricular activities.

2. If absent or late, a student may not participate, practice, or otherwise participate in extracurricular activities unless the reason is legally excused. Written excuses from parents, guardians, or persons in parental relation must be turned into the main office upon arrival at school.
3. If the early dismissal is for excused reason, with the expectation of subparagraph (b) below, the student may return to play, practice, or other participation in extracurricular activities.
4. If the student goes home ill, is suspended, or is otherwise absent, then he or she may not return to activities or games occurring on that same day.

Family Vacations

The school calendar provides several possible vacation periods during the year at Thanksgiving, winter, and spring. Students should not take vacation trips outside of these periods. It is very important that students be present for all class meetings in each subject area. This ensures continuity of the learning experience and prevents long gaps, which are most difficult and, at times, impossible to make up. The school cannot approve any vacation time. Vacation absences will be considered as illegal/unexcused absences and work will be provided upon return to school.

Supervision

The school's responsibility for supervision of students begins at 7:45 a.m. and ends at 4:00 p.m. For students participating in extra-curricular activities, athletic and non-athletic, the school's responsibility for supervision begins at 4:00 p.m. and ends at the specific time each coach/moderator informs the student. Each coach/moderator will inform the students of the beginning and ending times of practice/meetings. A written policy from each coach/moderator who has consistent practices/meetings will be given to the student to take home. It is imperative for your child's safety that you are on time to pick them up at the end of a specific practice/activity. Failure to pick up your child promptly may result in his/her removal from extra-curricular activities. **Loitering in the hall or on campus after 4:00 p.m. is NOT permitted.**

Penalties

1. Students who exceed the maximum number of allowable absences will remain in scheduled classes in order to earn grades, but will be denied graduation credit for their course work. Graduation/promotion credits may be earned by retaking the course the following year or attending summer school.
2. Continued absences or failure to participate actively in classes in a positive manner may result in the student's reassignment of classes.
3. A zero will be given for missed class work as defined under class cuts. Parent/Guardian and student will be notified of the cut to class and the subsequent zero for a grade.

Religious Holidays

1. No pupil who is absent from school because of a religious holiday may be deprived of any award or eligibility or opportunity to compete for any award because of such absence.
2. A pupil who misses a test or examination because of a religious holiday has the right to make up all work missed.
3. To be entitled to the privileges set forth above, the pupil must present a written excuse signed by a parent or person standing in place of a parent.

4. Any absence because of a religious holiday must be recorded in the school register or in any group or class attendance record as a legal absence.
5. Such absence must NOT be recorded on any transcript, application, employment form, or any similar form.

School Work during Absences

1. All missed classwork and homework assignments are to be made up within a period specified by the classroom teacher or administrator, not to exceed 10 school days, unless there are extenuating circumstances.
2. Upon his/her return to school, the student is required to make up tests and missed assignments.
3. The student is expected to show initiative in seeking out each teacher to determine missed assignments and due dates.

[NOTE: SHOULD A STUDENT BE ABSENT DUE TO PARTICIPATION IN A FAMILY TRIP OR OTHER UNAUTHORIZED LEAVE FROM THE SCHEDULED SCHOOL CALENDAR, MISSED WORK WILL BE ASSIGNED AS HOMEWORK UPON RETURNING TO SCHOOL. NO WORK WILL BE PROVIDED PRIOR TO THE ABSENCE.]

Assignments For Absent Students

The policy for release of homework assignments for absent students is:

1. Students absent for one or two days are encouraged to obtain assignments from classmates.
2. Students who will be or are absent from school for three or more days may secure homework assignments through the main office using the following procedures:
 - a. Call the main office before 10:00 a.m. for homework assignments.
 - b. Be specific about whom, when, and where the assignments will be picked up.
 - c. Make sure assignments are returned to the subject teacher.

Withdrawal Policy

When a student must withdraw from RCMCS during the school term, the students should report to the office at least three days prior to the date of withdrawal stating the reason for withdrawal in writing. The student will receive a withdrawal form that will be signed by the Educational Leader. The withdrawal form must then be returned to the Data Clerk for official release. The Data Clerk will release student records signed by parents if student is cleared.

Student Rights and Responsibilities

Participation in School Activities

All Students have the following rights: To have the opportunity to take part in all school activities on an equal basis regardless of race, sex, national origin, creed or disability as a safe environment free of bullying, harassment, or discrimination.

Records

The school will not disclose any information from the student's permanent records except as authorized pursuant to The Family Education Rights and Privacy Act of 1974 (FERPA), or in response to a subpoena, as

required by law. The parent(s) for a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's school records by submitting a written request to the Director.

Freedom of Expression

Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the Code of Conduct and the school dress code, violations of which are punishable as stated in the Code of Conduct.

Student participation in the publication of school sponsored student newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. These publications, if any, shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, the content of such publications is controlled by school authorities.

Chain of Command for Questions or Concerns

The Rochester Career Mentoring Charter School's Board of Trustees wishes to emphasize that concerns regarding programs, personnel or other issues must be handled through a proper chain of command. Using this procedure, a citizen must first address the concern with the employee directly responsible. If satisfactory results are not achieved, the citizen may then address that employee's direct supervisor. As an example, a normal chain of command regarding a concern with a classroom teacher would begin with the classroom teacher; continue through the Educational Leader, then on to the Chief of Operations and Academics, and finally the RCMCS Board of trustees. Please use this chain of command until your concern is resolved or ask for guidance if you are not sure where to begin.

Requirements for Graduation with Regents Diploma or Regents Diploma with Advanced Designation:

Regents Diploma:			
REQUIRED CREDITS		REQUIRED EXAMS	
English	4	English Common Core	1
Social Studies	4	Social Studies	1 or 2*
Mathematics	3	Mathematics	1 or 2*
Science	3	Science	1*
Foreign Language	1	* One Social Studies exam (US History or Global II) may be replaced with one additional Math or Science Exam. Students must have 5 Regents Exams total.	
Health	0.5		
Art/Music	1		
Physical Education	2		
Career Development and Occupational Studies/Internships I and II	3.5		
TOTAL	22	TOTAL	5

Regents Diploma with ADVANCED DESIGNATION:			
REQUIRED CREDITS		REQUIRED EXAMS	
English	4	English Common Core	1
Social Studies	4	Social Studies	2
Mathematics	3	Mathematics	3
Science	3	Science	2
Foreign Language	1		
Health	0.5		
Art/Music	1		
Physical Education	2		
Career Development and Occupational Studies/Internships I and II	3.5		
TOTAL	22	TOTAL	8

Credits

1 unit credit is granted for each subject held five times a week for a full year. Semester courses receive .5 credits. For courses meeting more or less often, the credits are adjusted accordingly.

Grading Scale

All classes at RCMCS will follow this standard scale for assigning letter grades for quarter and semester work. Individual teachers will establish the grading policies and procedures for their classes, and their grades will correspond to this grade scale. Letter

Letter Grade	Standard GPA	Letter Grade	Standard GPA
98-100= A+	4.00	77-79= C+	2.33
93-97= A	4.00	75-76= C	2.00
90-92= A-	3.66	70-74= C-	1.66
87- 89= B+	3.33	67-69= D+	1.33
83-86= B	3.00	65-66= D	1.00
80-82= B-	2.66	0-64= F	0.00

For final grading purposes, Rochester Career Mentoring Charter School has established six distinct marking periods. These marking periods are:

- 1st Marking Period 15% of Final Grade
 - 2nd Marking Period 15% of Final grade
 - 3rd Marking Period 15% of Final grade
 - 4th Marking Period 15% of Final grade
 - 5th Marking Period 15% of Final grade
 - 6th Marking Period 25% of Final grade*
- *with combined averages scores Midterm and Final Examinations

Records and Transcripts

Viewing Records: A parent/guardian has the right to view his/her child's a) academic record, b) academic standardized test results, c) health records and d) emergency sheet (emergency phone numbers, etc.). These records can be made available upon request.

Government Records: Records attached to publicly funded services provided through the local Board of Trustees such as Child Study Team Reviews, Comp Ed, Speech, ESL, etc., are the property of the Board. A parent/guardian who wishes to examine these records or to procure additional copies for his/her own use must apply to the Board. The school is not permitted to distribute this information to anyone, not even to a parent/guardian.

Permanent Records: A permanent record is maintained for every student who attends or has attended the Rochester Career Mentoring Charter School. This record indicates all courses taken, grades, standardized test scores, and credits earned. Also included is a complete records of all absences as well as an account of tardiness (excuses and unexcused). This is especially important to future employers, who use this as an index of student reliability. Additional information relating to college entrances and scholarship as well as standardized test scores are also on file. Any student or parent wishing to see or forward a copy of the permanent record (transcript) to a college or employer should contact the Guidance Office.

Promotion and Retention

The school recognizes that the personal, social, emotional, and educational growth of students varies and therefore students should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

- a. Students in grades 9 and 10 may be promoted with one major subject failure and the recommendation that the subject be made up in summer school.
- b. Students failing two full-year core content area classes (Math, English Language Arts, Science and Social Studies), will be retained unless one subject is made up in summer school. If Reading/Literature or Mathematics is one of the failed subjects, it must be the elected summer school selection. However, it is also recommended that the other failed subject be made up in summer school.
- c. Students failing three subjects are required to make up two subjects in a summer school session.
- d. Any student failing four or more subjects will be retained in that grade level.

Rochester Career Mentoring Charter School is an educational experience where every student is treated fairly and equitably and is afforded academic and social guidance through a teacher advisor and personal career mentor.

Rochester Career Mentoring Charter School incorporates character development and citizenship and builds on positive interactions that develop student confidence and sense of well-being.

It is the charter school's responsibility to provide its students with countless opportunities within the community. However, in order for our students to succeed, we need to insure a partnership with our parents and/or guardians by having each of them pledge their commitment to their child enrolled in the charter school.

As an informed parent and/or guardian, I am committed to the education my child receives at Rochester Career Mentoring Charter School, and agree to the following conditions of my pledge:

- Remain a part of the charter school even if our place of residence changes in the city.
- Attend all parent/teacher conferences.
- Respond to correspondences sent to me by my child's teacher advisor.
- Take advantage of the charter schools open door policy.
- Become an active participant in my child's Individual Learning Plan with my child's teacher advisor.
- Participate on a review committee for student exhibition.
- Support the charter school by participating on at least one Parent Teacher Organization (PTO) committee.
- Have an active phone line or e-mail address and return calls or written responses timely.
- Make certain my child has average daily attendance over 92%.
- Collaborate with my child and his/her teachers to decide on specific learning goals.
- Allow the charter school to exchange information with support agencies to secure the most appropriate resources to ensure my child's success.

My signature indicates that I have read the conditions of this charter school pledge. I am committed to working both with my child and the charter school staff.

My child's name: _____

My name: _____

Relationship to child: _____

Signature: _____ Date: _____

Phone: _____ E-mail: _____

Student Information Sheet

Please be sure your child's Student Information Sheet is kept current with emergency contact names and phone numbers. Send a note to the main office when a change is necessary at any time during the school year. It is especially important that the school has current information when emergency closings are announced. In the event you cannot pick up your child in an emergency closing situation, call the school with the name of person your child may be released to and be sure that person is designated on the Student Information Sheet. Please be sure that the phone numbers you submit for designated emergency contacts are phone numbers where contacts can be reached during school hours. (Student Information sheet on next page)

Student Name _____

Address _____

Home Phone _____ Gender M / F Date of Birth _____

Name of Current School _____ Current Grade _____

Ethnicity: ☐ American Indian / Alaskan Native ☐ Asian Pacific Islander ☐ Black ☐ Hispanic ☐ White ☐ Other

Does the Student use English as their first language? ☐ Yes ☐ No

If no, please specify main language spoken at home: _____

Other primary language(s) spoken at home: _____

Students with Disabilities (does the student have an IEP) ☐ Yes ☐ No

English Language Learner (ELL or ESOL) Does your child receive this service? ☐ Yes ☐ No

Primary Contact – Mother / Father / Guardian (circle one)

Name _____

Primary Phone # _____

Secondary/Work Phone # _____

E-Mail Address _____

Home Address _____

Street

City

State

Zip

Secondary Contact – Mother / Father / Guardian (circle one)

Name _____

Primary Phone # _____

Secondary/Work Phone # _____

E-Mail Address _____

Home Address _____

Street

City

State

Zip

If the primary contact is the student's legal guardian, are you submitting proof of legal Guardianship today? ☐ Yes ☐ No

State Law requires that a Home Language Questionnaire be completed for all new entrants to the Rochester public schools. Remember to follow the directions on the Home Language questionnaire (separate form) relative to referring students to the Language Placement Center.

Parent/Guardian Signature _____ Date _____

Glossary

NON-VADIR Reportable “Discretionary”	VADIR Reportable “NON-Discretionary”	
	CODE	INCIDENT CATEGORY
Inappropriate Language	1	Homicide
Bullying	2.1	Forcible Sex Offense
Defiance/Non-compliance	2.2	Other Sex Offense
Disrespect	3	Robbery
Disruption	4	Assault with Physical Injury
Violation of Dress Code	5	Arson
Fight	6	Kidnapping
Theft	7	Assault with Physical Injury
Forgery/Plagiarism	8	Reckless Endangerment
Gang Display	9	Minor Altercations
Harassment	10	Intimidation, Harassment, Menacing or Bullying
Inappropriate Affection	11	Burglary
Out of Bounds	12	Criminal Mischief
Lying/Cheating	13	Larceny and other Theft
Physical Aggression	14	Bomb Threat
Property Damage	15	False Alarm
Skip	16	Riot
Tardy	17	Weapon Possession
Technology Violation	18	Use, Possession, Sale of Drugs
Truancy	19	Use, Possession, Sale of Alcohol
Use/Possession Tobacco	20	Other Disruptive Incidents
Other Behavior		

Each school is required to submit Violent and Disruptive Incident Reports (VADIR) on an annual basis.

Glossary of Terms Used in Reporting Violent and Disruptive Incidents - Posted August 5, 2008

INCIDENT CATEGORIES

1. **Homicide:** Any conduct which results in the death of another person, with or without a weapon.

2. **Sexual Offenses:**

2.1 **Forcible Sex Offenses:** Involving forcible compulsion and completed or attempted sexual intercourse, oral sexual conduct, anal sexual conduct or aggravated sexual contact, with or without a weapon, including but not limited to, rape and sodomy. Pursuant to Penal Law §130.00(8), "**forcible compulsion**" means "to compel by either: (a) use of force; or (b) a threat, express or implied, which places a person in fear of immediate death or physical injury to himself, herself or another person, or in fear that he, she or another person will immediately be kidnapped." Pursuant to Penal Law §130.00(11), "**aggravated sexual contact**" means "inserting, other than for a valid medical purpose, a foreign object in the vagina, urethra, penis or rectum of a child, thereby causing physical injury to such child." "**Oral sexual conduct**" and "**anal sexual conduct**" mean oral or anal sex.

2.2 **Other Sex Offenses:** involving inappropriate sexual contact but no forcible compulsion, with or without a weapon. Other sex offenses include, but is not limited to, conduct that may be consensual or involve a child who is incapable of consent by reason of disability or because he or she is under 17 years of age. However, it does not include consensual conduct involving students and/or non-students 18 years of age or under, unless at least one of the individuals participating in the conduct is at least 4 years older than the youngest participant. Inappropriate sexual contact requires physical contact with another person but no forcible compulsion. It includes, but is not limited to, the following conduct:

- a. touching or grabbing another student on a part of the body that is generally regarded as private, such as buttocks, breast, genitalia, etc.
- b. removing another student's clothing to reveal underwear or private body parts
- c. brushing or rubbing against another person in a sexual or provocative manner
- d. a student first rubbing his/her own genitalia and then touching another person's body

Note: Verbal sexual harassment is reported in category 10 (Intimidation, Harassment, Menacing or Bullying). Self-exposure or "mooning," depending on the circumstances, are reported in either category 10 (Intimidation, Harassment, Menacing or Bullying) or category 20 (Other Disruptive Incident).

3. **Robbery:** Forcible stealing of property from a person by using or threatening the immediate use of physical force upon that person, with or without a weapon.

4. **Assault with Serious Physical Injury:** Intentionally or recklessly causing serious physical injury to another person, with or without a weapon, in violation of the school's Code of Conduct. Pursuant to Penal Law §10.00(10), "serious physical injury" means physical injury creating a substantial risk of death or serious and protracted disfigurement or protracted impairment of health or protracted loss or impairment of the function of any bodily organ. Serious physical injury requires hospitalization or treatment in an emergency room and includes but is not limited to, a bullet wound, a serious stab or puncture wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving risk of death or disfigurement.

5. **Arson:** Deliberately starting a fire with intent to damage or destroy property, with or without a weapon. The fire may be started by using matches, lighters or other devices capable of producing sufficient heat (i.e. magnifying glass) to ignite other combustible items, including, but not limited to, paper, linens, clothing, and aerosol cans, with or without a weapon. Property includes any object belonging to the school, students, school staff or visitors to the school, including personal items of the arsonist.

6. **Kidnapping:** To abduct, as defined in Penal Law §135.00, a person, so as to restrain such person with intent to prevent his or her liberation, by either: (a) secreting or holding him or her in a place where he or she is not likely to be found, or (b) using or threatening to use deadly physical force, with or without a weapon.

7. **Assault with Physical Injury:** Intentionally or recklessly causing physical injury (not serious) to another person, with or without a weapon, in violation of the school's code of conduct. Physical injury means impairment of physical condition or substantial pain. Physical injury includes, but is not limited to, black eyes, welts, abrasions, bruises, black and blue marks, cuts not requiring stitches, and swelling. Substantial pain includes, but is not limited to, severe headaches, joint, or muscle pain.

8. **Reckless Endangerment:** Subjecting individuals to danger by recklessly engaging in conduct that creates a grave risk of death or serious physical injury, but no actual physical injury, with or without a weapon. The following are examples of incidents that did not result in physical injury but should be reported as reckless endangerment:

- a. Throwing an object at another student. The object thrown must be capable of causing a grave risk of death or serious physical injury. A serious physical injury requires hospitalization or treatment in an emergency room and includes, but is not limited to, a bullet wound, a serious stab or puncture wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving risk of death or disfigurement.
- b. Incidents involving a person choking another individual including, but not limited to incidents where a student offender refuses to obey staff directives or interventions to stop choking his or her victim.
- c. Brandishing a weapon on a school bus threatening other students, bus driver and/or bus monitor with harm or injury.
- d. Driving a car erratically and recklessly in a school parking lot while other student(s), staff, or individuals are present.

9. **Minor Altercations:** involving physical contact and no physical injury, with or without a weapon. Striking, shoving, or kicking another person or subjecting another person to unwanted physical contact with intent to harass, alarm or seriously annoy another person, but no physical injury results. Fights that do not result in serious physical injury or physical injury are reported in this category.

10. **Intimidation, Harassment, Menacing, or Bullying Behavior and No Physical Contact:** Threatening, stalking, or seeking to coerce or compel a person to do something; intentionally placing or attempting to place another person in fear of imminent physical injury; or engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practices, gender, sexual orientation, age, or disability that substantially disrupts the educational process, with or without a weapon. Incidents **not** resulting in a

disciplinary or referral action are reported in Item 2 of the Summary of Violent and Disruptive Incidents Form. Incidents of harassment involving physical contact are reported in the Category 9 (Minor Altercations). **Verbal sexual harassment is also reported in category 10. Self-exposure or "mooning," depending on the circumstances, are reported in either category 10 (Intimidation, Harassment, Menacing or Bullying) or category 20 (Other Disruptive Incident).**

11. **Burglary:** Entering or remaining unlawfully on school property with intent to commit a crime, with or without a weapon.

12. **Criminal Mischief:** Intentional or reckless damaging of the property of the school or of another person, including, but not limited to vandalism and the defacing of property with graffiti, with or without a weapon.

13. **Larceny or Other Theft Offenses:** Unlawful taking and carrying away of personal property with intent to deprive the rightful owner of property permanently or unlawfully withholding property from another, with or without a weapon.

14. **Bomb Threat:** A telephoned, written, verbal or electronic message that a bomb, explosive, chemical, or biological weapon has been or will be placed on school property, with or without a weapon.

15. **False Alarm:** Causing a fire alarm or other disaster alarm to be activated by either falsely reporting or activating a fire alarm or other type of disaster alarm, with or without a weapon.

16. **Riot:** Four or more persons simultaneously engaging in tumultuous and violent conduct and thereby intentionally or recklessly causing or creating a grave risk of physical injury or substantial property damage or causing public alarm, with or without a weapon.

17. **Weapons Possession:** Possession of one or more of the weapons listed below, except possession in a classroom or laboratory as part of an instructional program or in a school-related activity under the supervision of a teacher or other school personnel as authorized by school officials. Possession includes bringing a weapon to or possessing a weapon at school.

Weapons:

- a. A firearm, including, but not limited to, a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, BB gun, or paint ball gun;
 - b. A switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife, or any other dangerous knife;
 - c. A billy club, blackjack, bludgeon, chukka stick, or metal knuckles;
 - d. A sandbag or sandclub;
 - e. A sling shot or slungshot;
 - f. A martial arts instrument, including, but not limited to, a kung fu star, ninja star, nin-chuck, or shirken;
 - g. An explosive, including but not limited to, a firecracker or other fireworks;
 - h. A deadly or dangerous chemical, including, but not limited to, a strong acid or base, mace, or pepper spray;
 - i. An imitation gun;
 - j. Loaded or blank cartridges or other ammunition; or any other deadly or dangerous instrument.
-

(17.1) **Weapons Confiscated through Routine Security Checks at Building Entrances:** As of July 1, 2006, weapons that are detected and confiscated as a result of a security screening process (scanners, metal detectors, and other devices) upon entry into the school building should be recorded in this category. The phrase "upon entry" into the school building means that the weapon(s) is detected as a result of students, staff or visitors passing through these devices in order to get into the school building proper. This category is to be used only for weapons possession incidents that are discovered as a result of scanning devices at entrances, not within the school building or as a result of random searches of individuals or lockers, etc.

(17.2) **Weapons Found under Other Circumstances:** Incidents where weapons were found other than through a routine security check at a building.

18. **Drug Use, Possession, or Sale:** Illegally using, possessing or being under the influence of a controlled substance or marijuana, on school property, with or without a weapon, including having such substance on a person or in a locker, vehicle, or other personal space; selling or distributing a controlled substance or marijuana on school property; finding a controlled substance or marijuana, on school property that is not in the possession of any person; provided that nothing herein shall be construed to apply to the lawful administration of a prescription drug on school property. Tobacco and tobacco products are not to be considered as drugs for the purposes of incident reporting.

19. **Alcohol Use, Possession, or Sale:** Illegally using or possessing alcohol on school property, including having such substance on a person or in a locker, vehicle, or other personal space, with or without a weapon; illegally selling or distributing alcohol on school property; finding alcohol on school property that is not in the possession of any person.

OTHER DISRUPTIVE INCIDENTS

Other incidents involving disruption of the educational process and that rise to the level of a consequence listed in the Summary of Violent and Disruptive Incidents Form (columns j-o).

Reportable incidents are limited to those resulting in disciplinary action or referral. **Self-exposure or "mooning," depending on the circumstances, are reported in either category 10 (Intimidation, Harassment, Menacing or Bullying) or category 20 (Other Disruptive Incident).**

OTHER VADIR-RELATED DEFINITIONS

Disciplinary or Referral Action: For purposes of reporting, a disciplinary or referral action includes a referral to: Counseling or Treatment Programs, Teacher Removal, Suspension from Class or Activities, Out-of-School Suspension, Involuntary Transfer to Alternative Education Program or Law Enforcement/Juvenile Justice (refer to definitions below).

Counseling or Treatment Programs: For purposes of reporting, referrals to counseling or treatment programs are formal multi-session interventions, provided by certified or licensed professionals, aimed at reducing risk factors and increasing protective factors linked to the identified problem area(s) (i.e., drug/alcohol rehabilitation programs, anger management programs, etc.). Note: Routine referrals of a student to a principal or assistant principal for possible disciplinary action should not be counted as a referral to counseling or treatment program.

Teacher Removal: For purposes of reporting, a "teacher removal" means the removal of a disruptive pupil from the teacher's classroom pursuant to the provisions of Education Law §3214(3-a). Routine referrals of a student to a principal or assistant principal for possible disciplinary action should not be counted as a teacher removal.

Suspension from Class or Activities: For purposes of reporting, suspension from class or activities includes in-school suspension and/or suspensions from school transportation or school/ extracurricular activities, such as band, choir, or athletics. All incidents resulting in an in-school suspension that lasts for the equivalent of one school day or more must be reported. Suspensions from activities or transportation for five or more consecutive school days must also be reported.

Out-of-School Suspension: The student is suspended from attending school for at least one day.

Transfer to Alternative Education Program: For purposes of reporting, a "transfer to an alternative education program" means any transfer to an educational program in a setting outside of the student's home school to which the student is referred as part of or in lieu of disciplinary action, i.e., as a consequence of the child's misconduct. This includes, but is not limited to, involuntary transfers pursuant to Education Law §3214(5) and placement of students with disabilities in interim alternative educational settings.

Transfer to Law Enforcement/Juvenile Justice: For purposes of reporting, referrals to law enforcement or juvenile justice include each incident whereby the perpetrator is referred to the police, law enforcement officers, or criminal justice services.

Gang Related: An incident is gang related if it is gang motivated or if gang membership caused the incident or contributed to actions that occurred during the incident. For example, an incident of vandalism or robbery might be part of an initiation into a gang, or a fight might be caused by gang rivalry. Report an incident as gang-related only if certain that gang membership contributed to the incident. A gang is an organized group characterized by turf concerns, symbols, special dress, and/or colors that engages in delinquent or illegal activity. This definition is from the National Center for Education Statistics.

Bias Related: An incident is bias related if it is motivated by hate due to some characteristics or perceived characteristics of the victim including race, gender, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference or disability. Any act or attempted act is bias-related if it is designed to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets; vandalism; force, or the threat of force, motivated all or in part by hostility to some real or perceived characteristic of the victim. This definition is from the National Center for Education Statistics.

NYS Education Department

Last Updated: April 14, 2016

We Care About Your Future

Rochester Career Mentoring Charter School

30 Hart Street, Door 3, 3rd Floor
Rochester, NY 14605
Phone: (585) 232-1045
Fax: (585) 232-1058
Web: www.rcmcs.org

BOARD OF TRUSTEES RESOLUTION OF: Revised Code of Conduct

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: April 20, 2016

Time: 5:30 p.m.

Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation for a revised RCMCS Code of Conduct as recommended by State Ed.

Therefore, it is resolved, that the charter school shall:

Grant the recommendation of this Board of Trustees to accept the revised RCMCS Code of Conduct.

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President
Jeanette Silvers, Vice-President
Dianne Spang, Secretary
Christine Hill
Albert Cabral
Peter Saxe
Brenda Beason, Parent Representative

The Secretary of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at the dated meeting of the Board of Trustees.

Signature of Secretary
Dianne Spang

Date

(Revised) Enrollment and Admissions Policy Revised

I. Admission Policy: In reference to Education Law 2851 – (2) (d)

Rochester Career Mentoring Charter School (RCMCS) will admit students without regard to race, creed, ethnicity, disability, or socio-economic background to the charter school that are eligible to enroll in grade nine according to the promotional policies of the NYS Board of Regents. Each January the school will implement its application and enrollment process for approximately 65 new 9th grade students, including seats for Students with Disabilities and English Language Learners. Additional vacant seats at the 10th and 11th grade will be open to lottery participants. Once seats have been set aside for ELL and students with disabilities, the remaining seats will be allocated equitably for other students.

Rochester Career Mentoring Charter School will draw the first 65 students equally through a lottery. If more than 65 students entering in grade nine in the first year, and grade nine each year thereafter, apply to the school, the school will conduct a lottery and create a waitlist in the order of the lottery results. The lottery is expected to be run each year the first Wednesday of April. Application deadline of April 1st (unless April 1st is on Good Friday we will need to extend our deadline to April 4th).

Non-discrimination policy: *“A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school 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.”*

Application Process for the School

- **January:** It is the intent of RCMCS to directly mail an Information Packet to all 8th and 9th grade students residing in the City of Rochester. This packet will include information on the school’s unique instructional model, its mission and vision, services provided, as well as the appropriate application materials. These materials will be provided in English, Spanish, and several other languages. The alternative method for recruitment of students includes utilization of local print and electronic media through stories on the school and advertising, appearances on local radio shows whose target audiences closely align with the applicant pool; collaborating with the County and City to have applications available at neighborhood libraries and recreation centers; and collaborating with neighborhood organizations to BOT make people aware of the school and have applications available at their offices. Additional recruitment efforts will be conducted as cited on page 4 of the prospectus.
- **April 1:** Applications are due according to Education Law 2854 (2) (b) as amended in 2010. Applicants must provide proof of residency in New York State via a legal mailing address of the student, excluding the homeless.
- **April:** One week prior to this date, written notice will be given to the public informing them of the enrollment lottery. Included in this notice will be the time of lottery and its location. We will have a

lottery to establish an enrollment list and a waiting list. Each valid student application will be entered into a drawing. Names will be randomly selected by an independent third party with no stake in the charter school.

- **April:** If applications received exceed available seats, a wait list will be created based on the sequence of the lottery results by zone and students will be offered admission should seats become available in the order they are listed. Each applicant placed on the wait list will be contacted by both by telephone/cell phone and in a written letter.
- **Late April:** Students should receive an acceptance letter to the charter school, with this letter will be the enrollment paperwork including student health form and release for transfer of student records. Students must remit their enrollment paperwork not later than June 1st. After this date, available seats will be offered to students on the waitlist in the order they are listed by attendance zone. Student health records may be submitted up to July 1st.
- **Early May:** Students who decline acceptance in Rochester Career Mentoring Charter School must do so by having their parents/guardians state clearly in writing their non-acceptance to enroll. Parents/Guardians signature and date must be notarized.
- **May:** A school “open house” will be held for parents, students and staff. This will be an opportunity for the students who received a seat and their parents to learn more about the school, its instructional model, expectations of students and parents, and to meet the staff.

Admission Preference: In reference to Education Law 2854

Rochester Career Mentoring Charter School has established the following enrollment preferences in accordance to the NYS Charter School Law:

1. Students involved in the lottery must be residents of New York State and must be able to legally prove this residency requirement.
2. Siblings whose biological parents with birth certificate or right to guardianship by court order of already enrolled students in the charter will be given first preference for enrollment in the school.
3. Students residing in the City of Rochester will get second absolute preference in the school. Students residing outside the city boundaries will receive secondary status.
4. Non city residents will receive preference to enroll if there are not enough city resident applications in the lottery pool.

BOARD OF TRUSTEES RESOLUTION OF: Admissions Policy

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: June 15, 2016

Time: 5:30 p.m.

Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation for updated Admissions Policy

Therefore, it is resolved, that the charter school shall:

Grant the recommendation of this Board of Trustees to accept the updated Admissions Policy

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President
Jeanette Silvers, Vice-President
Dianne Spang, Secretary
Christine Hill
Albert Cabral
Peter Saxe
Douglas Merrill
Brenda Beason, Parent Representative

The Secretary of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at the dated meeting of the Board of Trustees.

Signature of Secretary
Dianne Spang

Date

(Revised) Complaint Policy

Reporting a Concern

If a parent has a concern and/or complaint below please find the appropriate protocols established to address these matters. All matters of concern must be first addressed at the building level with the Chief of Operations and Academics.

Concern/Complaint Process:

- Request a meeting to discuss any concerns first with the Educational Leader or complete a formal Complaint Form that will be forwarded to the Educational Leader for review and follow up.
- Some concerns/ complaints may require documentation. Complaint forms can be requested at the Main Office in the school's main lobby.
- Educational Leader reviews concern/complaint and contacts the parents within 48 hours. Serious concerns are prioritized and responded to sooner.
- If the matter is not resolved to the satisfaction of the parent on the school level, a parent can contact, The Board President, via mail at 30 Hart street, 3rd floor, Rochester, NY 14605.
- The Board of Trustees will bring the complaint to the next regularly scheduled board meeting.
- If a parent is dissatisfied with the Board's decision, an appeal may be made to the NYSED Charter School Office.
- In efforts for building administrators to respond to any concerns, it is important that parents follow the appropriate protocol to address school-related matters.

BOARD OF TRUSTEES RESOLUTION OF: Complaint Policy & Procedures

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: June 15, 2016

Time: 5:30 p.m.

Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation for an updated Complaint Policy & Procedures

Therefore, it is resolved, that the charter school shall:

Grant the recommendation of this Board of Trustees to accept the updated Complaint Policy & Procedures.

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President
Jeanette Silvers, Vice-President
Dianne Spang, Secretary
Christine Hill
Albert Cabral
Peter Saxe
Douglas Merrill
Brenda Beason, Parent Representative

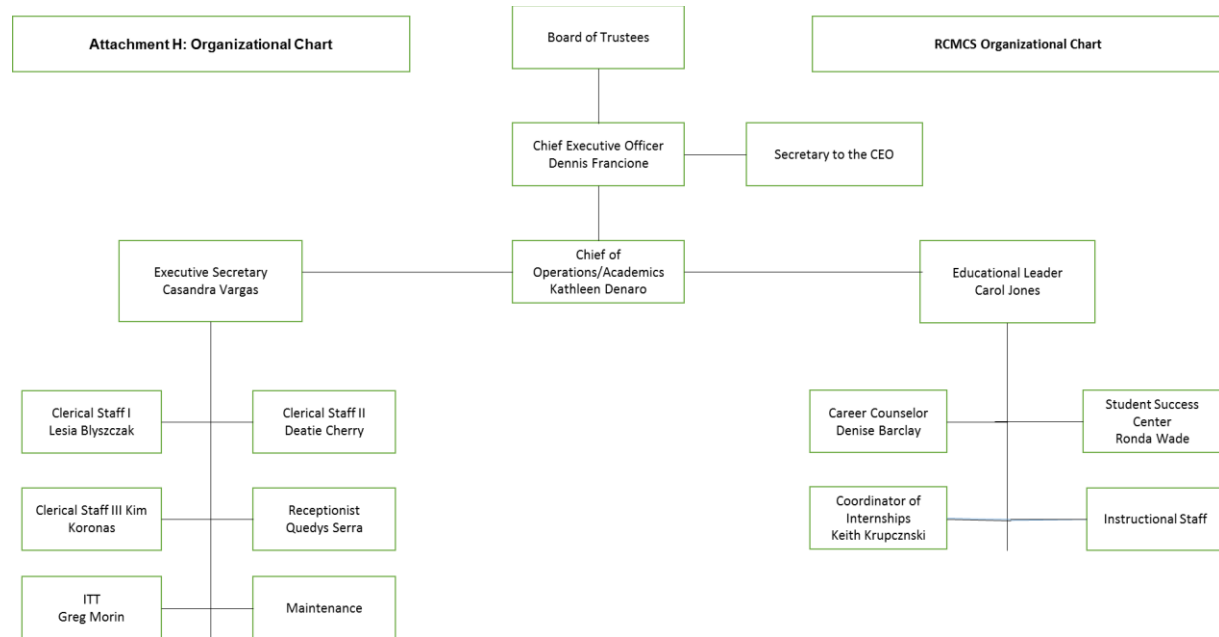
The Secretary of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at the dated meeting of the Board of Trustees.

Signature of Secretary
Dianne Spang

Date

Rochester Career Mentoring Charter School

Revised Organization Chart 2016





We Care About Your Future

Rochester Career Mentoring Charter School
30 Hart Street, Door 3, 3rd Floor
Rochester, NY 14605
Phone: (585) 232-1045
Fax: (585) 232-1058
Web: www.rcmcs.org

BOARD OF TRUSTEES RESOLUTION OF: Organizational Chart

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: July 21, 2016

Time: 5:30 p.m.

Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation for updated Organizational Chart

Therefore, it is resolved, that the charter school shall:

Grant the recommendation of this Board of Trustees to accept the updated Organizational Chart

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President
Jeanette Silvers, Vice-President
Dianne Spang, Secretary
Christine Hill
Albert Cabral
Peter Saxe
Douglas Merrill
Brenda Beason, Parent Representative

The Secretary of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at the dated meeting of the Board of Trustees.

Signature of President
Kevin McCormick

7-21-2016

Date

ROCHESTER CAREER MENTORING CHARTER SCHOOL
SCHOOL CALENDAR 2016-2017

First Day of School for 9th Grade: August 22-25, 2016 (Bridge Program)

First Day of School for ALL grades: August 29, 2016

July 2016

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August 2016**(7)**

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

September 2016**(21)**

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October 2016**(19)**

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November 2016**(18)**

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December 2016**(14)**

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January 2 - NO SCHOOL - New Year Holiday

January 16 - NO SCHOOL - Martin Luther King Jr. Day

JANUARY REGENTS: January 24, 25, 26, 27

Staff Professional Development: July 25, 2016 thru August 19, 2016

August 26 - NO SCHOOL

AUGUST REGENTS: August 17, 18

February 20,21,22 - NO SCHOOL - Mid-Winter Recess

September 5 - NO SCHOOL - Labor Day

March 17 - NO SCHOOL - Professional Development

October 7 - NO SCHOOL - Professional Development

October 10 - NO SCHOOL - Columbus Day

April 14,17, 18, ,19, 20, 21 - NO SCHOOL - Spring Recess

November 11 - NO SCHOOL - Veteran's Day

November 23,24,25 - NO SCHOOL - Thanksgiving Holiday

May 29 - NO SCHOOL - Memorial Day

JUNE REGENTS: June 14, 15, 16, 19, 20, 21, 22, 23

December 21, 22, 23, 26, 27, 28, 29, 30, 31 - NO SCHOOL - Christmas Holiday

LAST DAY OF SCHOOL FOR ALL GRADES: June 20, 2017 (196 SCHOOL DAYS)

January 2017**(20)**

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

February 2017**(17)**

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

March 2017**(22)**

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

April 2017**(14)**

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

May 2017**(22)**

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

June 2017**(22)**

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

ROCHESTER CAREER MENTORING CHARTER SCHOOL
SCHOOL CALENDAR 2017-2018

First Day of School for 9th Grade: August 21, 2016 (Bridge Program)

First Day of School for ALL grades: August 28, 2016

July 2017 -7

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

August 2017 (4)

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September 2017 (20)

Mon	Tue	Wed	Thu	Fri
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 2017 (22)

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2017 (19)

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December 2017 (13)

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January 1, 2 - NO SCHOOL - New Years Holiday

January 16 - NO SCHOOL - Staff Professional Development

July 24, 25, 26, 27, 28, 31 - Staff Professional Development

January 22, 23, 24, 25 - MID-TERM EXAMS

August 1, 2, 3, 4 - Staff Professional Development

August 7, 8, 9, 10, 11 - Staff Professional Development

August 14, 15, 16, 17, 18 - Staff Professional Development

February 19, 20, 21 - NO SCHOOL - Mid-Winter Recess

March 16 - NO SCHOOL - Staff Professional Development

March 30 - NO SCHOOL - Spring Recess

April 2, 3, 4, 5, 6 -- NO SCHOOL - Spring Recess

November 22, 23, 24 - NO SCHOOL - Thanksgiving Holiday

May 29 - NO SCHOOL - Staff Professional Development

June 13 - Beginning of Final Exams

December 20, 21, 22, 25, 26, 27, 28, 29 - NO SCHOOL - Christmas Holiday

January 2018 (16)

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February 2018 (17)

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

March 2018 (20)

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April 2018 (16)

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May 2018 (22)

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June 2018 (15)

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

230 minute/week 161
hours /year

10 Grade Sample Schedule

Period	Times	Monday	Tuesday	Thursday	Friday
1	8:00-8:45	PE	QDM	PE	QDM
2	8:49-9:33	Geometry CC	Geometry CC	Geometry CC	Geometry CC
3	9:37-10:21	SAT Prep	SAT Prep	SAT Prep	SAT Prep
4	10:25-11:10	Humanities Block	Humanities Block	Humanities Block	Humanities Block
5	11:14-11:58				
6	12:02-12:46	ICT	ICT	ICT	ICT
7	12:50-1:35	Lunch	Lunch	Lunch	Lunch
8	1:39-2:23	Chem Lab	Chem Lab	Chem Lab	Chem Lab
9	2:27-3:11	Chemistry	Chemistry	Chemistry	Chemistry
10	3:15-4:00	FL	FL	FL	FL

Period	Times	Wednesday "W1"	Wednesday "W2"	Wednesday "W3"
1	8:00-9:00	Period 1	Period 4	Period 8
2	9:04-10:04	Period 2	Period 5	Period 9
3	10:08-11:08	Period 3	Period 6	Period 10
4	11-11-12:01	Advisement	Advisement	Advisement

11th Grade Sample Student Schedule

230 minute/week
161 hours /year

Period	Times	Monday	Tuesday	Thursday	Friday
1	8:00-8:45	Eng Comp	Eng Comp	Eng Comp	Eng Comp
2	8:49-9:33	Living Env.	Living Env.	Living Env.	Living Env.
3	9:37-10:21	PE	Skills USA	PE	Skills USA
4	10:25-11:10	FL	FL	FL	FL
5	11:14-11:58	US History	US History	US History	US History
6	12:02-12:46	English III	English III	English III	English III
7	12:50-1:35	Lunch	Lunch	Lunch	Lunch
8	1:39-2:23	CCD	CCD	CCD	CCD
Periods 9-10	2:27-4:00	Internships			

Period	Times	Wednesday "W1"	Wednesday "W2"	Wednesday "W3"
1	8:00-9:00	Period 1	Period 4	Period 8
2	9:04-10:04	Period 2	Period 5	Period 9
3	10:08-11:08	Period 3	Period 6	Period 10
4	11-11-12:01	Advisement	Advisement	Advisement

12th Grade Sample Schedule

230 minute/week
161 hours /year

Period	Times	Monday	Tuesday	Thursday	Friday
1	8:00-8:45	Eng IV	Eng IV	Eng IV	Eng IV
2	8:49-9:33	PE	Exam Prep	PE	Exam Prep
3	9:37-10:21	PIG/ECO	PIG/ECO	PIG/ECO	PIG/ECO
4	10:25-11:10	CCR	CCR	CCR	CCR
5	11:14-11:58	Senior Project	Senior Project	Senior Project	Senior Project
Periods 6-10	12:02-4:00	Internship			

Period	Times	Wednesday
1	8:00-9:00	Internship Seniors out of the building
2	9:04-10:04	
3	10:08-11:08	
4	11:11-12:01	

Teacher	1	2	3	4	5	6	8	9	10
Mathematics									
Lawrence	MST 9		Alg 2 CC (315)					MST 9	
DiNoto		Alg1 CC	Alg1 CC		Alg1 CC	Math Test Prep	Math Test Prep		
Jackson	QDM	Geometry		QDM		Geometry		Geometry	QDM
Hoch	Pr. Alg/Geo		Skills USA (309)	Skills USA	Pr. Alg/Geo (325)		Skills USA (325)		Pr. Alg/Geo
ELA									
O'Connell	Humanities 9			Humanities 9			Humanities 9		
Alexyn	Humanities 10			Humanities 10			Humanities 10		
Turner	SAT Prep		SAT Prep	Eng III		Eng III		Eng III	Eng III
Gentles	Eng IV	Eng IV	PIG/ECO		PIG/ECO			Eng Comp	Eng Comp (303)
Social Studies									
Sasso	Humanities 9			Humanities 9			Humanities 9		
Vacant Glo II	Humanities 10			Humanities 10			Humanities 10		
Johnson		Enrichment 9	US Hist		US Hist	US Hist		Enrichment 9	Enrichment 9
Vacant PREP		Global Prep	Global Prep		Global Prep		Global Prep	Global I	Global Prep
Science									
Hornquist	MST 9			MST 9				MST 9	
Demko		Living Env	Living Env		Liv. Env. LAB		Chem LAB	Chemistry	Chemistry
Fregoe		Env. Sci.	E.S. LAB		Earth Science	Living Env.	Env. Sci.		Liv. Env. LAB
Careers									
Spano	DDP			DDP		ITC "C2"	DDP		DDP
Russell			CCD "C3"	CCR "C4" (202)	CCR "C4"			ITC "C2"	CCD "C3" (202)
SPED / ELL									
Whitey	English I (311)					ELA Test Prep (307)	US Test Prep (305)		
Balme									
McCoy				MST 9					
Jennerson			Sci Exam Prep (315)			Sci Exam Prep			
Health/PE									
McCormick	Health			Health		Health	Health	Health	
Hinchcliffe	PE			PE		PE	PE	PE	
Burns		PE	PE						
F.L.									
Matkosky		Spanish 2	Spanish 1	Spanish 3		Spanish 1	Spanish 1		Spanish 1
Sections	11	12	12	12	11	11	12	12	12



RCMCS 2016 -2017 Class SCHEDULE

Monday, Tuesday, Thursday, Friday					
PERIOD	START		END		
1 ST	8:00		8:45		
2 ND	8:49		9:33		
3 RD	9:37		10:21		
4 TH	10:25		11:10		
5 th (Dismissal 1)	11:14		11:58		
6 TH	12:02		12:46		
7 TH (LUNCH)	12:50		1:35		
8 th (Dismissal 2)	1:39		2:23		
9 TH	2:27		3:11		
10 TH	3:15		4:00		

Wednesday Rotation:	START	END	Week 1	Week 2	Week 3
1 st Class	8:00	9:00	Period 1	Period 4	Period 8
2 nd Class	9:04	10:04	Period 2	Period 5	Period 9
3 rd Class	10:08	11:08	Period 3	Period 6	Period 10
4 th Class	11:11	12:00	Advisement	Advisement	Advisement
Wednesday Rotation Dates:			August 31 September 21 October 12 November 2 December 14 January 11 February 8 March 8	September 7 September 28 October 19 November 9 November 30 January 18 February 15 March 15	September 14 October 3 October 26 November 16 December 7 January 4 February 1 March 22

	March 29 April 26 May 17 June 7	April 5 May 3 May 24	April 12 May 10 May 31
Leaving to Learn Dates:	September 2 November 22 January 13 June 9	December 20 February 17 March 16 May 26 June 12	October 6 November 10 April 13 June 13

Attachment C: Complaint Policy**Reporting a Concern**

If a parent has a concern and/or complaint below please find the appropriate protocols established to address these matters. All matters of concern must be first addressed at the building level with the Chief of Operations and Academics.

Concern/Complaint Process:

- Request a meeting to discuss any concerns first with the Educational Leader or complete a formal Complaint Form that will be forwarded to the Educational Leader for review and follow up.
- Some concerns/ complaints may require documentation. Complaint forms can be requested at the Main Office in the school's main lobby.
- Educational Leader reviews concern/complaint and contacts the parents within 48 hours. Serious concerns are prioritized and responded to sooner.
- If the matter is not resolved to the satisfaction of the parent on the school level, a parent can contact, The Board President, via mail at 30 Hart street, 3rd floor, Rochester, NY 14605.
- The Board of Trustees will bring the complaint to the next regularly scheduled board meeting.
- If a parent is dissatisfied with the Board's decision, an appeal may be made to the NYSED Charter School Office.
- In efforts for building administrators to respond to any concerns, it is important that parents follow the appropriate protocol to address school-related matters.

CODE OF CONDUCT

Rochester Career Mentoring Charter School



Revised April 2016

Rochester Career Mentoring Charter School (RCMCS)

Board of Trustees President

Kevin McCormick

Jeanette Silvers Dianne Spang

Christine Hill Brenda Beason

Albert Cabral Peter Saxe

Chief Executive Officer

Dennis Francione

Chief of Operations and Academics

Kathleen Denaro

Thank you, to each member of the discipline subcommittee.

Your hard work will benefit all constituencies and help to create a safe and academically successful school year.

Student Success Center Manager

Ronda Wade

Student Behavioral Specialist

Cory Gross

School Counselor

Denise Barclay

Hillside Youth Advocate

Keonna Brown

Center for Youth Services

Michael Blask

Center for Youth Service

TBD

RCMCS staff members responsibly participate in the daily operations by following procedures and policies which ensure a positive learning environment for all students.

Initiative and leadership are valued at RCMCS; all staff members, students and parents have opportunity to provide regular insight and input regarding school policies. The RCMCS Handbook and Code of Conduct are reviewed regularly for continuous improvement.

Rochester Career Mentoring Charter School does not discriminate against any member of its community on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities.

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Dear Parents/Guardians,

We welcome you and your child to the Rochester Career Mentoring Charter School family! We are committed to providing a solid pathway of success for your child's future. Our project-based approach to learning is designed to prepare your child for college and the career of their choice. Our team is caring, competent, dedicated and willing to assist you and your child to our fullest ability. We are accessible by phone, email and text at all times possible. We promise to work diligently to provide the best possible learning atmosphere for every one of our students.

We believe that education is a shared responsibility and depends on the cooperation and collaboration of everyone concerned: students, parents, community and staff. The mission of the Rochester Career Mentoring Charter School is to exemplify a model secondary school that offers a multitude of learning opportunities for the diverse students we serve. We believe that each one of us is responsible for doing our part to make our school a place where we can work effectively and achieve successes together.

Rochester Career Mentoring Charter School (RCMCS) is a reflection of all of us; we celebrate our differences and respect every member's individual strengths. Our policies are intended to provide a safe and positive environment that will be conducive to rigorous teaching and learning. Our staff members look forward to sharing their expertise in academics, special programs, clubs and extracurricular activities. We will encourage every child and parent/guardian to get to know our school through a strong advisory program. Our programs, activities, and unique schedule are designed to promote college and career readiness. We encourage our parents/guardians to become active participants in our school in any capacity. Students and families can get involved through a multitude of opportunities including the Parent-Teacher Organization, classes, clubs, Leaving to Learn Activities, and Advisement.

This handbook is an overview of our school's goals, services, and expectations. It is an essential reference book describing our unified policies and procedures. It has been designed to provide you and your students with the information that will make your time at RCMCS purposeful and rewarding in every aspect. Keep this handbook because you will use this information throughout your enrollment to graduation.

On behalf of the entire Rochester Career Mentoring Charter School staff and community, best wishes for a great school year! Please call upon us for any questions, considerations or suggestions you may have at any time.

With highest regards,

Your RCMCS Family

Rochester Career Mentoring Charter School does not discriminate against any member of its community on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities.

Mission

Rochester Career Mentoring Charter School (RCMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college.

Our Beliefs:

- Every Child can learn and reach high levels of academic achievement by participating in a project-based learning environment
- Humanities and Math, Science, and Technology are critical for participation in civic and economic life
- A personalized learning environment is vital for success
- Families are integral to our students' successes
- Students learn when teachers continuously participate in professional development opportunities
- Every child can make a significant contribution to the school and community
- All of us grow when we embrace diversity
- Exploring career interests and choices is important to our students

Our Key Features:

- Provide students with the skills and project-based learning experience necessary that will help them master the knowledge detailed in the New York State Core Curriculum Content Standards
- Provide a strong focus on the Humanities and MST
- Use national competitions and science fairs to motivate students
- Build a strong advisory program and mentoring system that will provide individual attention to each student, "One Student at a Time"
- Provide broad tutoring services that will help students address learning needs and/or issues with specific content.
- Build strong parent/student/school relationships
- Require enhanced professional development for staff members
- Build partnerships with community organizations and other educational institutions
- Connect with the district in residence to share "best practices"

General Information

RCMCS Email System

Parents or guardians who wish to contact any Rochester Career Mentoring Charter School staff member may do so via email. Simply type the first initial and the last name followed by @ rcmcs.org to send an email directly to that person. For example, Kathleen Denaro would be kdenaro@rcmcs.org. All Staff emails are also accessible on our website: rcmcs.org.

Parent Portal

Rochester Career Mentoring Charter School offers all parents and/or guardians the opportunity to access their child's school-related data such as grades, progress reports, and attendance by using the Internet. In order to access this information you will need an assigned **SchoolTool** account and password. To do so please contact the school's main office to give us your email address.

School Closing Announcements

If the Rochester City School District is closed due to inclement weather then the Rochester Career Mentoring Charter School will also be closed. Parents should watch Channel 13, Channel 8, or YNN for notification of school closings or consult the school website as www.rcmcs.org. Suggested viewing time is from 5:00 am through 7:45 am.

Emergency School Closing

Parents should arrange with neighbors or other responsible individuals to receive and care for their children in the event of an emergency early dismissal or an emergency closing. Children are to be instructed by the parents exactly what they are to do if this should occur.

Early Dismissal Due To Inclement Weather

In this situation, we strongly recommend parents wait for the dismissal of their children at the times prescribed by the school. This will allow for the smooth, efficient and safe release of all students. Harsh weather conditions do not always result in early dismissal. Please consult the school web page at www.rcmcs.org for early dismissal information.

Emergency Pick-Up Procedures

In case of an emergency, where a parent must pick up their child during the school day, the parent or guardian must complete the appropriate sign out form in the office. Parents are then to wait in the office until their child is called from class. No student will be released unless a parent or guardian is present. Please see attendance policy for details.

General Student Information

Dress Code

RCMCS students are required to wear “Business Casual” attire. Through student, parent and staff input and support, we will uphold a uniform policy that is consistent with college and career readiness.

Security Video Surveillance

During your days here at Rochester Career Mentoring Charter School, expect to be under video security surveillance once you enter school grounds. Cameras circumnavigate the entire building/grounds and are at key positions inside the building itself. Not only are you on camera often during the day, but you are also recorded for playback as the need arises. If necessary, in an extreme case, be aware we could use this film as evidence in a court of law. Our objective is simply to conduct a safe school in a safe environment. Anything other than peace, tranquility, and pursuit of academic success is not acceptable at Rochester Career Mentoring Charter school.

Photographs/Video Tape–Public Relations

There may be occasions when your child may be photographed or videotaped participating in school functions. If you DO NOT WISH TO HAVE YOUR CHILD PHOTOGRAPHED OR VIDEO TAPED, please notify the school principal in writing.

Electronic Devices

Electronic devices such as hand held video games, MP3 players, iPods, tablets, and CD players etc. are not permitted in school. Not only do they interrupt classes, but they also may be lost or stolen at one’s own personal expense. Any electronic device found in the student’s possession will be confiscated and turned over to the leadership team. Only parents or guardians may pick up the item from the office and disciplinary action will be imposed at the discretion of the administration.

Audio Video Recording Devices

The use of audio and video recording devices of any type is prohibited, and will result in disciplinary consequences. Any audio and video device found in the possession of a student will be immediately confiscated. Only parents or guardians may pick up the item from the office and disciplinary action will be imposed at the discretion of the administration.

Laser Pointing Devices

These devices project a powerful, intense and potentially damaging point of light. They are not permitted on school property at any time. Any student found to be in possession of a laser pointing device will have the device immediately confiscated. Only parents or guardians may pick up the item from the office and disciplinary action will be imposed at the discretion of the administration.

Loitering

Students are prohibited from congregating or loitering anywhere in or around the school. Repeat loitering offenders are subject to specific consequences and parents or guardian will always be notified.

Lockers

Each student is assigned a locker, which must be kept clean, orderly, and locked at all times. Students will receive locker numbers from their advisor. The serial numbers and combinations are on file with the office of the building administrator. Students are cautioned not to give out locker combinations to anyone since the locker is to be used only by the individual to whom it is assigned.

Please note:

- A. A maximum of two students are assigned to a locker.
- B. Students must utilize the assigned lockers.
- C. Lockers must be closed and must not be left on pre-set.
- D. Combinations must not be given to other students.
- E. Malfunctioning lockers must be reported to the main office immediately.
- F. Allowing others into your locker not only is a violation of the above school regulations but, more seriously, sacrifices your own security. Protect your valuables.
- G. We strongly recommend that valuables frequently left in lockers (i.e. coats, jackets, calculators, back packs, etc.) be marked in an inconspicuous place so that identification (if need be) is swift and undeniably accurate. Indelible ink is best suited for this purpose (not sewn/ironed on labels!).
- H. Carrying large amounts of money to school is not necessary or recommended. Talking about it or “flashing” bills is both foolish and irresponsible.
- I. Students should come to class prepared with all materials before the start of class. Lockers may be used at the beginning and end of the day. Teachers will not issue locker passes to students during class time except in emergency situations (not for instructional materials).

LOCKERS ARE SUPPLIED AS A CONVENIENCE TO STUDENTS. SCHOOL OFFICIALS, HOWEVER, RESERVE THE RIGHT TO INSPECT STUDENT LOCKERS BASED ON REASONABLE SUSPICION OF A CODE OF CONDUCT VIOLATION. STUDENTS SHOULD EXPECT THAT THEIR LOCKERS MAY BE OPENED FOR INSPECTION.

Advisement Regulations

Every student is a member of an advisement group under the direction of an advisor. During advisement, students will engage in character education, current events, and review of attendance, behavior and academic success, with students Individualized learning plans (ILP).

It is essential to recognize that advisement period is as important as every other class. Therefore, it is imperative to attend school regularly, and be an active participant in the school community.

Pupil Records

Parents/guardians and adult students are advised that they have the right to review student records. Such requests must be directed to the building Enrollment Specialist for prior approval.

Lost and Found

The school is not responsible for lost articles. Books and other items which are found, are to be taken to the Main Office. All inquiries about missing items should be directed to the main office.

Hall Movement Expectations

RCMCS students transition to their classes in an orderly and timely manner. Running and/or horse-playing in the halls undermines RCMCS commitment to a safe environment. Once students have reached their classroom, they are to enter the room and remain there until the start of class. No student is to be permitted out of his/her classroom after opening projects, lessons, or activities have begun.

Leaving the Building without Permission

Students are not permitted to leave the building or any assigned period during the day without the permission of the parent/guardian and the Educational Leader. Leaving the building without permission is a serious violation of school rules and this action is subject to disciplinary consequences. Returning to school will not be permitted except through the Student Support Center, accompanied by one or both parents or guardians. Makeup work and/or tests missed during this time will not be allowed.

Fire Drills

Staff is responsible for the explanation of directions students follow during fire and lock down drills. These directions are placed in a conspicuous place in each room of the school. For one's own safety and that of other fellow students, follow all instructions carefully. Follow the following simple rules during all drills:

1. Do not talk from the time the alarm is sounded until you have returned to your room or place of instruction.
2. Follow direction from your assigned teacher. All rooms have designated reporting areas.
3. Move quickly; DO NOT PUSH OR RUN.
4. Form lines without any confusion.
5. Meet unusual situations with calmness and clear thinking.

6. In case an exit is blocked, proceed in orderly formation to the nearest exit.
7. In the event of smoke, stay low to the floor.
8. Attendance is taken. Students must remain with their teacher during the drill and report back to their assigned location immediately following.
9. Failure to comply with the emergency procedures puts one's self and others at risk. Defiance of authority may result in disciplinary consequences.

Telephone

Generally, telephone use is prohibited during the school day. In case of a problem or an emergency during the school day, the student may check with a secretary in the office who will make the call on the office phone.

Cell Phones

Students may not use their cell phones in the building at any time during school hours (7:45 am – 3:56 pm). Cell phones, including any communication device, must be powered off and handed to staff members when entering the building in the morning. Staff will place the phone in a labeled baggie and take them to a secured room. Cell phones will be distributed to the students in the last five minutes of their last period class. Cell phones may be turned on after school has concluded for the day.

Internet Access/Computer Access/Laptop Access

RCMCS recognizes that as telecommunications and other technologies shift the manner in which information is accessed, communicated and transferred, that those changes will alter the nature of teaching and listening. Access to telecommunications will allow pupils to explore database, libraries, Internet sites, bulletin boards, etc. while exchanging information with individuals throughout the world. RCMCS supports access by pupils to information sources but reserves the right to limit in school use to materials appropriate to educational purposes.

RCMCS also recognizes that telecommunications will allow pupils access to information sources that have not been pre-screened by educators using school-approved standards. RCMCS therefore adopts the following standards of conduct for the use of computer networks and declare unethical, unacceptable or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges and/or instituting legal action.

RCMCS provides access to computer network/computers/laptops for educational purposes only. RCMCS retains the right to restrict or terminate pupil access to the computer network/laptops/computers at any time, for any reason. RCMCS retains the right to have school personnel monitor network activity, in any form necessary, to maintain the integrity of the network and ensure its proper use.

Standards for Use of Computer Networks

Any individual engaging in the following actions when using computer networks/computers/ laptops shall be subject to discipline or legal action:

- A. Using the computer network(s)/computers/laptops for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
- B. Using the computer network(s)/computers/laptops to forge documents, print illegal copies, violate copyrights, institutional or third party copyrights, license agreements or other contracts.
- C. Using the computer network(s) in a manner that:
 - 1. Intentionally disrupts network traffic or crashes the network;
 - 2. Degrades or disrupts equipment or system performance;
 - 3. Constitutes a commercial purpose, financial gain or fraud;
 - 4. Steals data or other intellectual property;
 - 5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
 - 6. Gains or seeks unauthorized access to resources or entities;
 - 7. Forges electronic mail messages or uses an account owned by others;
 - 8. Invade privacy of others;
 - 9. Posts anonymous messages;
 - 10. Facilitates the possession of any data which is a violation of this policy;
 - 11. Circumvents school content filtering and/or security systems (including, but not limited to the use of proxy servers, anonymizers, circumventors).
 - 12. Engages in other activities that do not advance the educational purposes for which computer networks/computers/laptops are provided.
 - 13. Use of computers as a tool of harassment, bullying, and/or discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (which includes a person's actual or perceived sex, as well as gender identity and expression).

Internet Safety Protection

RCMCS is in compliance with the Children's Internet Protection Act and has installed technology protection measures for all computers in the school, including computers in media centers that block/filter visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image files or other visual depictions that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. RCMCS will

certify on an annual basis that the school is in compliance with the Children's Internet Protection Act and RCMCS enforces the requirements of this policy.

This policy also establishes internet safety policies and procedures in the charter school as required in the Neighborhood Children's Internet Protection Act. Policy 2361 addresses access by minors to inappropriate material on the internet and world wide web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including "hacking" and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Violations

Individuals violating this policy shall be subject to the consequences which include, but are not limited to:

1. Use of network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of Laptop/Computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities

Parent-Teacher Conferences

Frequently throughout the school year informal conferences between parent and teacher can take place via home visits; telephone; face-to-face conversations, written messages or email; and scheduled meetings at mutually agreeable times. In most instances, conferences should be initiated by the teacher advisor on a monthly basis. Keeping parents up to date about their child's school progress is a priority of our advisement program.

To initiate a conference with a teacher, parents/guardians should write a note to the teacher or email the teacher indicating the nature of the request and convenient times for a conference. Upon receipt of the written request, the teacher will contact the parent/guardian by return letter or telephone call whereby the time and the location of the conference can be mutually agreed upon. Parents/Guardians are asked not to come to school expecting to meet with a teacher without an appointment. Our teacher's first priority is to teach students and with that in mind, we ask parents/guardians to refrain from contacting teachers during the teaching hours of the school day.

Fund Raising

No person may solicit contributions or collect funds for any purpose from students or school personnel on school property, at school-sponsored events, or on school transportation unless he or she has the written permission of the Educational Leader.

Sales

Advertising may be permitted for approved school-related activities such as school newspapers, yearbooks, and other fund-raising projects. Advertising materials that promote the use of alcohol, tobacco, and paraphernalia are strictly prohibited. No person may display, offer to sell, or sell any item or service to students or school personnel on school property, at school-sponsored events, or on school transportation unless he/she has the written permission of the school Educational Leader.

Emergency Procedures

Fire, lock-down, evacuation, and shelter-in-place drill instructions will be discussed in each class during the first week of the semester. Students need to understand and follow these instructions keeping in mind if there was an actual emergency it could be a life or death matter. The instructions will be posted in each teacher's room near the door and students should be familiar with the assigned drill areas. When the alarm is sounded for a fire drill or evacuation drill, everyone is required to respond in a prompt and orderly manner, leaving the school building by a prescribed route as directed by the teachers. Every teacher is expected to have their class roster in hand when exiting the building; Fire Drill folders and located in every classroom containing student rosters procedures and references.

Cafeteria Privileges and Procedures

Students are required to stay in the cafeteria during the established breakfast and lunch periods. Students who have failed to report to the cafeteria will be considered to have cut a class period. Use of the cafeteria is considered a privilege and, therefore, each pupil is responsible for keeping his/her place clean and neat.

Students are **NOT permitted to order food from outside vendors or leave school grounds for lunch**. Any student who is found off school grounds during their scheduled lunch period, will face a suspension from school. Each student is expected to conscientiously follow each of the following regulations:

1. In order to maintain a pleasant mealtime atmosphere, it is necessary for students to conduct themselves in a quiet manner.
2. Enter the cafeteria through designated entrances.
3. Never leave the cafeteria without permission from one of the teachers in charge.
4. NO FOOD IS TO BE TAKEN OUT OF THE CAFETERIA.

Consent Requirement

No pupil shall be allowed to use the computer network and the Internet unless they have filed a consent form signed by his/her parent(s) or legal guardian(s).

Visitor Expectations

Visitors for educational reasons are welcome to RCMCS. Visitors must register with the office when they arrive. Approved visitors will be issued a visitors pass. Parents also must check in at the office. Students wishing to bring visitors to RCMCS must complete the Student Visitor Form and receive approval from the office at least (1) school day in advance. Do not bring guests to school without prior arrangements. No visitors will be allowed the last two weeks of each semester and during testing days. Also, no visitors will be allowed during the week prior to any school holiday. These procedures are designed to help keep our students as safe and secure as reasonably possible during the day and after school while in the building.

VISITORS ARE NOT PERMITTED BEYOND THE SCHOOL OFFICES TO DROP OFF FOOD, DRINKS, HOMEWORK, PROJECTS, NOTES, OR TO ACCOMPANY LATE STUDENTS TO A CLASSROOM.

School Property

The appearance of your school grounds and corridors reflects upon the entire school, particularly the students. All waste paper is to be placed in the receptacles provided for that purpose. Marking or marring doors, walls, floors, lockers, desks, or any other school property is prohibited. Students caught defacing school property will be subject to disciplinary action and parents/guardians may be held liable.

Public Areas: Hallways, Stairwells, and Lavatories

Hallways, stairwells, and lavatories are areas used by all members of RCMCS. Since everyone uses these areas, there are rules of conduct that students must follow:

- You may not loiter in the halls, lunchroom, in the lavatories, or on the staircases
- You may not eat in halls, lavatories, or staircases
- You may not run, roughhouse, push, or wrestle in the halls, lunchroom, lavatories or on the staircases.
- You may not yell, scream, hit lockers, or otherwise make excessive noise while in these areas.
- Don't not leave belongings on the floor outside of your locker.

During class time, students are not to be in the halls, stairwells, or lavatories without a pass from their teacher or the main office. Teachers and Student Support Staff will monitor student requests for bathroom passes and will limit student passes to those students who are out of class frequently.

Laptops and Supplies

RCMCS will provide students with laptops for each of their classes. RCMCS will hold each student responsible for the condition of the laptop issued to him or her. Each student should take care to see that these laptops are not lost, stolen, damaged, or defaced. Students will have to pay to replace any laptops that are damaged or not returned.

School Activities

Field Trips

Field trips are a privilege and attendance may be denied for behavioral or academic reasons. The safety of students is very important to us and specific rules will apply to these activities.

Field trips offer exciting ways to learn. RCMCS students will have the opportunity to go on field trips at various times throughout the school year. For field trips, students will be expected to follow protocols for school expectations:

- Students must bring the Field Trip Permission slip signed by parents or guardians to school by the specified date. No phone calls will be accepted as permission.
- Students must wear school dress unless otherwise specified.
- Students must abide by RCMCS code of student conduct while on the field trip. By doing so, students will become proud ambassadors of our charter school.
- Chaperones: Only teachers and approved chaperones are permitted on field trips. The principal shall approve all chaperones.

Return to School: Please plan to meet your child at the scheduled time of return. If a field trip returns prior to dismissal time and school is still in session, students will be sent to their appropriate class.

Overnight Field Trips: There is a separate set of guidelines for these trips. They will be issued by the Educational Leader if such overnight event is scheduled.

After-School Activities

There is no better way for students to enrich their education than by taking part in clubs and after-school activities or working with a teacher. These opportunities will allow students to explore more in-depth activities, and they will be expected to follow these rules:

- Students must be with a teacher or other staff member at all times.
- Students must arrange for their own transportation to arrive promptly at the end of the activity.
- Students must abide by the RCMCS Code of Student Conduct while participating in the activity.
- Students may not stay after school to wait for other students.

A full list and description of after school clubs and activities will be posted after school starts and students will have an opportunity to explore each one that interest them.

Clubs & Interscholastic Activities

The RCMCS program offers diverse clubs and intramural/interscholastic programs. The clubs serve to broaden interest and encourage development of well-rounded students. They also provide enjoyment and variety to the school day. Each student may select one club of his/her choice at the beginning of the school year. Sheets summarizing the activities of each club enable you to make your decision.

CLUBS are provided to broaden the interests through participation with their peers in a variety of areas.

INTERSCHOLASTIC ATHLETICS are now sanctioned by Section V of the New York State Public High School Athletic Association (NYSPHSAA). Eligible students will compete at the Varsity Level against students from other charter schools of similar size. Varsity Athletics are highly competitive and playing time is based on skill and hard work. Tryouts are held and medical physicals are required for participation. Practice will occur outside the school day and may occur in a building at another school.

Town Meetings

Town Meetings are periodically scheduled throughout the school year which provide students with information and input regarding issues that affect their lives at school. Students are instructed on appropriate behavior, seating, and entrance and exit prior to the town meeting. Students are expected to report to seats quickly and orderly. Student opinions are important. Proper behavior is expected at all times.

Student's Bill of Rights

Since all students have elected to apply to Rochester Career Mentoring Charter School, we anticipate that all students will not only accept their rights as members of our school community, but also their responsibilities to the school community. RCMCS is based on a foundation of values including the following:

Respect/Responsibility.

I will be responsible and give respect to all persons, property, education, and expectations of the school.

Communication.

I will use appropriate language and communicate with my teachers, peers, and other staff in an appropriate manner.

Motivation.

I will be self-motivated in completing all assignments and focusing on my dreams and aspirations.

Career Goals.

I will manage my time wisely, attend all scheduled community service and internship hours, and maintain a positive work ethic.

Safety.

I will assist in maintaining a positive school culture that is free of bullying, drugs, and physical altercations.

We ask each of you to carefully read over and sign the student contract and do your best behave in ways that will enhance your own and others' ability to learn.

ROCHESTER CAREER MENTORING CHARTER SCHOOL STUDENT CONTRACT

As a student of Rochester Career Mentoring Charter School, I will do my best to do the following:

- I will show consideration for the rights and feelings of others, being careful not to hurt them physically or make them feel bad.
- I will speak to others respectfully, not using profanity or uncomplimentary names.
- I will show respect for all people working or helping in the school.
- I will show careful regard for both my property and the property of others.
- I will always ask permission before I borrow other people's things, and I will return them promptly and in good condition when I am finished.
- I will attend school regularly.
- I will be in class on time with all necessary materials.
- I will make good use of class time, complete, and turn in assignments/projects/activities on time.
- I understand that I must make up assignments I missed due to absences.
- I will remain on campus during school time, including the lunch period. I will not leave the school grounds without permission of the Educational Leader and or my parent/guardian.
- I will do my best in my school work, and I will let others do their best,
- I will ask for help if I do not understand.
- I will not bring any contraband items to school.
- I will help keep the school building and grounds clean and tidy.
- I will complete my community service and internship successfully
- I will follow the dress code, arrive, and leave school in the proper attire.
- I will not participate in any behavior prohibited by the school.
- I will be responsible in my use of technology in the school.
- I will contribute to the RCMCS mission of maintaining a school free from harassment, bullying, and discrimination.
- I will be an exemplary ambassador of RCMCS

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Students must sign this agreement and return it to the main office.

Student Peer Review

Students from each grade-level advisement class elect one student from each group to participate on the Student Peer Review. After advisement class elections, each grade-level will then elect one representative to participate on the Student Peer Review. Student Peer Review will be made up of no more than four students.

The function of the peer review is to review student behavior as it pertains to the school community for minor offenses. Student Peer Review members should represent the good character of a student as a role model. These students will also help facilitate town meetings that will be held on the second Friday of each month. Students will define in more detail the governing bylaws of Student Peer Review. In addition, the student representative will be expected to be trained in mediation.

Alternative Disciplinary Methods (ADM)

Student Support Services: Community agencies and services play an active role in proactively diminishing student misconduct. RCMCS will seek the assistance and support from agencies throughout Monroe County to help guide and counsel students who require additional support or who repeatedly violate the Code of Conduct. Center for Youth Services and Hillside Work-Scholarship Connection will also play an active role in securing community agency services and supports.

Student Success Center

The Student Success Team Members are professional educators with mental health expertise trained to understand and respond to the challenges presented by today's diverse student population. The Student Success Manager, Student Behavioral Specialist, Crisis Intervention Specialist, Hillside Advocate and the Secondary School Counselor do not work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help the student achieve success in school.

The purpose of the Rochester Career Mentoring Charter School Student Success Center is to address students who are in physical, academic, emotional, behavioral, or social crisis at any given time in the day, and to address their needs in a manner which can allow them to return to class. When a student is returned to the classroom it is at the discretion of the Student Success Center personnel. The Student Success Center is not a classroom management tool, but is rather a place to address severe and specific student needs.

STUDENT SUCCESS CENTER REFERRAL PROCESS

SchoolTool is the main student management system used at RCMCS to house student information. SchoolTool tracks attendance, student performance and student needs. There is a three tiered referral system for staff to submit referrals for any of these areas of concern:

1. Academic
2. Social-Emotional
3. Disciplinary

Staff submit referrals via SchoolTool. Referrals are reviewed daily by the Student Support Center Manager who channels the referral to the appropriate Student Support staff member. Academic referrals are triaged by the School Counselor and subsequent RtI Team (Response to Intervention is a process for students to receive additional academic support, in addition to classroom instruction). Behavioral referrals are disseminated to the Behavioral Specialist team comprised of Center for Youth and RCMCS Student Behavioral Specialists. Any social-emotional referrals are triaged by the Student Support Manager in conjunction with in-house or community agencies.

Students also have the ability to self-refer to the Student Support Center either through SchoolTool or by notifying their Advisor, or any other staff member.

Discipline Consequence Guide

All violations of the Code of Conduct will be investigated by both the Educational Leader and Student Support Center, and a student will be questioned prior to being assigned a consequence. This guide is an outline only; administration reserves the right to adjust consequences based on professional judgement and the severity of the situation. More than one infraction type can be combined when assigning a consequence.

Referral Process

Student referrals are made for 3 reasons: (1) Academic, (2) Social-Emotional, and (3) Disciplinary. All referrals are processed to the Student Support Center for dissemination to the appropriate channels. Disciplinary referrals follow the guidelines as set forth herein for violations of the Code of Conduct.

All violations of the Code of Conduct will be investigated by both the Educational Leader and Student Success Center Team, and a student will be questioned prior to being assigned a consequence. This guide is an outline only; administration reserves the right to adjust consequences based on professional judgement and the severity of the situation. More than one infraction type can be combined when assigning a consequence.

LEVEL 1 INFRACTIONS

INFRACTION	RECOMMENDED CONSEQUENCE
Antagonistic behavior/ Insubordination/Disrespect to Adults	Restorative Practice
Disrupting learning (includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class, insubordination, and/or selling or trading personal possessions to other students.)	Restorative Practice
Excessive Talking	Restorative Practice
Failure to Comply with School Regulations	Restorative Practice
Horseplay	Restorative Practice
Inappropriate Computer Use	Restorative Practice
Leaving the classroom without permission	Restorative Practice
Loitering	1st offense Warning 2nd offense Restorative Practice
Public Display of Affection (which are not appropriate for public places such as kissing, hugging, etc.)	1st offense Warning 2nd offense Restorative Practice
Unexcused tardy	Restorative Practice
Use of Obscene and Profane Language	Restorative Practice
Skipping class	Restorative Practice
Violation of Cell Phone/Electronic Device Policy	Restorative Practice (Cell phone taking away and parent called. 1st offense: student will receive phone at the end of day. 2nd offense: parent needs to pick up phone from administrator)
Violation of the Dress Code	Restorative Practice (Office phone call home for parent/guardian to bring proper attire in)
Other Offenses of Similar Seriousness	Restorative Practice

Level 2 Infractions

Infraction	RECOMMENDED Consequence
Engaging in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others	Minimum Restorative Practice Maximum 1st offense 1 day Community Service based on the severity and results of behavior.
Leaving the School Building or Grounds	1 day of OSS
Bringing inappropriate materials such as but not limited to pornographic, criminal, hate related, laser pointer(s), lighter(s), water balloon(s) etc.	1st Offense: 1 day Community Service 2nd Offense: 1 day OSS 3rd Offense: 3 days of OSS and disciplinary hearing
Cheat on exams or quizzes, or commit plagiarism.	1 day Community Service and automatic (0) on the assignment
Encourage or urging other students to violate school rules.	1 day Community Service
Failure to identify self properly	1 day Community Service
Failure to follow instructions during an emergency drill	1st Incident: 1 day OSS 2nd Incident: 3 day OSS 3rd Incident: 5 day OSS and disciplinary hearing
Failure to follow instructions or directions on a field trip	1st Incident: 1 day of Community Service and suspension from next field trip 2nd Incident: 2 days of Community Service and suspension from all field trips for remainder of the year
Forgery	1st Offense: 1 day OSS 2nd Offense: 3 day OSS 3rd Offense: 5 day OSS and disciplinary hearing
Open Defiance of Authority/Continued Willful Disobedience	1st Incident: 1 day OSS 2nd Incident: 3 day OSS 3rd Incident: 5 day OSS 4th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Participation in an Unauthorized Occupancy	1 day OSS
Skipping Detention	2 Detentions
Possession, consumption or distribution of	1st offense 3 days OSS

cigarettes or tobacco products	2nd offense 5 days OSS and disciplinary hearing
Truancy	Parent/Teacher Conference

Level 3 Infractions

Infraction	RECOMMENDED Consequence
Possession, consumption, or distribution of alcohol, illegal drugs, prescription medications or drug paraphernalia	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion
Assault a Teacher or other school employee	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion
Arson	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion Police 311 report made
Bullying or Cyberbullying: unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can occur before and after school hours, in a school building, or on the internet. See the attachment for the school policy.	1st Incident: 1 day OSS
	2nd Incident: 3 day OSS
	3rd Incident: 5 day OSS
	4th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Harassment: creation of a hostile environment by conduct or by verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (which includes a person's actual or perceived sex, as well as gender identity expression)	1st Incident: 1 day OSS
	2nd Incident: 3 day OSS
	3rd Incident: 5 day OSS
	4th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Destruction of School Property	1st Offense up to 5 days OSS. Pay cost of damage to fix.
	2nd Offense: Disciplinary hearing resulting in long term suspension, expulsion. Pay cost of damage or fix.
Engage in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments.	1st Incident: 2 day OSS
	2nd Incident: 3 day OSS
	3rd Incident: 5 day OSS
	4th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Extortion	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion. Police 311 report may be made
False Fire Alarm, Bomb Scare, Terrorist Action	5 day OSS with disciplinary hearing resulting in

	long term suspension, or expulsion, police report made. (Violation of state law subject to legal authorities. Subject to fines from \$1,000 to \$10,000 and jail terms)
Fighting/Assaulting another Student or Person	1st Incident: 3 days OSS <hr/> 2nd Incident: 5 days OSS <hr/> 3rd Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Gambling for profit/actual money	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion police report may be made
Larceny or Other Theft Offenses and/or threatening to take another person's belongings	1st Incident: Up to 3 day OSS; Parent notified, police report may be made <hr/> 2nd Incident: Up to 5 days OSS with disciplinary hearing resulting in long term suspension, or expulsion
Possession of a Weapon/Intentional Use of Instrument for Harm	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion, police report will be made
Riot: four or more persons simultaneously engaging in tumultuous and violent conduct and thereby intentionally or recklessly causing or creating a grave risk of physical injury or substantial property damage or causing alarm.	5 day OSS with disciplinary hearing resulting in long term suspension or expulsion
Threatening/Intimidation	1st Incident: 1 day OSS <hr/> 2nd Incident: 2 day OSS <hr/> 3rd Incident: 5 day OSS <hr/> 4th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Under the influence of drugs or alcohol	Call parent immediately to remove the student. Consequences for "Alcohol/tobacco/drug related" will apply
Verbal or Physical Menacing of a Staff Member	1st Incident: 3 days OSS <hr/> 2nd Incident: 5 days OSS and disciplinary hearing resulting in long term suspension, or expulsion
Other Offenses of Similar Seriousness	Administrative discretion

Repeated Infractions

Infraction	Definition	Explanation
Repeated minor infractions	Level 1 or 2 infractions that are repeated five, six, or seven times within a semester	Restorative Practice and mandatory parent meeting
Repeated minor infractions	Level 1 or 2 infractions that are repeated eight or more times within a semester	OSS and mandatory parent meeting or disciplinary hearing
Repeated major infractions	Level 2 or 3 infractions that are repeated two or more times within a semester	OSS and mandatory parent meeting or disciplinary hearing
Repeated missing of Community Service	When a student reaches 5 total unserved Community Service	1 day of OSS; students Service Learning is removed after day is served

***Students start fresh each year or per SSC Staff discretion.**

Multiple Referrals

Infraction	Definition	Actions
3 - 5 Referrals	Any Type of Disciplinary Referral	Parent Contact will be made. Letter will be sent home. Consequences will be appropriate based on the infraction level.
6 - 20 Referrals	Any type of Disciplinary Referral	Mandatory parent meeting required and behavior contract completed in addition to appropriate based on the infraction level.
20 or more Referrals	Despite restorative practices, multiple repeated Disciplinary Referrals.	Mandatory parent meeting required and behavior contract completed in addition to appropriate consequences based on the infraction level including long term suspension referral including consequences up to an expulsion.

*** Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices have been applied at RCMCS to address youth behavior, rule violations, and to improve school climate and culture. Restorative practices can improve relationships between students, between students and teachers, and even between teachers, whose behavior often serves as a role model for students. They allow each member of the school community to develop and implement a school's adopted core values.**

***OSS- Out of School Suspension**

*Community Service is an assignment intended to correct a behavior. Community service is given to a student who has received a Level 2 infraction. Services consist of the following:

- Assisting a staff member with classroom duties
- Assisting in the cafeteria service line
- Assisting with the janitorial duties of the school

Disciplinary Responses

The following discipline responses must be effectuated in accordance with all the procedural requirements of RCMCS policy, the RCMCS Regulations of Intervention and Discipline, New York State and Federal Law.

Detention

Teachers, and school leaders may use before/during/after school detention as a penalty for student misconduct in situations where restorative practice was ineffective and removal from the classroom would be appropriate. Detention must be served within the week of issuance and parent/guardian notification. Detention takes precedence over extra-curricular activities, athletic practices or events. Detention will be imposed as a penalty only after the student's parent/guardian has been notified to confirm there is no parental objection to the penalty and that the student has appropriate transportation home following the detention. Failure to serve detention will result in another day of detention or out of school suspension unless an exception to extenuating circumstances applies.

Removal from a Classroom by a Teacher

Teachers have the power to remove a disruptive student. A disruptive student is a student who substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom. The student may be removed for up to two (2) classes (where the daily schedule is so arranged) or up to 1.5 hours, where the student ordinarily remains in the same classroom.

1. The teacher must inform the student, parent and the Educational Leader of the reason(s) for the student's removal:
 - a. If the student's continued presence in the classroom does not pose a continuing danger to people or property, and does not present an ongoing threat of disruption to the academic process, then the teacher will, prior to removing the student from the classroom, explain the basis for the removal and allow the student to informally present his/her version of events with a parent/guardian present.
 - b. In all other cases, the teacher must explain to the student the basis for the student's removal and provide an informal opportunity for the student to present his/her version of events within twenty-four hours of the student's removal. If the twenty-fourth hour occurs on a non-school day, the opportunity shall be carried over until the corresponding hour on the next school day.

- c. No teacher may remove a student with a disability from his or her class until he or she has exercised due diligence to verify with the Educational leader or his/her designee, that the removal will not violate the student's rights under state or federal law or regulation.
 - d. The teacher must complete a school-established disciplinary removal form and meet with the Educational Leader or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form; and must make a reasonable effort to personally contact the parent/guardian. If the Educational Leader or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the Educational Leader or designee prior to the beginning of classes on the next school day.
 - e. Removed students will be sent to a location at school where they will be provided with continued educational services, including class work and homework.
2. The Educational Leader (or designee) must inform the student's parent/guardian of the student's removal and the basis for the removal within twenty-four hours and must provide the parent with a copy of the disciplinary removal form which was completed by the teacher. If the twenty-fourth hour occurs on a non-school day, the deadline for notification shall be carried over until the corresponding hour on the next school day.
- a. The student and parent, upon request, will be given the opportunity for an informal conference with the Educational Leader (or designee) and the teacher to discuss the reasons for the student's removal from class, and allow the student and parent to present the student's version of events. The informal conference must be held within forty-eight hours of the student's removal. If the forty-eighth hour occurs on a non-school day, the time for conference shall be carried over until the corresponding hour on the next school day.
3. The Educational Leader (or designee) shall not set aside the discipline imposed by the teacher unless he/she finds that the charge(s) is not supported by substantial evidence, that the student's removal violates the law, or that the student's conduct warrants suspension. If suspension is warranted, then the Educational Leader (or designee) shall then impose an appropriate period of suspension.
- a. The Educational Leader (or designee's) determination must be made by the end of the day on the day after the informal conference.
 - b. The student cannot return to the classroom until the Educational Leader (or designee) makes a final determination or the period of removal expires, whichever is sooner.
4. The Educational Leader (or designee) must input disciplinary action into SchoolTool within twenty-four hours.

Short-Term Suspension**Short-Term Suspension Definition:**

A short-term suspension is the term often used to refer to the suspension of a student from school for five days or less in accordance with the provisions of section 3214 of the Education Law. The Board of Trustees, the Chief Executive Officer, the Chief of Operations and Academics or the Educational Leader of the school may suspend the following students from required attendance upon instruction: a student who is insubordinate or disorderly or violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. At RCMCS, the Chief Executive Officer is equivalent with the role of Superintendent. The Chief of Operations and the Educational Leader have roles, duties and responsibilities similar with the role of Principal.

Short-Term Suspension Process:

1. Prior to imposition of the short-term suspension of a student with a disability the Educational Leader (or designee) shall follow the procedures for Students with Disabilities regarding the necessary information.
2. After conducting an investigation, the Educational Leader (or designee) must reference the appropriate section of Code of Conduct that the incident violated, provide the student with notice of the charged misconduct, and give the student the opportunity to provide his/her version of events. If the student denies the misconduct, the Educational Leader (or designee) must provide an explanation of the basis for the suspension.
3. The Educational Leader (or designee) must send the RCMCS-approved short-term suspension letter to the parent/guardian in parent/guardian's dominant language by either personal delivery, express mail or any other means which ensures that the parent receives the letter within 24 hours of the suspension decision.
4. The letter must describe the incident for which the suspension is proposed, must inform the parent/guardian of his/her right to request an immediate informal conference with the Educational Leader (or designee), and that the parent/guardian and student have a right to question the complaining witness at the conference.
5. Upon request of the parent/guardian, the student and parent/guardian must be provided with an informal conference with the Educational Leader (or designee), at which the parent/guardian and student can present the student's version of events and question the complaining witness in the presence of the Educational Leader (or designee). In circumstances wherein witness safety is a concern, the Educational Leader (or designee) will contact school counsel for direction on how to proceed.

6. The Educational Leader (or designee) must notify the parent/guardian and student of the determination either at the conclusion of the conference, or within twenty-four hours thereafter. If the twenty-fourth hour occurs on a non-school day, the time for communication of the determination shall be carried over until the corresponding hour on the next school day.
7. The Educational Leader (or designee) must input suspension into SchoolTool within twenty-four hours and attendance data for days of the suspension (up to 5 days) must be recorded in SchoolTool as well.
8. Classroom teachers must provide student work within the first full day of suspension.
9. If the student will be suspended out-of-school, a plan must be in place to provide the student with substantially equivalent instruction. This plan will be supplied by the Chief of Operations and Academics or the Educational Leader (or designee) of the school.
10. Appeal from a short-term suspension can be made by the parent/guardian or student directly to the New York State Commissioner of Education.

Short-Term Suspension Process (grades 9-12)

Sample Short-Term Suspension Letter

RE: Short-Term Suspension

Student Name

Student ID Number

Name

Address

City, State

Dear (insert Parent/Guardian's name):

The purpose of this letter is to notify you that your child, _____, will be suspended from his/her regular program as of __ (date) __ because on _____, he/she engaged in the following behavior: ____ (include factual description of conduct) __. You and your child have a right to an informal conference with the Educational Leader and have the right to question a complaining witness in this matter.

Your child will be suspended for ____ school day(s) and assigned to:

- ☐ In-School Suspension room for the full day.
- ☐ Instruction at school from _____ (am/pm) to _____ (am/pm).
- ☐ Instruction at _____ from _____ (am/pm) to _____ (am/pm).

Your child is scheduled to return to his/her regular program on _____.

If you would like to meet to discuss this incident, please feel free to contact me at _____ to arrange for an appointment to meet.

Sincerely,

Educational Leader

Chief of Operations and Academics

cc: Hand delivered to student
Hand delivered to parent/guardian
Mailed to parent/guardian

Student cumulative file

Long-Term Suspension

Long-Term Suspension Definition:

A long-term suspension is the term most often used to refer to the suspension of a student from school in excess of five days in accordance with the provisions of Section 3214 of the Education Law.

- New York State's Education Law provides that no student may be suspended in excess of five school days unless the student and the student's parents/guardians have had an opportunity for a hearing on reasonable notice.
- At such hearing, students may bring their parents/guardians, and also have the right to be represented by an attorney or other advocate, to testify on their own behalf and present witnesses and other evidence on their own behalf, and to cross-examine witnesses against them.

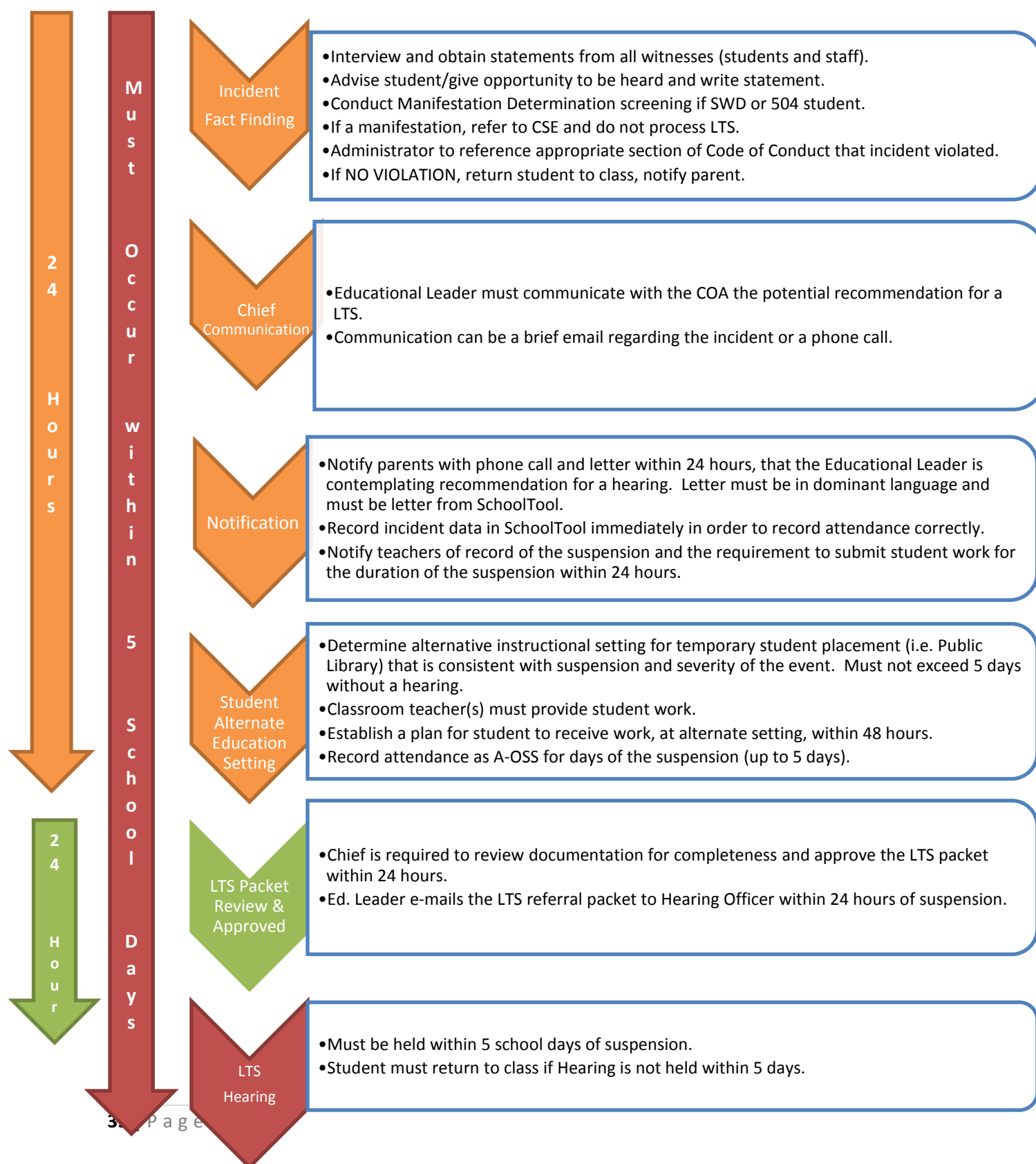
Requesting a Long-Term Suspension Hearing (Process):

1. The Educational Leader should ensure that the following has been established, prior to communicating with the Chief of Operations and Academics.
2. If a student with a disability is being considered for a long-term suspension, building level staff with knowledge of the incident and understanding of the student's disability must conduct a manifestation determination screening. The results of the manifestation determination screening must be submitted to the Educational Leader and included in the long-term suspension packet.
3. The Educational Leader communicates with the Chief of Operations and Academics the potential recommendation for long-term suspension. Communication can be a brief email regarding the incident or a telephone call. The Chief of Operations and Academics may decide that the incident should not be recommended for a hearing, based on the information received. If the Chief of Operations and Academics disagrees with the hearing recommendation, the student is only eligible for a short-term suspension for up to 5 days.
4. The Educational Leader shall inform the student of the referral for a long-term suspension hearing and the reason therefor.
5. The Educational Leader will notify the parent/guardian by telephone or email to inform the parent/guardian of the student's referral for a long-term suspension hearing and the reason therefor and to explain where the student is to report for alternative instruction while awaiting the long-term suspension hearing.
6. The Educational Leader MUST send the RCMCS-approved letter in the parent/guardian's dominant language to the parent/guardian within twenty-four hours of the long-term suspension referral informing parent/guardian of the student's referral for a long-term suspension. The letter shall

include an explanation of the basis for the long-term suspension referral, as well as an explanation of where the student is to report for instruction while awaiting the fact finding hearing.

7. The Educational Leader (or designee) must input the long-term suspension referral into SchoolTool within twenty-four hours.
8. The Educational Leader must provide a complete long-term suspension packet to the Chief of Operations and Academics and the long-term suspension Hearing Office through the long-term suspension mailbox within 24 hours of the suspension.
9. The Educational Leader must determine alternate student placement for student that is consistent with suspension and severity of the event. This placement **MUST** not exceed 5 days without a hearing.
10. There must be an established plan for the student to receive work within 48 hours of the suspension occurring. The classroom teacher(s) must provide student work. Attendance for the student must be recorded as A-OSS for the days of the suspension (up to 5 days).
11. Once the completed long-term suspension packet is received (within 24 hours of approval), the Chief of Operations and Academics or their designee shall conduct a review of the long-term suspension packet in order to ensure that the packet is complete.
12. Upon approval of the long-term suspension packet, the Chief of Operations and Academics submits a referral to an approved Hearing Officer. The hearing must be held within five days of suspension. Upon approval of the long-term suspension packet, the Chief of Operations and Academics submits the referral to an approved Hearing Officer. The hearing must be held within five days of the suspension. Students referred for long-term suspension will be placed on short-term suspension until the time of the hearing. In the event a student is found guilty, the time served during the short-term suspension will be included in the final disposition.

RCMCS Long-Term Suspension Flow Chart (grades 9-12)



Sample Long-Term Suspension Hearing Letter

RE: Long-Term Suspension

Student Name

Student Number

Name

Address

City, State

Dear (insert Parent/Guardian's name):

The purpose of this letter is to notify you that I have suspended your child, **(insert student's name)** because he/she engaged in the following behavior:

(Factual description of incident: Date, time, location and specific description of incident/behavior).

I have referred **(insert student's name)** for a long-term suspension. You will soon receive a letter informing you that a fact finding hearing will be held at which time the School will present evidence and witnesses to show that **(insert student's name)** in fact engaged in the above described conduct. You and your child have a right to present evidence and bring witnesses to discuss what occurred. Additionally, you may bring an advocate or attorney to assist you.

The hearing officer will make findings of fact and, if your child is found guilty, the hearing officer will recommend to the Chief of Operations and Academics the appropriate measure of discipline. The Chief or her designee will decide whether to accept all or part of the hearing officer's recommendation.

Until further notice, **(insert student's name)** will receive instruction at **(insert location, date(s), instructional times, and alternative instructor's name).**

While your student is assigned out-of-school suspension, he/she is not allowed on school property for any reason, except for the time and location your child is scheduled to report for instruction. If you have any questions about this process, please contact the Educational Leader at (585) 232-1045.

Sincerely,

Chief of Operations and Academics

Chief Executive Officer

Educational Leader

LONG TERM SUSPENSION REFERRAL 2016-2017

Date of Incident:

Date of Suspension:

Student Name:

Grade:

Address:

Student ID:

DOB:

Parent or Guardian:

Telephone Number:

Address (if different):

Zip:

PLEASE CHECK MARK REQUIRED DOCUMENTS TO BE INCLUDED IN THE Long-Term Referral Packet:

- ☐ Long-Term Suspension Referral Form
- ☐ Long-Term Suspension Referral Letter to Parent/Guardian
- ☐ Interventions and Outcomes
- ☐ Attendance Record (year-to-date)
- ☐ Academic Record (year-to-date)
- ☐ Discipline History
- ☐ Manifestation Determination (students w/special needs)
- ☐ Individual Education Plan with Summary (students w/special needs)
- ☐ Functional Behavior Assessment (students w/special needs)
- ☐ Behavior Intervention Plan *(required if student has a BIP)
- ☐ Eye Witness Statement(s) *** Each must be signed and dated***
- ☐ Victim Statement
- ☐ Photographs (injuries, property damage), when available
- ☐ Other pertinent documents (i.e. police report), when available

1. Factual Statement/Summary of the Incident (describe):

a) Has the student been disciplined for this behavior in the past? Yes ☐ No ☐
If yes, how was the incident previously handled?

b) Has the student been disciplined for other types of behavior in the past? Yes ☐ No ☐
If yes, please summarize:

2. What interventions have been utilized prior to this referral? (check all that apply AND provide documentation)

- | | |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Parent/Guardian Outreach | <input type="checkbox"/> Intervention by Counseling Staff |
| <input type="checkbox"/> Guidance Conference | <input type="checkbox"/> Individual/Group Counseling |
| <input type="checkbox"/> Peer Mediation | <input type="checkbox"/> Mentoring Program |
| <input type="checkbox"/> Conflict Resolution | <input type="checkbox"/> Short-term Behavioral Progress Reports |
| <input type="checkbox"/> Community Service | <input type="checkbox"/> Referral/Community-based Organization |
| <input type="checkbox"/> Substance Abuse Counseling Services | <input type="checkbox"/> Referral/Youth Relationship Abuse or Sexual Violence Counseling |
| <input type="checkbox"/> Other (explain) | |

Were these interventions successful? Yes ☐ No ☐

3. What contacts with the student's parent/guardian have been made?

What were the outcomes of those contacts?

4. Additional comments from Educational Leader (if any):**5. Number of school days in alternative instruction proposed by Chief of Operations and Academics: (Consistent with the Intervention and Discipline Guide)
(Note: this is a *recommendation*):****6. Is student classified as a student with a disability? Yes: ☐ No: ☐**

If yes, classification: program:

7. Parent/Guardian notified of suspension by:**8. Name and Title (i.e., teacher, administrator, student) of at least one eye-witness available to testify at hearing:****9. Interpreter Required: Yes ☐ No ☐ If Yes, Language:****10. Referral is being made by:**

Chief of Operations and Academics: Yes ☐ No ☐

If not, name of Acting Chief:

(Chief must be on approved leave (illness, personal, conference) and not reporting to school on the day of the suspension.)

Students with Disabilities

SUSPENSION PROCESS FOR STUDENTS WITH DISABILITIES			
When	Responsibility	What	Education Services
Short-Term Suspension 1-10 Total School Days: A suspension or removal that does not exceed five school days is imposed	Educational Leader	Determines the setting for suspension and alternative instruction to be provided	Alternative instruction must be provided to the same extent as is provided to nondisabled students (Minimum 1 hour per day for elementary students; minimum 2 hours per day for secondary students).
11 or more total school days: A series of short-term suspensions that accumulate to 11 or more school days in a school year are imposed	Educational Leader Coordinating Administrator of Special Education (CASE)	Determines the setting for suspension and alternative instruction to be provided Manifestation Determination: School's Manifestation team must, in a meeting, review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents and then Determine if: (1) the conduct in question was caused by	Alternative instruction must be provided to the same extent as is provided to nondisabled students (Minimum 1 hour per day for elementary students; minimum 2 hours per day for secondary students). Alternative instruction must be provided to the same extent as is provided to nondisabled students (Minimum 1 hour per day for elementary students; minimum 2 hours per day for secondary students).

		or had a direct and substantial relationship to the student's disability; or (2) the conduct in question was the direct result of a failure to implement the IEP.	
The behavior is <u>not</u> a <u>manifestation</u> of the disability	CASE	School's CSE convenes to review the student's special education program and determine the need, if any, to conduct an FBA and develop a BIP. CSE recommends services to provide FAPE.	Provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.
or			
The behavior is <u>a</u> <u>manifestation</u> of the disability	CASE	School's CSE convenes to review the student's special education program and determine the need, if any, to conduct an FBA and develop a BIP. CSE recommends services to provide FAPE.	Return the student to the placement from which the student was removed, unless the parent/guardian and the school agree to a change in placement.
Long-Term Suspension (LTS) A suspension in excess of five school days is being contemplated	Educational Leader Educational Leader and CASE	Potential request to initiate the LTS process Determines the setting for immediate removal of the student pending the outcome of the LTS process. Consults with CASE on the alternative instruction to be provided.	Provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the

<p>The manifestation screening identifies that the <u>behavior is potentially not a result of the student's disability</u></p> <p>or</p> <p>The manifestation screening identifies that <u>the behavior is potentially a result of the student's disability</u></p>	Educational Leader	Provides screening outcome to Educational Leader	student's IEP.
	CASE	LTS process proceeds	See Section 6 for LTS process
	Educational Leader	Provides screening outcome to Principal	
	Educational Leader and CASE	<p>LTS process ends.</p> <p>A request for a CSE program review may be initiated to review the student's current special education program and services.</p>	The student returns to current placement
<p>The LTS process for students with disabilities must include the following components in addition to the LTS Superintendent's Hearing.</p>			
What	Who	When	Where
<p>Manifestation Determination:</p> <p>The Manifestation Team must, in a meeting, review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information</p>	<p>Central Manifestation Determination Team (MDT), which must include: a representative of the school knowledgeable about the student and the interpretation of information about child</p>	<p>Immediately following the LTS Hearing</p>	<p>Same site as LTS Hearing.</p>

provided by the parents and then: Determine if: (1) the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or (2) the conduct in question was the direct result of a failure to implement the IEP.	behavior; and the parent/guardian and relevant members of the CSE as determined by the parent and the District.		
CSE Meeting:	Central CSE to include relevant staff from the student's school building	Immediately following the MDT meeting	Same site as LTS Hearing

Manifestation Questionnaire

(For Students with IEPs, 504 Plans or Students Presumed to Have a Disability)

To be completed prior to LTS Referral Weapons, drugs or serious injury? Yes ____ No: ____

Student Name: _____ Date: _____

School: _____ Grade: _____ ID #: _____

Based on a review of the circumstances surrounding the incident, your personal knowledge of the student and relevant information from the student's file, IEP and teacher observations, answer ALL of the following questions:

QUESTION	YES	NO
1. Was the student's IEP being fully implemented at the time of the behavior?		
2. If NO to #1, was the student's conduct the <i>direct result</i> of the school's failure to implement the IEP? [If YES, then the behavior is a manifestation of the student's disability.]		
3. Did the student have a behavior intervention plan (BIP) in place at the time of the incident? (If YES, go to Question #6.)		
4. If NO to #3, should there have been a BIP in place at the time of the incident?		
5. If YES to #4, was the student's behavior the <i>direct result</i> of the school's failure to develop a BIP? [If YES, then the behavior is a manifestation of the student's disability.]		
6. Is the BIP meaningful? Are the behavioral goals both observable and measurable?		
7. If NO to #6, was the student's behavior the <i>direct result</i> of the school's failure to implement a meaningful BIP? [If YES, then the behavior is a manifestation of the student's disability.]		
8. If YES to #3, was the behavior intervention plan being implemented with fidelity?		
9. If NOT to #8, was the student's conduct the <i>direct result</i> of the school's failure to implement the behavior intervention plan? [If YES, then the behavior is a manifestation of the student's disability.]		
10. Was the student's behavior <i>caused by</i> his/her disability? [If YES, then the behavior is a manifestation of the student's disability.]		
11. Did the student's behavior have a <i>direct and substantial</i> relationship to the student's disability? [If YES, then the behavior is a manifestation of the student's disability.]		

The student's behavior: ____ WAS / ____ WAS NOT a manifestation of his/her disability.

If it is determined that the behavior was a manifestation of the student's disability, then no discipline can be imposed AND a CSE must be convened to review the student's program.

Name and Title of Administrator Completing This Form:

Print Name_____
Title_____
Sign Name_____
Title

Alternative Disciplinary Methods (ADM):

Student Success Center: Community agencies and services will play an active role in diminishing student misconduct. RCMCS will seek the assistance and support from agencies throughout Monroe County to help guide and counsel students who repeatedly violate the Learning Code of Conduct.

The Center for Youth Services and Hillside Work-Scholarship Connection will also play an active role in securing community agency and service support. Center for Youth Services youth advocates will be located on-site to aid our students in improving their behavior. A referral process has been created whereby a classroom teacher and/or teacher advisor may write a referral on a student and then send it to the Student Success Center for review and approval.

The Educational Leader is kept informed about every referral sent to the Student Success Center. It also the primary objective of the Student Success Center to keep student issues confidential and to keep parents well informed when deemed necessary.

Hillside Work-Scholarship Connection (HWSC) provides academic and behavioral assistance to 33 at-risk students per HWSC advocate. Students are selected by the advocate according to grade point average and conduct in the classroom. (HWSC) provides students with tutorials, youth employment opportunities, and a monitoring system to ensure that each student graduates on time. The Educational Leader is kept informed monthly on the progress the students are making in the program.

Expulsion

The decision to expel any student will be made in writing and will include the reasons for the expulsion by the Chief of Operations and Academics after hearing about the events involved in a situation.

The parent/guardian may appeal an expulsion within two (2) school days of the expulsion being issued. This appeal will be made to the Chief of Operations and Academics in writing. The student may not attend classes until the appeal is heard, but will be able to turn in school for the classes missed while waiting for the appeal and receive credit for that work. All disciplinary hearing on expulsions will be held within for (4) school days of the appeal being made. The decision of Chief of Operations and Academics is final.

Introduction to Dignity for All Students Act

The New York State Dignity for All Students Act (Dignity Act, or “DASA”) was signed into law on Sept. 13, 2010 and became effective July 1, 2012. This legislation amended State Education Law by creating a new Article 2 - Dignity for All Students. The intent of the Dignity for All Students Act (Dignity Act) is to provide all public school students with an environment free from discrimination and harassment, as well as to foster civility in public schools. It focuses on prevention of harassment and discriminatory behaviors through the promotion of educational measures meant to positively impact school culture and climate. The Dignity Act states that NO student shall be subjected to harassment or discrimination by employees or students on school property (including school bus) or at a school function based on their actual or perceived (including, but not limited to) race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

Rochester Career Mentoring Charter School will not tolerate incidents of discrimination, intimidation, taunting, harassment, or bullying on school property, a school bus and/or at a school function by students and/or school employees.

There is one identified staff member at every school that is thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex (Education Law § 13[3]).

Dignity Act Coordinator: Ronda Wade, SSC Manager rwade@rcmcs.org
or: Chief Executive Secretary, Casandra Vargas cvargas@rcmcs.org

“The Dignity Act emphasizes the importance of tolerance and respect for others by students and staff alike.”

DISCRIMINATION AND HARASSMENT PROHIBITED

RCMCS has set expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board of Trustees recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. It is also our right according to New York State Education Law to impose disciplinary sanctions for incidents occurring off school property that substantially disrupt the educational process or that constitute threats of violence. To this end, the Board of Trustees has adopted this Code of Conduct. Unless otherwise indicated, this code applies to all students, school personnel, parents/guardians and other visitors when on school property or attending a school function.

PROHIBITION OF RETALIATION

Any person having reasonable cause to suspect that a student has been subjected to discrimination or harassment by an employee or student, on school grounds or at a school function, who acting reasonably and in good faith, either reports such information to school officials, to the commissioner, or to law enforcement authorities or otherwise initiates, testifies, participates or assists in any formal or informal proceedings under this subdivision, shall have immunity from any civil liability that may arise from the making of such report or from initiating, testifying, participating or assisting in such formal or informal proceedings. Relatedly, neither the school, nor an employee or student thereof shall take, request or cause a retaliatory action against any such person who, acting reasonably and in good faith, either makes a report or initiates, testifies, participates or assists in such formal or informal proceedings.

DEFINITIONS: for purposes of this code, the following definitions apply:

“Cyber-bullying” is “harassment” or “bullying”, where such harassment or bullying occurs through any form of electronic communication. Cyber-bullying may occur via electronic communication on the Internet, on cellular phones or other electronic media. Cyber-bullying includes, but is not limited to, the following misuses of technology: harassing, discriminating, teasing, taunting, intimidating, threatening, bullying, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs). Cyber-bullying can involve, but is not limited to: sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person; impersonating someone else in order to embarrass, humiliate or ruin the reputation of that individual. Cyber-bullying involving students may occur both on campus and off school grounds and may involve student use of the internet system or student use of personal digital devices including but not limited to: cell phones, digital cameras, personal computers, electronic tools. Cyber-bullying or harassment has or could have the effect of:

- Causing physical, social/relational, emotional or mental harm to a student;
- Placing a student in reasonable fear of physical, emotional or mental harm;
- Placing a student in reasonable fear of damage to or loss of personal property; or
- Interfering with a student’s educational performance and/or denying or limiting a student's ability to participate in or to receive benefits, services or opportunities in the school’s programs.

“Disability” means: (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques; or (b) a record of such an impairment; or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).

“Discrimination” is bias based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. Sexual assault is a violation of the victim’s civil rights and is considered an act of discrimination.

“Disruptive student” means a student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

“Employee” means any person receiving compensation from the school or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to Title Nine B of Article Five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such school, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §§11[4] and 1125[3]).

“Gender” means actual or perceived sex and includes a person’s gender identity or expression (Education Law §11[6]).

"Harassment" and "Bullying" shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that either (1) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (2) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. Such definition includes acts of harassment or bullying that occur:

- on school property; and/or
- at a school function; or
- off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Such conduct shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.

"Emotional harm" that takes place in the context of "harassment or bullying" means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

“Hazing” is a form of harassment among students defined as any humiliating or dangerous activity expected of a student to join a group or be accepted by a formal or informal group, regardless of their willingness to participate. Hazing produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur. Hazing behaviors include, but are not limited to, the following general categories:

- a) Humiliation: socially offensive, isolating or uncooperative behaviors.
- b) Substance abuse: abuse of tobacco, alcohol or illegal/legal drugs.
- c) Dangerous hazing: hurtful, aggressive, destructive, and disruptive behaviors.

"Material Incident of Bullying, Discrimination and/or Harassment" means a single verified incident or a series of related verified incidents where a student is subjected to bullying, discrimination and/or harassment by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or a series of related incidents of harassment or bullying that occur off school property, where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might

reach school property, and is the subject of a written or oral complaint to the Chief, Educational Leader, or their designee, or other school employee. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex; provided that nothing in this subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law sections 3201-a or 2854(2)(a) and Title IX of the Education Amendments of 1972 (20 U.S.C. section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under section 504 of the Rehabilitation Act of 1973.

"Parent" means the biological, adoptive or foster parent, guardian or person in parental relation to a student.

"Possess" includes carrying something on one's person, or having it located in one's belongings such as book bag, locker, vehicle, or other container belonging to the person.

"Sex" means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote "sex".)

"School Bus", otherwise referred to as "School Transportation" means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of students, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of students, children of students, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).

"School Function" means a school sponsored extracurricular event or activity (Education §11[2]).

"School Property" means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus (Education Law §11[1]).

"Sexual Orientation" means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11[5]). RCMCS Student Code of Conduct 06/11/13, 12/10/13, 8/12/14 6

"Sexual Violence" means physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including but not limited to rape, sexual assault, sexual battery, and sexual coercion. All acts of sexual violence are forms of sexual harassment covered under Title IX.

Policies and Guidelines

The Dignity Act emphasizes the creation and maintenance of a positive learning environment for all students. In addition, the amended Dignity Act requires the development of measured, balanced, progressive, and age-appropriate responses to discrimination, harassment, and bullying of students by students and/or employees. Remedial responses should be included in the Code of Conduct and place the focus of discipline on discerning and correcting the reasons why discrimination, harassment, and bullying

occurred. The remedial responses should also be designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Appropriate remedial measures may include, but are not limited to:

- peer support groups;
- assignment of an adult mentor at school that the student checks in with at the beginning and end of each school day;
- corrective instruction that re-emphasizes behavioral expectations or other relevant learning or service experience;
- engagement of student in a reflective activity, such as writing an essay about the misbehavior and its impact on others and how the student might handle the situation differently in the future and/or make amends to those who have been harmed;
- supportive intervention and/or mediation where constructive conflict resolution is modeled;
- behavioral assessment or evaluation;
- behavioral management plans or behavior contracts, with benchmarks that are closely monitored;
- student counseling and parent conferences that focus on involving persons in parental relation in discipline issues.

Specific Policies

Whether a student is being bullied himself/herself or has witnessed another student being bullied, s/he needs to feel empowered, comfortable, and safe reporting such an incident to school faculty or staff. Specifically, the Dignity Act requires that RCMCS create policies, procedures and guidelines that enable students and parents to make oral and/or written reports of harassment, bullying or discrimination to teachers, administrators, and other school personnel that RCMCS deems appropriate (Education Law §13[1][b])

- School employees who witness harassment, bullying, and/or discrimination or receive an oral or written report of such acts shall promptly orally notify the Educational Leader or their designee not later than one school day after such employee witnesses or receives a report of such acts, and shall also file a written report with the Educational Leader or their designee no later than two school days after making an oral report.
- The Educational Leader or designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports.
- When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the Educational Leader or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.
- The Educational Leader or their designee shall notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct.
- The Educational Leader shall provide a regular report, at least once during each school year, on data and trends related to harassment, bullying, and/or discrimination to the superintendent.

- Pursuant to Education Law section 13, retaliation by any school employee or student shall be prohibited against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination.

CODE OF CONDUCT PUBLICATION AND TRAINING

Under Education Law §2801(4) and 8 NYCRR §100.2(l)(2)(iii)(b), districts and BOCES must ensure community awareness of the Code of Conduct provisions through various specified means. RCMCS shall post the current Code of Conduct in an easily accessible place on their Internet web site, if available. A summary of the Code of Conduct be mailed to all students, in an age-appropriate version, written in plain-language, to ensure that students understand the standards of respect and appropriate behavior that the school community expects from them.

As part of ensuring effective implementation of the Code of Conduct, RCMCS shall provide training to staff that specifically highlights the Dignity Act provisions, such as the prohibition against discrimination, harassment and bullying, reporting requirements and the availability of each school's DAC. Training shall address the social patterns of discrimination, harassment and bullying, the identification and mitigation of those behaviors, as well as strategies for effectively addressing problems of exclusion, bias and aggression in the school setting. The Dignity Act permits the denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law §§2854(2)(a), Education Law § 3201-a and Title IX of the Education Amendments of 1972 (20 USC §1681, et. seq.). Similarly, the Dignity act allows denial of admission or exclusion based on disability that would be permissible under §504 of the Rehabilitation Act of 1973.

Policy Concerning Drugs, Alcohol, Tobacco and Controlled Dangerous Substances**Policy Statement**

Students are prohibited from possessing, consuming, or distributing drugs or alcohol in any form while at school, in co-curricular and extra-curricular programs, on school grounds, attending a school-related function on or off campus, and when coming to and going from school. Students are further prohibited from smoking cigarettes or using tobacco products in any form in school building.

Students suspected of being "under the influence" will be seen by support staff with potential subject to five-day suspension. Continued abuse on school grounds may potentially lead to a disciplinary hearing which could result in suspension longer than five days or expulsion.

RCMCS intends to use the disciplinary sanctions of this policy as a means of helping students recover from the debilitating effects of substance abuse.

Students Voluntarily Seeking Help

Students are encouraged to seek help for problems with or related to drug and/or alcohol use. Crisis Intervention Specialists are provided for direct assistance or confidential referral for students seeking help with an alcohol, drug or other problem related to their substance use or use by someone in a close relationship with them.

Voluntarily seeking help does not prevent the school staff from charging a student with suspicion of being under the influence at another time.

1. The Crisis Intervention Specialists will be allowed to maintain confidentiality of conversations with students meeting the following criteria:
 - a) The student's health is not in imminent danger
 - b) The information does not make the staff member an accessory to an illegal action
 - c) The information does not indicate that the health or safety of the student or individual is threatened.

Students Suspected of Being under the Influence of Substances

Staff members must immediately report any students exhibiting behavior, or a pattern of behavior, or whose physical condition is consistent with the signs and symptoms of being under the influence of alcohol or other drugs.

1. When a student is suspected of being under the influence of drugs or alcohol, the steps below will be followed:
 - a) The staff member who expresses concern shall contact either the Educational Leader or the COA.
 - b) Parent or Guardian will be contacted via phone
 - c) The nurse, the Educational Leader, and/or Support Center Manager will meet with the student as soon as possible.
 - d) It appropriate the parent/guardian shall be directed to take the student for an immediate examination by a physician of their own choosing, which shall be at the family's expense.
 - e) When a student is in need of immediate medical attention, the Educational Leader will take appropriate action to ensure that emergency medical services or the police transport the student to the nearest hospital emergency room.

Students Returning From Treatment: Voluntary and Policy-Ordered

Students not-voluntarily attending a treatment program causing an extended absence will be readmitted only upon receipt of a written recommendation from the treatment program. The absences will be considered in the same manner as other "chronically ill" students.

Search and Seizure

NOTE: Lockers are school property and, therefore, subject to search by school administration at any time.

1. Searches conducted of students' possessions, lockers or vehicles must be warranted by "reasonable suspicion" in compliance with standards established in U.S. vs. TLO.
2. These searches shall include the following guidelines:
 - a. "Reasonable Suspicion" shall mean suspicion based on statements of concern by staff or students, and physical condition and behavior of a suspicious nature, which indicates a violation of the Code of Conduct.
 - b. Searches of a "cursory" nature may be conducted, including a visual inspection and request that students empty pockets, purses and other belongings.
3. Students refusing to cooperate in "searches" will have their parent/guardian contacted immediately to inform them of the student's refusal to cooperate, stressing possible police involvement in the incident.

Possession or Distribution of Alcohol and/or Other Drugs

When a student is found to be in possession of any quantity of illegal substances (drugs or alcohol) on school grounds or at a school activity the Rochester Police Department will be called.

1. When illegal substances are found, it will be the responsibility of the Police to complete their normal reporting procedures and any other legal actions, including arrest, depending on the quantity of substances.
2. Rochester Career Mentoring Charter School maintains the right to conduct an expulsion hearing on any student found selling, possessing or distributing illegal substances.
3. Students charged with distribution or intent to distribute drugs:
 - a. Out-of-School Suspension for a minimum of 5 days
 - b. Will be subject to a Disciplinary Hearing to determine if expulsion or suspension longer than 5 days is warranted

Upon the second, and any subsequent offenses, or those involving action by the Court due to the quantity of substances involved, an automatic Disciplinary Hearing by the COA shall be held. Students arrested for non-school related drug or alcohol violations shall be permitted to attend school unless it is demonstrated that the student is a danger to him/herself, or to other students in the school. Based on reports from local police, if the school Educational Leader determines that the student's continued attendance presents a danger to the health and safety of other students in the building, the offending student shall be suspended for a period of 5 days and be required to attend a Disciplinary Hearing that may result in expulsion or suspension longer than 5 days.

Procedures for Considering a Mental Hygiene Arrest

NYS Mental Hygiene Law permits certain individuals to arrange for people to be brought to a hospital for further evaluation (which could result in an inpatient psychiatric admission). Although the phrase "mental hygiene arrest" (or MHA) is often used to describe this process, it is important to note that it is not really an "arrest" per se (as there is no accusation of criminal behavior). A more accurate term would be "mental health intervention" - as it is an intervention that results in individuals being brought to a hospital, often contrary to their wishes.

Law enforcement can take someone to a hospital if the person appears to be suffering from a mental illness and there is some element of dangerous (to self or others). Certain mental health clinicians in the community have also been designated to be able to direct law enforcement to transport someone (or arrange for that transport via ambulance) to a hospital (if those same two criteria are met: mental illness and danger to self or others).

Police may be called in a psychiatric emergency for the following reasons:

- If there is immediate danger and other interventions have not been successful, calling 911 is recommended. However, other interventions should be tried prior to calling police (if at all possible).
- If the person who is distressed is already involved in the mental health system, attempting to reach the mental health professionals that are working with the child and family is recommended. Another option is requesting assistance from the Rochester Community Mobile Crisis Team (that can be accessed via Life Line by dialing 211).

The Mobile Crisis Team may be able to arrange for a visit to the person's home (or other location) to assess the situation and make recommendations for next steps to more thoroughly address the problem. Of course, family members are also able to bring their child(ren) to any of the three emergency rooms in Monroe County that conduct emergency mental health evaluations (Rochester General Hospital, St. Mary's also known as Unity Health Systems, and Strong.)

Once it has been determined that a MHA is warranted:

1. Administrator or his/her designee calls 911
2. School nurse is immediately contacted for all urgent medical issues and pertinent information.
3. The student's parent or guardian called, informed of situation and asked to come to school, if feasible.
4. If parent cannot come in or this is not a viable option then Mobile Crisis should be called, if feasible.
5. A recommendation for a Mental Health Arrest should be made by the mental health professional (school psychologist, school social worker, school nurse, appropriate health center staff member, or school counselor).
6. Area secured for ambulance arrival.
7. Student secured in the stretcher for transport with pertinent information.

The Educational Leader or his/her designee must follow or accompany the student to the hospital and wait for a parent/guardian to arrive.

Attendance

The Rochester Career Mentoring Charter School acknowledges the importance of regular attendance in an effective instructional program. To this end, it will observe and enforce the laws requiring the attendance of all children between the ages of six and sixteen and establish its own rules for the attendance of all students. Attendance shall be required of all students enrolled in the school during the days and hours that the school is in session. In accordance with statute, the school shall require from the parent/guardian of each child who has been absent from school a written statement of the reason for such absence. An excuse written by a parent/guardian does not necessarily constitute a legal absence. **RCMCS reserves the right to verify such statement and to investigate the cause of each absence or tardiness.**

Absences should be phoned in to the office (585.232.1045) by the parent/guardian before the start of school on that date. Parents who fail to report the absence ahead of time will receive a phone call from the school. It is imperative that parents/guardians keep all contact information up-to-date to facilitate this process. A student must be present in school and/or class 90 percent of the school days per semester in order to receive credit for the subjects enrolled. A student may be absent due to illness approximately nine days per semester, eighteen days per year. Any days beyond nine days per semester, eighteen days per year, or eighteen individual class periods, may result in loss of credit.

Absences

Regular attendance is an expectation at RCMCS to ensure that our students are afforded every opportunity to grow, learn and be successful. Absences should be avoided when reasonably possible.

1. Students are permitted to accumulate 18 unexcused illegal absences per school year without academic penalty. However, students are expected to meet with their teachers to make-up missed class work, homework and assessments. Failure to complete make-up work will have a negative effect on a student's grade.

Legal absences include:

- a. Medical excuse from a health care provider;
- b. Medical, dental appointments;
- c. Death in family;
- d. College visits grades 10-12 (All college visits must be pre-approved by counselor and student must return with certification from college/university that student attended a specified day.) College visit days are limited to four per academic year;

- e. Visits to government agencies including but not limited to: immigration, social security, child welfare etc.;
 - f. Mandated Court-Appearances- Documentation must be provided by the court and validated that the student appeared on that date;
 - g. Religious Holidays as stipulated by the State Board of Education.
2. After 5 unexcused illegal absences, a letter to parents is sent home; after 8 illegal absences, a parent meeting is held; after 10 illegal absences a home visit is conducted; after these three lines of communication and the above interventions have been conducted CPS may be called (after 10 unexcused absences). The 18th day letter will be sent informing the parent of the absences at which time the family must make contact with school administration to appeal the decision. Failure of the parents to respond within 5 school days of mailer will result in final denial with no opportunity for appeal.

Tardiness

A tardy is defined as any time in which a student does not arrive to a class at the time stipulated by the school schedule.

- 1. All students are to arrive to school on time, properly prepared with their required assignments, and personal belongings in their locker.
- 2. All period 1 classes, including Physical Education and Health classes begin at the same time. Their attendance period is considered part of the instructional time and is duly noted in the student's attendance.
- 3. Any student arriving to class may lose participation points for that class.

Early Dismissal

When a parent wishes to have their child dismissed early, the parent must provide the student with a note that is given to the office by 7:45 a.m. the morning of the excuse. At the time of the early dismissal, a parent/guardian must sign the student out.

In case of a family emergency, a parent/guardian may sign their child out through the Main Office. In this circumstance, the student is limited to two "early excuses" per year. All others after will be deemed unexcused.

Extracurricular Clubs, Athletic Practice, Game Participation, and School Attendance Policy

1. Extracurricular participants must have exceptional attendance. They must be in school to play, practice, or otherwise participate in extracurricular activities.
2. If absent or late, a student may not participate, practice, or otherwise participate in extracurricular activities unless the reason is legally excused. Written excuses from parents, guardians, or persons in parental relation must be turned into the main office upon arrival at school.
3. If the early dismissal is for excused reason, with the expectation of subparagraph (b) below, the student may return to play, practice, or other participation in extracurricular activities.
4. If the student goes home ill, is suspended, or is otherwise absent, then he or she may not return to activities or games occurring on that same day.

Family Vacations

The school calendar provides several possible vacation periods during the year at Thanksgiving, winter, and spring. Students should not take vacation trips outside of these periods. It is very important that students be present for all class meetings in each subject area. This ensures continuity of the learning experience and prevents long gaps, which are most difficult and, at times, impossible to make up. The school cannot approve any vacation time. Vacation absences will be considered as illegal/unexcused absences and work will be provided upon return to school.

Supervision

The school's responsibility for supervision of students begins at 7:45 a.m. and ends at 4:00 p.m. For students participating in extra-curricular activities, athletic and non-athletic, the school's responsibility for supervision begins at 4:00 p.m. and ends at the specific time each coach/moderator informs the student. Each coach/moderator will inform the students of the beginning and ending times of practice/meetings. A written policy from each coach/moderator who has consistent practices/meetings will be given to the student to take home. It is imperative for your child's safety that you are on time to pick them up at the end of a specific practice/activity. Failure to pick up your child promptly may result in his/her removal from extra-curricular activities. **Loitering in the hall or on campus after 4:00 p.m. is NOT permitted.**

Penalties

1. Students who exceed the maximum number of allowable absences will remain in scheduled classes in order to earn grades, but will be denied graduation credit for their course work. Graduation/promotion credits may be earned by retaking the course the following year or attending summer school.
2. Continued absences or failure to participate actively in classes in a positive manner may result in the student's reassignment of classes.
3. A zero will be given for missed class work as defined under class cuts. Parent/Guardian and student will be notified of the cut to class and the subsequent zero for a grade.

Religious Holidays

1. No pupil who is absent from school because of a religious holiday may be deprived of any award or eligibility or opportunity to compete for any award because of such absence.
2. A pupil who misses a test or examination because of a religious holiday has the right to make up all work missed.
3. To be entitled to the privileges set forth above, the pupil must present a written excuse signed by a parent or person standing in place of a parent.
4. Any absence because of a religious holiday must be recorded in the school register or in any group or class attendance record as a legal absence.
5. Such absence must NOT be recorded on any transcript, application, employment form, or any similar form.

School Work during Absences

1. All missed classwork and homework assignments are to be made up within a period specified by the classroom teacher or administrator, not to exceed 10 school days, unless there are extenuating circumstances.
2. Upon his/her return to school, the student is required to make up tests and missed assignments.
3. The student is expected to show initiative in seeking out each teacher to determine missed assignments and due dates.

[NOTE: SHOULD A STUDENT BE ABSENT DUE TO PARTICIPATION IN A FAMILY TRIP OR OTHER UNAUTHORIZED LEAVE FROM THE SCHEDULED SCHOOL CALENDAR, MISSED WORK WILL BE ASSIGNED AS HOMEWORK UPON RETURNING TO SCHOOL. NO WORK WILL BE PROVIDED PRIOR TO THE ABSENCE.]

Assignments For Absent Students

The policy for release of homework assignments for absent students is:

1. Students absent for one or two days are encouraged to obtain assignments from classmates.
2. Students who will be or are absent from school for three or more days may secure homework assignments through the main office using the following procedures:
 - a. Call the main office before 10:00 a.m. for homework assignments.
 - b. Be specific about whom, when, and where the assignments will be picked up.
 - c. Make sure assignments are returned to the subject teacher.

Withdrawal Policy

When a student must withdraw from RCMCS during the school term, the students should report to the office at least three days prior to the date of withdrawal stating the reason for withdrawal in writing. The student will receive a withdrawal form that will be signed by the Educational Leader. The withdrawal form must then be returned to the Data Clerk for official release. The Data Clerk will release student records signed by parents if student is cleared.

Student Rights and Responsibilities

Participation in School Activities

All Students have the following rights: To have the opportunity to take part in all school activities on an equal basis regardless of race, sex, national origin, creed or disability as a safe environment free of bullying, harassment, or discrimination.

Records

The school will not disclose any information from the student's permanent records except as authorized pursuant to The Family Education Rights and Privacy Act of 1974 (FERPA), or in response to a subpoena, as required by law. The parent(s) for a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's school records by submitting a written request to the Director.

Freedom of Expression

Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the Code of Conduct and the school dress code, violations of which are punishable as stated in the Code of Conduct.

Student participation in the publication of school sponsored student newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. These publications, if any, shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, the content of such publications is controlled by school authorities.

Chain of Command for Questions or Concerns

The Rochester Career Mentoring Charter School's Board of Trustees wishes to emphasize that concerns regarding programs, personnel or other issues must be handled through a proper chain of command. Using this procedure, a citizen must first address the concern with the employee directly responsible. If satisfactory results are not achieved, the citizen may then address that employee's direct supervisor. As an example, a normal chain of command regarding a concern with a classroom teacher would begin with the classroom teacher; continue through the Educational Leader, then on to the Chief of Operations and Academics, and finally the RCMCS Board of trustees. Please use this chain of command until your concern is resolved or ask for guidance if you are not sure where to begin.

**Requirements for Graduation with
Regents Diploma or Regents Diploma with Advanced Designation:**

Regents Diploma:			
REQUIRED CREDITS		REQUIRED EXAMS	
English	4	English Common Core	1
Social Studies	4	Social Studies	1 or 2*
Mathematics	3	Mathematics	1 or 2*
Science	3	Science	1*
Foreign Language	1	* One Social Studies exam (US History or Global II) may be replaced with one additional Math or Science Exam. Students must have 5 Regents Exams total.	
Health	0.5		
Art/Music	1		
Physical Education	2		
Career Development and Occupational Studies/Internships I and II	3.5		
TOTAL	22	TOTAL	5

Regents Diploma with ADVANCED DESIGNATION:			
REQUIRED CREDITS		REQUIRED EXAMS	
English	4	English Common Core	1
Social Studies	4	Social Studies	2
Mathematics	3	Mathematics	3
Science	3	Science	2
Foreign Language	1		
Health	0.5		
Art/Music	1		
Physical Education	2		
Career Development and Occupational Studies/Internships I and II	3.5		
TOTAL	22	TOTAL	8

Credits

1 unit credit is granted for each subject held five times a week for a full year. Semester courses receive .5 credits. For courses meeting more or less often, the credits are adjusted accordingly.

Grading Scale

All classes at RCMCS will follow this standard scale for assigning letter grades for quarter and semester work. Individual teachers will establish the grading policies and procedures for their classes, and their grades will correspond to this grade scale. Letter

Letter Grade	Standard GPA	Letter Grade	Standard GPA
98-100= A+	4.00	77-79= C+	2.33
93-97= A	4.00	75-76= C	2.00
90-92= A-	3.66	70-74= C-	1.66
87- 89= B+	3.33	67-69= D+	1.33
83-86= B	3.00	65-66= D	1.00
80-82= B-	2.66	0-64= F	0.00

For final grading purposes, Rochester Career Mentoring Charter School has established six distinct marking periods. These marking periods are:

1st Marking Period 15% of Final Grade

2nd Marking Period 15% of Final grade

3rd Marking Period 15% of Final grade

4th Marking Period 15% of Final grade

5th Marking Period 15% of Final grade

6th Marking Period 25% of Final grade*

*with combined averages scores Midterm and Final Examinations

Records and Transcripts

Viewing Records: A parent/guardian has the right to view his/her child's a) academic record, b) academic standardized test results, c) health records and d) emergency sheet (emergency phone numbers, etc.). These records can be made available upon request.

Government Records: Records attached to publicly funded services provided through the local Board of Trustees such as Child Study Team Reviews, Comp Ed, Speech, ESL, etc., are the property of the Board. A parent/guardian who wishes to examine these records or to procure additional copies for his/her own use must apply to the Board. The school is not permitted to distribute this information to anyone, not even to a parent/guardian.

Permanent Records: A permanent record is maintained for every student who attends or has attended the Rochester Career Mentoring Charter School. This record indicates all courses taken, grades, standardized test scores, and credits earned. Also included is a complete records of all absences as well as an account of tardiness (excuses and unexcused). This is especially important to future employers, who use this as an index of student reliability. Additional information relating to college entrances and scholarship as well as standardized test scores are also on file. Any student or parent wishing to see or forward a copy of the permanent record (transcript) to a college or employer should contact the Guidance Office.

Promotion and Retention

The school recognizes that the personal, social, emotional, and educational growth of students varies and therefore students should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

- a. Students in grades 9 and 10 may be promoted with one major subject failure and the recommendation that the subject be made up in summer school.
- b. Students failing two full-year core content area classes (Math, English Language Arts, Science and Social Studies), will be retained unless one subject is made up in summer school. If Reading/Literature or Mathematics is one of the failed subjects, it must be the elected summer school selection. However, it is also recommended that the other failed subject be made up in summer school.
- c. Students failing three subjects are required to make up two subjects in a summer school session.
- d. Any student failing four or more subjects will be retained in that grade level.

ROCHESTER CAREER MENTORING CHARTER SCHOOL	PARENT PLEDGE	Rochester
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Career Mentoring Charter School is an educational experience where every student is treated fairly and equitably and is afforded academic and social guidance through a teacher advisor and personal career mentor.

Rochester Career Mentoring Charter School incorporates character development and citizenship and builds on positive interactions that develop student confidence and sense of well-being.

It is the charter school's responsibility to provide its students with countless opportunities within the community. However, in order for our students to succeed, we need to insure a partnership with our parents and/or guardians by having each of them pledge their commitment to their child enrolled in the charter school.

As an informed parent and/or guardian, I am committed to the education my child receives at Rochester Career Mentoring Charter School, and agree to the following conditions of my pledge:

- Remain a part of the charter school even if our place of residence changes in the city.
- Attend all parent/teacher conferences.
- Respond to correspondences sent to me by my child's teacher advisor.
- Take advantage of the charter schools open door policy.
- Become an active participant in my child's Individual Learning Plan with my child's teacher advisor.
- Participate on a review committee for student exhibition.
- Support the charter school by participating on at least one Parent Teacher Organization (PTO) committee.
- Have an active phone line or e-mail address and return calls or written responses timely.
- Make certain my child has average daily attendance over 92%.
- Collaborate with my child and his/her teachers to decide on specific learning goals.
- Allow the charter school to exchange information with support agencies to secure the most appropriate resources to ensure my child's success.

My signature indicates that I have read the conditions of this charter school pledge. I am committed to working both with my child and the charter school staff.

My child's name: _____

My name: _____

Relationship to child: _____

Signature: _____ Date: _____

Phone: _____ E-mail: _____

Student Information Sheet

Please be sure your child's Student Information Sheet is kept current with emergency contact names and phone numbers. Send a note to the main office when a change is necessary at any time during the school year. It is especially important that the school has current information when emergency closings are announced. In the event you cannot pick up your child in an emergency closing situation, call the school with the name of person your child may be released to and be sure that person is designated on the Student Information Sheet. Please be sure that the phone numbers you submit for designated emergency contacts are phone numbers where contacts can be reached during school hours. (Student Information sheet on next page)

2015-2016 School Year**[ROCHESTER CAREER MENTORING CHARTER SCHOOL – REGISTRATION]****Student Name** _____

Address _____

Home Phone _____ Gender M / F Date of Birth _____

Name of Current School _____ Current Grade _____

Ethnicity: ☐ American Indian / Alaskan Native ☐ Asian Pacific Islander ☐ Black ☐ Hispanic ☐ White ☐ OtherDoes the Student use English as their first language? ☐ Yes ☐ No

If no, please specify main language spoken at home: _____

Other primary language(s) spoken at home: _____

Students with Disabilities (does the student have an IEP) ☐ Yes ☐ NoEnglish Language Learner (ELL or ESOL) Does your child receive this service? ☐ Yes ☐ No**Primary Contact – Mother / Father / Guardian (circle one)**

Name _____

Primary Phone # _____

Secondary/Work Phone # _____ E-

Mail Address _____

Home Address _____
Street City State Zip**Secondary Contact – Mother / Father / Guardian (circle one)**

Name _____

Primary Phone # _____

Secondary/Work Phone # _____ E-

Mail Address _____

Home Address _____
Street City State ZipIf the primary contact is the student's legal guardian, are you submitting proof of legal Guardianship today? ☐ Yes ☐ No

State Law requires that a Home Language Questionnaire be completed for all new entrants to the Rochester public schools. Remember to follow the directions on the Home Language questionnaire (separate form) relative to referring students to the Language Placement Center.

Parent/Guardian Signature _____ Date _____

NON-VADIR Reportable “Discretionary”	VADIR Reportable “NON-Discretionary”	
	CODE	INCIDENT CATEGORY
Inappropriate Language	1	Homicide
Bullying	2.1	Forcible Sex Offense
Defiance/Non-compliance	2.2	Other Sex Offense
Disrespect	3	Robbery
Disruption	4	Assault with Physical Injury
Violation of Dress Code	5	Arson
Fight	6	Kidnapping
Theft	7	Assault with Physical Injury
Forgery/Plagiarism	8	Reckless Endangerment
Gang Display	9	Minor Altercations
Harassment	10	Intimidation, Harassment, Menacing or Bullying
Inappropriate Affection	11	Burglary
Out of Bounds	12	Criminal Mischief
Lying/Cheating	13	Larceny and other Theft
Physical Aggression	14	Bomb Threat
Property Damage	15	False Alarm
Skip	16	Riot
Tardy	17	Weapon Possession
Technology Violation	18	Use, Possession, Sale of Drugs
Truancy	19	Use, Possession, Sale of Alcohol
Use/Possession Tobacco	20	Other Disruptive Incidents
Other Behavior		

Glossary

Each school is required to submit Violent and Disruptive Incident Reports (VADIR) on an annual basis.

Glossary of Terms Used in Reporting Violent and Disruptive Incidents - Posted August 5, 2008**INCIDENT CATEGORIES**

1. **Homicide:** Any conduct which results in the death of another person, with or without a weapon.

2. **Sexual Offenses:**

2.1 **Forcible Sex Offenses:** Involving forcible compulsion and completed or attempted sexual intercourse, oral sexual conduct, anal sexual conduct or aggravated sexual contact, with or without a weapon, including but not limited to, rape and sodomy. Pursuant to Penal Law §130.00(8), "**forcible compulsion**" means "to compel by either: (a) use of force; or (b) a threat, express or implied, which places a person in fear of immediate death or physical injury to himself, herself or another person, or in fear that he, she or another person will immediately be kidnapped." Pursuant to Penal Law §130.00(11), "**aggravated sexual contact**" means "inserting, other than for a valid medical purpose, a foreign object in the vagina, urethra, penis or rectum of a child, thereby causing physical injury to such child." "**Oral sexual conduct**" and "**anal sexual conduct**" mean oral or anal sex.

2.2 **Other Sex Offenses:** involving inappropriate sexual contact but no forcible compulsion, with or without a weapon. Other sex offenses include, but is not limited to, conduct that may be consensual or involve a child who is incapable of consent by reason of disability or because he or she is under 17 years of age. However, it does not include consensual conduct involving students and/or non-students 18 years of age or under, unless at least one of the individuals participating in the conduct is at least 4 years older than the youngest participant. Inappropriate sexual contact requires physical contact with another person but no forcible compulsion. It includes, but is not limited to, the following conduct:

- a. touching or grabbing another student on a part of the body that is generally regarded as private, such as buttocks, breast, genitalia, etc.
- b. removing another student's clothing to reveal underwear or private body parts
- c. brushing or rubbing against another person in a sexual or provocative manner
- d. a student first rubbing his/her own genitalia and then touching another person's body

Note: Verbal sexual harassment is reported in category 10 (Intimidation, Harassment, Menacing or Bullying). Self-exposure or "mooning," depending on the circumstances, are reported in either category 10 (Intimidation, Harassment, Menacing or Bullying) or category 20 (Other Disruptive Incident).

3. **Robbery:** Forcible stealing of property from a person by using or threatening the immediate use of physical force upon that person, with or without a weapon.

4. **Assault with Serious Physical Injury:** Intentionally or recklessly causing serious physical injury to another person, with or without a weapon, in violation of the school's Code of Conduct. Pursuant to Penal Law §10.00(10), "serious physical injury" means physical injury creating a substantial risk of death or serious and protracted disfigurement or protracted impairment of health or protracted loss or impairment of the function of any bodily organ. Serious physical injury requires hospitalization or treatment in an emergency room and includes but is not limited to, a bullet wound, a serious stab or puncture wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving risk of death or disfigurement.

5. **Arson:** Deliberately starting a fire with intent to damage or destroy property, with or without a weapon. The fire may be started by using matches, lighters or other devices capable of producing sufficient heat (i.e. magnifying glass) to ignite other combustible items, including, but not limited to, paper, linens, clothing, and aerosol cans, with or without a weapon. Property includes any object belonging to the school, students, school staff or visitors to the school, including personal items of the arsonist.

6. **Kidnapping:** To abduct, as defined in Penal Law §135.00, a person, so as to restrain such person with intent to prevent his or her liberation, by either: (a) secreting or holding him or her in a place where he or she is not likely to be found, or (b) using or threatening to use deadly physical force, with or without a weapon.

7. **Assault with Physical Injury:** Intentionally or recklessly causing physical injury (not serious) to another person, with or without a weapon, in violation of the school's code of conduct. Physical injury means impairment of physical condition or substantial pain. Physical injury includes, but is not limited to, black eyes, welts, abrasions, bruises, black and blue marks, cuts not requiring stitches, and swelling. Substantial pain includes, but is not limited to, severe headaches, joint, or muscle pain.

8. **Reckless Endangerment:** Subjecting individuals to danger by recklessly engaging in conduct that creates a grave risk of death or serious physical injury, but no actual physical injury, with or without a weapon. The following are examples of incidents that did not result in physical injury but should be reported as reckless endangerment:

- a. Throwing an object at another student. The object thrown must be capable of causing a grave risk of death or serious physical injury. A serious physical injury requires hospitalization or treatment in an emergency room and includes, but is not limited to, a bullet wound, a serious stab or puncture wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving risk of death or disfigurement.
- b. Incidents involving a person choking another individual including, but not limited to incidents where a student offender refuses to obey staff directives or interventions to stop choking his or her victim.
- c. Brandishing a weapon on a school bus threatening other students, bus driver and/or bus monitor with harm or injury.
- d. Driving a car erratically and recklessly in a school parking lot while other student(s), staff, or individuals are present.

9. **Minor Altercations:** involving physical contact and no physical injury, with or without a weapon. Striking, shoving, or kicking another person or subjecting another person to unwanted physical contact with intent to harass, alarm or seriously annoy another person, but no physical injury results. Fights that do not result in serious physical injury or physical injury are reported in this category.

10. **Intimidation, Harassment, Menacing, or Bullying Behavior and No Physical Contact:** Threatening, stalking, or seeking to coerce or compel a person to do something; intentionally placing or attempting to place another person in fear of imminent physical injury; or engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practices, gender, sexual orientation, age, or disability that substantially disrupts the educational process, with or without a weapon. Incidents **not** resulting in a disciplinary or referral action are reported in Item 2 of the Summary of Violent and Disruptive Incidents

Form. Incidents of harassment involving physical contact are reported in the Category 9 (Minor Altercations). **Verbal sexual harassment is also reported in category 10. Self-exposure or "mooning," depending on the circumstances, are reported in either category 10 (Intimidation, Harassment, Menacing or Bullying) or category 20 (Other Disruptive Incident).**

11. **Burglary:** Entering or remaining unlawfully on school property with intent to commit a crime, with or without a weapon.

12. **Criminal Mischief:** Intentional or reckless damaging of the property of the school or of another person, including, but not limited to vandalism and the defacing of property with graffiti, with or without a weapon.

13. **Larceny or Other Theft Offenses:** Unlawful taking and carrying away of personal property with intent to deprive the rightful owner of property permanently or unlawfully withholding property from another, with or without a weapon.

14. **Bomb Threat:** A telephoned, written, verbal or electronic message that a bomb, explosive, chemical, or biological weapon has been or will be placed on school property, with or without a weapon.

15. **False Alarm:** Causing a fire alarm or other disaster alarm to be activated by either falsely reporting or activating a fire alarm or other type of disaster alarm, with or without a weapon.

16. **Riot:** Four or more persons simultaneously engaging in tumultuous and violent conduct and thereby intentionally or recklessly causing or creating a grave risk of physical injury or substantial property damage or causing public alarm, with or without a weapon.

17. **Weapons Possession:** Possession of one or more of the weapons listed below, except possession in a classroom or laboratory as part of an instructional program or in a school-related activity under the supervision of a teacher or other school personnel as authorized by school officials. Possession includes bringing a weapon to or possessing a weapon at school.

Weapons:

- a. A firearm, including, but not limited to, a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, BB gun, or paint ball gun;
- b. A switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife, or any other dangerous knife;
- c. A billy club, blackjack, bludgeon, chukka stick, or metal knuckles;
- d. A sandbag or sandclub;
- e. A sling shot or slungshot;
- f. A martial arts instrument, including, but not limited to, a kung fu star, ninja star, nin-chuck, or shiriken;
- g. An explosive, including but not limited to, a firecracker or other fireworks;
- h. A deadly or dangerous chemical, including, but not limited to, a strong acid or base, mace, or pepper spray;
- i. An imitation gun;
- j. Loaded or blank cartridges or other ammunition; or any other deadly or dangerous instrument.

(17.1) **Weapons Confiscated through Routine Security Checks at Building Entrances:** As of July 1, 2006, weapons that are detected and confiscated as a result of a security screening process (scanners, metal

detectors, and other devices) upon entry into the school building should be recorded in this category. The phrase "upon entry" into the school building means that the weapon(s) is detected as a result of students, staff or visitors passing through these devices in order to get into the school building proper. This category is to be used only for weapons possession incidents that are discovered as a result of scanning devices at entrances, not within the school building or as a result of random searches of individuals or lockers, etc.

(17.2) ***Weapons Found under Other Circumstances:*** Incidents where weapons were found other than through a routine security check at a building.

18. ***Drug Use, Possession, or Sale:*** Illegally using, possessing or being under the influence of a controlled substance or marijuana, on school property, with or without a weapon, including having such substance on a person or in a locker, vehicle, or other personal space; selling or distributing a controlled substance or marijuana on school property; finding a controlled substance or marijuana, on school property that is not in the possession of any person; provided that nothing herein shall be construed to apply to the lawful administration of a prescription drug on school property. Tobacco and tobacco products are not to be considered as drugs for the purposes of incident reporting.

19. ***Alcohol Use, Possession, or Sale:*** Illegally using or possessing alcohol on school property, including having such substance on a person or in a locker, vehicle, or other personal space, with or without a weapon; illegally selling or distributing alcohol on school property; finding alcohol on school property that is not in the possession of any person.

OTHER DISRUPTIVE INCIDENTS

Other incidents involving disruption of the educational process and that rise to the level of a consequence listed in the Summary of Violent and Disruptive Incidents Form (columns j-o).

Reportable incidents are limited to those resulting in disciplinary action or referral. **Self-exposure or "mooning," depending on the circumstances, are reported in either category 10 (Intimidation, Harassment, Menacing or Bullying) or category 20 (Other Disruptive Incident).**

OTHER VADIR-RELATED DEFINITIONS

Disciplinary or Referral Action: For purposes of reporting, a disciplinary or referral action includes a referral to: Counseling or Treatment Programs, Teacher Removal, Suspension from Class or Activities, Out-of-School Suspension, Involuntary Transfer to Alternative Education Program or Law Enforcement/Juvenile Justice (refer to definitions below).

Counseling or Treatment Programs: For purposes of reporting, referrals to counseling or treatment programs are formal multi-session interventions, provided by certified or licensed professionals, aimed at reducing risk factors and increasing protective factors linked to the identified problem area(s) (i.e., drug/alcohol rehabilitation programs, anger management programs, etc.). Note: Routine referrals of a student to a principal or assistant principal for possible disciplinary action should not be counted as a referral to counseling or treatment program.

Teacher Removal: For purposes of reporting, a "teacher removal" means the removal of a disruptive pupil from the teacher's classroom pursuant to the provisions of Education Law §3214(3-a). Routine referrals of a student to a principal or assistant principal for possible disciplinary action should not be

counted as a teacher removal.

Suspension from Class or Activities: For purposes of reporting, suspension from class or activities includes in-school suspension and/or suspensions from school transportation or school/ extracurricular activities, such as band, choir, or athletics. All incidents resulting in an in-school suspension that lasts for the equivalent of one school day or more must be reported. Suspensions from activities or transportation for five or more consecutive school days must also be reported.

Out-of-School Suspension: The student is suspended from attending school for at least one day.

Transfer to Alternative Education Program: For purposes of reporting, a "transfer to an alternative education program" means any transfer to an educational program in a setting outside of the student's home school to which the student is referred as part of or in lieu of disciplinary action, i.e., as a consequence of the child's misconduct. This includes, but is not limited to, involuntary transfers pursuant to Education Law §3214(5) and placement of students with disabilities in interim alternative educational settings.

Transfer to Law Enforcement/Juvenile Justice: For purposes of reporting, referrals to law enforcement or juvenile justice include each incident whereby the perpetrator is referred to the police, law enforcement officers, or criminal justice services.

Gang Related: An incident is gang related if it is gang motivated or if gang membership caused the incident or contributed to actions that occurred during the incident. For example, an incident of vandalism or robbery might be part of an initiation into a gang, or a fight might be caused by gang rivalry. Report an incident as gang-related only if certain that gang membership contributed to the incident. A gang is an organized group characterized by turf concerns, symbols, special dress, and/or colors that engages in delinquent or illegal activity. This definition is from the National Center for Education Statistics.

Bias Related: An incident is bias related if it is motivated by hate due to some characteristics or perceived characteristics of the victim including race, gender, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference or disability. Any act or attempted act is bias-related if it is designed to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets; vandalism; force, or the threat of force, motivated all or in part by hostility to some real or perceived characteristic of the victim. This definition is from the National Center for Education Statistics.

NYS Education Department

Last Updated: April 14, 2016

Rochester Career Mentoring Charter School

Contact Name: Dennis Francione

Contact Email: Dfrancione@rcmcs.org

Contact Phone: (585) 232-1045

Proposed Renewal Charter Term: July 1, 2017 to June 30, 2022

PROJECTED BUDGET FOR RENEWAL CHARTER PERIOD

Total Revenue	3,545,973	3,551,630	3,583,236	3,588,521	3,648,264
Total Expenses	3,341,098	3,398,650	3,448,867	3,526,013	3,616,526
Net Income (Before Cash Flow Adjustments)	204,875	152,980	134,369	62,507	31,739
Actual Student Enrollment	265	265	265	265	265
Total Paid Student Enrollment	258	258	258	258	258

DESCRIPTION OF ASSUMPTIONS

	Year 1	Year 2	Year 3	Year 4	Year 5
	2017-18	2018-19	2019-20	2020-2021	2021-22

Note: Please insert additional detail lines as appropriate.

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue:	CY Per Pupil Rate	https://stateaid.nysed.gov/charter/			
Rochester City School District (Y1-Y2)	12,590	3,248,220	3,248,220	-	-
Rochester City School District (Y3-Y4)	12,690	-	-	3,274,020	-
Rochester City School District (Y5)	12,890	-	-	-	3,325,620
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	#REF!	3,248,220	3,248,220	3,274,020	3,325,620
Special Education Revenue		87,500	87,500	87,500	87,500
Grants		-	-	-	-
Other		-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		3,335,720	3,335,720	3,361,520	3,413,120

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs		11,000	11,330	11,670	12,020
Title I		149,953	154,452	159,085	163,858
Title Funding - Other		5,100	5,253	5,411	5,573
School Food Service (Free Lunch)		-	-	-	-
Grants		-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		166,053	171,035	176,166	181,451

LOCAL and OTHER REVENUE

Contributions and Donations					
Fundraising		25,000	25,000	25,000	25,000
Erate Reimbursement		16,200	16,875	17,550	20,250
Earnings on Investments		-	-	-	-
Interest Income		3,000	3,000	3,000	3,000
Food Service (Income from meals)		-	-	-	-
Text Book		-	-	-	-
OTHER		-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		44,200	44,875	45,550	48,250

TOTAL REVENUE	3,545,973	3,551,630	3,583,236	3,588,521	3,648,264
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planned attrition at end of school year

Y1 and Y2 current rate.
y3 and y4 increase of \$100
y5 increase of \$200 per students

Assumes 100% of SWD are 20-59% to be conservative; and no increase in YOY

3 %increase YOY
Fully grown in 2016-17; assumes same allocation for remaining years with similar FRPL to be conservative 3% increase YOY
Fully grown in 2016-17; assumes same allocation with similar FRPL

BOT target amount
90% discount of high speed internet
Currently saving account averages \$250 per month

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS							No. of Positions
Executive Management	2.00	151,340	155,880	160,557	165,373	170,335	3% COLA increases for returning staff each year for all positions
Instructional Management	1.00	75,000	77,250	79,568	81,955	84,413	3% COLA increases for returning staff each year for all positions
Deans, Directors & Coordinators	1.00	49,173	50,648	52,167	53,732	55,344	3% COLA increases for returning staff each year for all positions
CFO / Director of Finance	-	-	-	-	-	-	Part Time Accountant is included in other consulting expense
Operation / Business Manager	1.00	46,987	48,397	49,849	51,344	52,885	3% COLA increases for returning staff each year for all positions
Administrative Staff	7.50	188,700	194,361	200,192	206,198	212,384	3% COLA increases for returning staff each year for all positions
TOTAL ADMINISTRATIVE STAFF	12.50	511,200	526,536	542,332	558,602	575,360	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	20.00	1,214,371	1,250,802	1,288,326	1,326,976	1,366,785	3% COLA increases for returning staff each year for all positions
Teachers - SPED	3.00	156,577	161,275	166,113	171,096	176,229	3% COLA increases for returning staff each year for all positions
Substitute Teachers	-	25,750	25,750	25,750	26,523	27,318	3% COLA increases for returning staff each year for all positions
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	-	-	-	-	-	-	
Aides	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	-	RCSd supplies this position at no cost
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	23.00	1,396,698	1,437,827	1,480,189	1,524,595	1,570,333	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	RCSd supplies this position at no cost
Librarian	-	-	-	-	-	-	
Custodian	1.50	40,000	41,200	42,436	43,709	45,020	3% COLA increases for returning staff each year for all positions
Security	-	-	-	-	-	-	Outsource this role -it's include in the expense line under Security
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	1.50	40,000	41,200	42,436	43,709	45,020	
SUBTOTAL PERSONNEL SERVICE COSTS	37.00	1,947,898	2,005,563	2,064,957	2,126,906	2,190,713	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		149,014	153,485	158,089	162,832	167,717	7.65% of salaries
Fringe / Employee Benefits		126,570	130,367	134,278	138,306	142,456	3-4% increase
Retirement / Pension		35,062	36,100	37,169	38,284	39,433	4% match of employee compensation; assumes current 45% participation
TOTAL PAYROLL TAXES AND BENEFITS		310,646	319,952	329,537	339,423	349,605	
TOTAL PERSONNEL SERVICE COSTS	37.00	2,258,545	2,325,515	2,394,494	2,466,329	2,540,318	
CONTRACTED SERVICES							
Accounting / Audit		20,999	22,000	23,000	24,000	25,000	Estimates per the Auditing firm
Legal		41,582	31,187	23,390	17,542	13,157	Assumes decrease of 25% per year
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		20,000	22,000	23,000	24,000	25,000	Normal increase from Paychex
Special Ed Services		1,500	1,500	2,000	2,000	2,000	
Titlement Services (i.e. Title I)		163,350	168,251	173,298	178,497	183,852	3 % increase Hillside & Center for Youth
Other Purchased / Professional / Consulting		95,229	96,000	97,000	90,000	90,000	Major effort to reduce outside consultant
TOTAL CONTRACTED SERVICES		342,661	340,937	341,688	336,039	339,009	
SCHOOL OPERATIONS							
Board Expenses		1,647	1,700	1,700	1,700	2,000	3 % increase
Classroom / Teaching Supplies & Materials		26,876	27,682	28,513	29,368	30,249	3 % increase
Special Ed Supplies & Materials		1,656	2,000	2,100	2,200	2,500	
Textbooks / Workbooks		2,986	3,000	3,200	3,400	3,600	using more on-line should be just regents review books
Supplies & Materials other		10,373	10,684	11,004	11,335	11,675	3 % increase
Equipment / Furniture		18,000	14,400	11,520	9,216	7,373	Reduced expenditures of 20% as fully grown; only replacements assumed
Telephone		24,000	25,000	26,000	26,000	27,000	Expense to support an increase for Internet speed 50 meg - 200meg
Technology		38,609	27,026	18,918	15,000	15,000	New laptops and then cycled annual replacement
Student Testing & Assessment		2,000	2,500	2,500	3,000	3,000	Estimate increase YOY
Field Trips		1,000	1,500	1,750	2,000	2,250	Estimate increase YOY
Transportation (student)		22,540	23,000	25,000	26,000	27,000	Estimate increase in fuel
Student Services - other		8,940	10,000	11,000	12,000	13,000	Estimate increase YOY
Office Expense		12,000	13,000	14,000	15,000	16,000	Estimate increase YOY
Staff Development		26,476	30,000	32,000	34,000	36,000	Estimate increase YOY
Staff Recruitment		4,211	5,000	5,000	5,000	5,000	
Student Recruitment / Marketing		9,735	10,000	11,000	14,000	14,000	
School Meals / Lunch		3,971	5,000	5,000	5,000	5,000	Days that RCSd is closed and don't supply free lunches to RCMCS
Travel (Staff)		8,642	8,901	9,168	9,443	9,726	year 1 same as current year y2-5 3% increase
Fundraising		1,250	1,250	1,250	1,250	1,250	
Other		46,693	48,094	49,537	51,023	52,553	3 % increase
TOTAL SCHOOL OPERATIONS		271,604	269,737	270,160	275,934	284,176	

FACILITY OPERATION & MAINTENANCE						
Insurance	\$ 56,853	58,558	60,315	62,124	63,988	65,908
Janitorial	\$ 9,187	10,000	10,000	10,000	10,000	
Building and Land Rent / Lease	\$ 185,964	186,000	186,000	186,000	186,000	small increase in purchasing chemical and supply
Repairs & Maintenance	\$ 60,647	50,000	25,000	25,000	25,000	no plans increases in rent
Equipment / Furniture	\$ 25,340	25,000	25,000	25,000	25,000	reduce major maintenance work
Security	\$ 74,663	76,903	79,210	81,586	84,034	Replacement reserve
Utilities	\$ 40,635	41,000	42,000	43,000	44,000	3 % increase
TOTAL FACILITY OPERATION & MAINTENANCE	453,289	447,461	427,525	432,711	438,022	normal increases
DEPRECIATION & AMORTIZATION						
Laptops	15,000	15,000	15,000	15,000	15,000	each year 100 new laptop
Insert Detail as Applicable	-	-	-	-	-	
Insert Detail as Applicable	-	-	-	-	-	
TOTAL DEPRECIATION AND AMORTIZATION	15,000	15,000	15,000	15,000	15,000	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY						
	-	-	-	-	-	Required 75K already in escrow
TOTAL EXPENSES	3,341,098	3,398,650	3,448,867	3,526,013	3,616,526	
NET INCOME	204,875	152,980	134,369	62,507	31,739	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
Rochester City School District (Y1-Y2)	265	265				
Rochester City School District (Y3-Y4)	-	-	265	265	265	
Rochester City School District (Y5)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
TOTAL ENROLLMENT	265	265	265	265	265	
REVENUE PER PUPIL	13,381	13,402	13,522	13,542	13,767	
EXPENSES PER PUPIL	12,608	12,825	13,015	13,306	13,647	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Add Back Depreciation	15,000	15,000	15,000	15,000	15,000	
Other	-	-	-	-	-	
Total Operating Activities	15,000	15,000	15,000	15,000	15,000	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	15,000	15,000	15,000	15,000	15,000	
NET INCOME	219,875	167,980	149,369	77,507	46,739	
Beginning Cash Balance	250,000	469,875	637,855	787,223	864,731	
ENDING CASH BALANCE	469,875	637,855	787,223	864,731	911,469	

ROCHESTER CAREER MENTORING CHARTER SCHOOL

BYLAWS

(as of August 1, 2016)

ARTICLE I

NAME

The name of the Corporation is Rochester Career Mentoring Charter School (referred to as RCMCS).

ARTICLE II

MEMBERSHIP

RCMCS has 8 members. The rights which would otherwise vest in the members vest in the School Leadership (the "**Trustees**"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (the "**Board**").

ARTICLE III

BOARD OF TRUSTEES

A. **Powers.** The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements of the School's Charter and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School 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 School; to prescribe powers and duties for them and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the School, 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 School;
5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;

6. To act as trustee under any trust incidental to the School'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, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws;

9. 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 New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. **Number of Trustees.** The number of Trustees of the School shall be not fewer than nine (9) and shall not exceed eleven (11) inclusive of one parent representative with a child currently enrolled in school. 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 or, in the event that only one Trustee remains, then by the sole remaining Trustee. Trustees-elect assume office subject to approval by the [Charter Entity].¹

2. **Eligibility.** The Board may elect any person who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

3. **Interested Persons.** Not more than forty percent (40%) of the persons serving on the Board may be interested persons. An "**interested person**" is: (1) any person 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 (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.

4. **Term of Office.**

(a) The term of office for BOT members shall be three years except for the parent member who shall serve two (2) year terms; and the founding members of the BOT who shall serve through the development year and the five year start up period of the school unless they choose to resign or are removed in a manner in accordance with Education Law subdivision 226(8). Unless appointed to fill an existing vacancy and

excluding the founding members of the BOT whose official term begins with the approval of the charter request, terms of office begin on July 1 of the year in which the appointment was made and ends on June 30th of the year the term is to expire.

(b) The appointment of new or the reappointment of current members of the BOT whose terms are about to expire shall occur through a simple majority vote of the members of the BOT present in a properly called and publicly announced meeting unless a quorum is not present.

(1) Nominations for new or vacant positions may come from either a committee on nominations established by the BOT or from individual BOT members. Nominations from either means do not require a second to be proper and voted on.

(2) If multiple appointments are made to new or vacant positions on the BOT and if the number of nominees is greater than the positions to be filled, members of the BOT are to cast votes in a single secret ballot election for no more than the number of nominees than there are positions to be filled. Those nominees receiving the most votes shall be declared appointed, thus if there are three positions to be filled and five nominees then the three nominees with the most votes shall be declared appointed.

(3) Existing members of the BOT whose terms are about to expire and who request reappointment are to have their reappointment considered through a secret ballot election in which the present Board members vote yes or no on that reappointment. In any meeting where BOT reappointment and vacant positions are to be filled; each will be conducted as a separate election with the reappointment election occurring first.

(c) Parent Member: The parent member, who is a voting member of the BOT, shall be nominated and elected in a properly called and publicly announced meeting of all parents or legal guardians of students enrolled in the school. The meeting shall be held in the month of June but prior to June 30.

(1) Nominations are to be made from the "floor" of the meeting and do not require a second. However, the person nominated must be present to accept a nomination or have his/her designee bring to the nominating meeting a written statement that he/she will accept a nomination. Self-nominations are in order.

(2) The election is to be by secret ballot with the ballots counted at the meeting by a neutral party appointed by the Chief Executive Officer. In a multi-nominee election with more than two persons contesting, a nominee must win forty (40) percent of more of the vote to be declared appointed to the BOT. In the event no nominee receives a minimum of forty (40) percent then a runoff election is to be conducted immediately after the outcome is announced between the two nominees receiving the most votes. The nominee receiving the most votes in the runoff shall be declared appointed to the BOT.

(3) The parent member is eligible for reappointment (re-election) to the BOT as long as he/she has a child enrolled in the school. For the purposes of BOT membership, parent shall include grandparent or other relative, foster parent, or legal guardian.

(4) If vacancy occurs for any reason in the BOT membership set aside for a school parent, a new parent member will be chosen in the manner described above to serve the balance of the term.

(5) A vacancy will be considered in the BOT membership set aside for a school parent if the duly elected parent member can be shown to no longer have a child enrolled in the school, or chooses to resign their seat.

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 or Suspension of Trustees, Officers and Employees.** The Board may remove or suspend from office by vote of a 2/3 majority of the entire Board any Trustee, officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty (*provided*, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee), in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. **Resignation by Trustee.** A Trustee may resign by giving written notice to the Board President 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 President 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 School business.

ARTICLE IV **OFFICES**

The School's principal office shall be located at the school operated by the School (the "**School Facility**"), which shall be at such place as the Board may select from time to time by resolution of a majority of the Board. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

ARTICLE V
MEETINGS OF THE BOARD

A. **Place of Meetings.** Board Meetings shall be held at the School Facility or at any other reasonably convenient place as the Board may designate; *provided* that Board meetings shall be scheduled at least monthly at the School Facility.

B. **Annual Meeting.** 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. **Frequency of Meetings.** A minimum of twelve (12) meetings (inclusive of the June Annual Meeting and any Special Meetings) shall be scheduled each year on dates determined by the Board; *provided* that Board meetings shall be scheduled at least monthly at the School Facility.

D. **Special Meetings.** A Special Meeting shall be held at any time called by the President, 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. **Notice to Trustees.** Notices to Trustees of Board Meetings shall be given as follows:

1. If the Board fixes the dates of regular meetings (which may include the Annual Meeting) for the year, then such meetings may be held without further notice of time and place. In the event that the date of an Annual Meeting or regular meeting is changed (or a regular meeting is added), written notice of the new meeting date (or the date of the new regular meeting) will be provided at least ten (10) days in advance of the meeting.

2. Special Meetings shall be held upon reasonable notice (at least 48 hours, if practicable).²

3. 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 School'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.

4. Board Agenda Development will adhere to the following timeline:

(a) 10 days prior to the board meeting Agenda items requested by Executive Secretary

(b) 5 days prior to the board meeting Agenda items due

(c) 5 days prior to the board meeting Agenda ready for review by President and CEO.

(d) President approves Agenda and sends to all board members.

(e) Day of Board Meeting the Agenda is placed in every board member's folder, along with documentations for the meeting.

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.

H. **Public Notice.** Public notice of all Board meetings and of all meetings of Committees shall be given in accordance with the requirements of the Article 7 of the Public Officers Law (the "**Open Meetings Law**").

ARTICLE VI **ACTION BY THE BOARD**

A. **Quorum.** Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

B. **Action by the Board.**

1. **Actions Taken at Board Meetings.** Any business may be transacted and any corporate action may be taken at any annual, regular or special meeting of the Board at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. **Board Participation by Other Means.** In all events, a quorum of Trustees must be present to lawfully conduct a Board meeting. To the extent permitted by the Open Meetings Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, *provided* that all Trustees participating in such meeting can hear one another. Trustees shall not be entitled to vote unless they attend the meeting in person or, to the extent permitted by the Open Meetings Law, by live video-conferencing. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe. All meetings of the Board are subject to the provisions of the Open Meetings Law.

C. **Committees.**

1. **Appointment of Committees.** The Board may create committees of the Board (each, a "**Committee**") for any purpose, and the President of the Board shall appoint members to and designate the Presidents of such Committees, subject to the approval of the Board. A Committee will consist of not fewer than three Trustees (or not fewer than five Trustees in the

case of the Executive Committee), who shall be appointed by the President, subject to the approval of the Board.

2. **Standing Committees.** The Board shall have three standing Committees: an Executive Committee (Presided by the President), a Finance Committee (Presided by the Treasurer) and an Education and Accountability Committee. Additional Committee members shall be appointed by the President, subject to the approval of the Board.

3. **Authority of Committees.** The Board may delegate to a Committee any of the authority of the Board, except with respect to:

- (a) The election of Trustees;
- (b) Filling vacancies on the Board or any Committee which has the authority of the Board;
- (c) The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- (d) The appointment of other Committees, or the members of the Committees.

4. **Procedures of Committees.** The Board may prescribe the manner in which the proceedings of any Committee are to be conducted. In the absence of such prescription, a Committee may prescribe the manner of conducting its proceedings, subject to the provisions of these Bylaws.

D. **Standard of Care.**

1. **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- (a) One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
- (b) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- (c) A Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, *provided* the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the

circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. **Investments.** In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1., and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, *provided* that those powers are exercised within the ultimate direction of the Board.

E. **Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, *provided* that such inspection is conducted at a reasonable time after reasonable notice, and *provided* that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. **Participation in Discussions and Voting.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving: (a) a conflict of interest for such Trustee (even if such conflict of interest does not constitute a prohibited transaction under applicable law); (b) indemnification of that Trustee uniquely; or (c) any other matter at the discretion of a majority of the Trustees then present.

G. **Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII

OFFICERS

A. **Officers.** The Officers of the School consist of a President (the “**President**”), Vice President (the “**Vice President**”), a Secretary and a Treasurer. The School also may have such other officers as the Board deems advisable.

1. **President.** Subject to Board control, the President has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and these bylaws may prescribe. If present, the President shall preside at Board meetings.

2. **Vice President.** If the President is absent or disabled, the Vice President shall perform all the President’s duties and, when so acting, shall have all the President’s powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.

3. **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the School’s principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the

proceedings; (b) keep or cause to be kept a copy of the School's Charter and Bylaws, with amendments; (c) keep or cause to be kept a copy of the School's incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (e) have such other powers and perform such other duties as the Board may prescribe.

4. **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by any loan agreement; (g) President the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. **Election.** The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. **Eligibility.** A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the President.

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 School, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII

NO LIABILITY OF TRUSTEES; INDEMNIFICATION; INSURANCE

A. **No Liability of Trustees.** The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

B. **Indemnification.** The School shall (in the case of Trustees and Officers) and may (in the case of employees and agents), to the fullest extent permitted by law, indemnify any person made, or threatened to be made, a party or witness to any action, investigation or proceeding by reason of the fact that he or she (or his or her testator) is or was a Trustee, officer, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. No indemnification may be made to or on behalf of any person if (a) his or her acts were committed in bad faith, or were the result of his or her deliberate dishonesty and were material to such

action or proceeding, or (b) he or she personally gained a financial profit or other advantage to which he or she was not legally entitled in the transaction or matter in which indemnification is sought.

C. **Insurance.** The School shall have the power to purchase and maintain all insurance policies deemed to be in the best interest of the School, including insurance to indemnify the School for any obligation which it incurs as a result of its indemnification of Trustees, Officers, employees or agents, or to indemnify such persons in instances in which they may be so indemnified.

ARTICLE IX **CONFLICTS OF INTEREST**

A. **Code of Ethics.** The Board shall approve a Code of Ethics applicable to Trustees, officers and employees of the School, compliant with the General Municipal Law, which may be amended from time to time by the Board.

B. **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 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 School'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 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. These provisions will be consistent with the General Municipal Law.

ARTICLE X **OTHER PROVISIONS**

A. **Fiscal Year.** The fiscal year of the School 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 School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. 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 School by any contract or engagement, to pledge the School'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 School may be signed by the President of the Board, the Head of School, or Treasurer. Check requests for amounts of \$10,000.00 or greater must be signed by two (2) 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 School 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. **Interpretation of Charter.** To the extent of any conflict between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XI **AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these Bylaws, subject to approval by the Charter Entity, where applicable.

ARTICLE XII **REFERENCES TO DOCUMENTS**

References in these Bylaws to the certificate of incorporation of the School (the "**Charter**"), or to any other document, shall include all amendments thereto or changes thereof unless specifically excepted.

CERTIFICATE OF THE SECRETARY

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

Secretary of the School

ROCHESTER CAREER MENTORING CHARTER SCHOOL

OFFICER AND EMPLOYEE

CODE OF ETHICS

Officers and employees of the Rochester Career Mentoring Charter School (CMCS) shall hold their positions to serve and benefit the students and community, and not for personal gain or advantage. The Board of Trustees recognizes that, in order to implement this fundamental principle, there is a need for clear and reasonable standards of ethical conduct. This Code of Ethics establishes such standards by defining and prohibiting acts incompatible with the public interest.

The Board of Trustees also recognizes that compliance with ethical standards rests primarily on personal integrity, and further recognizes the integrity of CMCS officers and employees generally. However, in order that the offending case be discerned with certainty and corrected quickly, this Code of Ethics utilizes the BOT Complaints & Ethics Committee, which shall render opinions with respect to the Code of Ethics and compliance with the ethical standards set forth herein.

Finally, the Board of Trustees recognizes that CMCS officers and employees have a right of privacy. Therefore, this Code of Ethics is not intended and should not be interpreted to intrude unreasonably upon the privacy of any CMCS officer or employee. However, when using school facilities or school-owned or provided equipment, including computers, telephones, telecommunications devices, etc, the school expressly reserves the right to monitor its facilities and its equipment, and that there is no expectation of privacy accruing to an individual.

I. Definitions

- a. Generally words in the singular number shall include the plural number, and words in the plural number shall include the singular number. The masculine gender shall include the feminine, and the feminine gender shall include the masculine.
- b. "Rochester Career Mentoring Charter School officer or employee" shall mean any person elected, appointed or hired to serve the CMCS in any capacity, whether paid or unpaid, or for a term fixed or not fixed, including, without limit, persons serving on a temporary, part-time or seasonal basis, persons serving as consultants, persons paid with funds derived from other than CMCS revenue sources, and persons serving on administrative or advisory boards, commissions, or committees, whether permanent or temporary.

- c. "Family" for purposes of the Code of Ethics shall mean the parent, sibling, spouse, child, household member, or any same sex civil union or marriage recognized in New York State, another state, or country, of a CMCS officer or employee.
- d. "Gift" shall mean anything of value given to a CMCS officer or employee. The value of a gift shall be defined as its fair market value. .
- e. "Person" shall mean any individual, corporation, partnership, or business entity, and shall include a CMCS officer or employee.
- f. "Contract" shall mean an oral or written obligation to do an act, or to refrain from doing an act, arising from an exchange of promises between or among persons.
- g. An "interest" shall mean a benefit or advantage of an economic or tangible nature that a CMCS officer or employee would gain or lose as a result of a decision or action, or an omission to decide or to act, on the part of the CMCS or its Board of Trustees.
- h. "Claim" shall mean any demand, oral or written, made upon the Rochester Career Mentoring Charter School or its Board of Trustees, to fulfill an obligation arising from law or equity.
- i. "Public information and records" shall mean that information obtainable pursuant to the Family Educational Rights and Privacy Act (FERPA), Article 6 of the New York Public Officers Law (the Freedom of Information Law), and CMCS guidelines adopted pursuant to those laws.

II. Generally

- a. A CMCS officer or employee shall exercise independent judgment on behalf of the Rochester Career Mentoring Charter School, and shall pursue a course of conduct which will maintain parent, student and staff trust and confidence in the CMCS.
- b. In no event shall a CMCS officer or employee treat any person more favorably than it is the custom and practice to treat the general public.

- c. In no event shall a CMCS officer or employee use his/her official position to secure unwarranted privileges or exemptions for himself/herself or others.
- d. In no event shall a CMCS officer or employee allow any person to improperly influence him/her in the performance of his/her official duties.
- e. In no event shall a CMCS Officer or Employee have any romantic, sexual or other unprofessional relationship with any student of the School even if the relationship is consensual. No officer or employee shall engage in any act, whether or not directly related to employment, and irrespective of the time and place of the incident, or of the connection or lack of connection between a child and the School, which would constitute a crime of physical or psychological abuse of a child; or sexual misconduct with a child; that arrest on such charges shall constitute grounds for suspension; and that indictment or conviction shall be deemed sufficient grounds for termination.

III. Use of Public Funds for a Private Purpose

- a. In no event shall a CMCS officer or employee give loan or contribute CMCS money, credit, property or services to any individual, or to any private or charitable corporation, association or undertaking, for a private purpose.
- b. In no event shall a CMCS officer or employee use or permit the use of CMCS property, equipment, materials or vehicles, for the convenience, advantage, benefit or profit of himself/herself or any other person.
- c. In no event shall a CMCS officer or employee submit to the CMCS a request to be reimbursed for the purchase of personalized items (other than approved stationery), or a request to be reimbursed for items which are for personal use.
- d. In no event shall a CMCS officer or employee submit to the CMCS a request to be reimbursed for the purchase of one or more meals unless:
 - i. The CMCS officer or employee is traveling outside of his/her regular work area on official business for an extended period of time, exceeding a full work day, or
 - ii. The CMCS is faced with business of such an immediate nature that it is essential for the School officer or employee to work at mealtime to complete the business at hand, or

iii. The purchase is specifically authorized by the Director of Operations.

- e. In no event shall a CMCS officer or employee submit to the CMCS a request to be reimbursed for the purchase of one or more alcoholic beverages or tobacco or tobacco products.

IV. Gifts and Contributions

- a. In no event shall a CMCS officer or employee solicit, accept or receive a gift having a value in excess of the dollar value established by New York State Law in § 805-a of the General Municipal Law, whether in the form of money, property, services, loan, travel, entertainment, hospitality, promise, or any other form, from a person who has a contract with or an interest in a matter proposed or pending before the Rochester Career Mentoring Charter School or its Board of Trustees.
- b. The foregoing provision shall not apply to contributions solicited or received in accordance with the Election Law of the State of New York.

V. Public Information and Records

A CMCS officer or employee may only disclose, with proper authorization, public information and records and shall be bound by the privacy requirements of State and Federal law, and the fiduciary duties imposed under the NYS General Municipal Law.

VI. Representing Persons in Transactions with the Rochester Career Mentoring Charter School

In no event shall a CMCS officer or employee, whether paid or unpaid, represent any person, other than himself/herself, in business negotiations, or in actions or proceedings, whether judicial or administrative, to which the Rochester Career Mentoring Charter School or its Board of Trustees is a party, except when acting as an official for a duly recognized collective bargaining unit.

VII. Employment of Family Members

In no event shall any member of the family of a CMCS officer or employee be appointed or hired to serve under the direct authority or supervision of that officer or employee.

In no event shall a CMCS officer or employee participate in decision making by the Rochester Career Mentoring Charter School or its Board of Trustees regarding the employment of any member of the family of that officer or employee.

VIII. Private or Other Public Employment

In no event shall a CMCS officer or employee have any employment, or engage in any business or commercial transaction, or engage in any professional activity, or incur any obligation, as a result of which, directly or indirectly, she/he would have an interest that would impair his/her independence of judgment or action in the performance of his/her official duties, or that would be in conflict with the performance of his/her official duties.

IX. Contracts with the Rochester Career Mentoring Charter School

In no event shall a CMCS officer or employee have an interest in a contract between any person and the Rochester Career Mentoring Charter School or its Board of Trustees.

X. Disclosure of Interest

- a. With respect to a matter proposed or pending before the Rochester Career Mentoring Charter School or its Board of Trustees, in no event shall a CMCS officer or employee discuss, vote on, decide, or take part in, formally or informally, a matter in which she/he has an interest.
- b. The foregoing provision shall not apply to a CMCS officer or employee whose interest in a proposed or pending matter is minimal, provided that the CMCS officer or employee makes disclosure of the matter, in accordance with the following procedures:
 - i. The CMCS officer or employee shall identify his/her interest, that is, the benefit or advantage that would be gained or lost if the matter were to be acted on in various ways, and the underlying basis of it, such as ownership, investment, contract, claim, employment, or family relationship, and shall completely and specifically describe and disclose his/her interest, and its underlying basis, in writing, to his/her immediate supervisor and the chairperson of the Complaints and Ethics Review Committee.
 - ii. If the CMCS officer or employee, his/her immediate supervisor, or the chairperson of the Complaints and Ethics Review Committee is of the opinion that the disclosure raises a question of whether the interest is minimal, so as to allow participation, the question shall be submitted to the Complaints and Ethics Review Committee for an opinion.

- iii. The Complaints and Ethics Review Committee shall render an opinion whether the CMCS officer or employee shall participate in the matter, and the CMCS officer or employee shall abide by the opinion.
- iv. Failure to disclose properly or to abide by the opinion of the Complaints and Ethics Review Committee shall make any participation of the CMCS officer or employee in the matter null and void.

XI. Penalties

- A. A CMCS officer or employee who fails to perform an act which is required, or who performs an act which is prohibited by the Code of Ethics, or an opinion, rule or regulation issued pursuant thereto, may be subject to removal or disciplinary action in the manner provided by law and/or collective bargaining agreement.
- B. Any contract willfully entered into by the Rochester Career Mentoring Charter School or its Board of Trustees, in which there is an interest prohibited by the Code of Ethics, or an opinion, rule or regulation issued pursuant thereto, shall be null and void and wholly unenforceable.
- C. The Board of Trustees or its designee may seek an injunction to enforce the provisions of the Code of Ethics

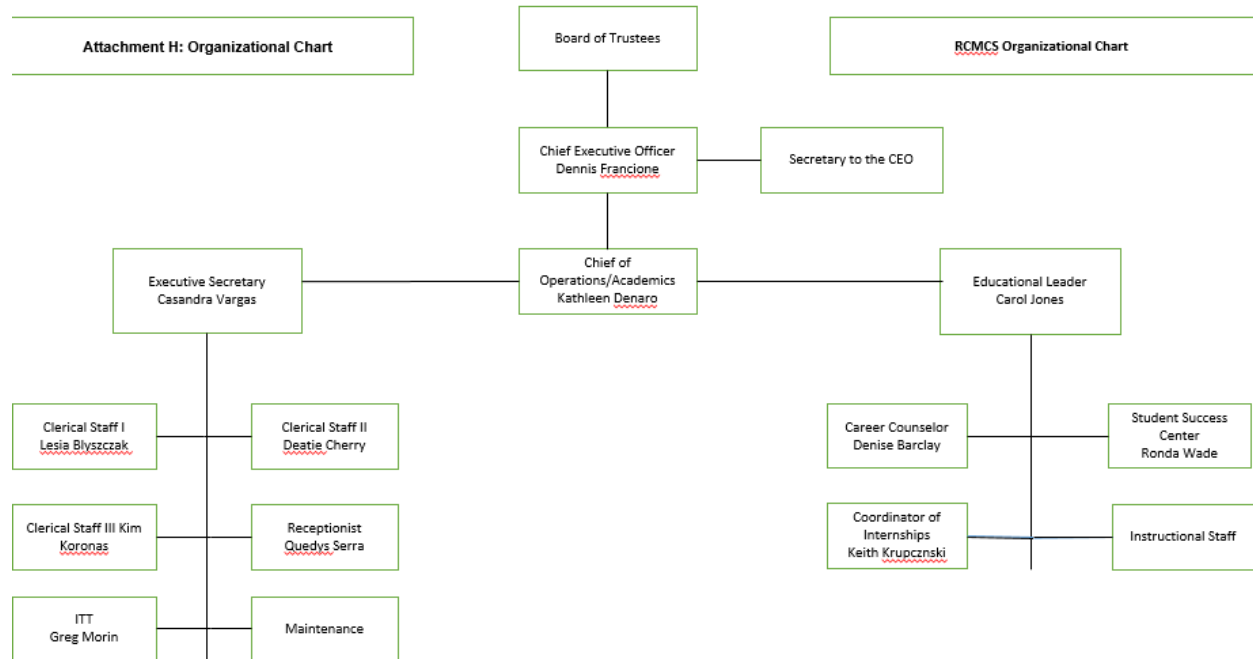
XII. Complaints and Ethics Review Committee

There is hereby established a Complaints and Ethics Review Committee, the membership of which shall be comprised of the Director of Operations, the Vice President of the Board of Trustees and two other members of the Board of Trustees appointed by a majority vote. The panel may elect to engage the School's legal counsel as necessary. The position of chair shall be rotated annually.

A. Powers and Duties

- a. The Committee shall have the powers and duties prescribed by Article 18 of the General Municipal Law.
- b. The Committee may issue rules and regulations consistent with and in furtherance of the requirements set forth in the Code of Ethics, and may require such disclosure, financial or otherwise, as it deems appropriate or necessary. Any rules and regulations issued by the Complaints and Ethics Review Committee shall be formally communicated to the Board of Directors.

Current Board Members				
Trustee Name and Email Address	Position on the Board (e.g., officers or constituent representatives)	Committee Affiliation(s)	Area of Expertise	Number of Terms Served and Duration of Each Term (include term's starting and ending date formatted MM/YYYY)
Kevin McCormick	President	Financial, Executive	Financial, Executive	09/2011-06/2018
Jeanette Silvers	Vice President	Curriculum and Assessments, Ethics, Executive	Curriculum and Assessments, Ethics, Executive	09/2014-06/2017
Dianne Spang	Secretary	Building, Personnel, Curriculum, Executive	Building, Personnel, Curriculum, Executive	09/2011-06/2018
Brenda Beason	Parent Representative	Ethics, Financial	Ethics, Financial	03/2015-6/2017
Christine Hill	Officer	Ethics, Building, personnel and Curriculum	Ethics, Building, personnel and Curriculum	09/2011-6/2017
Albert Cabral	Officer	Personnel and Hiring, Ethics	Personnel and Hiring, Ethics	07/2015-6/2017
Peter Saxe	Officer	Personnel and Hiring	Personnel and Hiring	09/2015-6/2017
Douglas Merrill	Officer	Curriculum and Assessment Committee	Curriculum and Assessment	3/2016-6/2017
Total members joining the board over the charter term				17
Total members leaving the board over the charter term				9
Total members at beginning of charter term				5
Total members at end of charter term				8



Attachment I: Personnel Policy

ROCHESTER CAREER MENTORING CHARTER SCHOOL

SECTION 5



ROCHESTER CAREER MENTORING CHARTER SCHOOL

TEAM MEMBER HANDBOOK

This **Employee Handbook** has been tailored expressly for your school by PAYCHEX, Inc. © Copyright PAYCHEX, Inc. 2015. All rights reserved.

Welcome to Rochester Career Mentoring Charter School!

Starting a new job is exciting, but at times can be overwhelming. This Team Member Handbook has been developed to help you become acquainted with the school and answer many of your initial questions.

As team member of Team Member, you are very important. Your contribution cannot be overstated.

Rochester Career Mentoring Charter School's (RCMCS) mission is a model secondary small school offering a community of diverse learners in the City of Rochester a personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college.

It is important to realize that RCMCS exists because of the needs of the community to have an alternative approach and philosophy in the delivery of educating students. Impressions are constantly changed and formed by every contact parents have with the School and its employees. Every time parents hear or see anything having to do with RCMCS, it strengthens or changes their perception of the School.

When parents send their children to RCMCS, they have great expectations and a very positive impression of the School and its mission. It is up to each of the School's employees to fulfill these expectations and build a lasting impression. All employees much consider the

quality and professionalism in every aspect of what they do and say. RCMCS reputation and commitment is the School's future.

We are glad you have joined us, and we hope you will find your work to be both challenging and rewarding.

Mission Statement

Rochester Career Mentoring Charter School (RCMCS) is a model secondary school offering a community of diverse learners in the City of Rochester, a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college.

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A Word About This Handbook

This Team Member Handbook contains information about the employment policies and practices of the school. We expect each team member to read this Team Member Handbook carefully, as it is a valuable reference for understanding your job and the school. The policies outlined in this Team Member Handbook should be regarded as management guidelines only, which in our developing Charter school will require changes from time to time. The school retains the right to make decisions involving employment as needed in order to conduct its work in a manner that is beneficial to the team members and the school.

All revisions, deletions or additions to the Team Member Handbook must be in writing and must be approved and signed by the Board of Trustees of the school. No oral statements or representations can change the provisions of this Team Member Handbook.

The provisions of this Team Member Handbook are not intended to create contractual obligations with respect to any matters it covers. Nor is this Team Member Handbook intended to create a contract guaranteeing that you will be employed for any specific time period.

Nothing in this Team Member Handbook is intended to unlawfully restrict a team member's right to engage in any of the rights guaranteed them by Section 7 of the National Labor Relations Act, including but not limited to, the right to engage in concerted protected activity for the purposes of their mutual aid and/or protection. Nothing in this Team Member Handbook will be interpreted, applied or enforced to interfere with,

restrain or coerce team members in the exercise of Section 7 rights.

OUR SCHOOL IS AN AT-WILL EMPLOYER. THIS MEANS THAT REGARDLESS OF ANY PROVISION IN THIS TEAM MEMBER HANDBOOK, EITHER YOU OR THE SCHOOL MAY TERMINATE THE EMPLOYMENT RELATIONSHIP AT ANY TIME, FOR ANY REASON, WITH OR WITHOUT CAUSE OR NOTICE. NOTHING IN THIS TEAM MEMBER HANDBOOK OR IN ANY DOCUMENT OR STATEMENT, WRITTEN OR ORAL, SHALL LIMIT THE RIGHT TO TERMINATE EMPLOYMENT AT-WILL. NO OFFICER, TEAM MEMBER OR REPRESENTATIVE OF THE SCHOOL IS AUTHORIZED TO ENTER INTO AN AGREEMENT—EXPRESS OR IMPLIED—WITH ANY TEAM MEMBER FOR EMPLOYMENT FOR A SPECIFIED PERIOD OF TIME UNLESS SUCH AN AGREEMENT IS IN A WRITTEN CONTRACT SIGNED BY THE CEO OF THE SCHOOL.

This Team Member Handbook refers to current benefit plans maintained by the school. Refer to the actual plan documents and summary plan descriptions if you have specific questions regarding the benefit plan. Those documents are controlling.

The language in this handbook is not intended to create a contract of employment other expressed or implied nor meant to be construed to constitute a contract between the school and the employee. More over it is not exhaustive and does not address every possible situation which may arise.

Likewise, if a written contract is inconsistent with the Team Member Handbook, the written contract is controlling.

Equal Employment Opportunity

Our school is committed to equal employment opportunity. We will not discriminate against team members or applicants for employment on any legally-recognized basis ["protected class"] including, but not limited to: veteran status, uniform servicemember status or any other protected class under federal, state, or local law.

In New York, the following are a protected class: age [18 and over], race, creed, color, national origin, sexual orientation, sex, disability (including use of a guide dog, hearing dog, or service dog), predisposing genetic characteristics, military status, marital status, victims of domestic violence or stalking, for displaying the American flag on the team member's person or work station, as long as the display does not substantially and materially interfere with the team member's job duties, and previous conviction of criminal offenses, unless directly related to employment or would involve an unreasonable risk to property, or to the safety or welfare of specific individuals, or the general public.

You may discuss equal employment opportunity related questions with Chief of Academics and Operations or Board of Trustees, Ethics Committee V.P. member.

Pregnancy Accommodation

The school will provide reasonable accommodations to female team members related to pregnancy, childbirth, or related medical conditions, to the extent the

accommodation can be made without imposing an undue hardship on the business.

When a team member requests a reasonable accommodation, the school will explore with the team member the possible means of providing the reasonable accommodation, which may include, but are not limited to:

- allowing more frequent breaks or periodic rest;
- assisting with manual labor;
- modifying job duties;
- modifying work hours/schedules;
- temporary transfer to a less strenuous or less hazardous position; or
- providing a leave of absence.

The school may require the team member to provide a certification in connection with a request for reasonable accommodation that includes the following:

- the date the reasonable accommodation became medically advisable;
- the probable duration of the reasonable accommodation; and
- an explanatory statement as to the medical advisability of the reasonable accommodation.

If leave is provided as a reasonable accommodation, such leave may run concurrently with any leave where permitted by state and federal law.

For more information, or if you require an accommodation, please contact your supervisor.

Americans with Disabilities Act

Our school is committed to providing equal employment opportunities to qualified individuals with disabilities. This may include providing reasonable accommodation where appropriate in order for an otherwise qualified individual to perform the essential functions of the job. It is your responsibility to notify the Chief of Academics and Operations of the need for accommodation. Upon doing so, the Chief of Academics and Operations may ask you for your input or the type of accommodation you believe may be necessary or the functional limitations caused by your disability. Also, when appropriate, we may need your permission to obtain additional information from your physician or other medical or rehabilitation professionals. The school will not seek genetic information in connection with requests for accommodation. All medical information received by the school in connection with a request for accommodation will be treated as confidential.

A Word About our Team Member Relations Philosophy

We are committed to providing the best possible climate for maximum development and goal achievement for all team members. Our practice is to treat each team member as an individual. We seek to develop a spirit of teamwork; individuals working together to attain a common goal.

In order to maintain an atmosphere where these goals can be accomplished, we provide a comfortable and progressive workplace. Most importantly, we have a workplace where communication is open and problems can be discussed and resolved in a mutually respectful atmosphere. We take into account individual circumstances and the individual team member.

We firmly believe that with direct communication, we can continue to resolve any difficulties that may arise and develop a mutually beneficial relationship.

No Harassment

We prohibit harassment of one team member by another team member, supervisor or third party for any reason based upon an individual's race; color; religion; genetic information; national origin; sex (including same sex); pregnancy, childbirth, or related medical conditions; age; disability; or any other category protected under federal, state, or local law ("protected class").

In New York, the following also are a protected class: age [18 and over], race, creed, color, national origin, sexual orientation, sex, disability (including use of a guide dog, hearing dog, or service dog), predisposing genetic characteristics, military status, marital status, victims of domestic violence or stalking, for displaying the American flag on the team member's person or work station, as long as the display does not substantially and materially interfere with the team member's job duties, legal use of consumable products or legal recreational activities off company premises during nonworking hours, and previous conviction of criminal offenses, unless directly related to employment or would involve an unreasonable risk to property, or to the safety or welfare of specific individuals, or the general public.

Violation of this policy will result in disciplinary action, up to and including immediate discharge.

If you have any questions about what constitutes harassing behavior or what conduct is prohibited by this policy, please discuss the questions with your immediate supervisor or one of the contacts listed in this policy. At a minimum, the term "harassment" as

used in this policy includes any of the following activities pertaining to an individual's protected class:

- Offensive remarks, comments, jokes, slurs, threats, or verbal conduct.
- Offensive pictures, drawings, photographs, figurines, writings, or other graphic images, conduct, or communications, including text messages, instant messages, websites, voicemails, social media postings, e-mails, faxes, and copies.
- Offensive sexual remarks, sexual advances, or requests for sexual favors regardless of the gender of the individuals involved; and
- Offensive physical conduct, including touching and gestures, regardless of the gender of the individuals involved.

We also absolutely prohibit retaliation, which includes: threatening an individual or taking any adverse action against an individual for (1) reporting a possible violation of this policy, or (2) participating in an investigation conducted under this policy.

Our supervisors and managers are covered by this policy and are prohibited from engaging in any form of harassing, discriminatory, or retaliatory conduct. No supervisor or other member of management has the authority to suggest to any applicant or team member that employment or advancement will be affected by the individual entering into (or refusing to enter into) a personal relationship with the supervisor or manager,

or for tolerating (or refusing to tolerate) conduct or communication that might violate this policy. Such conduct is a direct violation of this policy.

Even non-team members are covered by this policy. We prohibit harassment, discrimination, or retaliation of our team members in connection with their work by non-team members. Immediately report any harassing or discriminating behavior by non-team members, including contractor or subcontractor team members. Any team member who experiences or observes harassment, discrimination, or retaliation should report it using the steps listed below.

If you have any concern that our No Harassment policy may have been violated by anyone, you must immediately report the matter. Due to the very serious nature of harassment, discrimination and retaliation, you must report your concerns to one of the individuals listed below:

1. Discuss any concern with Maria Velickovic, Educational Leader at (585) 232-1045 and 30 Hart St., Rochester, NY. 14605.
2. If you are not satisfied after you speak with Maria Velickovic, or if you feel that you cannot speak to Maria Velickovic, discuss your concern with Kevin McCormick, Board of Trustees, President, Complaints and Ethics Committee at (585) 303-5589 and 30 Hart St., Rochester, NY. 14605.

If a team member makes a report to any of these members of management and the manager either does not respond or does not respond in a manner the team

member deems satisfactory or consistent with this policy, the team member is required to report the situation to one of the other members of management designated in this policy to receive complaints.

You should report any actions that you believe may violate our policy no matter how slight the actions may seem.

We will investigate the report and then take prompt, appropriate remedial action. The school will protect the confidentiality of team members reporting suspected violations to the extent possible consistent with our investigation.

You will not be penalized or retaliated against for reporting improper conduct, harassment, discrimination, retaliation, or other actions that you believe may violate this policy.

We are serious about enforcing our policy against harassment. Persons who violate this or any other school policy are subject to discipline, up to and including discharge. We cannot resolve a potential policy violation unless we know about it. You are responsible for reporting possible policy violations to us so that we can take appropriate actions to address your concerns.

Categories of Employment

INTRODUCTORY PERIOD: Full Time, Part Time Regular and Temporary TEAM MEMBERS are on an introductory period during their first 90 days of employment.

During this time, you will be able to determine if your new job is suitable for you and the school administration will have an opportunity to evaluate your work performance. However, the completion of the introductory period does not guarantee employment for any period of time since you are an at-will employee both during and after your introductory period.

FULL TIME TEAM MEMBERS regularly work at least a 35-hour workweek.

PART TIME REGULAR TEAM MEMBERS regularly work less than 35 hours each week.

TEMPORARY TEAM MEMBERS are hired for short term periods.

Team Member is defined as an employee of RCMCS.

Leadership Team consists of the Educational Leader, Chief of Academics and Operations, and the CEO,

In addition to the preceding categories, team members are also categorized as "exempt" or "non-exempt."

NON-EXEMPT TEAM MEMBERS are entitled to overtime pay as required by applicable federal and state law.

EXEMPT TEAM MEMBERS are not entitled to overtime pay and may also be exempt from minimum wage requirements pursuant to applicable federal and state laws.

Upon hire, the Chief of Academics and Operations will notify you of your employment classification.

Anniversary Date

The first day you report to work will be recorded in school records as your anniversary date. This date may be used to calculate many different school benefits. If you have any questions regarding your anniversary date, please see the Chief of Academics and Operations.

Certification, Licensing and Other Requirements

You will be informed by the Chief of Academics and Operations if there are any licensing, certification or testing requirements for your job. Failure to qualify or to maintain a certification or license may be sufficient cause for discharge.

Immigration Reform and Control Act

In compliance with the federal Immigration Reform and Control Act of 1986 (IRCA), as amended, and any state law requirements, if applicable, our school is committed to employing only individuals who are authorized to work in the United States.

Each new team member, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility.

If a team member is authorized to work in this country for a limited time period, the individual will be required to submit proof of renewed employment eligibility prior to expiration of that period to remain employed by the school.

New Team Member Orientation

Upon joining our school, you were given this copy of our Team Member Handbook. After reading this Team Member Handbook please sign the receipt page and return it to the Chief of Academics and Operations. You will be asked to complete personnel, payroll and benefit forms.

If you lose your Team Member Handbook or if it becomes damaged in any way, you can obtain a replacement copy from the Intranet.

Code of Ethics

The Leadership Team and team members of the Rochester Career Mentoring Charter School (RCMCS) shall hold their positions to serve and benefit the students and community, and not for personal gain or advantage. The Board of Trustees recognizes that, in order to implement this fundamental principle, there is a need for clear and reasonable standards of ethical conduct. This Code of Ethics establishes such standards by defining and prohibiting acts incompatible with the public interest.

The Board of Trustees also recognizes that compliance with ethical standards rests primarily on personal integrity, and further recognizes the integrity of the RCMCS Leadership Team and team members generally. However, in order that the offending case be discerned with certainty and corrected quickly, this Code of Ethics utilizes the BOT Complaints & Ethics Committee, which shall render opinions with respect to the Code of Ethics and compliance with the ethical standards set forth herein.

Finally, the Board of Trustees recognizes that the RCMCS Leadership Team and team members have a right of privacy. Therefore, this Code of Ethics is not intended and should not be interpreted to intrude unreasonably upon the privacy of any RCMCS Leadership Team or team member. However, when using school facilities or school-owned or provided equipment, including computers, telephones, telecommunications devices, etc, the school expressly reserves the right to monitor its facilities and its equipment, and that there is no expectation of privacy accruing to an individual.

I. Definitions

- a) Generally words in the singular number shall include the plural number, and word in the plural number shall include the singular number. The masculine gender shall include the feminine, and the feminine gender shall include the masculine.
- b) "Rochester Career Mentoring Charter School Leadership Team or team member" shall mean any person elected, appointed or hired to serve the RCMCS in any capacity, whether paid or unpaid, or for a term fixed or not fixed, including, without limit, persons serving on a temporary, part-time or seasonal basis, persons serving as consultants, persons paid with funds derived from other than RCMCS revenue sources, and persons serving on administrative or advisory boards, commissions, or committees, whether permanent or temporary.
- c) "Family for purposes of the Code of Ethics shall mean the parent, sibling, spouse, child, household member, or any same sex civil union or marriage recognized in New York State, another state, or country, or a RCMCS Leadership Team or team member.
- d) "Gift" shall mean anything of value given to a RCMCS Leadership Team or team member. The value of a gift shall be defined as its fair market value.
- e) "Person" shall mean any individual, corporation, partnership, or business entity, and shall

include a RCMCS Leadership Team or team member.

- f) "Contract" shall mean an oral or written obligation to do an act, or to refrain from doing an act, arising from an exchange or promises between or among persons.
- g) An "interest" shall mean a benefit or advantage of an economic or tangible nature that a RCMCS Leadership Team or team member would gain or lose as a result of a decision or action, or an omission to decide or to act, on the part of the RCMCS or its Board of Trustees.
- h) "Claim" shall mean any demand, oral, or written, made upon the Rochester Career Mentoring Charter School or its Board of Trustees, to fulfill an obligation arising from law or equity.
- i) "Public information and records" shall mean that information obtainable pursuant to the Family Educational Rights and Privacy Act (FERPA), Article 6 of the New York Public Officers Law (the Freedom of Information Law), and RCMCS guidelines adopted pursuant to those laws.

II. Generally

- a) A RCMCS Leadership Team or team member shall exercise independent judgement on behalf of the Rochester Career Mentoring Charter School, and shall pursue a course of conduct

which will maintain parent, student and staff trust and confidence in the RCMCS.

- b) In no event shall a RCMCS Leadership Team or team member treat any person more favorably than it is the custom and practice to treat the general public.
- c) In no event shall a RCMCS Leadership Team or team member use his/her official position to secure unwarranted privileges or exemptions for him/herself or others.
- d) In no event shall a RCMCS Leadership Team or team member allow any person to improperly influence him/her in the performance of his/her official duties.
- e) In no event shall a RCMCS Leadership Team or team member have any romantic, sexual or other unprofessional relationship with any student of the School even if the relationship is consensual. No Leadership Team or team member shall engage in any act, whether or not directly related to employment, and irrespective of the time and place of the incident, or of the connection or lack of connection between a child and the School, which would constitute a crime of physical or psychological abuse of a child; or sexual misconduct with a child; that arrest on such charges shall constitute grounds for suspension; and that indictment or conviction shall be deemed sufficient grounds for termination.

III. Use of Public Funds for a Private Purpose

- a) In no event shall a RCMCS Leadership Team or team member give loan or contribute RCMCS money, credit, property or services to any individual, or to any private or charitable corporation, association or undertaking, for private purpose.
- b) In no event shall a RCMCS Leadership Team or team member use or permit the use of RCMCS property, equipment, materials or vehicles, for the convenience, advantage, benefit or profit of himself/herself or any other person.
- c) In no event shall a RCMCS Leadership Team or team member submit to the RCMCS a request to be reimbursed for the purchase of personalized items (other than approved stationery), or a request to be reimbursed for items which are for personal use.
- d) In no event shall a RCMCS Leadership Team or team member submit to the RCMCS a request to be reimbursed for the purchase of one or more meals unless:
 - i. The RCMCS Leadership Team or team member is traveling outside of his/her regular work area on official business for an extended period of time, exceeding a full work day, or
 - ii. The RCMCS is faced with business of such an immediate nature that it is essential for the School Leadership Team or team member to work at

mealtime to complete the business at hand, or

iii .The purchase is specifically authorized by the Chief of Academics and Operations.

- e) In no event shall a RCMCS Leadership Team or team member submit to the RCMCS a request to be reimbursed for the purchase of one or more alcoholic beverages or tobacco or tobacco products.

IV. Gifts and Contributions

- a) In no event shall a RCMCS Leadership Team or team member solicit, accept or receive a gift having a value in excess of the dollar value established by New York State Law in 805-a of the General Municipal Law, whether in the form of money, property, services, loan, travel, entertainment, hospitality, promise, or any other form, from a person who has a contract with or an interest in a matter proposed or pending before the Rochester Career Mentoring Charter School or its Board of Trustees.
- b) The foregoing provision shall not apply to contributions solicited or received in accordance with the Election Law of the State of New York.

V. Public Information and Records

A RCMCS Leadership Team or team member may only disclose, with proper authorization, public information and records and shall be bound by the privacy requirements of State and Federal law, and the fiduciary duties imposed under the NYS General Municipal Law.

VI. Representing Persons in Transactions With The Career Mentoring Charter School

In no event shall a RCMCS Leadership Team or team member, whether paid or unpaid, represent any person, other than himself/herself, in business negotiations, or in actions or proceedings, whether judicial or administrative, to which the Rochester Career

Mentoring Charter School or its Board of Trustees is a party, except when acting as an official for a duly recognized collective bargaining unit.

VII. Employment of Family Members

In no event shall any member of the family of a RCMCS Leadership Team or team member be appointed or hired to serve under the direct authority or supervision of that officer or employee.

In no event shall a RCMCS Leadership Team or team member participate in decision making by the Rochester Career Mentoring Charter School or its Board of Trustees regarding the employment of any member of the family of that Leadership Team or team member.

VIII. Private or Other Public Employment

In no event shall a RCMCS Leadership Team or team member have any employment, or engage in any business or commercial transaction, or engage in any professional activity, or incur any obligation, as a result of which, directly or indirectly, she/he would have an interest that would impair his/her independence of judgment or action in the performance of his/her official duties, or that would be in conflict with the performance of his/her official duties.

IX. Contracts with the Rochester Career Mentoring Charter School

In no event shall a RCMCS Leadership Team or team member have an interest in a contract between any person and the Rochester Career Mentoring Charter School or its Board of Trustees.

X. Disclosure of Interest

- a) With respect to a matter proposed or pending before the Rochester Career Mentoring Charter School or its Board of Trustees, in no event shall a RCMCS Leadership Team or team member discuss, vote on, decide, or take part in, formally or informally, a matter in which she/he has an interest.
- b) The foregoing provision shall not apply to a RCMCS Leadership Team or team member whose interest in a proposed or pending matter is minimal, provided that the RCMCS Leadership Team or team member makes disclosure of the matter, in accordance with the following procedures:
 - i. The RCMCS Leadership Team or team member shall identify his/her interest, that is, the benefit or advantage that would be gained or lost if the matter were to be acted on in various ways, and the underlying basis or it, such as ownership, investment, contract, claim, employment, or family relationship, and shall completely and specifically describe and disclose his/her interest, and its underlying basis, in writing, to his/her immediate supervisor and the chairperson of the Complaints and Ethics Review Committee.
 - ii. If the RCMCS Leadership Team or team member, his/her immediate supervisor, or the chairperson of the Complaints and Ethics Review

Committee is of the opinion that the disclosure raises a question of whether the interest is minimal, so as to allow participation, the question shall be submitted to the Complaints and Ethics Review Committee for an opinion.

iii. The Complaints and Ethics Review Committee shall render an opinion whether the RCMCS Leadership Team or team member shall participate in the matter, and the RCMCS Leadership Team or team member shall abide by the opinion.

iv. Failure to disclose properly or to abide by the opinion of the Complaints and Ethics Review Committee shall make any participation of the RCMCS Leadership Team and team member in the matter null and void.

XI. Penalties

- a) A RCMCS Leadership Team or team member who fails to perform an act which is required, or who performs an act which is prohibited by the Code of Ethics, or an opinion, rule or regulation issued pursuant thereto, may be subject to removal or disciplinary action in the manner provided by law and/or collective bargaining agreement.
- b) Any contract willfully entered into by the Rochester Career Mentoring Charter School or its Board of Trustees, in which there is an

interest prohibited by the Code of Ethics, or an opinion, rule or regulation issued pursuant thereto, shall be null and void and wholly unenforceable.

- c) The Board of Trustees or its designee may seek an injunction to enforce the provisions of the Code of Ethics.

XII. Complaints and Ethics Review Committee

There is hereby established a Complaints and Ethics Review Committee, the membership of which shall be comprised of the Chief of Academics and Operations, the Vice President of the Board of Trustees and two other members of the Board of Trustees appointed by a majority vote. The panel may elect to engage the School's legal counsel as necessary. The position of chair shall be rotated annually.

- a) Powers and Duties
 - a) The Committee shall have the powers and duties prescribed by Article 18 of the General Municipal Law.
 - b) The Committee may issue rules and regulations consistent with and in furtherance of the requirements set forth in the Code of Ethics, and may require such disclosure, financial or otherwise, as it deems appropriate or necessary. Any rules and regulations issued by the Complaints and Ethics Review Committee shall be formally

communicated to the Board of Directors.

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Conflict Resolution (Talk To Us)

We encourage you to bring your questions, suggestions and complaints to our attention. We will carefully consider each of these in our continuing effort to improve operations.

If you feel you have a problem, present the situation to a member of the Leadership Team, Educational Leader, and the Chief of Academics and Operations so that the problem can be settled by examination and discussion of the facts. We hope that the Leadership Team will be able to satisfactorily resolve most matters.

You may also contact any member of the Ethics Committee or Board of Trustees.

Finally, if you still believe that your problem has not been fairly or fully addressed, the next step would be to initiate the mediation/arbitration process. To initiate this process, please contact the CEO.

Your suggestions and comments on any subject are important, and we encourage you to take every opportunity to discuss them with us. Your job will not be adversely affected in any way because you choose to use this procedure.

Your Pay and Progress

Recording Your Time

Non-exempt team members must record their hours on time sheets and give them to the Chief of Academics and Operations on the 1st and 16th of each month.

Accurately recording all of your time is required in order to be sure that you are paid for all hours worked. You are expected to follow the established procedures in keeping an accurate record of your hours worked. Time must be recorded as follows:

- Immediately before starting your shift.
- Immediately after finishing work before your meal period.
- Immediately before resuming work after your meal period.
- Immediately after finishing work.
- Immediately before and after any other time away from work.

Exempt team members may be required to accurately record their time worked in accordance with federal and state wage and hour law, or to meet various funding requirements (ie grants)

All team members subject to this policy are required to accurately record all time worked.

The workweek starts on Saturday and ends on Friday.

Payday

You will be paid semimonthly on the 5th of the month and the 20th of the month for the periods that have ended on the last day of the month and the 15th of the month.

When our payday is a holiday, you will be paid on the last working day before the holiday. If our payday is a Saturday or Sunday, you will be paid on Friday.

Please review your paycheck for errors. If you find a mistake, report it to the Chief of Academics and Operations immediately. The Chief of Academics and Operations will assist you in taking the steps necessary to correct the error.

Paycheck Deductions

The school is required by law to make certain deductions from your paycheck each pay period. Such deductions typically include federal and state taxes and Social Security (FICA) taxes. Depending on the state in which you are employed and the benefits you choose, there may be additional deductions. All deductions and the amount of the deductions are listed on your pay stub. These deductions are totaled each year for you on your Form W-2, Wage and Tax Statement.

It is the policy of the school that exempt team members' pay will not be "docked," or subject to deductions, in violation of salary pay rules issued by the United States Department of Labor and any corresponding rules issued by the state government, as applicable. However, the school may make deductions from team members' salaries in a way that is permitted under federal and state wage and hour rules. Team members will be reimbursed in full for any isolated, inadvertent, or improper deductions, as defined by law.

Thus, exempt team members may be subject to the following salary deductions, except where prohibited by state law, but only for the following reasons:

- Absences of one or more full days for personal reasons, other than sickness or disability; or
- Absences of one or more full days due to sickness or disability, if there is a plan, policy, or practice providing replacement compensation for such absences; or
- Absences of one or more full days before eligibility under such a plan, policy, or practice

or after replacement compensation for such absences has been exhausted; or

- Suspensions of one or more full days for violations of safety rules of major significance; or
- Suspensions of one or more full days for violations of written workplace conduct rules, such as rules against sexual harassment and workplace violence; or
- Payment of actual time worked in the first and last weeks of employment, resulting in a proportional rate of a team member's full salary; or
- Any unpaid leave taken under the Family and Medical Leave Act; or
- Negative paid-time-off balances, in whole-day increments only.

The school will not make deductions which are prohibited by the Fair Labor Standards Act or state laws from its exempt team members' pay.

If questions or concerns about any pay deductions arise, discuss and resolve them with the Chief of Academics and Operations. If an error is found, you will receive an immediate adjustment which will be paid no later than on the next regular payday.

Garnishment/Child Support

When a team member's wages are garnished by a court order, our school is legally bound to withhold the amount indicated in the garnishment order from the team member's paycheck. Our school will, however, honor applicable federal and state guidelines that protect a certain amount of a team member's income from being subject to garnishment.

Performance Reviews

Your performance is important to our school. Once each year, at the end of the school year, the Education Leader and the CEO will evaluate your job progress within our school and help you set new job performance plans.

These evaluations which will include peer observation and evaluation provide the team member, the CEO, and the Education Leader to have an opportunity to discuss job tasks, encourage and recognize strengths, and to identify and correct areas in need of improvement, and discuss a purposeful approach to meeting goals.

Job Descriptions

The school maintains a job description for each position in the school. The job description outlines the essential duties and responsibilities of the position. When the duties and/or responsibilities of a position change, the job description is revised to reflect those changes. If you have any questions or wish to obtain a copy of your position's job description, please see the Chief of Academics and Operations.

Pay Advances

Pay advances will not be granted to team members.

Overtime

There may be times when you will need to work overtime so that we may meet the needs of our students. Although you will be given advance notice when feasible, this is not always possible. If you are a non-exempt team member, you must have all overtime approved in advance by the Education Leader or Chief of Academics and Operations.

Non-exempt team members will be paid at a rate of time and one-half their regular hourly rate for hours worked in excess of 40 hours in a workweek, unless state law provides a greater benefit in which case, we will comply with the state law.

Only actual hours worked count toward computing weekly overtime.

If you have any questions concerning overtime pay, check with the Chief of Academics and Operations.

Time Away From Work and Other Benefits

Team Member Benefits

Our school has developed a comprehensive set of team member benefit programs to supplement our team members' regular wages. Our benefits represent additional value and income to our team members.

This Team Member Handbook describes the current benefit plans maintained by the school. Refer to the actual plan documents and summary plan descriptions if you have specific questions regarding the benefit plan. Those documents are controlling.

The school reserves the right to modify its benefits at any time. We will keep you informed of any changes.

Holidays

Our School normally observes the following holidays during the year:

New Year's Day
Martin Luther King Day
President's Day
The Day after President's Day
Good Friday
Memorial Day
Independence Day
Labor Day
Columbus Day
Veteran's Day
Thanksgiving Day
Friday after Thanksgiving Day
Christmas Eve Day
Christmas Day

If one of the above holidays falls on Saturday, it normally is observed on the preceding Friday. If a holiday falls on Sunday, it normally is observed on the following Monday.

Team members are eligible for paid holidays immediately upon hire.

Team members must work their scheduled workday before and after the holiday in order to be paid for the holiday, unless they are absent with prior permission from the Education Leader or the Chief of Academics and Operations.

Vacation

Team members are eligible for paid vacation time.

Vacation is calculated according to your contract.

Submit vacation requests in writing at least one week in advance to the appropriate Leadership Team Member. When possible, vacation requests are granted, taking into account operating requirements. Length of employment may determine priority in scheduling vacation times.

Unless your contract specifies, vacation cannot be carried over to the following year, nor is vacation paid in lieu of taking the actual time off.

Use of vacation days during days students are in attendance is discouraged but may be scheduled with approval from the Education Leader.

Upon 30 day advanced resignation, eligible team members will be paid for accrued but unused vacation at a pro-rated value. Team members who are discharged will not be paid for accrued but unused vacation days.

Unpaid Day Off

Any day off requests for time off without pay will be denied if the team member has any unused paid days off available. Paid days off are Vacation, Personal, and Sick.

Personal Days

Team members may be eligible, immediately upon hire, for five paid personal days each year.

Personal days are calculated according to your contract.

Personal days can be used as vacation time, sick time or to take care of personal matters.

Upon discharge or resignation, team members are not paid for earned but unused personal days. Personal Days cannot be carried over to the following year, nor are Personal Days paid in lieu of taking the actual time off.

Scheduling of Personal Days shall be subject to approval of the Education Leader or the CEO. To the extent possible shall not interfere with the orderly function of business of the school.

Sick Days

Team members may be eligible, for five paid sick days each year.

Sick days are calculated according to your contract.

Exempt team members will receive sick pay in compliance with state and federal wage and hour laws.

You may use accrued sick time to care for your sick child.

Sick days may accumulate during the time you are employed by the school. Team members are not paid in lieu of taking the actual time off.

Team members are not paid for earned but unused sick days upon discharge or resignation.

Jury Duty

Team members summoned for jury duty will receive the difference between jury duty and straight time pay for hours normally scheduled to work, up to a maximum of 2 weeks (10 working days) for actual time served on jury duty.

Exempt team members may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

We reserve the right to request proof of jury service issued by the Court upon return.

Make arrangements with the Chief of Academics and Operations as soon as you receive your summons.

We expect you to return to your job if you are excused from jury duty during your regular working hours.

Voting Leave

Our school believes that every team member should have the opportunity to vote in any state or federal election, general primary or special primary. Any team member whose work schedule does not provide him or her four consecutive hours to vote while polls are open will be granted up to two paid hours off in order to vote. Any additional time off will be without pay. We reserve the right to select the hours you are excused to vote.

Exempt team members may be provided additional time off with pay when necessary to comply with state and federal wage and hour laws.

Notify the appropriate member of the Leadership Team of the need for voting leave two to ten days before the election. When you return from voting leave, you must present a voter's receipt to the Chief of Academics and Operations within 5 business days.

Military Leave

Team members who are required to fulfill military obligations in any branch of the Armed Forces of the United States or in state military service will be given the necessary time off and reinstated in accordance with federal and state law.

The time off will be unpaid, except where state law dictates otherwise. Exempt team members may be

provided time off with pay when necessary to comply with state and federal wage and hour laws.

Accrued vacation or personal days may be used for this leave if the team member chooses. Military orders should be presented to the Chief of Academics and Operations and arrangements for leave made as early as possible before departure. Team members are required to give advance notice of their service obligations to the school unless military necessity makes this impossible. You must notify the Chief of Academics and Operations of your intent to return to employment based on requirements of the law. Your benefits may continue to accrue during the period of leave in accordance with state and federal law.

Additional information regarding military leaves may be obtained from the Chief of Academics and Operations.

Family Military Leave

Eligible team members who are the spouse of a member of the Armed Forces of the United States, National Guard or Reserves who has been deployed during a period of military conflict to a combat theatre or combat zone may take up to ten days of unpaid family military leave during the military service member's leave or deployment.

To be eligible for family military leave, team members must work an average of twenty hours or more per week.

Volunteer Emergency Responders Leave

During the time that an emergency exists following a declaration of emergency under the law, the school will grant a “volunteer emergency responder” an unpaid leave of absence while engaged in the actual performance of his or her duties as a volunteer firefighter or an enrolled member of a volunteer ambulance service unless the school determines that the team member's absence would impose an undue hardship on school business.

The school will only grant leave when it has previously received written documentation from the head of the fire department or volunteer ambulance service documenting the team member's status as a volunteer firefighter or member of a volunteer ambulance service.

Upon request, the team member must provide the school with a notarized statement from the head of the volunteer fire department or volunteer ambulance service certifying the period of time that the team member responded to any emergency.

For more information regarding this leave, see the Chief of Academics and Operations.

Exempt team members may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

Witness Leave

Team members are given the necessary time off without pay to attend or participate in a court proceeding in accordance with state law. We ask that you notify the Chief of Academics and Operations of the need to take witness leave as far in advance as is possible. Accrued vacation or personal days may be used for this leave if the team member chooses.

Exempt team members may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

Bone Marrow Donation Leave

Team members who work an average of 20 hours or more each week are eligible to receive up to 24 hours of unpaid leave to donate bone marrow.

Please provide the Chief of Academics and Operations with written physician verification of the purpose and length of each leave.

For more information regarding this leave, please see the Chief of Academics and Operations.

Exempt team members may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

Blood Donation Leave

Team members who work an average of 20 or more hours per week are entitled to up to three hours of unpaid leave in any 12-month period to donate blood.

The 12-month period will be based on the calendar year.

Team members must give “reasonable notice” of their intent to take leave to give blood.

Exempt team members may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

For more information regarding this leave, please see the Chief of Academics and Operations.

Bereavement Leave

Team members may be eligible for three paid days for the death of an immediate family member.

Members of the immediate family include spouses, same-sex committed partner, parents, brothers, sisters, children, grandchildren, grandparents, parents-in-law and children, parent or other relative of the same-sex committed partner.

Team members, may be eligible for one paid day to attend the funeral of aunts, uncles, nieces and nephews.

Notification of bereavement leave should be made to the appropriate member of the Leadership Team as soon as possible. Our school reserves the right to request written verification of an employee's familial relationship to the deceased and his or her attendance at the funeral service as a condition of the bereavement pay

Victims of Crime Leave

The school will grant reasonable and necessary leave from work, without pay, to team members who are victims of a crime to attend or participate in legal proceedings pertaining to the crime. Affected team members must give the school reasonable notice that leave under this policy is required.

Exempt team members may be provided time off with pay when necessary to comply with state and federal wage and hour laws. Accrued vacation or personal days may be used for this leave if the team member chooses.

403(B) Qualified Retirement Plan

Our school provides eligible team members with a 403(b) Qualified Retirement plan which is an excellent means of long-term savings for your retirement. The school's contribution, if any, is determined by the CEO on an annual basis.

You can obtain a copy of the Summary Plan Description which contains the details of the plan including eligibility and benefit provisions from the Chief of Academics and Operations. In the event of any conflict in the description of any plan, the official plan documents, which are available for your review, shall govern. If you have any questions regarding this plan, see the Chief of Academics and Operations.

Medical Insurance

Eligible team members may enroll in a single, a single plus one dependent, or a family contract immediately upon hire. Eligibility may be defined by state law and/or by the insurance contract.

Information and enrollment forms may be obtained from the Chief of Academics and Operations.

To assist you with the cost of this insurance, our school pays a portion of a single, a single plus one dependent, or a family contract. You are responsible for paying the balance through payroll deduction.

A booklet containing the details of the plan and eligibility requirements may be obtained from the Chief of Academics and Operations.

Refer to the actual plan document and summary plan description if you have specific questions regarding this benefit plan. Those documents are controlling.

Upon discharge you may be entitled to continuation or conversion of the group medical insurance plan in accordance with the terms of the policy and/or applicable state and federal law. For more information, contact the Chief of Academics and Operations.

Dental Insurance

Eligible team members may enroll in a single, a single plus one dependent or a family contract immediately upon hire.

Information and enrollment forms may be obtained from the Chief of Academics and Operations.

To assist you with the cost of this insurance, our school pays a portion of a single, a single plus one dependent

or a family contract. You are responsible for paying the balance through payroll deduction.

A booklet containing the details of the plan and the eligibility requirements may be obtained from the Chief of Academics and Operations.

Refer to the actual plan document and summary plan description if you have specific questions regarding this benefit plan. Those documents are controlling.

Upon discharge you may be entitled to continuation or conversion of the group dental insurance plan in accordance with the terms of the policy and/or applicable state and federal law. For more information, contact the Chief of Academics and Operations.

COBRA

You and/or your covered dependents will have the opportunity to continue medical and/or dental benefits for a period of up to 36 months under the provisions of the Consolidated Omnibus Budget Reconciliation Act (COBRA) when group medical and/or dental coverage for you and/or your covered dependents would otherwise end due to your death or because:

- your employment terminates, for a reason other than gross misconduct; or
- your employment status changes due to a reduction in hours; or

- your child ceases to be a "dependent child" under the terms of the medical and/or dental plan; or
- you become divorced or legally separated; or
- you become entitled to Medicare.

In the event of divorce, legal separation, or a child's loss of dependent status, you or a family member must notify the plan administrator within 60 days of the occurrence of the event.

The plan administrator will notify the individuals eligible for continuation coverage of their right to elect COBRA continuation coverage.

For more information regarding COBRA, you may contact the Chief of Academics and Operations.

Section 125 Plans

Our school offers a pretax contribution option for team members. This team member benefit is known as a Section 125 plan.

A Section 125 plan is a benefit plan that allows you to make contributions toward premiums for dependent care expenses on a “before tax”, rather than an “after tax” basis. Your premium contributions and qualified expenses are deducted from your gross pay before income taxes and Social Security is calculated.

To participate in this plan, complete an election form and return it to the Chief of Academics and Operations.

You cannot make any changes to your pretax contributions until the next open enrollment period, unless your family status changes or you become eligible for a special enrollment period due to a loss of coverage. Family status changes include marriage, divorce, death of a spouse or child, birth or adoption of a child or discharge of employment of your spouse. A change in election due to a change in family status is effective the next pay period.

Disability Leave

Full-time and part-time regular team members are eligible for an unpaid disability leave immediately upon hire. Disability leave due to non-occupational illness, injury or pregnancy-related disability is not to exceed six weeks.

Team members requesting leave must provide written notice of the disability, including a doctor's certificate stating the nature of the disability and the expected date of return to work. The school will not seek genetic information in connection with requests for disability leave. All medical information received by the school in connection with a request for leave under this policy will be treated as confidential.

To the extent allowed by the insurance contract, we will continue to provide medical insurance and dental insurance coverage for team members on authorized disability leave for the first month of disability. During this time you will be responsible for paying your portion of the monthly premium(s). When the above period expires, you may continue your medical insurance and dental insurance coverage by making arrangements with the Chief of Academics and Operations to pay the entire monthly premium in advance each month.

When you are able to return to work, give us at least one week's advance written notice. Include a doctor's certificate stating that you are medically able to return to your normal duties. We reserve the right to require a physical examination by a physician of our own choosing prior to your resumption of duties, as allowed by state law.

We will return you to the same or similar position you held prior to the disability leave, subject to our staffing and school requirements. Your continued absence from work beyond your disability (as determined by your physician) will be deemed a voluntary discharge of your employment.

This leave may run concurrently with any other leave where permitted by state and federal law.

Short-Term Disability Insurance

Team members are eligible for short-term disability insurance after four consecutive weeks of full-time employment or 25 days of regular part-time employment in accordance with state law. Other team members may also be eligible for this insurance, depending on the team member's previous employer. This insurance is designed to provide income for you when you are absent from work for more than seven calendar days due to non-occupational illness, injury or pregnancy-related disability.

The benefits are calculated as a percentage of your salary up to a maximum each week, as specified by law, for up to 26 weeks.

The cost of this insurance is shared between the school and the team member.

Provide written notice including a doctor's certificate stating the nature of the disability and your expected date of return to work. Disability insurance information may be obtained from the Chief of Academics and Operations.

Social Security

During your employment, you and the school both contribute funds to the federal government to support the Social Security program. This program is intended to provide you with retirement benefit payments and medical coverage once you reach retirement age.

Unemployment Insurance

Upon separation from employment, you may be entitled to state and federal unemployment insurance benefits. Information about unemployment insurance can be obtained from the Chief of Academics and Operations.

Workers' Compensation

On-the-job injuries are covered by our Workers' Compensation insurance policy. This insurance is provided at no cost to you. If you are injured on the job, no matter how slightly, report the incident immediately to the Chief of Academics and Operations. Consistent with applicable state law, failure to report an injury within a reasonable period of time could jeopardize your claim. We ask for your assistance in alerting the Chief of Academics and Operations to any condition that could lead to or contribute to a team member accident.

Health Savings Account

You are encouraged to make contributions to the tax-sheltered savings account designated for qualified medical expenses of qualifying team members. This account is known as a Health Savings Account (HSA).

A Health Savings Account is an account that allows account holders to pay for qualified medical expenses and save for future qualified medical expenses on a tax-free basis. Contributions (up to a legal maximum), earnings and qualified distributions are exempt from federal income tax, social security taxes, and state taxes (where permitted). An HSA also gives the account holder the opportunity to increase the account value through tax-free investment earnings.

To make contributions or be eligible to receive school contributions to a HSA, you must be enrolled in a qualified high-deductible health plan as defined by the Code and not enrolled in any disqualifying health care or health plan. For more information regarding the Health Savings Account, including eligibility requirements and contribution guidelines, contact the Chief of Academics and Operations.

Employee Assistance Program

Team members may participate in our employee assistance program immediately upon hire.

Our BalanceWorks®, Employee Assistance Program (EAP), and Work/Life Benefit help eligible team members and their immediate families with a wide range of problems. Situations addressed by the EAP include marriage and family problems, emotional problems, alcoholism and alcohol abuse, drug abuse and dependency, financial problems, compulsive gambling and eating disorders. Your conversations and all records are strictly confidential.

The administrative cost of this program is fully paid by the school.

Additional information regarding this program is available at www.eniweb.com or by calling 1-800-EAPCALL. Complete details of this program may be obtained from the Chief of Academics and Operations.

On the Job

Confidentiality of Student Matters

Our professional ethics require that each team member maintain the highest degree of confidentiality when handling student matters.

To maintain this professional confidence, no team member shall disclose student information to other students, friends, or members of one's own family.

Questions concerning student confidentiality may be addressed with the Education Leader.

Care of Student Records

As professionals, we must respect the confidence in which we are entrusted and ensure that student files are handled with care.

Team members must sign out to release student files for review. Student files must be reviewed in a confidential area and are not allowed to leave the premises. Student files can not be copied nor is any component of the file allowed to be copied. Special Education requests are the only time student files can leave the premises with advanced approval documents required.

Material should be returned in the same condition.

Under no circumstances will outside requests for student material be fulfilled unless prior written

permission is received from the Education Leader or the CEO.

Social Security Number Privacy and Protection of Personal Information

To ensure to the extent practicable the confidentiality of our team members' and applicants' personal identifying information, no team member may acquire, disclose, transfer or unlawfully use the SSN, home address or telephone number, personal electronic mail address, internet identification name or password, parent's surname prior to marriage or driver's license number of any team member except in accordance with school policy. The release of team member personal identifying information to external parties is prohibited except where required by law. Internal access to team member SSNs is restricted to team members with a legitimate business need for the information. Team member SSNs will not be publicly posted, displayed, or visibly printed on any identification badge or time card.

Team member SSNs may be collected in the ordinary course of business for the purpose of identity verification or to administer benefits and in accordance with state and federal laws. Records that include Social Security numbers will be maintained in accordance with federal and state laws.

Any documents that include team member SSNs and are to be discarded must be destroyed by shredding paper documents and running a data scrubbing program before disposing of electronic storage media.

Any violation of this policy will result in disciplinary action up to and including discharge.

Where this school policy and operating procedures may conflict with state law, the state law shall supersede this policy.

For more information about this policy and the school's operating procedures, please contact the Chief of Academics and Operations.

Attendance and Punctuality

Attendance and punctuality are important factors for your success within our school. We work as a team and this requires that each person be in the right place at the right time.

If you are going to be late for work or absent, notify the Education Leader as far in advance as is feasible under the circumstances, but before the start of your workday.

Personal issues requiring time away from your work, such as doctor's appointments or other matters, should be scheduled during your nonworking hours if possible.

If you are absent for three days without notifying the school, it is assumed that you have voluntarily abandoned your position with the school, and you will be removed from the payroll.

Working Hours

Our school's workweek is Monday through Friday.

The workday begins at 8:00 a.m. and ends at 4:30 p.m.

Teachers need to report by 7:30 a.m.

Staff needs to report by 8:00 a.m.

With the exception this will sometimes be extended as every team member is building the Mission and Vision of this Charter.

Meal Time

Team members working a shift of more than six hours will be provided at least 30 unpaid minutes for a meal between 11:00 a.m. and 2:00 p.m. Team members working a shift that starts before 11:00 a.m. and continues past 7:00 p.m. will be provided an additional unpaid meal period of at least 20 minutes between 5:00 p.m. and 7:00 p.m. Team members working a shift of more than six hours between 1:00 p.m. and 6:00 a.m. will be provided an unpaid meal period of at least 45 minutes midway through the shift. Your supervisor is responsible for approving the scheduling of this time.

Lactation Breaks

The school will provide a reasonable amount of break time to accommodate a female team member's need to express breast milk for the team member's infant child. In New York, lactation breaks will be provided for the following length of time after the birth of the child:

New York Employees

Up to three years following the child's birth.

The break time should, if possible, be taken concurrently with other break periods already provided. Non-exempt team members should clock out for any time taken that does not run concurrently with normally scheduled rest periods, and such time generally will be unpaid, in accordance with state law. The school will also make a reasonable effort to provide the team member with the use of a room or other location in close proximity to the team member's work area, for the team member to express milk in private. Notify the Chief of Academics and Operations to request time to express breast milk under this policy. The school reserves the right to deny a team member's request for a lactation break if the additional break time will seriously disrupt operations and in accordance with applicable law.

No provision of this policy applies or is enforced if it conflicts with or is superseded by any requirement or prohibition contained in a federal, state, or local law or regulation. If you have knowledge of such a conflict or a potential conflict you should contact the Chief of Academics and Operations.

Standards of Conduct

Each team member has an obligation to observe and follow the school's policies and to maintain proper standards of conduct at all times. If an individual's behavior interferes with the orderly and efficient operation of the school, corrective disciplinary measures will be taken.

Disciplinary action may include a verbal warning, written warning, suspension with or without pay, and/or discharge. The appropriate disciplinary action imposed will be determined by the school. The school does not guarantee that one form of action will necessarily precede another.

Among other things, the following may result in disciplinary action, up to and including discharge: violation of the school's policies or safety rules; insubordination; unauthorized or illegal possession, use or sale of alcohol or controlled substances on school premises or during working hours, while engaged in school activities or in school vehicles; unauthorized possession, use or sale of weapons, firearms or explosives on school premises; theft or dishonesty; physical harassment; sexual harassment; disrespect toward fellow team members, visitors or other members of the public; performing outside work or use of school property, equipment or facilities in connection with outside work while on school time; poor attendance or poor performance. These examples are not all inclusive. We emphasize that discharge decisions will be based on an assessment of all relevant factors.

Nothing in this policy is designed to modify our employment-at-will policy.

RCMCS Disciplinary Action Policy

In most cases, the purpose of discipline is to instruct and correct rather than to punish. Suggestions will be

made in the areas in which he or she is expected to improve, make suggestions about how to improve, and to allow time for the employee to make improvements.

Progressive Discipline

In most instances of behavioral problems, supervisors are encouraged to take a progressive approach to discipline.

1. When the Immediate Supervisor becomes aware of a problem, promptly speak to the employee, taking particular care to specify the deficiencies he/she wishes to see corrected, and how the corrective action is to be undertaken. Have a discussion with the employee as appropriate under the particular circumstances. Usually, at this early stage, the employee should be given advice and guidance rather than a reprimand. It is important to maintain, at minimum, a document of all discussions of this nature with employees. (Verbal Warning) If the employee seems uncertain of the advice being given, then a confirmation of the discussion(s) in writing is advisable. After 2 discussions and documents without improvement, move forward with the next step.
2. If, after a reasonable period of time, there is no improvement, or insufficient improvement, a Written Warning of the discussion with the employee explaining the reasons for your dissatisfaction with his or her behavior or performance. You should refer back to the earlier discussions that you have had with the employee and the Verbal Warning documentation. At this time, it should be documented that if improvement is not made immediately, further disciplinary action will be taken.

3. If insufficient improvement continues, an administrative leave with pay for a short period of time is appropriate. A written document will specifically state that the employee will be subject to further suspensions without pay or termination after a review by the Board of Trustees.

The sequence outlined in steps 1, 2, and 3 above may not be appropriate in every circumstance. The appropriate number of discussions, written documents, formal reprimands and or suspensions before termination, the repetition or exclusion of one of another of the steps, and the length of time between the steps taken may depend on many factors such as the nature and seriousness of the actions.

At this point, discuss your recommendation for Termination with the CEO and the Board of Trustees. Only the Board of Trustees can terminate based on the recommendation of the CEO.

Access to Personnel Files

Upon request, you may inspect your own personnel file once each year. Inspections will be held on school premises in the presence of a school official. Contact the Chief of Academics and Operations to arrange a time to view these records. You will be permitted to review records related to your qualification for employment, compensation and disciplinary action. You are not permitted access to any letter of reference maintained by the school. If you disagree with the accuracy of any statement in the records and no correction can be agreed upon, you may submit an explanatory statement, which will be attached to the records.

For more information, contact the Chief of Academics and Operations.

Computer Software Licensing

The school purchases or licenses the use of various computer software programs. Neither the school nor any of the school's team members have the right to duplicate this computer software or its related documentation. Unauthorized duplication of computer software is a federal offense, punishable by up to a \$250,000 fine and up to five years in jail.

The school does not condone the illegal duplication of software. You must use the software in accordance with the license agreement. This policy applies not only

to individual desktop computers and laptops but to local area networks as well.

Team members learning of any misuse of software or related documentation within the school shall notify the Chief of Academics and Operations. Team members who reproduce, acquire or use unauthorized copies of computer software will be subject to discipline, up to and including discharge.

Non-Solicitation

The school believes team members should have a work environment free from interruptions of a non-work related nature, as work time is for work. When you are to be working you should focus on your duties and not engage in activities that would interfere with your own work or the work of others. For the purpose of this policy, solicitation includes, but is not limited to, for collection of any debt or obligation, for raffles of any kind or chance taking, or for the sale of merchandise or business services, the attempt to sell any product or service (e.g. selling or collecting for Tupperware®, Avon® products, churches, schools, Girl Scout cookies, etc.). Such interruptions can be both detrimental to the quality of work and efficiency, and may not be respectful of others job responsibilities and right not to be interrupted.

Team members may not engage in solicitation for any purpose during his/her work time, which includes the working time of the team member who seeks to solicit and the team member who is being solicited. Although solicitation is not encouraged, it is permitted as long as it is limited to the team member's break and lunch time and kept out of active working areas. Nothing in this policy is intended to restrict a team member's statutory rights.

Distribution

Distribution of any type (materials, goods, etc.) is prohibited in work areas at any time, whether or not the team members are on working time. Non-team members are prohibited from distributing materials to team members on school premises at any time. Inappropriate literature is prohibited, e.g. literature that violates the school's non-harassment and discrimination policies; items of a defamatory nature, items that include threats of violence, unprotected literature of a political nature that is highly inflammatory and likely to disrupt facility discipline and order or safety. Nothing in this policy is intended to restrict a team member's statutory rights.

Changes in Personal Data

To aid you and/or your family in matters of personal emergency, we need to maintain up-to-date information.

Changes in name, address, telephone number, marital status, number of dependents or changes in next of kin and/or beneficiaries should be given to the Chief of Academics and Operations within 30 days of the change.

Care of Equipment

You are expected to demonstrate proper care when using the school's property and equipment. No property may be removed from the premises without the proper authorization of management. If you lose, break or damage any property, report it to the Chief of Academics and Operations at once.

Employment of Family Members

In no event shall any member of the family of a RCMCS officer or team member be appointed or hired to serve under the direct authority or supervision of that officer or team member.

In no event shall a RCMCS officer or team member participate in decision making by the Rochester Career

Mentoring Charter School or its Board of Trustees regarding the employment of any member of the family of that officer or team member.

Expenses

All expenses require prior approval from the Chief of Academics and Operations or Education Leader.

To obtain reimbursement of pre-approved expenses, please submit a detailed receipt with an approved expense form to the Education Leader.

Personal Property

The school is not responsible for loss or damage to personal property. Valuable personal items, such as purses and all other valuables should not be left in areas where theft might occur.

Visitors

If you are expecting a visitor, please notify the Executive Secretary. All visitors must first check in at the reception area. Visitors are not allowed in any area of the building without being accompanied by an authorized team member. Under no circumstances will

visitors be allowed in confidential, unauthorized or potentially hazardous areas.

All visitors will be assigned and must wear a visitor badge at all times while in the school.

Signing In and Out

A daily sign in/sign out sheet is used to maintain an accurate record of each team member's location. Please use these sheets whenever you enter or leave our building.

Weather Days and Other Closings

Occasionally the school may be closed due to inclement weather or other situations. A process for notification of public media outlets and parents will be developed and implemented. Any classroom time lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

Severe weather is to be expected during certain months of the year. Although driving may at times be difficult, when caution is exercised the roads are normally passable. Except in cases of severe storms, we are all expected to work our regular hours. Time taken off due to poor weather conditions while the business remains open is unpaid.

If extreme weather conditions require closing of the building, you will be notified by a texting or phone call tree.

Personal Telephone Calls

It is important to keep our telephone lines free for parent and business calls. Although the occasional use of the school's telephones for a personal emergency may be necessary, routine personal calls are discouraged.

Personal cellular telephones must be turned off or set to a silent alert during working hours while on school premises.

Team members are prohibited from using cellular telephones to text message during working hours while on school premises.

Acceptable Use of Electronic Communications

This policy contains guidelines for Electronic Communications created, sent, received, used, transmitted, or stored using school communication systems or equipment and team member provided systems or equipment used either in the workplace, during working time or to accomplish work tasks. "Electronic Communications" include, among other things, messages, images, data or any other information used in e-mail, instant messages, voice mail, fax machines, computers, personal digital assistants (including Blackberry, iPhone or similar devices), text messages, pagers, telephones, cellular and mobile phones including those with cameras, Intranet, Internet, back-up storage, information on a memory or flash key or card, jump or zip drive or any other type of internal or external removable storage drives. In the remainder of this policy, all of these communication devices are collectively referred to as "Systems."

Team members may use our Systems to communicate internally with co-workers or students, and externally with suppliers, vendors, advisors, and other business acquaintances for school purposes.

All Electronic Communications contained in school Systems are a part of school records and/or property. Although a team member may have an individual password to access our Systems, the Systems and Electronic Communications belong to the school. The Systems and Electronic Communications are accessible to the school at all times including periodic unannounced inspections. Our Systems and Electronic Communications are subject to use, access, monitoring, review, recording and disclosure without further notice.

Our Systems and Electronic Communications are not confidential or private. The school's right to use, access, monitor, record and disclose Electronic Communications without further notice applies equally to team members provided systems or equipment used in the workplace, during working time, or to accomplish work tasks.

Although incidental and occasional personal use of our Systems that does not interfere or conflict with productivity or the school's business or violate policy is permitted, personal communications in our Systems are treated the same as all other Electronic Communications and will be used, accessed, recorded, monitored, and disclosed by the school at any time without further notice. Since all Electronic Communications and Systems can be accessed without advance notice, team members should not use our Systems for communication or information that team members would not want revealed to third parties.

Team members may not use our Systems in a manner that violates our policies including but not limited to Non-Harassment, Sexual Harassment, Equal Employment Opportunity, Confidentiality of Student Matters, Care of Student Records, Protecting School Information, and Solicitation and Distribution. Team members may not use our Systems in any way that may be seen as insulting, disruptive, obscene, offensive, or harmful to morale. Examples of prohibited uses include, but are not limited to, sexually-explicit drawings, messages, images, cartoons, or jokes; propositions or love letters; ethnic or racial slurs, threats, or derogatory comments; or any other message or image that may be in violation of school policies.

In addition, team members may **not** use our Systems:

- To download, save, send or access any discriminatory or obscene material;
- To download, save, send or access any music, audio or video file;
- To download anything from the internet (including shareware or free software) without the advance written permission of the Systems Supervisor;
- To download, save, send or access any site or content that the school might deem “adult entertainment;”
- To access any “blog” or otherwise post a personal opinion on the Internet;
- To solicit team members or others;
- To attempt or to gain unauthorized or unlawful access to computers, equipment, networks, or systems of the school or any other person or entity;
- In connection with any infringement of intellectual property rights, including but not limited to copyrights; and
- In connection with the violation or attempted violation of any law.

A team member may not misrepresent, disguise, or conceal his or her identity or another’s identity in any way while using Electronic Communications; make changes to Electronic Communications without clearly indicating such changes; or use another person’s account, mail box, password, etc. without prior written approval of the account owner and without identifying the actual author.

Team members must always respect intellectual property rights such as copyrights and trademarks. Team members must not copy, use, or transfer proprietary materials of the school or others without appropriate authorization.

All Systems passwords and encryption keys must be available and known to the school. Team members may not install password or encryption programs without the written permission of the Chief of Academics and Operations. Team members may not use the passwords and encryption keys belonging to others.

Numerous state and federal laws apply to Electronic Communications. The school will comply with applicable laws. Team members also must comply with applicable laws and should recognize that a team member could be personally liable and/or subject to fine and imprisonment for violation of applicable laws.

Nothing contained herein shall preclude a team member from engaging in conduct protected by Section 7 of the National Labor Relations Act.

Violations of this policy may result in disciplinary action up to and including discharge as well as possible civil liabilities or criminal prosecution. Where appropriate, the school may advise legal officials or appropriate third parties of policy violations and cooperate with official investigations. We will not, of course, retaliate against anyone who reports possible policy violations or assists with investigations.

If you have questions about the acceptable use of our Systems or the content of Electronic Communications, ask the Chief of Academics and Operations for advance clarification.

Social Media

The school has in place policies that govern use of its own electronic communication systems, equipment, and resources which team members must follow. The school may also have an interest in your electronic communications with co-workers, students, vendors, suppliers, competitors, and the general public on your own time. Inappropriate communications, even if made on your own time using your own resources, may be grounds for discipline up to and including immediate termination. We encourage you to use good judgment when communicating via blogs, online chat rooms, networking internet sites, social internet sites, and other electronic and non-electronic forums (collectively “social media”). The following is a general and non-exhaustive list of guidelines you should keep in mind:

1. Make it clear that the views expressed in social media are yours alone. Do not purport to represent the views of the school in any fashion.
2. Do not disclose confidential or proprietary information regarding the school, your co-workers, student's or the school's vendors and suppliers. Use of copyrighted or trademarked school information, trade secrets, or other sensitive information may subject you to legal action. If you have any doubt about whether it is proper to disclose information, please discuss it with the Chief of Academics and Operations.
3. Do not use school logos, trademarks, web addresses, email addresses or other symbols in social media. You may not use the school name

or other identifying information to endorse, promote, denigrate or otherwise comment on any product, opinion, cause or person.

4. Be respectful of the privacy and dignity of your co-workers and student's. Do not use or post photos of co-workers without their express consent.
5. Harassing or discriminatory comments, particularly if made on the basis of gender, race, religion, age, national origin, or other protected characteristic, may be deemed inappropriate even if the school name is not mentioned. If social media communications in any way may adversely affect your relationships at work or violate school policy, you may be subject to discipline up to and including immediate termination under various school policies.
6. Ensure that engaging in social media does not interfere with your work commitments.
7. Social media and similar communications have the potential to reflect on both you and the school. We hope that you will show respect for our team members, students, affiliates and competitors.

Nothing contained herein shall preclude a team member from engaging in conduct protected by Section 7 of the National Labor Relations Act.

Security of Electronic Devices

Each team member provided with a laptop computer, iPad, iPhone, smart phone, tablet or similar device is responsible for the physical security of that device. All devices acquired for or on behalf of the school are school property. The device must be locked up and stored in a secure location when it is not in the immediate possession of the authorized user. In addition, the user must return the device immediately upon request of the school. You must notify the Chief of Academics and Operations immediately if the device is lost, stolen, misplaced, or damaged. All work created or performed on the device is school property. The device is subject to inspection by the school at any time without further advance notice. The device must be used in a manner that complies with all school policies including the Acceptable Use of Electronic Communications, Equal Employment Opportunity, No Harassment, Confidentiality of Student Matters, Care of Student Records, and Protecting School Information.

Violations of this policy may be grounds for disciplinary action up to and including discharge.

Personal Appearance / Dress Policy

Team members are expected to maintain the highest standards of personal cleanliness and present a neat, professional appearance at all times.

Our students' satisfaction represents the most important and challenging aspect of our business. Whether or not your job responsibilities place you in direct student contact, you represent the school with your appearance as well as your actions. The properly-attired individual helps to create a favorable image for the school, to the public and fellow team members.

The school maintains a business casual environment. All team members should use discretion in wearing attire that is appropriate for the office and student interaction.

Reference Checks

Our school will not honor any oral requests for references. All requests must be in writing and on company letterhead. Generally, we will only confirm our team members' dates of employment, salary history, and job title.

Under no circumstances should a team member provide another individual with information regarding current or former team members of our school. If you receive a request for reference information, please forward it to the Chief of Academics and Operations.

Protecting School Information

Protecting our school's information is the responsibility of every team member, and we all share a common interest in making sure information is not improperly or accidentally disclosed. Do not discuss the school's confidential business or proprietary business matters, or share confidential, personal employee information with anyone who does not work for us such as friends, family members, members of the media, or other business entities.

All telephone calls regarding a current or former team member's position/compensation with our school must be forwarded to the Chief of Academics and Operations.

The school's address shall not be used for the receipt of personal mail or delivery services like UPS or Fed-Ex.

Document Retention

The school maintains a formal document retention policy and procedure. The Chief of Academics and Operations will explain how that policy applies to you and the work that you perform. You must retain all work products in the manner required and for the time period required by our policy. Never destroy or delete any work product until the retention periods specified by the school's policy have been satisfied. Failure to comply with the school document retention policy and procedure may result in discipline up to and including discharge.

Outside Employment

We hope that you will not find it necessary to seek additional outside employment. However, if you are planning to accept an outside position, you must notify the CEO in writing.

Outside employment must not conflict in any way with your responsibilities within our school. You may not accept any outside employment which requires your services for any time you are scheduled to work at RCMCS.

Team members may not conduct outside work while scheduled to work at RCMCS and may not use school property, equipment or facilities in connection with outside employment.

Parking

Parking facilities are available to team members.

The school is not responsible for loss, damage or theft of your vehicle. Therefore, we suggest that you lock your vehicle doors.

Bulletin Board

The school maintains a bulletin board(s) in our facility as an important source of information. These bulletin boards are to be used solely for school announcements and government postings.

Contact with the Media

All media inquiries regarding the school and its operations must be referred to the CEO. Only the CEO is authorized to make or approve public statements on behalf of the school. No team members, unless specifically designated by the CEO, are authorized to make statements on behalf of or as a representative of the school.

Office Supplies

Our school maintains a stock of basic office supplies such as pens, paper clips, staples, note pads, etc. used on a day-to-day basis by team members. All office supplies will be provided to you by the Director of Operations.

If you need additional items not regularly stocked, please speak to the Chief of Academics and Operations.

All office supplies are for business use only and should not be removed from the office for non-business use.

Violations of this policy may result in disciplinary action up to and including discharge.

Driving Policy

Team members may not transport students in personal vehicles.

Under no circumstances should a student be permitted to drive a RCMCS team members vehicle.

Use of Private Vehicles: All personnel who drive to conduct school business must maintain \$100,000/\$300,000 liability insurance coverage. They are required to attest that they have this level of acceptable insurance coverage. When using your own vehicle for RCMCS business, personnel are responsible for maintaining the safety of their car, including a current vehicle inspection and registration.

Team members are responsible for any moving and parking violations and fines which may result when driving to conduct school business.

The use of seat belts is mandatory for operators and passengers while driving for school business at all time.

All team members who drive for school business must possess a current, valid driver's license and an acceptable driving record. Any change in license status or driving record must be reported to the Chief of Academics and Operations immediately. In the event that the license status or driving record of any team member whose job responsibilities include driving becomes unacceptable to the Leadership Team or the School's insurance carrier, that team member may be restricted from driving or reassigned.

A valid driver's license must be in your possession while operating your vehicle on or off school property. It is the responsibility of every team member to drive safely and obey all traffic vehicle safety, and parking laws or regulations. Drivers must demonstrate safe driving habits.

There is no smoking allowed while driving on school business, including while driving your own personal vehicle.

Team members are responsible for following all NYS traffic laws and regulations at all time while operating their vehicles for school business.

Political and Religious Activity

Our status as a nonprofit organization requires that the Leadership Team or team members do not participate in any political-partisan activity (such as endorsing or opposing a candidate, making any campaign contribution, or coordinating activities with a candidate) while representing RCMCS.

As a public school, RCMCS Leadership Team and team members are not allowed to participate in religious activities during school hours and / or while representing RCMCS.

If a Leadership Team or team member comes forward with a request for accommodation to participate in religious activities during school hours, we will work

with them to accommodate such requests. Please notify the Chief of Academics and Operations in a reasonable amount of time ahead of the requested days/times needed.

Resignation

Should you decide to leave your employment with us, we ask that you provide the CEO or Chief of Academics and Operations with at least 30 days advance notice. Your thoughtfulness is appreciated and will be noted favorably should you ever wish to reapply for employment with the school.

Team members, who are rehired following a break in service other than an approved leave of absence, will have their new hire date listed as their anniversary date. Such team members are considered new team members from the effective date of their reemployment for all purposes, including the purposes of measuring benefits.

Our school does not provide a "letter of reference" to former team members. Generally, we will confirm upon request our team members' dates of employment, salary history, and job title.

Additionally, all resigning team members should complete a brief exit interview prior to leaving. All school property, including this Team Member Handbook, must be returned upon discharge. Otherwise, the school may take action to recoup any

replacement costs and/or seek the return of school property through appropriate legal recourse.

You should notify the school if your address changes during the calendar year in which discharge occurs so that your tax information will be sent to the proper address.

Safety in the Workplace

Each Team Member's Responsibility

Safety can only be achieved through teamwork at our school. Each team member, supervisor and manager must practice safety awareness by thinking defensively, anticipating unsafe situations and reporting unsafe conditions immediately.

Please observe the following precautions:

1. Notify the Chief of Academics and Operations of any emergency situation. If you are injured or become sick at work, no matter how slightly, you must inform the Chief of Academics and Operations immediately.
2. The use of alcoholic beverages or illegal substances during working hours will not be tolerated. The possession of alcoholic beverages or illegal substances on the school's property is forbidden.
3. Use, adjust and repair machines and equipment only if you are trained and qualified.
4. Know the proper lifting procedures. Get help when lifting or pushing heavy objects.
5. Understand your job fully and follow instructions. If you are not sure of the safe procedure, don't guess; just ask the Chief of Academics and Operations.
6. Know the locations, contents and use of first aid and fire-fighting equipment.

7. Wear personal protective equipment in accordance with the job you are performing.

A violation of a safety precaution is in itself an unsafe act. A violation may lead to disciplinary action, up to and including discharge.

Bloodborne Pathogens Exposure Control

To protect team members who may reasonably anticipate being occupationally exposed to blood and other potentially infectious materials during work tasks, our school has instituted a Bloodborne Pathogens Exposure Control Program.

Briefly, our program includes a team member exposure determination, information and training about bloodborne pathogens, the availability of hepatitis B vaccinations, Universal Precautions, engineering controls, safe work practices, personal protective equipment and housekeeping measures to help reduce the risks of occupational exposure. Procedures to be used following an exposure incident and necessary record keeping are also included. These matters are discussed in our written Infection Control Plan, which is available to you in accordance with the plan.

Further information about our Bloodborne Pathogens Exposure Control Program will be provided to affected team members and may be obtained from the Chief of Academics and Operations.

Fire Drills

Fire drills are scheduled periodically throughout the year. These drills are an important aspect in team member safety. We expect your complete cooperation during these drills. If you have any questions concerning evacuation procedures, see the Chief of Academics and Operations.

Workplace Violence

Violence by a team member or anyone else against a team member, supervisor or member of the Leadership Team will not be tolerated. The purpose of this policy is to minimize the potential risk of personal injuries to team members at work and to reduce the possibility of damage to school property in the event someone, for whatever reason, may be unhappy with a school decision or action by a team member or member of the Leadership Team.

If you receive or overhear any threatening communications from a team member or outside third party, report it to the Leadership Team at once. Do not engage in either physical or verbal confrontation with a potentially violent individual. If you encounter an individual who is threatening immediate harm to a team member or visitor to our premises, contact an emergency agency (such as 911) immediately.

All reports of work-related threats will be kept confidential to the extent possible, investigated and documented. Team members are expected to report

and participate in an investigation of any suspected or actual cases of workplace violence and will not be subjected to disciplinary consequences for such reports or cooperation.

Violations of this policy, including your failure to report or fully cooperate in the school's investigation, may result in disciplinary action, up to and including discharge.

Workplace Searches

To protect the property and to ensure the safety of all team members, students and the school, the school reserves the right to conduct personal searches consistent with state law, and to inspect any packages, parcels, purses, handbags, brief cases, lunch boxes or any other possessions or articles carried to and from the school's property. In addition, the school reserves the right to search any team member's office, desk, files, locker, equipment or any other area or article on our premises. In this regard, it should be noted that all offices, desks, files, lockers, equipment, etc. are the property of the school, and are issued for the use of team members only during their employment. Inspection may be conducted at any time at the discretion of the school.

Persons entering the premises who refuse to cooperate in an inspection conducted pursuant to this policy may not be permitted to enter the premises. Team members working on or entering or leaving the premises who refuse to cooperate in an inspection, as well as team members who after the inspection are believed to be in possession of stolen property or illegal substances, will be subject to disciplinary action, up to and including discharge, if upon investigation they are found to be in violation of the school's security procedures or any other school rules and regulations.

Hazard Communication

Our school may use some chemicals (e.g., cleaning compounds, inks, etc.) in some of its operations. You should receive training and be familiar with the handling, use, storage and control measures relating to these substances if you will use or likely be exposed to them. Material Safety Data Sheets (MSDS) are available for inspections in your work area. You must follow all labeling requirements.

Please consult with the designated safety coordinator prior to purchasing chemicals for the school or bringing them on to our premises. For additional information, please refer to our school's written Hazard Communication Program. If you have any questions, ask the Chief of Academics and Operations.

Good Housekeeping

Good work habits and a neat place to work are essential for job safety and efficiency. You are expected to keep your place of work organized and materials in good order at all times. Report anything that needs repair or replacement to the Chief of Academics and Operations.

Smoking in the Workplace

Our school is committed to providing a safe and healthy environment for team members and visitors. Smoking is not permitted.

This includes all indoor and outdoor premises associated with school grounds. This includes the parking lot associated with the school.

No Weapons in the Workplace

Possession, use or sale of weapons, firearms or explosives on work premises, while operating school machinery, equipment or vehicles for work-related purposes or while engaged in school business off premises is forbidden except where expressly authorized by the school and permitted by state and local laws. This policy applies to all team members, including but not limited to, those who have a valid permit to carry a firearm.

If you are aware of violations or threats of violations of this policy, you are required to report such violations or threats of violations to the Chief of Academics and Operations immediately.

Violations of this policy will result in disciplinary action, up to and including discharge.

In An Emergency

The Chief of Academics and Operations should be notified immediately when an emergency occurs. Emergencies include all accidents, medical situations, bomb threats, other threats of violence, and the smell of smoke. If the Chief of Academics and Operations is unavailable, contact the nearest member of the Leadership Team.

Should an emergency result in the need to communicate information to team members outside of business hours, the Chief of Academics and Operations will contact you. Therefore, it is important that team members keep their personal emergency contact information up to date. Notify the Chief of Academics and Operations when this information changes.

When events warrant an evacuation of the building, you should follow the instructions of the Chief of Academics and Operations or any other member of the Leadership Team. You should leave the building in a quick and orderly manner. You should assemble at the pre-determined location as communicated to you by the Chief of Academics and Operations to await further instructions or information.

Please direct any questions you may have about the school's emergency procedures to the Chief of Academics and Operations.

Substance Abuse

The company has vital interests in ensuring a safe, healthy and efficient working environment for our employees, their co-workers and the clients we serve. The unlawful or improper presence or use of controlled substances or alcohol in the workplace presents a danger to everyone. For these reasons, we have established as a condition of employment and continued employment with the company the following substance abuse policy.

The company has implemented a drug testing program in compliance with local, state and federal laws. Employees are prohibited from reporting to work or working while using illegal or unauthorized substances. Employees are prohibited from reporting to work or working when the employee uses any controlled substance, except when the use is pursuant to a doctor's orders and the doctor advised the employee that the substance does not adversely affect the employee's ability to safely perform his or her job duties.

In addition, employees are prohibited from engaging in the unlawful or unauthorized manufacture, distribution, sale or possession of illegal or unauthorized substances and alcohol in the school including: on company paid time, on company premises, in company vehicles, or while engaged in company activities. Employees are also prohibited from reporting for duty or remaining on duty with any alcohol in their systems. Employees are further prohibited from consuming alcohol during working hours, including meal and break periods.

Your employment or continued employment with the company is conditioned upon your full compliance with the foregoing substance abuse policy. Any violation of this policy may result in disciplinary action, up to and including discharge. Furthermore, any employee who violates this policy and is subject to discharge may be permitted in lieu of discharge, at the company's sole discretion, to participate in and successfully complete an appropriate treatment, counseling, or rehabilitation program as recommended by a substance abuse professional as a condition of continued employment and in accordance with applicable federal, state, and local laws.

Consistent with its fair employment policy, the company maintains a policy of non-discrimination and reasonable accommodation with respect to recovering addicts and alcoholics, and those having a medical history reflecting treatment for substance abuse conditions. We encourage employees to seek assistance before their substance or alcohol use renders them unable to perform their essential job functions or jeopardizes the health and safety of themselves or others. The company will attempt to assist its employees through referrals to rehabilitation, appropriate leaves of absence and other measures consistent with the company's policies and applicable federal, state or local laws.

The company further reserves the right to take any and all appropriate and lawful actions necessary to enforce this substance abuse policy including, but not limited to, the inspection of company issued lockers, desks or other suspected areas of concealment, as well as an employee's personal property when the company has

reasonable suspicion to believe that the employee has violated this substance abuse policy.

This policy represents management guidelines. For more information, please speak to your supervisor.

Receipt of Team Member Handbook and Employment-At-Will-Statement

This is to acknowledge that I have received a copy of the Rochester Career Mentoring Charter School Team Member Handbook and I understand that it contains information about the employment policies and practices of the school. I agree to read and comply with this Team Member Handbook. I understand that the policies outlined in this Team Member Handbook are School guidelines only, which in a developing business will require changes from time to time. I understand that the school retains the right to make decisions involving employment as needed in order to conduct its work in a manner that is beneficial to the team members and the school. I understand that this Team Member Handbook supersedes and replaces any and all prior Team Member Handbooks and any inconsistent verbal or written policy statements.

I understand that except for the policy of at-will employment, which can only be changed by the CEO of the school in a signed written contract, the school reserves the right to revise, delete and add to the provisions of this Team Member Handbook at any time without further notice. All such revisions, deletions or additions to the Team Member Handbook will be in writing and will be signed by the CEO of the school. I understand that no oral statements or representations can change the provisions of this Team Member Handbook.

I understand that this Team Member Handbook is not intended to create contractual obligations with respect to any matters it covers and that the Team Member

Handbook does not create a contract guaranteeing that I will be employed for any specific time period.

THIS SCHOOL IS AN AT-WILL EMPLOYER. THIS MEANS THAT REGARDLESS OF ANY PROVISION IN THIS TEAM MEMBER HANDBOOK, THE SCHOOL OR I MAY TERMINATE THE EMPLOYMENT RELATIONSHIP AT ANY TIME, FOR ANY REASON, WITH OR WITHOUT CAUSE OR NOTICE. NOTHING IN THIS TEAM MEMBER HANDBOOK OR IN ANY DOCUMENT OR STATEMENT, WRITTEN OR ORAL, SHALL LIMIT THE RIGHT TO TERMINATE EMPLOYMENT AT-WILL. NO OFFICER, TEAM MEMBER OR REPRESENTATIVE OF THE SCHOOL IS AUTHORIZED TO ENTER INTO AN AGREEMENT—EXPRESS OR IMPLIED—WITH ME OR ANY TEAM MEMBER FOR EMPLOYMENT FOR A SPECIFIED PERIOD OF TIME UNLESS SUCH AN AGREEMENT IS IN A WRITTEN CONTRACT SIGNED BY THE CEO OF THE SCHOOL.

I understand that this Team Member Handbook refers to current benefit plans maintained by the school and that I must refer to the actual plan documents and summary plan descriptions as these documents are controlling.

I also understand that if a written contract is inconsistent with the Team Member Handbook, the written contract is controlling.

If I have questions regarding the content or interpretation of this Team Member Handbook, I will ask the Chief of Academics and Operations.

NAME _____

DATE _____

TEAM MEMBER

SIGNATURE _____

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NAME _____

DATE _____

TEAM MEMBER

SIGNATURE _____

Receipt of Changes or Additions to Team Member Handbook

I received a revised copy of the updated policies for my Team Member Handbook. I understand that I am responsible for reading the updated and/or new policies, replacing them in my Team Member Handbook with this revised version, and complying with the revised policies. The policies which have been updated and/or added to the Team Member Handbook include:

- Categories of Employment
- Code of Ethics
- Conflict Resolution (Talk To Us)
- Lactation Breaks
- Meal Time
- Mission Statement
- No Harassment
- No Weapons in the Workplace
- Overtime
- Paycheck Deductions
- Pregnancy Accommodation
- Progressive Discipline
- RCMCS Disciplinary Action Policy
- Security of Electronic Devices
- Unpaid Day Off
- Volunteer Emergency Responders Leave
- Working Hours

These Team Member Handbook policies supersede and replace the former Team Member Handbook policies contained in the Team Member Handbook.

I understand that neither the updated or new policies in this Team Member Handbook nor any other written or verbal communication by a management

representative is intended to in any way create a contract of employment for any specified period of time, and that these policies are for informational purposes only. I also understand that the updated and/or new policies do not affect my employment-at-will status, which permits the school or me to terminate the employment relationship at any time, for any reason with or without notice.

I have read and understand the Vacation Policy in this Team Member Handbook.

Initials _____ Date _____

If I have questions regarding these policies, or the content or interpretation of any policy in the Team Member Handbook, I will bring them to the attention of the Chief of Academics and Operations or a member of management.

NAME _____

DATE _____

TEAM MEMBER

SIGNATURE _____

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NAME _____

DATE _____

TEAM MEMBER

SIGNATURE _____

Attachment J: Proposed Contract with Educational Service Provider, Charter Management Organization or other entity that provides comprehensive management services (if applicable)

ROCHESTER CAREER MENTORING CHARTER SCHOOL
SECTION 5.J

Not applicable

	School Year			
	Year 1	Year 2	Year 3	Year 4
	2013	2014	2015	2016
Administrators				
Number and FTEs	3	3	3.5	3.5
Departures during school year	0	0	1	1
Departures at end of school year	1	1	1	0
Explanation:	Resignation, Employment Promotion, and Dismissal due to low performance.			
Teachers				
Number and FTEs	14	21	36	39
Departures during school year	3	6	15	16
Departures at end of school year	0	2	4	6
Explanation:	Resignation due to moving out of district and/or State, job related-relocation, Career change, Employment Promotion, and Dismissal due to low performance. (Due to the approved reduction in enrollment, we reduced the number of staff member in year 2015 by 7)			
Other Staff				
Number and FTEs	6	14	15	16
Departures during school year	2	2	4	4
Departures at end of school year	0	0	1	1
Explanation:	Resignation due to moving, job related-relocation, career change, and also dismissal due to low performance.			

Attachment L: Transportation Policy

All students are eligible for transportation provided by the Rochester City School District (RCSD) under Education Law, except in the case of a student living within 1.5 miles of the charter school's location. RCSD utilizes public transportation for its high school students and would thereby provide transportation for RCMCS students on Rochester Genesee Regional Transit Authority (RGRTA) buses as well. Students will receive a bus pass that may be used on RGRTA buses.

Since the school year schedule for RCMCS will differ from that of RCSD, the Board of Trustees will work with RGRTA to reach a Memorandum of Understanding that stipulates the bus passes provided to RCMCS students through RCSD will be honored on all days that RCMCS is in session whether or not those dates coincide with the RCSD calendar. This will address any possible need for supplemental transportation.

Attachment M: Detailed Explanation of Enrollment and Retention Targets

ROCHESTER CAREER MENTORING CHARTER SCHOOL

SECTION 5.M

ACADEMIC YEAR	TYPE OF OUTREACH			RESULTS
	SWD	ELL	FRPL	
2012-13	<p>Mailing sent to all 8th graders living in the City of Rochester</p> <p>Promotional materials distributed to public libraries, grocery stores, drug stores, churches, local businesses and recreational centers.</p>	<p>Mailing sent to all 8th graders living in the City of Rochester</p> <p>Promotional materials distributed to public libraries, grocery stores, drug stores, churches, local businesses and recreational centers.</p>	<p>Mailing sent to all 8th graders living in the City of Rochester</p> <p>Promotional materials distributed to public libraries, grocery stores, drug stores, churches, local businesses and recreational centers.</p>	96 ninth grade students recruited
2013-14	<p>Mailing sent to all 8th graders living in the City of Rochester</p> <p>Promotional materials distributed to public libraries, grocery stores, drug stores, churches, local businesses and recreational centers.</p> <p>Construction of RCMCS website, promotional materials translated into Spanish</p> <p>RCSD Recruitment Fair</p> <p>Information provided to District Committees on Special Education</p>	<p>Mailing sent to all 8th graders living in the City of Rochester</p> <p>Promotional materials distributed to public libraries, grocery stores, drug stores, churches, local businesses and recreational centers.</p> <p>Construction of RCMCS website, promotional materials translated into Spanish</p> <p>RCSD Recruitment Fair</p> <p>Information provided to District Committees on Special Education</p> <p>Visited and met with 8th grade students at Eugenio Maria DeHostas Charter</p>	<p>Mailing sent to all 8th graders living in the City of Rochester</p> <p>Promotional materials distributed to public libraries, grocery stores, drug stores, churches, local businesses and recreational centers.</p> <p>Construction of RCMCS website, promotional materials translated into Spanish</p> <p>RCSD Recruitment Fair</p> <p>Information provided to District Committees on Special Education</p>	120 ninth grade students recruited

Attachment M: Detailed Explanation of Enrollment and Retention Targets

ROCHESTER CAREER MENTORING CHARTER SCHOOL

SECTION 5.M

		School		
2014-15	Home visits introduced and carried out. Presented at both RCSD and Charter School Fairs Advertising on Rochester Regional Transit System billboards, bus shelters and buses Information provided to District Committees on Special Education	Home visits introduced and carried out. Presented at both RCSD and Charter School Fairs Advertising on Rochester Regional Transit System billboards, bus shelters and buses Information provided to District Committees on Special Education	Home visits introduced and carried out. Presented at both RCSD and Charter School Fairs Advertising on Rochester Regional Transit System billboards, bus shelters and buses. Information provided to District Committees on Special Education	92 ninth grade students recruited
2015-16	Construction and implementation of RCMCS Facebook site	Created and distributed multi-language brochures. Continued to reach out to 8 th grade students at Eugenio Maria DeHostos Charter School	Advertising on Rochester Transit System billboards, bus shelters, and buses. Phone calls conducted to provide personal touch. Advertisements in Democrat and Chronicle newspaper and the Rochester Business Journal	60 ninth grade students recruited
2016-17	Worked with RCSD's Special Education Department	RCSD's International School and Eugenio Maria DeHostos Charter School	Advertising on Rochester Transit System billboards, bus shelters, and buses. Phone calls conducted to provide personal touch.	60 ninth grade students recruited

Attachment M: Detailed Explanation of Enrollment and Retention Targets

ROCHESTER CAREER MENTORING CHARTER SCHOOL

SECTION 5.M

			Advertisements in Democrat and Chronicle newspaper, the Rochester Business Journal, and in the Rochester Red Wing Baseball's public yearbook.	
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The primary geographic service area for the school is the City of Rochester, New York and the neighboring communities which also have populations of economically disadvantaged families. Rochester's poverty level ranked fourth in the nation. Our recruitment efforts have not only focused on students living within the city limits but also to those who qualify for the free and reduced lunch program (FRPL), with particular focus on students with disabilities (SWD) and those who are English Language Learners (ELL).

At Rochester Career Mentoring Charter School (RCMCS), we concentrated our recruitment efforts to enroll SWD, ELL and FRPL students using both broad-based and targeted good faith approaches. Our marketing and information brochures, pamphlets, and letters highlight how RCMCS accommodates students with disabilities, English Language Learners, and students who qualify for the free and reduced lunch program. Overall we have met our targets for FRPL students, are close to meeting targets for students with disabilities, and are further ramping up our efforts to meet English Language Learner targets.

Before Rochester Career Mentoring Charter School (RCMCS) opened its doors to its first 9th grade cohort in August 2012, RCMCS had no building at the time of the recruitment period and had a small recruitment team which consisted of the CEO, Director of Operations, Educational Leader, and a few board members. RCMCS, at the time of the recruitment period, arranged booths at two local public libraries to introduce and enroll students. Posters were placed at area churches, recreational centers, drug stores, and small grocery stores throughout the city.

A brochure was created and sent to every 8th grader attending every public and private school in the city. Having no building during the recruitment period forced us to enroll potential candidates at the SUNY's REOC building downtown which prohibited students and families from touring what our learning environment would actually look like. Though our team of recruiters was small, we still met the challenges of recruiting 80 students including a small wait list. We experienced minor challenges in enrolling ELL students.

The next school year, 2013-2014, our recruitment team increased adding all RCMCS staff members. Brochures were rewritten to include student pictures and the use of both English and Spanish. Staff participated in both the Rochester City School District's Recruitment Fair and an independently conducted Fair held at our school site. Two Open Houses were conducted to attract current 8th and 9th graders to our school. Staff members also were invited to speak and make presentations to 8th graders at other charter schools, especially at Eugenio Maria DeHostos Charter School and Urban Choice Charter School.

Attachment M: Detailed Explanation of Enrollment and Retention Targets

ROCHESTER CAREER MENTORING CHARTER SCHOOL

SECTION 5.M

In addition, we created our school website (www.rcmcs.org) to reach parents who are interested in alternative education and who may want to enroll their child in our school. Not only were we able to recruit 80 students, but we were able to establish a larger wait list.

In addition to our outreach efforts from 2012-2013, our 2014-2015 recruitment teams enlarged and introduced more ideas of attracting students to our school. Such activities included, but are not limited to, mailing brochures to 8th and 9th graders living in the city more than once per year, and placing a Rochester Regional Transit billboard poster of our school's application process on the exteriors and interiors of public buses as well as on a marquee at the Rochester Regional Transit Downtown Center. We were invited to set up a booth and make a presentation to potential student candidates at the Rochester Charter Schools Fair sponsored by the Northeast Charter Schools Association. In addition, staff members made home visits to potential applicants who were still expressing uncertainty about attending our charter. We introduced our school in the Democrat and Chronicle newspaper and the Rochester Business Journal, as well as on community calendars at local news and radio stations.

From a broad base perspective during the 2015-2016 recruitment period, RCMCS conducted an intensive mail campaign that sent promotional materials and applications to all 8th-, 9th- and 10th graders living in the city. We also introduced and hosted a Facebook campaign that reached thousands of recipients in the city of Rochester, specifically including zip codes where a majority of the population reside. We worked with the Rochester City School District's Special Education Department to attract more students with disabilities in order to provide them with an alternative learning environment including a career-based focus. We hand-delivered brochures to all Rochester city K-8 public schools.

During the 2016-2017 recruitment period, our outreach was larger where we focused our efforts further to attract English Language Learners, including promotional materials printed in Vietnamese and Nepali. More home visits were made and a more personal touch of making phone calls to area 8th and 9th graders was executed. A more extensive advertising campaign was initiated and an outreach of contacting students at certain area charter and public schools was continued. We reached out to Rochester City School District's International School at Jefferson, which houses ELL students. We attracted students from outside the city limits due to our website and Facebook recruitment efforts. We encouraged our current students to be school ambassadors by helping us recruit their friends and extended families. Our teaching staff, school leaders and support staff continue to make home visits to encourage enrollment at our charter.

RCMCS has always had a strong campaign for retaining current students. In each of the four years we have conducted open houses and provided tours for parents and families as well as holding 1:1 conferences. When we are advised that a student wishes to withdraw, we hold individual conferences with the families either in the school setting or at their homes to provide support and guidance. Through surveys we have found that our career-based program has retained many students by affording them with more solid internship and career-based opportunities. Our advisory program was also helpful in this endeavor by through our consistent efforts to contact students and their families to keep abreast of their needs. The PTO played an integral part in retaining our students by holding family picnics and luncheons to help students feel more involved with the school. Our student information

Attachment M: Detailed Explanation of Enrollment and Retention Targets

ROCHESTER CAREER MENTORING CHARTER SCHOOL

SECTION 5.M

system is user-friendly allowing families to easily access information about their child's performance which in turn allows our families to feel more connected with the school.

In addition, we honored and celebrated students by offering luncheons, parties and diverse learning to assist in student retention.

I. Admission Policy: In reference to Education Law 2851 – (2) (d)

Rochester Career Mentoring Charter School (CMCS) will admit students without regard to race, creed, ethnicity, disability, or socio-economic background to the charter school that are eligible to enroll in grade nine according to the promotional policies of the NYS Board of Regents. Each January the school will implement its application and enrollment process for approximately 65 new 9th grade students. Additional vacant seats at the 10th and 11th grade may also be open to lottery participants.

Rochester Career Mentoring Charter School will draw the first 65 students equally through a lottery. If more than 65 students entering in grade nine in the first year, and grade nine each year thereafter, apply to the school, the school will conduct a lottery and create a waitlist in the order of the lottery results. The lottery is expected to be run each year, the first Wednesday of April following the application deadline of April 1st (unless April 1st is on Good Friday we will need to extend our deadline to April 4th).

Non-discrimination policy: *“A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school 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.”*

Application Process for the School

- **January:** It is the intent of CMCS to directly mail an Information Packet to all 8th and 9th grade students residing in the City of Rochester. This packet will include information on the school’s unique instructional model, its mission and vision, services provided, as well as the appropriate application materials. These materials will be provided in English, Spanish, and several other languages. The alternative method for recruitment of students includes utilization of local print and electronic media through stories on the school and advertising, appearances on local radio shows whose target audiences closely align with the applicant pool; collaborating with the County and City to have applications available at neighborhood libraries and recreation centers; and collaborating with neighborhood organizations to BOT make people aware of the school and have applications available at their offices. Additional recruitment efforts will be conducted as cited on page 4 of the prospectus.
- **April 1:** Applications are due according to Education Law 2854 (2) (b) as amended in 2010. Applicants must provide proof of residency in New York State via a legal mailing address of the student, excluding the homeless.
- **April Enrollment Lottery Date (TBD annually):** One week prior to this date, written notice will be given to the public informing them of the enrollment lottery. Included in this notice will be the time of lottery and its location. We will have a lottery to establish an enrollment list and a waiting list. Each valid student application will be entered into a drawing. Names will be randomly selected by an independent third party with no stake in the charter school.

- **April:** If applications received exceed available seats, a wait list will be created based on the sequence of the lottery results by zone and students will be offered admission should seats become available in the order they are listed. Each applicant placed on the wait list will be contacted by both by telephone/cell phone and in a written letter.
- **Late April:** Students should receive an acceptance letter to the charter school, with this letter will be the enrollment paperwork including student health form and release for transfer of student records. Students must remit their enrollment paperwork not later than June 1st. After this date, available seats will be offered to students on the waitlist in the order they are listed by attendance zone. Student health records may be submitted up to July 1st.
- **Early May:** Students who decline acceptance in Rochester Career Mentoring Charter School must do so by having their parents/guardians state clearly in writing their non acceptance to enroll. Parents/Guardians signature and date must be notarized. However families that do not complete enrollment paperwork by June 1 will be places on our waitlist.
- **May:** A school “open house” will be held for parents, students and staff. This will be an opportunity for the students who received a seat and their parents to learn more about the school, its instructional model, expectations of students and parents, and to meet the staff.

Admission Preference: In reference to Education Law 2854

Rochester Career Mentoring Charter School has established the following enrollment preferences in accordance to the NYS Charter School Law:

1. Students involved in the lottery must be residents of New York State and must be able to legally prove this residency requirement.
2. Siblings whose biological parents with birth certificate or right to guardianship by court order of already enrolled students in the charter will be given first preference for enrollment in the school.
3. Students residing in the City of Rochester will get second absolute preference in the school. Students residing outside the city boundaries will receive secondary status.
4. Non city residents will receive preference to enroll if there are not enough city resident applications in the lottery pool.

Projected Enrollment

Grade	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
K					
1					
2					
3					
4					
5					
6					
7					
8					
9	60	65	65	65	65
10	80	60	65	65	65
11	77	80	60	65	65
12	53	77	80	60	65
Total	270	282	270	255	260

Attachment P: Student Enrollment and Retention Targets Plan

ROCHESTER CAREER MENTORING CHARTER SCHOOL

SECTION 5.P

Rochester Career Mentoring Charter School (RCMCS) works toward compliance on all aspects of the Charter Schools Act, especially as amended with respect to the enrollment and retention targets for charter schools for students with disabilities, English language learners, and students who are eligible for free and reduced price lunch program (“At-Risk students”).

Per NYS Ed. Law, Article 56 §2854(2)(a), a charter school must “demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program, when compared to the enrollment figures for such students in the school district in which the charter school is located.”

All good faith efforts have been made to recruit at-risk populations that are commensurate with the Rochester City School District, as described in Benchmark 9, we are still working towards meeting our goals:

Subgroups (Percent Retained)	2012-2013	2013-2014	2014-2015	2015-2016
Economically Disadvantaged	93%	89%	93%	88%
English Language Learners	N/A	N/A	100%	83%
Students with Disabilities	70%	92%	95%	62%

Challenges in achieving recruitment targets is not a unique challenge to our charter school. While RCMCS continues to actively increase enrollment numbers for Economically Disadvantaged, English Language Learners and Students with Disabilities, an important item for renewal consideration is that we have a higher enrollment percentage rates than the total average of all of Rochester’s charter schools.

RCMCS’s higher percentage points of enrollment for each sub group of students is illustrated below (source data.nysed.gov):

2014-2015 Enrollment Data for Charter Schools in Rochester New York.	Economically Disadvantaged	English Language Learners	Students with Disabilities
Total enrolled in all Charter Schools in the city of Rochester	79.9%	2.5%	7.3%
Enrollment in Rochester Career Mentoring Charter School	96%	3%	9%
RCMCS Enrollment Difference	+ 1.7%	+0.5%	+16.3%

We experienced a few barriers in our recruitment efforts. Examples of these are as follow:

- High rate of staff turnover prior to the 2016-2017 school year.

- We lack 7th and 8th grades. This presents a challenge in convincing students to leave their 'home school' where they are familiar and complacent.
- The high schools in the Rochester City School District do not typically permit Charter schools the opportunity to conduct on-site recruitment because the perception is charters are in direct competition for funding.
- Our current location is a shared space with the district's alternative programs that have a less than optimistic stigma in the community. The programs located at Hart Street include the long-term suspension school, the youth and justice program, and the adult learning center.
- Our current location is not aesthetically pleasing.
- Our facilities have directly hindered our athletic program offerings and has limited our ability to provide supports for students with disabilities, some need adaptive
- Having an International School placed at Jefferson in the City School District inhibited our ELL recruitment efforts.

To overcome these hurdles, we have partnered with the Rochester Hispanic Business Association, the Jordan Health Center, the Rochester International Academy (RIA), and Ibero (a dual language human services agency), all of which are in our neighborhood. These agencies offer a variety of services and supports for current students, family, and community members alike, allowing us to inform, educate, and recruit students and families to meet our targets. Our neighboring agencies are seeing the benefits of our program and are make recommendations to their members who may find our school to be the right place for them to flourish.

Enlisting staff and leadership with prior experience has helped us overcome some significant recruitment challenges because of strong professional and collegial relationships developed over a span of two decades:

- There have been successful recruitments because of the personal relationships our staff members have with district colleagues even though the district is not in support of losing its own enrollment numbers.
- Staff in the City School District's Special Education Department have helped us recruit students with disabilities who they saw as a match for our program.
- A history with the Rochester International Academy (RIA), who is in strong support of securing a safe, smaller and more personalized environment for their ELL population.

The focus of our community partner alliance to connect with families of children with disabilities will include partnering with the Developmental Disabilities Alliance of Western New York, the Community Consultation Program operated by the University of Rochester and Rochester Educational Opportunity Center (REOC). We have already established strong partnerships with social workers in the greater Rochester area, including staff from the RCSD, who contact us directly when there are students they feel would benefit from our program. During the 2015-2016 school year, we successfully recruited three students from our RCSD partnership. The Developmental Disabilities Alliance lends us the opportunity to inform, engage, and educate families and students of our services as well as they directly support students with disabilities, and highlight education and economic independence in achieving individual goals.

By 2017-2018, we are confident we will meet our goal of increasing our ELL population. We will achieve these targets with concerted efforts of strengthening partnerships with external organizations focused

on the health and well-being of underserved families specifically including families of English language learners. Rochester offers a wealth of services and advocacy organizations for supports and services for refugees, youth and adults learning English as a second language, persons in need of mental health supports, social services, advocacy and access to health care, resources for families lacking transportation services, and legal representation. We have become actively involved in community outreach initiatives to partner with these organizations and attract students and families in need of an option like ours.

Our recruitment team has partnered with the Rochester Refugee Resettlement Services to distribute recruitment materials we currently have printed in four languages. As per their request during our visit to Mary's Place in July, we are currently printing materials in Burmese, Swahili and Arabic. Mary's Place, located at 414 Lexington Avenue, provides tutoring, case management, counseling, health-outreach opportunities, and after school programs to newly arrived Rochestarians. Mary's place has committed to growing a partnership with RCMCS to host groups of new recruits because we offer a safe, small and inclusive environment for secondary students new to our country. Through Mary's Place, we have increased our access to agencies providing parental supports including: literacy for adults, employment, clothing and food donations, health care, transportation and counseling. Our staff embarked on a summer recruitment campaign of two strategies to increase our ELL population. Our Educational Leader formed a partnership with Rochester International Academy (RIA) to visit and present to their students in the summer bridge to secondary school program. And our teachers conducted door to door recruiting in Rochester neighborhoods where refugee populations are prevalent. Providing ELL students the opportunity to enroll as small groups provides safety and security they need for social-emotional health supports while becoming acclimated to our culture and school system.

Our student and parent satisfaction rates are overwhelmingly positive for our current ELL population, 100% satisfaction with the school's program design and support for students having English as a second language. Therefore, we are proactively leveraging our current ELL students and their families to serve as ambassadors and advocates for our school. Our staff has likewise committed to engaging in community outreach initiatives at community events, and partnering with locally based ethnic restaurants and businesses to disseminate promotional materials in the primary language(s) of the demographics of specific neighborhoods and establishments. We have printed recruitment and promotional materials in three of the main foreign languages representing the ELL population within the city of Rochester (Spanish, Vietnamese, and Nepali).

ALL STUDENTS

Row	Description	School Year			
		Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016
A	Total number of students enrolled at beginning of year	84	158	217	317
B	Total number of students who left during the school year	6	28	38	85
C	Total number of students who did not re-enroll the next school year and had not completed the highest grade at the school	3	0	2	1
	Percent retained	89%	82%	82%	73%

ECONOMICALLY DISADVANTAGED STUDENTS (ED)

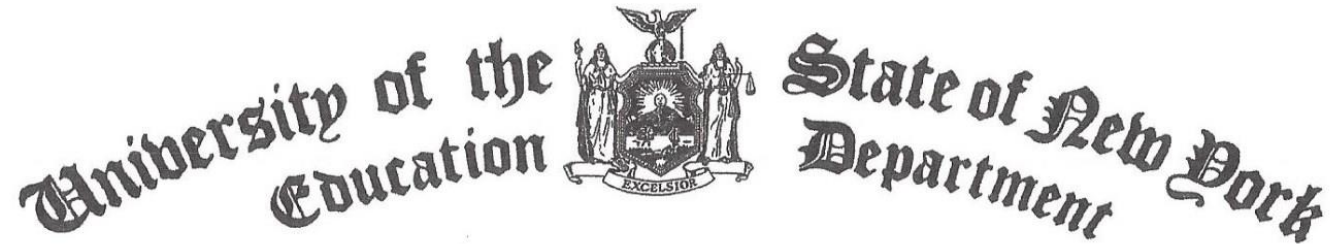
Row	Description	School Year			
		Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016
D	Total number of ED students enrolled at beginning of year	76	158	208	222
E	Total number of ED students who left during the school year	5	13	14	26
F	Total number of ED students who did not re-enroll the next school year and had not completed the highest grade at the school	0	4	0	0
	Percent retained	93%	89%	93%	88%

STUDENTS WITH DISABILITIES (SWD)

Row	Description	School Year			
		Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016
G	Total number of SWD students enrolled at beginning of year	10	25	20	21
H	Total number of SWD students who left during the school year	3	2	1	8
I	Total number of SWD students who did not re-enroll the next school year and had not completed the highest grade at the school	0	0	0	0
	Percent retained	70%	92%	95%	62%

ENGLISH LANGUAGE LEARNERS (ELL)

Row	Description	School Year			
		Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016
J	Total number of ELL students enrolled at beginning of year	N/A	N/A	7	6
K	Total number of ELL students who left during the school year	N/A	N/A	0	1
L	Total number of ELL students who did not re-enroll the next school year and had not completed the highest grade at the school	N/A	N/A	0	0
	Percent retained	N/A	N/A	100%	83%



CERTIFICATE OF OCCUPANCY

VALID FOR FACILITY:

ROCHESTER CAREER MENTOR CHARTER
30 HART ST
ROCHESTER, NEW YORK 14605

DISTRICT:

ROCHESTER CAREER MENTORING CHARTER
CHAAKAA BAKER
30 HART ST-3RD FL
ROCHESTER, NEW YORK 14605

Building ID: 261600860001

Issuance Date: January 07, 2016

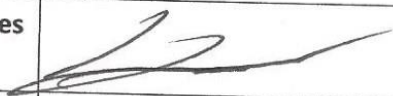
Effective Date: January 01, 2016

Expiration Date: January 01, 2017

Attachment S: Application for Charter Renewal Certification

Charter School Name	Rochester Career Mentoring Charter School
School Location (City/Town/Borough if NYC)	Rochester
Charter District of Location or Community School District if NYC	Rochester City School District
District(s) Served or Community School Districts if NYC	
Date School Opened	8/20/2014
Charter Term History (list terms of initial and all renewal charters)	2012-2017
Current Enrollment	237
Charter Approved Maximum Enrollment	260
Charter Grade Span	9-12
Current Grades Served	9-12

I hereby certify that the information submitted in this Application for Charter Renewal is true to the best of my knowledge and belief; that this application has been approved by the school's board of trustees; and that, if awarded a renewal charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate against any student, employee or any other person on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by a school. Admission of students shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. I also certify that the board of trustees has reviewed the Charter School Performance Framework and understands that the school will be evaluated on the basis of and held accountable for meeting the Charter School Performance Framework benchmarks during the next charter term.

Signature of Chair of Board of Trustees (or designated signatory)	
Date	8/1/2016
Print/Type Name	Kevin McCormick
Title (if designated signatory)	Board President
Date of Approval by Board of Trustees	7/26/2016

*Table 1: X
Charter
School
Accountabilit
y Designation
(1.a.i.)*

[illegible]

Table 2a: X Charter School Elementary/Middle School ELA and Mathematics Outcomes Compared to Other Similar Schools (1.b.i.)

Testing Year	ELA			Math	
	Charter School[1]	Other Similar Schools[2]		Charter School	Other Similar Schools
2013					
2014					
2015					

$$[1] \left(\frac{\sum \text{school \# students scored level 3 or higher}}{\text{school total \# students tested}} \right) - \left(\frac{\sum \text{NYS \# students scored level 3 or higher}}{\text{NYS total \# students tested}} \right)$$

$$[2] \left(\frac{\sum \text{similar school \# students scored level 3 or higher}}{\text{similar school total \# students tested}} \right) - \left(\frac{\sum \text{NYS \# students scored level 3 or higher}}{\text{NYS total \# students tested}} \right)$$

Table 2b: X Charter School High School 4-Year Total Cohort ELA and Mathematics Outcomes Compared to Other Similar Schools (1.b.i.)

Cohort	ELA			Math	
	Charter School[3]	Other Similar Schools[4]		Charter School	Other Similar Schools
2009					
2010					
2011					

$$[3] \left(\frac{\sum \text{school \# students in 4-year cohort scored level 3 or higher}}{\text{total \# students in 4-year school cohort}} \right) - \left(\frac{\sum \text{NYS \# students in 4-year cohort scored level 3 or higher}}{\text{NYS total \# students in 4-year cohort}} \right)$$

$$[4] \left(\frac{\sum \text{similar school \# students in 4-year cohort scored level 3 or higher}}{\text{total \# students in 4-year similar school cohort}} \right) - \left(\frac{\sum \text{NYS \# students in 4-year cohort scored level 3 or higher}}{\text{NYS total \# students in 4-year cohort}} \right)$$

Table 4: Subgroup X Charter School Elementary/Middle School ELA and Mathematics Outcomes Demonstrating Trending Toward Proficiency (2.a.ii.)

FD		ELA				Math			
		a	b	c	d	a	b	c	d
		# students tested in Yr 1 and reenrolled in Yr 2	# of students who maintained the same level (3 or 4 only) from Yr 1 to Yr 2	# students who increased one or more levels from Yr 1 to Yr 2	(b+c)/a = %	# students tested in Yr 1 and reenrolled in Yr 2	# of students who maintained the same level (3 or 4 only) from Yr 1 to Yr 2	# students who increased one or more levels from Yr 1 to Yr 2	(b+c)/a = %
		Testing Year							
		Yr 1	Yr 2						
		2013	2014						
		2014	2015						

SWD		ELA				Math			
		a	b	c	d	a	b	c	d
		# students tested in Yr 1 and reenrolled in Yr 2	# of students who maintained the same level (3 or 4 only) from Yr 1 to Yr 2	# students who increased one or more levels from Yr 1 to Yr 2	(b+c)/a = %	# students tested in Yr 1 and reenrolled in Yr 2	# of students who maintained the same level (3 or 4 only) from Yr 1 to Yr 2	# students who increased one or more levels from Yr 1 to Yr 2	(b+c)/a = %
		Testing Year							
		Yr 1	Yr 2						
		2013	2014						
		2014	2015						

ELA			
a	b	c	d

Math			
a	b	c	d

ELL		# students tested in Yr 1 and reenrolled in Yr 2	# of students who maintained the same level (3 or 4 only) from Yr 1 to # students who increased one or more levels from Yr 1 to Yr 2	(b+c)/a = %
Testing Year				
Yr 1	Yr 2			
2013	2014			
2014	2015			

# students tested in Yr 1 and reenrolled in Yr 2	# of students who maintained the same level (3 or 4 only) from Yr 1 to # students who increased one or more levels from Yr 1 to Yr 2	(b+c)/a = %

Table 5: Aggregate X Charter School Elementary/Middle School ELA and Mathematics Proficiency Outcomes (2.b.i.)

All Students	ELA				
	Charter	District of Location		NYS Average	
Testing Year			Difference to CS		Difference to CS
2013					
2014					
2015					

	Math				
	Charter	District of Location		NYS Average	
			Difference to CS		Difference to CS

Table 6: Subgroup X Charter School Elementary/Middle School ELA and Mathematics Proficiency Outcomes (2.b.ii.)

ED	ELA				
	Charter	District of Location		NYS Average	
Testing Year			Difference to CS		Difference to CS
2013					
2014					
2015					

	Math				
	Charter	District of Location		NYS Average	
			Difference to CS		Difference to CS

SWD	ELA				
	Charter	District of Location		NYS Average	
Testing Year			Difference to CS		Difference to CS
2013					
2014					
2015					

	Math				
	Charter	District of Location		NYS Average	
			Difference to CS		Difference to CS

ELL	ELA				
	Charter	District of Location		NYS Average	
Testing Year			Difference to CS		Difference to CS
2013					
2014					
2015					

	Math				
	Charter	District of Location		NYS Average	
			Difference to CS		Difference to CS

Table 7: Grade
Level X Charter

All Students	ELA						Math				
	Charter	District of Location		NYS Average			Charter	District of Location		NYS Average	
Testing Year			Difference to CS		Difference to CS				Difference to CS		Difference to CS
2013											
Grade 3											
Grade 4											
Grade 5											
Grade 6											
Grade 7											
Grade 8											
2014											
Grade 3											
Grade 4											
Grade 5											
Grade 6											
Grade 7											
Grade 8											
2015											
Grade 3											
Grade 4											
Grade 5											
Grade 6											
Grade 7											
Grade 8											

Table 8:
Aggregat

		Regents Proficiency Percentages		
All Students		Charter School	NYS Average	Difference
Reporting Year				
2012-13				
ELA	Regents English Composition			0.0
Math	Regents Algebra 2/Trigonometry			0.0
	Regents Geometry			0.0
	Regents Integrated Algebra			0.0
Science	Regents Chemistry			0.0
	Regents Earth Science			0.0
	Regents Living Environment			0.0
	Regents Physics			0.0
Social Studies	Regents Global History			0.0
	Regents US History			0.0
2013-14				
ELA	Regents English Composition	N/A		
	Regents Common Core English/ELA	N/A		
Math	Regents Algebra 2/Trigonometry	N/A		
	Regents Geometry	6%	73%	-67.0
	Regents Integrated Algebra	18%	72%	-54.0
	Regents Common Core Algebra 1	N/A		
Science	Regents Chemistry	N/A		
	Regents Earth Science	15%	72%	-57.0
	Regents Living Environment	34%	78%	-44.0
	Regents Physics	N/A		

Level 3 or higher

Social Studies	Regents Global History	29%	66%	-37.0
	Regents US History	N/A		
2014-15				
ELA	Regents English Composition	N/A		
	Regents Common Core English/ELA	45%	80%	-35.0
Math	Regents Algebra 2/Trigonometry	N/A		
	Regents Geometry	20%	72%	-52.0
	Regents Integrated Algebra	41%	62%	-21.0
	Regents Common Core Algebra 1	14%	63%	-49.0
	Regents Common Core Geometry	N/A		
Science	Regents Chemistry	17%	75%	-58.0
	Regents Earth Science	15%	72%	-57.0
	Regents Living Environment	31%	77%	-46.0
	Regents Physics	N/A		
Social Studies	Regents Global History	20%	67%	-47.0
	Regents US History	36%	84%	-48.0

Table 9:

Subgroups		Regents Proficiency Percentages: Economically Disadvantaged			Regents Proficiency Percentages: English Language Learners			Regents Proficiency Percentages: Students with Disabilities		
		Charter	NYS	Difference	Charter	NYS	Difference	Charter	NYS	Difference
Reporting Year										
2012-13										
ELA	Regents English Composition			0.0			0.0			0.0
Math	Regents Algebra 2/Trigonometry			0.0			0.0			0.0
	Regents Geometry			0.0			0.0			0.0
	Regents Integrated Algebra			0.0			0.0			0.0
Science	Regents Chemistry			0.0			0.0			0.0
	Regents Earth Science			0.0			0.0			0.0
	Regents Living Environment			0.0			0.0			0.0
	Regents Physics			0.0			0.0			0.0
Social Studies	Regents Global History			0.0			0.0			0.0
	Regents US History			0.0			0.0			0.0
2013-14										
ELA	Regents English Composition			0.0			0.0			0.0
	Regents Common Core English/ELA			0.0			0.0			0.0
Math	Regents Algebra 2/Trigonometry			0.0			0.0			0.0
	Regents Geometry	6%	60%	-54.0			0.0	0%	42%	-42.0
	Regents Integrated Algebra	18%	64%	-46.0			0.0	10%	41%	-31.0
	Regents Common Core Algebra 1			0.0			0.0			0.0
Science	Regents Chemistry			0.0			0.0			0.0
	Regents Earth Science	15%	57%	-42.0			0.0	0%	41%	-41.0
	Regents Living Environment	34%	69%	-35.0			0.0	0%	48%	-48.0
	Regents Physics			0.0			0.0			0.0
Social Studies	Regents Global History	29%	54%	-25.0			0.0	14%	33%	-19.0
	Regents US History			0.0			0.0			0.0
2014-15										
ELA	Regents English Composition			0.0			0.0			0.0
	Regents Common Core English/ELA	45%	73%	-28.0			0.0	NA		
Math	Regents Algebra 2/Trigonometry			0.0			0.0			0.0
	Regents Geometry	NA					0.0	0%	40%	-40.0
	Regents Integrated Algebra	41%	58%	-17.0			0.0	0%	39%	-39.0
	Regents Common Core Algebra 1	14%	48%	-34.0			0.0	0%	26%	-26.0

	Regents Common Core Geometry			0.0
Science	Regents Chemistry			0.0
	Regents Earth Science	15%	59%	-44.0
	Regents Living Environment	NA		#VALUE!
	Regents Physics			0.0
Social Studies	Regents Global History	NA		#VALUE!
	Regents US History	36%	76%	-40.0

		0.0
		0.0
		0.0
20%	40%	-20.0
		0.0
		0.0
		0.0

		0.0
		0.0
0%	42%	-42.0
0%	46%	-46.0
		0.0
8%	34%	-26.0
NA		#VALUE!

Table 10:

*Regents Proficiency Percentages: All
Students*

	4-Yr	5-Yr	6-Yr
Cohort			
2009			
ELA			
Math			
Science			
Global History			
US History			
2010			
ELA			
Math			
Science			
Global History			
US History			
2011			
ELA			
Math			
Science			
Global History			
US History			

	Regents Proficiency Percentages: Economic Disadvantaged			Regents Proficiency Percentages: English Language Learners			Regents Proficiency Percentages: Students with Disabilities		
	4-Yr	5-Yr	6-Yr	4-Yr	5-Yr	6-Yr	4-Yr	5-Yr	6-Yr
Cohort									
2009									
ELA									
Math									
Science									
Global History									
US History									
2010									
ELA									
Math									
Science									
Global History									
US History									
2011									
ELA									
Math									
Science									
Global History									
US History									

[illegible][illegible]

<i>Regents Proficiency Percentages: Students with Disabilities</i>					
4-Yr		5-Yr		6-Yr	

Table 12:

Regents Proficiency Percentages: All Students

Cohort	4-Yr Outcomes		5-Yr Outcomes		6-Yr Outcomes	
	Charter School	Difference	Charter School	Difference	Charter School	Difference
2009						
NYS = 80%						
2010						
NYS = 80%						
2011						
NYS = 80%						

Table 13:

Cohort	Regents Proficiency Percentages: Economically Disadvantaged						Regents Proficiency Percentages: English Language Learners						Regents Proficiency Percentages: Students with Disabilities					
	4-Yr Outcomes		5-Yr Outcomes		6-Yr Outcomes		4-Yr Outcomes		5-Yr Outcomes		6-Yr Outcomes		4-Yr Outcomes		5-Yr Outcomes		6-Yr Outcomes	
	Charter School	Difference	Charter School	Difference	Charter School	Difference	Charter School	Difference	Charter School	Difference	Charter School	Difference	Charter School	Difference	Charter School	Difference	Charter School	Difference
2009																		
NYS = 80%																		
2010																		
NYS = 80%																		
2011																		
NYS = 80%																		

*Table 14: Aggregate Cohort X Charter School On-Track to Graduate Rate
(3.b.iii.)*

All Students

[illegible]

the
cohort
outcome
indicates
the
number of
lapsed
years from
the year
the
specified
cohort
first
entered
9th grade.
The
cohort
outcome
data
captured
in this
table
shows the
highest
score for
each
student at
the

[2]

Includes
all
students
who
entered
9th grade
in the
cohort
year. See
SIRS
manual
for
additional
informatio
n
regarding
students
to include
or remove
from
cohorts:
[www.p12.
nysed.gov
/irs/sirs/](http://www.p12.nysed.gov/irs/sirs/)

[3] The target for students to pass at least 3 Regents exams by the end of their 3rd year of high school is 75%. Transfer schools may use the 4th year of the cohort to assess students on-track to graduate at 75%.

Table 15. Subgroup Cohort A Charter School On-Track to Graduate Rate
(2009-2011)

Cohort	Year of High School	Cohort Enrollment Count[1]	Percent of Students Proficient (Scored 65+ or Level 3+)[2]					% of Cohort Passing 3+ Regents[3]	% of Cohort Passing Fewer Than 3 Regents
			English	Mathematics	Science	Global History	US History		
2009	3rd Year								
2009	4th Year								
2010	3rd Year								
2010	4th Year								
2011	3rd Year								
2011	4th Year								

English Language Learners

Cohort	Year of High School	Cohort Enrollment Count[1]	Percent of Students Proficient (Scored 65+ or Level 3+)[2]					% of Cohort Passing 3+ Regents[3]	% of Cohort Passing Fewer Than 3 Regents
			English	Mathematics	Science	Global History	US History		
2009	3rd Year								
2009	4th Year								
2010	3rd Year								
2010	4th Year								
2011	3rd Year								
2011	4th Year								

Students with Disabilities

Cohort	Year of High School	Cohort Enrollment Count[1]	Percent of Students Proficient (Scored 65+ or Level 3+)[2]					% of Cohort Passing 3+ Regents[3]	% of Cohort Passing Fewer Than 3 Regents
			English	Mathematics	Science	Global History	US History		
2009	3rd Year								

2009	4th Year									
2010	3rd Year									
2010	4th Year									
2011	3rd Year									
2011	4th Year									

[1] The cohort outcome indicates the number of lapsed years from the year the specified cohort first entered 9th grade. The cohort outcome data captured in this table shows the highest score for each student at the charter school on a NYS Regents who ente

[2] Includes all students who entered 9th grade in the cohort year. See SIRS manual for additional information regarding students to include or remove from cohorts:
www.p12.nysed.gov/irs/sirs/

[3] The target for students to pass at least 3 Regents exams by the end of their 3rd year of high school is 75%. Transfer schools may use the 4th year of the cohort to assess students on-track to graduate at 75%.

ADDENDUM SUBMISSION OF BENCHMARK 1

September 30, 2016

SECTION 1. ACADEMIC SUCCESS

Benchmark 1: Student Performance - Introduction

The four-year journey to Rochester Career Mentoring Charter School's (RCMCS) first cohort graduation was a bit challenging at times and sometimes astonishing. Yet an extremely important point for renewal consideration is the New York State Education Department's (NYSED) 2014-2015 data results, which reflected that RCMCS had the highest number, 96%, of economically disadvantaged students; the average rate of economically disadvantaged students in similar schools (Table 3.1) is 85%, more than 10 percentage points lower than our schools. With unmistakable perseverance and a robust willingness to succeed for our students, we achieved a 71% graduation rate in June, 2016 and expanded that rate to 75% in August 2016. Our first cohort graduation rate exceeded the Rochester City School District's graduation rate of 46%. We anticipate more improvement in our graduation rate in 2016-17.

We rode this journey with determination. When we felt too many changes and challenges were obscuring our mission, we lifted ourselves with the four primary principles written in the original charter, which include personalization, teachers as curriculum designers, career internships, and enrichment/student support. Personalization made a major difference and helped us strive to a 75% graduation rate. We extended ourselves to our students by building relationships throughout the four years which gave our teachers opportunities to know who their students really were while understanding their learning styles. Not all students learn the same way, therefore, our teachers attempted to treat each student "one student at a time." Our teachers, parents, families, relatives, and friends witnessed this personalization at our June graduation ceremony. Every senior had an opportunity to speak on his/her behalf in front of well over 500 attendees, each remarked how wonderful it was to have a teacher or teachers know them personally.

Our principle of "teachers as curriculum designers" helped our teachers create, organize, and sometimes reinvent their subject-area curriculum with the infusion of project-based activities and career themes. By having an investment in developing the curriculum, our teachers were allowed to address the learning styles of each of their students.

In addition to the above, we have learned valuable lessons in the first term of our charter by understanding the urgency to address skill gap deficiencies, and will continue to make structural changes to our academic program that we believe will lead to continued improvement of our students' Regents exam performance and graduation rates.

Benchmark 1. a. Accountability a. i. ESEA Accountability Designation - Data – Table 1.a.i.

For each of the four years since RCMCS opened its doors in 2012, the school has had an ESEA (Elementary & Secondary School Education Act) Accountability Designation of 'Good Standing' (see table 3.1). As the school has worked to close skill gaps of students upon entry to ninth grade, outlined in Benchmarks 2 and 3, RCMCS is positioned to continue to be in "Good Standing" accountability status and aspires to achieve the designation as a "Reward School."

Benchmark 1. b. Similar Schools Comparison - 1. b. i. Comparative Proficiency - Data – Table 1.b.i.

Utilizing the similar schools matching Excel workbook provided by NYSED, there were a total of forty schools that were considered to be similar to RCMCS, thirty-one of which were part of the New York City School system, four were within the Buffalo City Schools (one being a charter school), three were in the Rochester City Schools, one in the Yonkers City Schools and one school in the Westbury Union Free School District. Using NYSED's comparative analysis model when releasing statewide performance where schools are grouped into seven needs categories³, one of them being New York City, schools that were located within New York City were removed from the similar school comparison with RCMCS. Though one of the schools (Westbury High School) generated using the comparison tool, it was also assigned to a different district category (Urban-Suburban), but the school remained in the analysis. Along with Westbury High School there were a total of 9 similar schools (Table 3.1) that best aligned to the composition of the Rochester Career Mentoring High School.

Rochester Career Mentoring Charter School opened its doors to 9th graders in 2012 and is the newest school when compared to its similar groupings cohort. Of the nine schools in this similar schools group only four (44%) are in good standing, the same rating as RCMCS. These similar schools group have had three or more graduating classes. Yet RCMCS had only one cohort graduating class this year, 2016 - its first.

Table 3.1: Similar schools to Rochester Career Mentoring Charter School as determined by the NYSED Similar Schools Matching Workbook

School Name	District of Location	District Type	Year Founded	2016-17 Accountability Designation	% Economically Disadvantaged
RCMCS	Rochester City School District	Urban/ charter	2012	Good Standing	96
Bennett High School	Buffalo City Schools	Buffalo/Rochester/Syracuse/Yonkers	Prior to 1980	Priority/Struggling	78
Emerson School of Hospitality	Buffalo City Schools	Buffalo/Rochester/Syracuse/Yonkers	Prior to 1980	Good Standing	76
East High School	Buffalo City Schools	Buffalo/Rochester/Syracuse/Yonkers	2004	Priority/Struggling	76
Oracle Charter School	Buffalo City Schools	Buffalo/Rochester/Syracuse/Yonkers	2005	Good Standing	95
Rochester Science, Technology and Mathematics (STEM) High School	Rochester City School District	Buffalo/Rochester/Syracuse/Yonkers	2010	Closed	90
Vanguard Collegiate High School	Rochester City School District	Buffalo/Rochester/Syracuse/Yonkers	2010	Priority School	88
School Without Walls	Rochester City School District	Buffalo/Rochester/Syracuse/Yonkers	Prior to 1980	Good Standing	91
Westbury High School	Westbury Union Free School District	Urban/Suburban/High Needs	Prior to 1980	Good Standing	68
Riverside High School	Yonkers City School District	Buffalo/Rochester/Syracuse/Yonkers	1992	Focus School	93

¹ NYSED 2014-2015 Report Card for Rochester City School District (<http://data.nysed.gov/reportcard>).

² NWEA (Northwest Evaluation Association) RCMCS 2012-2013 Assessment Data (December 2012 administration)

³ NYSED organizes schools into seven different needs categories NYC; Buffalo, Rochester, Syracuse, Yonkers; Urban-Suburban High Needs, Rural High Needs, Average Needs, Low Needs, and Charters

Benchmark 1. 3. High School Outcomes

The shift to the Common Core Learning standards occurred during the second and third year of our charter. During this time, when we were training teachers to implement the elements of the charter, the school leadership team was working behind the scenes on balancing three different planes of school accountability:

- achievement levels established by assessments associated with the 2005 State Standards,
- achievement levels established by the new Common Core Standards,
- academic goals outlined in our initial charter.

Although there were three levels of achievement that were being monitored at any one time, one unwavering focus of staff was that of student overall success at reaching the highest levels of academic achievement. The success of students and involvement in their own education is the foundation that the project-based learning approach thrives on. It was anticipated at the time of submission of the initial charter that a skills gap would need to be addressed to increase the likelihood of student success in high school as they came from the Rochester City School District middle schools that were performing at amongst the lowest of all schools across the state. This challenge was embraced by the founders of RCMCS. As the lone 9th – 12th grade career-oriented, personalized small charter high school in the city, we have addressed the enormous task of assisting our entry-level 9th graders with their academic skills. Since our charter school inception, RCSD middle school students have demonstrated low proficiency in English and Math, lowest in the Big Five and the entire State. A majority of those students reading and math proficiency is at an average of a sixth grade level. With sincere concern, but continued resolve, the likelihood of students continuing to come to RCMCS for the foreseeable future with a significant skills gap is a reality. The annual results of the Rochester City School District's performance in grades 3-8 ELA and math for the last four consecutive years have yielded less than 7% of students achieving proficiency on the state exams. This is coupled with the fact that most of the middle schools that our students come from to RCMCS are either closed, phasing out, or in receivership.

With that said, we have embraced this reality and have built instructional structures to prepare students for high school so that we can focus on preparing them for college. A strong example of multiple efforts to accomplishing this would be that we have strengthened our 9th Summer Bridge Program to address the skills deficiency evident in our newly enrolled students. Given our strategic action plan and more time for development, our Summer Bridge Program will be second to none in the city of Rochester. The magnitude of resources needed to fill the gap for our students achieve success at the high school level exceeded what was forecasted. Yet, the manner that the goals of the charter were written and approved in our initial charter presented an opportunity to strive toward consistent metrics at a time of change in the overall state system. By design, the metrics outlined in the initial charter were cohort based. The founders recognized that the achievement gains necessary would take time to come to fruition even with full-fledged effort beginning on day one. As such, the goals written were in a cohort based design to allow for sufficient time for reform based instructional approaches to take effect and set the school, and in turn, our students up for the greatest levels of success.

A natural part of the renewal process is having an opportunity to reflect on the lessons learned as we continued the journey as outlined in the charter. It also allows for the opportunity to learn from national educational organizations and governance agencies on changes in practice that are necessary to continue to ensure the best educational program for students. A clear direction that we will take in the

last year of the initial charter and during the renewal charter is a focus on annual performance on Regents examinations. The shifts in the common core has seen higher levels of success when examined in both English Language Arts (ELA) then in mathematics. Cohort performance rates are 62% and 69% for ELA and math respectively.

A total of 39 students of the 55 student cohort who remained with us for our beginning four years graduated in June, 2016, a number that increased to 41 (75%) in August 2016. Our 75% graduation rate surpasses the 2015 August Rochester City School District (51%) by 24 percentage points, and comes within 5% of the statewide graduation rate of 80%. In addition to achieving a 75% graduation rate for its first cohort, our program modifications and master schedule improvements will provide students' the enrichment/support opportunities needed to demonstrate increased outcomes on Regents exams during the second term of our charter.

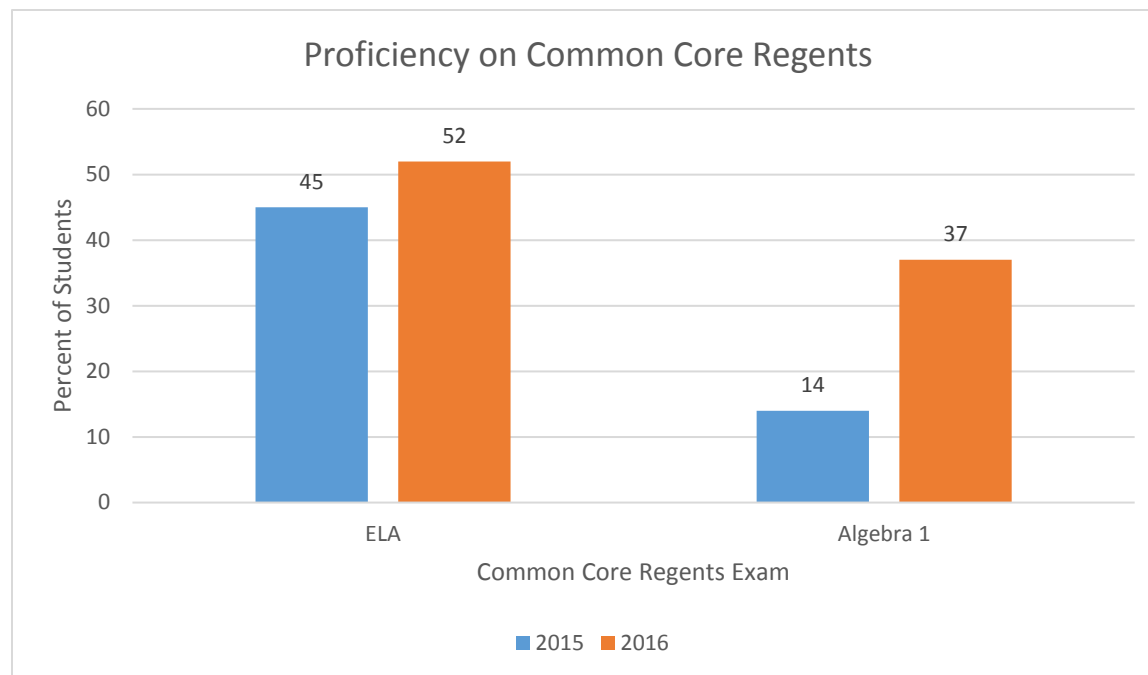
Benchmark 1. 3. a. Regents Testing Outcomes

Benchmark 1. 3. a. i. Aggregate Annual Regents Outcomes Data – Table 3.a.i.

The 2014-2015 school year was a transition year in our assessment approach as we realigned curriculum to meet the common core standards for Algebra 1. As a result, the first group of students from RCMCS took the Common Core Algebra 1. The majority of the students taking the Common Core Algebra 1 did not sit for the Integrated Algebra Regents. This was a conscious decision to raise the level of expectations in order to achieve a Regents Diploma. Yet improvement in our overall performance in mathematics is critically needed for our students to become more proficient in project based learning, the foundation of our instructional approach. Therefore, we have sought the assistance of the Charles A. Dana Center at the University of Texas, Austin, to provide us a more concentrated and thorough analysis approach to our students' mathematic performance and their success on the Regents' examinations. This connection between the Center and the charter school will provide our leaders and teachers with intensive training in creating lessons which go beyond low level critical thinking skills, and will lend technical support and coaching to our teaching staff.

With greater gains expected in the coming year(s), it is important to underscore that student performance on the Common Core Regents examinations in English Language Arts and Algebra 1CC increased on both exams over the past two years. Both of these exams received higher levels of scrutiny by school leaders as the school worked to close a higher than expected skills gap of students first entering the school at 9th grade and these exams are viewed as leading indicators of growth. Students who achieved a score of 65 or better increased by 7% from 45% to 52% on the 2016 Common Core ELA compared to 2015. Performance increased 23% on the 2016 Common Core Algebra 1 to 37% of 65% or higher compared to 14% in 2015 (Figure 3.4). RCMCS Performance on the 2016 Common Core Algebra exceeded the 2015 Rochester City School District (RCSD) passing rate performance of 22%. RCMCS came within 2 percentage points of the RCSD Common Core ELA passing rate of 54%, even though we had a higher percentage of low income students. Therefore, we are confident that our student performance level will increase as we grow in the next charter term. Our confidence is grounded, in part, in the retention of 74% of our current staff for next year. Continuity in maintaining a staff capable of implementing our charter mission with fidelity is incredibly important to our success.

Figure 3.4: Proficiency on Common Core Regents in ELA and Algebra 1



As Rochester Career Mentoring continues to show improvement on the Common Core Algebra I (a 23 percentage point increase in 2015-16 to 37%), it is important to contextualize that the majority of schools in the Rochester City School District performed below the district-wide performance of 22%. Additionally, in 2014-2015, RCMCS not only surpassed the Rochester City School District's performance on the Integrated Algebra Regents, but surpassed many of the District's schools and similar to Common Core Algebra, the majority of schools in the district had performance below the district average. Specifically, 60% of the RCSD secondary schools scored below their district average in both Algebra I CC and Integrated Algebra

To illustrate our gains and upward momentum in mathematics, our Regents Geometry score surpassed the Rochester City School District's 2% during the 2015-2016 school year. The first year of administration for that exam (12-13), we were 31% points lower than the RCSD proficiency level, the second year (13-14), we were 12% points lower than RCSD. This is an example of annual improvement.

With performance of the Algebra 1 CC results increasing by 23 percentage points to a proficiency rate of 37% in 2015-2016 (representing a 47% gap reduction from state-wide performance in 2014-2015), the school recognizes and has taken the following measures to see higher achievement rates in a shorter period of time:

- Moving from NWEA assessments to authentic content specific benchmark assessments administered each marking period. The decision to utilize Castle Learning to track student baseline levels and growth towards achieving state standards has immediate and positive results because it is aligned to the curriculum, provides actual diagnostic information, early identification of skill gaps and a system of monitoring instructional strategies.

- Introduction of additional opportunities for increased instructional time in areas of need by student, by standard. Students are scheduled into enrichment and prep classes to complete enrichment and direct instruction through Edgenuity, a personalized on-line instructional program that offers both remediation and acceleration.
- Professional development focused on continuous improvement of teaching and learning. While 74% of the staff is returning for a second year, only 9% of them have worked at RCMCS for more than one year. Developing a common understanding of rigorous instruction focused on increased achievement levels takes time to develop. The significant gains made by our school over the last school year in academics, graduation, climate and culture will continue to grow exponentially because of the commitment levels of the professionals currently serving our children.

Benchmark 1. 3. a. ii. Subgroup Annual Regents Outcomes - Data – Table 3.a.ii.

Subgroup information on the New York State Report Card shows that our performance for the subgroups of economically disadvantaged and students with disabilities (SWD) was below the State's comparison and had a mixed record when compared with Rochester City School District (RCSD). For example, for Students with Disabilities (SWD), the validity comparison grouping of students amounted to ten or less, when compared to the entire State. Therefore, we have taken numerous measures (enrichment courses, support groups, and additional exam preparation courses) to ensure the performance of each student improves considerably. Currently, the performance of SWD group falls short of the State and, in many cases, the RCSD as well. For students who are part of the economically disadvantaged subgroup, we recognize that performance needs to increase to meet or exceed State rates. On all 2015 exams, where there was comparative data, RCMCS exceeded the RCSD (Earth Science, Integrated Algebra), or was within 10 points of the district levels (Common Core ELA, Common Core Algebra 1, and US History and Government).

Benchmark 1. 3. a. iii. Aggregate Total Cohort Regents Outcomes - Data – Table 3.a.iii.

Since the submission of RCMCS's renewal on August 1, 2016, SED has provided an updated excel workbook that requests performance information for the 2012 cohort. As an addendum to this narrative, RCMCS includes the following additional discussion of the 2012 Total Cohort Performance. The 55 member 2012 cohort achieved passing rates above the 50% mark on three out of the five regents examination areas (ELA, math and science) and came within three and four percentage points of 50% for US History and Global History combined. Please note that figures provided in the original submission utilized student counts of students tested.

Although NYSED is not expecting RCMCS to report out on 2012 Total Cohort performance (as indicated in the Renewal application workbook, only the 2011 cohort and earlier are asked to be reported on), as part of the renewal, RCMCS would like to provide preliminary performance of 2012 Total Cohort for NYSED's consideration. Over 50% of the 2012 Total Cohort achieved a score of 65 or better on five out of eight Regents exams where at least ten students from the cohort participated. On both the ELA and Algebra 1 Common Core Regents exams, 70% and 60% respectively, of the 2012-2016 cohort passed with a score of 65 or higher.

Table 3.2: 2012 Total Cohort Regents Exam Performance

Regents Exam	Total	Percent Passing
Regents Common Core Algebra I	15	60%
Regents Common Core ELA	53	70%
Regents Geometry	53	9%
Regents Global History and Geography	56	46%
Regents Integrated Algebra	56	55%
Regents Living Environment	48	65%
Regents Physical Setting/Earth Science	50	12%
Regents US History and Government	54	50%

Benchmark 1. 3. a. iv. Subgroup Total Cohort Regents Outcomes - Data – Table 3.a.iv.

Since the submission of RCMCS's renewal on August 1, 2016, SED has provided an updated excel workbook that requests performance information for the 2012 cohort. As an addendum to this narrative, RCMCS includes the following additional discussion of the 2012 Total Cohort Performance. Performance of students who were part of the economically disadvantaged subgroup mirrored the performance of the all students group given that 100% of the 2012 cohort membership was also a member of this subgroup. There were less than 5 students who represented the students with disabilities and the English Language Learners category combined. Members of this small group of students saw success meeting proficiency on some of the Regents exams, the goal is to get 100 to achieve similar results.

Benchmark 1. 1. 3. b. Graduation Outcomes**Benchmark 1. 1. 3. b. i. Aggregate Cohort Graduation Rate - Data – Table 3.b.i.**

Since the submission of RCMCS's renewal on August 1, 2016, SED has provided an updated excel workbook that requests performance information for the 2012 cohort. As an addendum to this narrative, RCMCS includes the following additional discussion of the 2012 Total Cohort Performance. The 55 member 2012 cohort achieved a 75% (41 students) 4-year graduation rate through August 2016. Among the 75% (41 students) who graduated, 63% achieved a Regents Diploma (26 students), 2% achieved a Regents Diploma with Honors (1 student), and 34% earned a local diploma (14 students).

Although NYSED is not expecting RCMCS to report out on 2012 Total Cohort graduation performance (as indicated in the renewal application workbook, only the 2011 cohort and earlier are asked to be reported on), as part of renewal, RCMCS feels strongly about providing preliminary performance of the 2012 Total Cohort for NYSED's consideration. Again, a total of 39 students from the 55 student cohort graduated high school in June of 2016. Among the 71% (39 students) who graduated, 64% achieved a Regents Diploma (25 students), 3% achieved a Regents Diploma with Honors (1 student), and 33% earned a local diploma (13 students).

Benchmark 1. 3. b. ii. Subgroup Cohort Graduation Rate - Data – Table 3.b.ii.

Since the submission of RCMCS's renewal on August 1, 2016, SED has provided an updated excel workbook that requests performance information for the 2012 cohort. As an addendum to this narrative, RCMCS includes the following additional discussion of the 2012 Total Cohort Performance. Performance of students who were part of the economically disadvantaged subgroup mirrored the performance of the all students group given that 100% of the 2012 cohort membership was also a member of this subgroup. There were less than 5 students who represented the students with disabilities and the English Language Learners category combined. The majority of this small group of students went on to graduate.

Benchmark 1. 3. b. iii. Aggregate On-Track to Graduate Rate - Data – Table 3.b.iii.

Since the submission of RCMCS's renewal on August 1, 2016, SED has provided an updated excel workbook that requests performance information for the 2012 cohort. As an addendum to this narrative, RCMCS includes the following additional discussion of the 2012 Total Cohort Performance. The percentage of students who had achieved a score of 65% or higher on three or more Regents exams was 45% by the conclusion of the cohort's 3rd year. This rate increased to 56% by the conclusion of the fourth year.

RCMCS had one additional 2013 cohort member graduate in August 2016. This brings the total of the 2013 cohort who graduated in 3 years to 4 students.

Although NYSED does not expect RCMCS to report out on 2013 Total Cohort graduation readiness performance (as indicated in the renewal application workbook because only the 2011 cohort and earlier are asked to be report), we felt a need to provide preliminary performance of the 2013 Total Cohort for NYSED's consideration. As of June 2016, out of the 71 student 2013 Total Cohort, 32% (23 students) have passed three Regents exams or more with a score of 65 or higher. This increases by 10% to 42% when those students who have passed two Regents exams at 65 or higher are included. A total of ten students (14%) of the 2013 cohort have passed five or more Regents. Three students from the 2013 cohort graduated in June 2016.

Benchmark 1. 3. b. iv. Subgroup On-Track to Graduate Rate - Data – Table 3.b.iv.

Since the submission of RCMCS's renewal on August 1, 2016, SED has provided an updated excel workbook that requests performance information for the 2012 cohort. As an addendum to this narrative, RCMCS includes the following additional discussion of the 2012 Total Cohort Performance. Performance of students who were part of the economically disadvantaged subgroup mirrored the performance of the all students group given that 100% of the 2012 cohort membership was also a member of this subgroup. There were less than 5 students who represented the students with disabilities and the English Language Learners category combined. Members of this small group of students saw success meeting proficiency on some of the Regents exams, the goal is to get 100 to achieve similar results.

Table 1: X Charter School Accountability Designation (1.a.i.)

School Year	Accountability Status	If not in good standing at minimum, explain why the school was identified (refer to documentation from the Office of Accountability)
2012-13	<i>Good Standing</i>	
2013-14	<i>Good Standing</i>	
2014-15	<i>Good Standing</i>	
2015-16	<i>Good Standing</i>	
2016-17	<i>Good Standing</i>	

Table 2a: X Charter School Elementary/Middle School ELA and Mathematics Outcomes Compared to Other Similar Schools (1.b.i.)

Testing Year	ELA			Math	
	Charter School[1]	Other Similar Schools[2]		Charter School	Other Similar Schools
2013					
2014					
2015					
2016					

$$[1] \left(\frac{\sum \text{school \# students scored level 3 or higher}}{\text{school total \# students tested}} \right) - \left(\frac{\sum \text{NYS \# students scored level 3 or higher}}{\text{NYS total \# students tested}} \right)$$

$$[2] \left(\frac{\sum \text{similar school \# students scored level 3 or higher}}{\text{similar school total \# students tested}} \right) - \left(\frac{\sum \text{NYS \# students scored level 3 or higher}}{\text{NYS total \# students tested}} \right)$$

Table 2b: X Charter School High School 4-Year Total Cohort ELA and Mathematics Outcomes Compared to Other Similar Schools (1.b.i.)

Cohort	ELA			Math	
	Charter School[3]	Other Similar Schools[4]		Charter School	Other Similar Schools
2009					
2010					
2011					
2012	62%			69%	

$$[3] \left(\frac{\sum \text{school \# students in 4-year cohort scored level 3 or higher}}{\text{total \# students in 4-year school cohort}} \right) - \left(\frac{\sum \text{NYS \# students in 4-year cohort scored level 3 or higher}}{\text{NYS total \# students in 4-year cohort}} \right)$$

$$[4] \left(\frac{\sum \text{similar school \# students in 4-year cohort scored level 3 or higher}}{\text{total \# students in 4-year similar school cohort}} \right) - \left(\frac{\sum \text{NYS \# students in 4-year cohort scored level 3 or higher}}{\text{NYS total \# students in 4-year cohort}} \right)$$

Table 3: Aggregate X Charter School Elementary/Middle School ELA and Mathematics Outcomes Demonstrating Trending Toward Proficiency (2.a.i.)

All Students		ELA				Math			
		a	b	c	d	a	b	c	d
		# students tested in Yr 1 and reenrolled in Yr 2	# of students who maintained the same level (3 or 4 only) from Yr 1 to Yr 2	# students who increased one or more levels from Yr 1 to Yr 2	$(b+c)/a = \%$	# students tested in Yr 1 and reenrolled in Yr 2	# of students who maintained the same level (3 or 4 only) from Yr 1 to Yr 2	# students who increased one or more levels from Yr 1 to Yr 2	$(b+c)/a = \%$
		Testing Year				Testing Year			
Yr 1	Yr 2								
2013	2014								
2014	2015								
2015	2016								

Table 4: Subgroup X Charter School Elementary/Middle School ELA and Mathematics Outcomes Demonstrating Trending Toward Proficiency (2.a.ii.)

		ELA				Math			
Testing Year		a	b	c	d	a	b	c	d
		# students tested in Yr 1 and reenrolled in Yr 2	# of students who maintained the same level (3 or 4 only) from Yr 1 to Yr 2	# students who increased one or more levels from Yr 1 to Yr 2	(b+c)/a = %	# students tested in Yr 1 and reenrolled in Yr 2	# of students who maintained the same level (3 or 4 only) from Yr 1 to Yr 2	# students who increased one or more levels from Yr 1 to Yr 2	(b+c)/a = %
		Yr 1	Yr 2						
2013	2014								
2014	2015								
2015	2016								

		ELA				Math			
Testing Year		a	b	c	d	a	b	c	d
		# students tested in Yr 1 and reenrolled in Yr 2	# of students who maintained the same level (3 or 4 only) from Yr 1 to Yr 2	# students who increased one or more levels from Yr 1 to Yr 2	(b+c)/a = %	# students tested in Yr 1 and reenrolled in Yr 2	# of students who maintained the same level (3 or 4 only) from Yr 1 to Yr 2	# students who increased one or more levels from Yr 1 to Yr 2	(b+c)/a = %
		Yr 1	Yr 2						
2013	2014								
2014	2015								
2015	2016								

ELA				Math			
a	b	c	d	a	b	c	d

[illegible]

Testing Year	
Yr 1	Yr 2
2013	2014
2014	2015
2015	2016

Table 5: Aggregate X Charter School Elementary/Middle School ELA and Mathematics Proficiency Outcomes (2.b.i.)

[illegible]

[illegible]

ELA					
ED	Charter School	District of Location		NYS Average	
Testing Year			Difference to CS		Difference to CS
2013					
2014					
2015					
2016					

Math				
Charter School	District of Location		NYS Average	
		Difference to CS		Difference to CS

		ELA			
SWD	Charter School	District of Location		NYS Average	
Testing Year			Difference to CS		Difference to CS
2013					
2014					
2015					
2016					

Math				
Charter School	District of Location		NYS Average	
		Difference to CS		Difference to CS

ELA					
ELL	Charter School	District of Location		NYS Average	
Testing Year			Difference to CS		Difference to CS
2013					
2014					
2015					
2016					

Math				
Charter School	District of Location		NYS Average	
		Difference to CS		Difference to CS

Table 7: Grade Level X Charter School Elementary/Middle School ELA and Mathematics Proficiency Outcomes (2.b.iii.)

[illegible]

[illegible]

Table 8: Aggregate Annual X Charter School Regents Outcomes (3.a.i.)

All Students		Regents Proficiency Percentages		
		Charter School	NYS Average	Difference
Reporting Year				
2012-13				
ELA	Regents English Composition			0.0
Math	Regents Algebra 2/Trigonometry			0.0
	Regents Geometry			0.0
	Regents Integrated Algebra	30%	74%	-44.0
Science	Regents Chemistry			0.0
	Regents Earth Science	7%	71%	-64.0
	Regents Living Environment			0.0
	Regents Physics			0.0
Social Studies	Regents Global History			0.0
	Regents US History			0.0
2013-14				
ELA	Regents English Composition			0.0
	Regents Common Core English/ELA			0.0
Math	Regents Algebra 2/Trigonometry			0.0
	Regents Geometry	6%	73%	-67.0
	Regents Integrated Algebra	18%	72%	-54.0
	Regents Common Core Algebra 1			0.0
Science	Regents Chemistry			0.0
	Regents Earth Science	15%	72%	-57.0
	Regents Living Environment	34%	78%	-44.0
	Regents Physics			0.0
Social Studies	Regents Global History	29%	66%	-37.0
	Regents US History			0.0
2014-15				
ELA	Regents English Composition			0.0
	Regents Common Core English/ELA	45%	80%	-35.0

Math	Regents Algebra 2/Trigonometry			0.0
	Regents Geometry	20%	72%	-52.0
	Regents Integrated Algebra	41%	62%	-21.0
	Regents Common Core Algebra 1	14%	63%	-49.0
	Regents Common Core Geometry			0.0
Science	Regents Chemistry			0.0
	Regents Earth Science	15%	72%	-57.0
	Regents Living Environment	31%	77%	-46.0
	Regents Physics			0.0
Social Studies	Regents Global History	20%	67%	-47.0
	Regents US History	36%	84%	-48.0

2015-16

ELA	Regents English Composition			0.0
	Regents Common Core English/ELA	52%		52.0
Math	Regents Algebra 2/Trigonometry			0.0
	Regents Geometry	8%		8.0
	Regents Integrated Algebra			0.0
	Regents Common Core Algebra 1	37%		37.0
	Regents Common Core Geometry	0%		0.0
Science	Regents Chemistry	7%		7.0
	Regents Earth Science	21%		21.0
	Regents Living Environment	28%		28.0
	Regents Physics			0.0
Social Studies	Regents Global History	14%		14.0
	Regents US History	25%		25.0

Table 9: Subgroups Annual X Charter School Regents Outcomes (3.a.ii.)

Subgroups		Regents Proficiency Percentages: Economically Disadvantaged			Regents Proficiency Percentages: English Language Learners			Regents Proficiency Percentages: Students with Disabilities		
		Charter School	NYS Average	Difference	Charter School	NYS Average	Difference	Charter School	NYS Average	Difference
Reporting Year										
2012-13										
ELA	Regents English Composition			0.0			0.0			0.0
Math	Regents Algebra 2/Trigonometry			0.0			0.0			0.0
	Regents Geometry			0.0			0.0			0.0
	Regents Integrated Algebra	30%	64%	-34.0	50%	50%	0.0	17%	43%	-26.0
Science	Regents Chemistry			0.0			0.0			0.0
	Regents Earth Science	7%	56%	-49.0	0%	30%	-30.0	0%	42%	-42.0
	Regents Living Environment			0.0			0.0			0.0
	Regents Physics			0.0			0.0			0.0
Social Studies	Regents Global History			0.0			0.0			0.0
	Regents US History			0.0			0.0			0.0
2013-14										
ELA	Regents English Composition			0.0			0.0			0.0
	Regents Common Core English/ELA			0.0			0.0			0.0
Math	Regents Algebra 2/Trigonometry			0.0			0.0			0.0
	Regents Geometry	6%	60%	-54.0			0.0	0%	42%	-42.0
	Regents Integrated Algebra	18%	64%	-46.0			0.0	10%	41%	-31.0
	Regents Common Core Algebra 1			0.0			0.0			0.0
Science	Regents Chemistry			0.0			0.0			0.0
	Regents Earth Science	15%	57%	-42.0			0.0	0%	41%	-41.0
	Regents Living Environment	34%	69%	-35.0			0.0	0%	48%	-48.0
	Regents Physics			0.0			0.0			0.0
Social Studies	Regents Global History	29%	54%	-25.0			0.0	14%	33%	-19.0
	Regents US History			0.0			0.0			0.0
2014-15										
ELA	Regents English Composition			0.0			0.0			0.0
	Regents Common Core English/ELA	45%	73%	-28.0			0.0			0.0
Math	Regents Algebra 2/Trigonometry			0.0			0.0			0.0
	Regents Geometry			0.0			0.0	0%	40%	-40.0
	Regents Integrated Algebra	41%	58%	-17.0			0.0	0%	39%	-39.0
	Regents Common Core Algebra 1	14%	48%	-34.0			0.0	0%	26%	-26.0

	Regents Common Core Geometry			0.0			0.0			0.0
	Regents Chemistry			0.0			0.0			0.0
Science	Regents Earth Science	15%	59%	-44.0			0.0	0%	42%	-42.0
	Regents Living Environment			0.0	20%	40%	-20.0	0%	46%	-46.0
	Regents Physics			0.0			0.0			0.0
Social	Regents Global History			0.0			0.0	8%	34%	-26.0
Studies	Regents US History	36%	76%	-40.0			0.0			0.0
2015-16										
ELA	Regents English Composition			0.0			0.0			0.0
	Regents Common Core English/ELA	52%		52.0	100%		100.0	0%		0.0
	Regents Algebra 2/Trigonometry			0.0			0.0			0.0
	Regents Geometry	9%		9.0			0.0			0.0
Math	Regents Integrated Algebra			0.0			0.0			0.0
	Regents Common Core Algebra 1	38%		38.0	0%		0.0	10%		10.0
	Regents Common Core Geometry	0%		0.0	0%		0.0	0%		0.0
	Regents Chemistry	7%		7.0			0.0			0.0
	Regents Earth Science	23%		23.0	0%		0.0	0%		0.0
Science	Regents Living Environment	27%		27.0	0%		0.0	0%		0.0
	Regents Physics			0.0			0.0			0.0
Social	Regents Global History	14%		14.0	0%		0.0	0%		0.0
Studies	Regents US History	26%		26.0	0%		0.0	0%		0.0

Table 10: Aggregate Cohort X Charter School Regents Outcomes (3.a.iii.)
 Regents Proficiency Percentages: All

Cohort	Students		
	4-Yr Outcomes	5-Yr Outcomes	6-Yr Outcomes
2009			
ELA			
Math			
Science			
Global History			
US History			
2010			
ELA			
Math			
Science			
Global History			
US History			
2011			
ELA			
Math			
Science			
Global History			
US History			
2012			
ELA	62%		
Math	69%		
Science	55%		
Global History	46%		
US History	47%		

Table 11: Subgroup Cohort X Charter School Regents Outcomes (3.a.iv.)

Cohort	Regents Proficiency Percentages: Economical Disadvantaged			Regents Proficiency Percentages: English Language Learners			Regents Proficiency Percentages: Students with Disabilities		
	4-Yr Outcomes	5-Yr Outcomes	6-Yr Outcomes	4-Yr Outcomes	5-Yr Outcomes	6-Yr Outcomes	4-Yr Outcomes	5-Yr Outcomes	6-Yr Outcomes
2009									
ELA									
Math									
Science									
Global History									
US History									
2010									
ELA									
Math									
Science									
Global History									
US History									
2011									
ELA									
Math									
Science									
Global History									
US History									
2012									
ELA	62%			100%			0%		
Math	69%			0%			0%		
Science	55%			0%			0%		
Global History	46%			0%			0%		
US History	47%			0%			0%		

Table 12: Aggregate Cohort X Charter School Graduation Rate (3.b.i.)

Regents Proficiency Percentages: All Students

Cohort	4-Yr Outcomes		5-Yr Outcomes		6-Yr Outcomes	
	Charter School	Difference	Charter School	Difference	Charter School	Difference
2009						
NYS = 80%						
2010						
NYS = 80%						
2011						
NYS = 80%						
2012						
NYS = 80%	75%	-5				

Table 13: Subgroup Cohort X Charter School Graduation Rate (3.b.ii.)

Cohort	Regents Proficiency Percentages: Economically Disadvantaged						Regents Proficiency Percentages: English Language Learners						Regents Proficiency Percentages: Students with Disabilities					
	4-Yr Outcomes		5-Yr Outcomes		6-Yr Outcomes		4-Yr Outcomes		5-Yr Outcomes		6-Yr Outcomes		4-Yr Outcomes		5-Yr Outcomes		6-Yr Outcomes	
	Charter School	Difference	Charter School	Difference	Charter School	Difference	Charter School	Difference	Charter School	Difference	Charter School	Difference	Charter School	Difference	Charter School	Difference	Charter School	Difference
2009																		
NYS = 80%																		
2010																		
NYS = 80%																		
2011																		
NYS = 80%																		
2012																		
NYS = 80%	75%	-5					100%	20					67%	-13				

Table 14: Aggregate Cohort X Charter School On-Track to Graduate Rate (3.b.iii.)

All Students

Cohort	Year of High School	Cohort Enrollment Count[1]	Percent of Students Proficient (Scored 65+ or Level 3+)[2]					% of Cohort Passing 3+ Regents[3]		% of Cohort Needing to Pass 3+ Regents
			English	Mathematics	Science	Global History	US History		Difference	
2009	3rd Year									
2009	4th Year									
2010	3rd Year									
2010	4th Year									
2011	3rd Year									
2011	4th Year									
2012	3rd Year	58	41%	55%	45%	35%	35%	45%	-30%	30%
2012	4th Year	55	62%	69%	55%	46%	47%	56%	-19%	19%

[1] The cohort outcome indicates the number of lapsed years from the year the specified cohort first entered 9th grade. The cohort outcome data captured in this table shows the highest score for each student at the charter school on a NYS Regents who entered 9th grade in that cohort year.

[2] Includes all students who entered 9th grade in the cohort year. See SIRS manual for additional information regarding students to include or remove from cohorts:
www.p12.nysed.gov/irs/sirs/

[3] The target for students to pass at least 3 Regents exams by the end of their 3rd year of high school is 75%. Transfer schools may use the 4th year of the cohort to assess students on-track to graduate at 75%.

Economically Disadvantaged

Cohort	Year of High School	Cohort Enrollment Count[1]	Percent of Students Proficient (Scored 65+ or Level 3+)[2]					Percent of Cohort Passing 3+ Regents[3]		Percent of Cohort Passing Fewer Than 3 Regents
			English	Mathematics	Science	Global History	US History	English	Difference	
2009	3rd Year									
2009	4th Year									
2010	3rd Year									
2010	4th Year									
2011	3rd Year									
2011	4th Year									
2012	3rd Year	58	41%	55%	45%	35%	35%	45%	-30%	30%
2012	4th Year	55	62%	69%	55%	46%	47%	56%	-19%	19%

English Language Learners

Cohort	Year of High School	Cohort Enrollment Count[1]	Percent of Students Proficient (Scored 65+ or Level 3+)[2]					% of Cohort Passing 3+ Regents[3]		% of Cohort Passing Fewer Than 3 Regents
			English	Mathematics	Science	Global History	US History		Difference	
2009	3rd Year									
2009	4th Year									
2010	3rd Year									
2010	4th Year									
2011	3rd Year									
2011	4th Year									
2012	3rd Year	1	0%	0%	0%	0%	0%	0%	-75%	75%
2012	4th Year	1	100%	0%	0%	0%	0%	0%	-75%	75%

Students with Disabilities

Cohort	Year of High School	Cohort Enrollment Count[1]	Percent of Students Proficient (Scored 65+ or Level 3+)[2]					% of Cohort Passing 3+ Regents[3]		% of Cohort Passing Fewer Than 3 Regents
			English	Mathematics	Science	Global History	US History		Difference	
2019	2019	1,000	75%	65%	70%	78%	82%	75%	10%	15%
2020	2020	1,050	78%	68%	72%	80%	85%	78%	12%	18%
2021	2021	1,100	80%	70%	75%	82%	88%	80%	15%	20%
2022	2022	1,150	82%	72%	78%	85%	90%	82%	18%	22%
2023	2023	1,200	85%	75%	80%	88%	92%	85%	20%	25%
2024	2024	1,250	88%	78%	82%	90%	95%	88%	22%	28%
2025	2025	1,300	90%	80%	85%	92%	98%	90%	25%	30%
2026	2026	1,350	92%	82%	88%	95%	100%	92%	28%	32%
2027	2027	1,400	95%	85%	90%	98%	100%	95%	30%	35%
2028	2028	1,450	98%	88%	92%	100%	100%	98%	32%	38%
2029	2029	1,500	100%	90%	95%	100%	100%	100%	35%	40%
2030	2030	1,550	100%	92%	98%	100%	100%	100%	38%	42%

2009	3rd Year									
2009	4th Year									
2010	3rd Year									
2010	4th Year									
2011	3rd Year									
2011	4th Year									
2012	3rd Year	2	0%	0%	0%	0%	0%	0%	-75%	75%
2012	4th Year	3	0%	0%	0%	0%	0%	0%	-75%	75%

[1] The cohort outcome indicates the number of lapsed years from the year the specified cohort first entered 9th grade. The cohort outcome data captured in this table shows the highest score for each student at the charter school on a NYS Regents who entered 9th grade in that cohort year.

[2] Includes all students who entered 9th grade in the cohort year. See SIRS manual for additional information regarding students to include or remove from cohorts:
www.p12.nysed.gov/irs/sirs/

[3] The target for students to pass at least 3 Regents exams by the end of their 3rd year of high school is 75%. Transfer schools may use the 4th year of the cohort to assess students on-track to graduate at 75%.

Attachment B:
Renewal Application
Hearing Comments

**Rochester Career Mentoring Charter School
Public Hearing
November 17, 2016
5:00PM
Minutes**

Attendance: President White and Board Clerk Shanai Lee.

President White opened the hearing at 5:00 p.m.

President White stated that Education Law subdivision 2857(1) and regulations of the Commissioner of Education 8 N.Y.C.R.R. § 119.4 require the Board to conduct a public hearing within 30 days of receipt of a notice of the application or request of a charter revision.

President White explained that the Board of Education of the Rochester City School District is conducting this public hearing to gather community input regarding the renewal of the Rochester Career Mentoring Charter School. He stated that the school serves students in grades 9-12, with a maximum approved enrollment of 300 students. President White also noted that the school proposes changes in student enrollment as follows: 270 students in the 2017-18 academic year; 282 students in the 2018-19 academic year; 270 students in the 2019-20 academic year; 255 students in the 2020-21 academic year; and 260 students in the 2021-22 academic year.

President White then requested public input and questions regarding this school.

No speakers were present.

President White concluded the hearing at 5:05 p.m.

**Attachment C:
Final Renewal Site
Visit Report with
School's Response**



New York State Education Department

Renewal Site Visit Report 2016-2017

Rochester Career Mentoring Charter School

Visit Date: September 26-27, 2016

Date of Final Report: January 17, 2017

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Rochester Career Mentoring Charter School
Board Chair	Kevin McCormick
School Leader	Dennis Francione
District of location	Rochester City School District
Opening Date	8/20/2012
Charter Terms	Initial charter term: 7/1/2012-6/30/2017
Management Company	N/A
Educational Partners	N/A
Facilities	30 Hart Street, Rochester, New York 14605
Mission Statement	<i>"Rochester Career Mentoring Charter School (RCMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college."</i>
Key Design Elements	<ul style="list-style-type: none"> • <i>Personalization (Individual learning plans and teacher-advisors)</i> • <i>Teachers as curriculum designers (Based on RCSD curriculum framework aligned to common core, using project-based learning)</i> • <i>Career internships</i> • <i>Enrichment block and student support</i>
Requested Revisions	N/A

¹ The information in this section was provided by the NYS Education Department Charter School Office.

School Characteristics

Enrollment

School Year	Grades Served	Maximum Enrollment	Actual Enrollment
2016-2017	9-12	265* (320)	236
2015-2016	9-12	270* (320)	231
2014-2015	9-11	240	217

*At RCMCS request, NYSED approved a temporary reduction in the approved maximum enrollment.

METHODOLOGY

A 1.5-day renewal site visit was conducted at Rochester Career Mentoring Charter School on September 26-27, 2016. The Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, the student success team, internship coordinator, special education coordinator, English learner program coordinator, and parents. In cooperation with school leadership, the team also administered anonymous online surveys to teachers.

The team conducted 11 classroom observations in Grades 9-12. The observations were approximately 20 minutes in length and conducted jointly with the educational leader and the chief of operations and academics. The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Renewal Application**
- **Renewal Site Visit Workbook**
- **Teacher roster**
- **Current organization chart**
- **A master school schedule**
- **Board materials**
- **Board self-evaluation documents**
- **Blank teacher and administrator evaluation forms**
- **Student/family handbook**
- **Staff handbook and personnel policies**
- **A list of curricular documents**
- **A list of major assessments**
- **Enrollment data including subgroups**
- **Professional development plans and schedules**
- **Academic data**
- **Student academic records including transcripts**
- **Student 504 plans**

BENCHMARK ANALYSIS

The Charter School Performance Framework outlines ten Performance Benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the renewal site visit, as well as cumulative evidence collected from school reports and site visits over the charter term, will be presented in alignment with the [Performance Framework](#) Benchmarks and Indicators according to the rating scale below. A brief summary of the school's performance will precede the benchmark analysis. Each benchmark will be rated; however, the report narrative will highlight those indicators not fully met by the school.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the renewal site visit conducted from September 26-27, 2016 at Rochester Career Mentoring Charter School, see the following Performance Benchmark Scores and discussion.

**New York State Education Department
Charter School Performance Framework Rating**

Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Falls Far Below
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Falls Far Below
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Approaches
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Falls Far Below
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Approaches
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Approaches
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Falls Far Below
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Falls Far Below

Summary of Findings

The New York State Board of Regents chartered Rochester Career Mentoring Charter School (RCMCS) on September 13, 2011 for a term of five years of operation. The school opened in August 2012 at 30 Hart Street in the Rochester City School District in Rochester, NY. The school is authorized to serve 320 students, but in March 2015, RCMCS requested temporary approval to serve 270 students in 2015-2016 and 265 in 2016-2017. RCMCS currently serves 236 students in Grades 9-12.

From the opening of the school to the present, various concerns were raised with the New York State Education Department (NYSED) by former and current school employees, former members of the school board and by parents, which prompted a number of visits to the school. NYSED staff conducted check-in (informal) visits at the school on January 17, 2013, December 5, 2013, January 23, 2014, March 20, 2014, May 2, 2014, September 16 and October 8, 2015, and June 7, 2016. A formal mid-term site visit was conducted by NYSED staff on October 30-31, 2014 and an additional formal site visit was conducted by an impartial external team of charter school evaluators on behalf of NYSED on November 5-6, 2015. The NYSED renewal site visit took place on September 26-27, 2016. A visit with the board of trustees was conducted on December 21, 2016, after receipt of feedback from the school and prior to the finalization of this report.

On April 3, 2014, in response to concerns raised on site and by school stakeholders, NYSED directed the school to develop and implement a Corrective Action Plan (CAP) to address areas of needed improvement related to governance, failure to progress toward meeting the Performance Framework Benchmarks, quality and effectiveness of the instructional program, and implementation of the school's approved charter. Although NYSED provided feedback to the school on six occasions, the school did not develop a CAP with measurable improvement goals in the areas of student achievement and behavior or a viable plan to deliver these outcomes and turn the school around. Subsequent school visits did not disclose significant improvement in school climate and instructional quality. The conditions existing in the school which precipitated the request for a CAP, listed above, continue to be areas of concern.

The 2014 mid-term site visit report rated the school *Falls Far Below* on five of the ten Performance Framework Benchmarks, and revealed that the school continued to have serious internal difficulties. The 2015 site visit report prepared by a team of impartial external charter school evaluators found similar school performance ratings. During the 2014 and 2015 formal site visits, team members recorded partial or no evidence of rigorous instruction and student engagement in over 80% of observed classrooms, and information collected in student surveys and focus groups indicated that disruptive behaviors, including physical fights, inappropriate behavior, bullying and threats among students was a persistent stakeholder concern. Additionally, some respondents to parent surveys and participants in focus groups expressed concerns about frequent staff turnover at the school, inexperienced and unskilled teachers, lack of homework, lack of communication about school events, weak classroom management, and lack of response to concerns about accommodations for students with disabilities.

The school has not attained its approved enrollment numbers and has recorded a high rate of student withdrawals over the charter term. According to information compiled by NYSED Information Reporting Services, over the four full years of operation, 106 out of 337 total students departed the school prior to graduating, which computes to 31.5% of the total count over the four years. While RCMCS enrolls a higher percentage of economically disadvantaged students than Rochester City School District (RCSD), it serves fewer students with disabilities and English language learners. RCMCS has had limited success

recruiting and retaining students with disabilities and English language learners, and the academic performance of those subgroups remains below their peers at the end of the charter term.

The school experienced a high rate of turnover in leadership and school personnel in every year of the charter term. In the renewal application, the school reported that a total of 52 teachers have departed the school during the first four years of the charter. Although the chief executive officer (CEO) role has been stable, the other leadership team members and roles have changed multiple times over the term. The 2016-2017 school year was the first school year in which a school leader (chief of operations/academics) returned for a second year. The frequent turnover in administrators and staff over the course of its charter term has limited the impact of the school's professional development program on the instructional program, although school leaders expressed optimism that a higher percentage of teachers returning this year will help stabilize the academic program.

The current academic performance of the students at RCMCS falls far below the achievement indicators for proficiency on the New York State Regents exams and the targets defined in the Charter School Performance Framework. The school's academic program is based on a collection of curriculum materials that appear to be content-aligned with the New York State Learning Standards (NYSLs), but in practice, daily lessons do not match the depth of knowledge defined in the NYSLs. Differentiation of content was not evident in daily lesson plans or in observed lessons, and students were working on the same assignment at the same pace, generally in whole group settings. Class visits showed many students exhibiting behavior that was off task, disengaged, or indicative of student frustration.

School climate and culture at RCMCS is overseen by a Student Success Team which monitors student behavior as well as their social and emotional well-being. While most classrooms appear safe, the school reports over 604 discipline referrals and 12 out-of-school suspensions for 2015-2016. Students express concerns about school safety despite the presence of contracted security guards in the facility. Too few families provided survey input on the school's operations to judge the effectiveness of the school's more recent attempts to engage families.

The RCMCS Board of Trustees continues to modify and refine its procedures to adequately oversee the school. Recently it has begun to set strategic goals for the school, and it is still in the process of deciding on a dashboard reporting system that will allow it to monitor interim progress toward academic performance targets. While the board states that it holds the CEO accountable for the school's poor academic outcomes, the nature of that accountability is unclear and the board is unable to describe how it uses academic results in the evaluation of the CEO's performance. The board reports that the school reduced its target enrollment, cut staff, and increased student support within the school day in an attempt to change the declining trend in academic achievement.

Through focus groups and surveys, RCMCS staff, parents, students, and leaders expressed familiarity with the school's mission of career exploration and college preparation, but also acknowledged that the school is in the early stages of implementing some of the key design elements.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Falls Far Below

Summative Evidence for Benchmark 1: See Appendix A for further information.

As per the Performance Framework for Board of Regents-authorized charter schools, charter high schools are held accountable to NYS average proficiency standards.

1a. ESEA designation: RCMCS is currently considered a school In Good Standing. The school's accountability status rating based on 2012 cohort outcomes and graduation rate has not yet been calculated by NYSED.

1b. Similar Schools Comparison: Although a school-generated similar schools academic performance analysis is required in the charter renewal application, the school did not provide a similar schools comparison. Schools serving similar populations were identified by RCMCS in the renewal application (Benchmark 1), but a comparison of outcomes was not provided.

3a(i) and (ii). Aggregate and Subgroup Annual Regents Outcomes: Annual outcomes at RCMCS fall far below state average annual outcomes on the New York State Regents exams for all students and for subgroups with sufficient numbers to be reported. Where data is available for multiple years, RCMCS shows a declining trend in passing rates on eight tests and improving trends on three exams (Table 1).

Table 1: Aggregate Annual Outcomes
RCMCS and NYS*

Regents Exam	2015-2016		2014-2015	
	RCMCS	NYS	RCMCS	NYS
English Language Arts Common Core (levels 3, 4, & 5)	52%	87%	45%	80%
Integrated Algebra (>65)	33%	58%	41%	62%
Integrated Algebra SWD	-	34%	0%	39%
Geometry (>65)	8%	38%	20%	72%
Algebra 2/ Trigonometry	0%	55%	5%	60%
Algebra 1 Common Core (levels 3, 4, and 5)	37%	72%	14%	63%
Algebra 2 Common Core	11%	74%	N.A.	N.A.
Geometry Common Core	0%	64%	N.A.	N.A.
Global History and Geography (>65)	14%	68%	20%	67%
Global History and Geography (SWD)	0%	36%	8%	34%
US History and government (>65)	25%	82%	36%	84%

Regents Exam	2015-2016		2014-2015	
	RCMCS	NYS	RCMCS	NYS
Living Environment (>65)	27%	78%	31%	77%
Living Environment (SWD)	0%	48%	0%	46%
Physical Setting/ Earth Science (>65)	21%	71%	15%	72%
Physical Setting/ Chemistry (>65) n=6	7%	76%	17%	75%

*publicly available data source: <https://data.nysed.gov/>

3a(iii) and (iv). **Aggregate and Subgroup Total Cohort Regents Testing Outcomes:** The target for cohort Regents testing outcomes for all Board of Regents-authorized high schools as outlined in the Regents approved Performance Framework, is the NYS average for all students and for the economically disadvantaged, English language learner, and students with disabilities subgroups. RCMCS falls far below target expectation for all cohort Regents testing outcomes. In the school's first cohort (2012), the only one for which full data is available, Regents testing outcomes for all students and for all subgroups, in ELA, Mathematics, Global History, US History, and Science are significantly below the state average.

**Table 2: Aggregate and Subgroup 2012 Cohort Regents Testing Outcomes
RCMCS and NYS***

Assessment Population	RCMCS	NYS	Variance
<i>Secondary Level English Language Arts After Four Years of Instruction</i>			
All students	62%	84%	-22%
Students with disabilities	0%	51%	-51%
English language learners	0%	30%	-30%
Economically disadvantaged	62%	79%	-17%
<i>Secondary Level Mathematics After Four Years of Instruction</i>			
All students	69%	86%	-17%
Students with disabilities	0%	51%	-51%
English language learners	0%	48%	-48%
Economically disadvantaged	69%	81%	-12%
<i>Secondary Level Global History and Geography After Four Years of Instruction</i>			
All students	45%	78%	-33%
Students with disabilities	0%	40%	-40%
English language learners	0%	24%	-24%
Economically disadvantaged	45%	70%	-25%
<i>Secondary Level U.S. History and Government After Four Years of Instruction</i>			
All students	47%	81%	-34%
Students with disabilities	0%	47%	-47%
English language learners	0%	30%	-30%
Economically disadvantaged	47%	74%	-27%

Assessment Population	RCMCS	NYS	Variance
<i>Secondary Level Science After Four Years of Instruction</i>			
All students	55%	84%	-29%
Students with disabilities	0%	50%	-50%
English language learners	0%	32%	-32%
Economically disadvantaged	55%	78%	-23%

*publicly available data source: <https://data.nysed.gov/>

Graduation Outcomes

3b(i) and (ii). Aggregate and Subgroup Graduation Rate: For its first graduates, the class of 2016, the school reported a 70.9% four year graduation rate, significantly below the state target of 80%. Of the 55 students in the cohort, 39 students completed high school. Twenty-five earned a Regents diploma, two students achieved a Regents Diploma with Advanced Designation, and 13 students (33% of the graduating class) were awarded local diplomas (See Benchmark 10 for continued discussion regarding the improper awarding of the Regents Diploma with Advanced Designation). Of these 13, eight students were first approved for Section 504 plans after their twelfth grade year had commenced. This practice permitted students to meet graduation requirements but did not provide those students with supports and accommodations that would have benefitted them during the greater part of their high school years. Overall, in the school's first cohort, fewer than 65% of the graduates achieved the school's stated mission of graduating every student with a Regents diploma, and 15 students in the cohort are still enrolled at the outset of the 2016-2017 school year. RCMCS has had limited success recruiting and retaining students with disabilities and English language learners, and their academic performance remains far below that of their peers.

3b(iii) On-Track to Graduate: The school reports that 23 of the 71 students (32%) who enrolled in the school as ninth graders in 2013 (the 2013 cohort, class of 2017) have passed three Regents exams or more by the beginning of the senior year, the measure of "on track to graduate." The on-track percentages for students with disabilities or those who are English language learners is not reported. This leaves 48 students or 68% of that class "off track" for graduation. This means that those students would have to complete the classwork and pass the Regents exams in at the least three subject areas during the senior year in order to graduate with their class.

The school persistently refers to its relatively high percentage rate of economically disadvantaged students to justify its poor performance when compared to the district of location and the state. However, the school's renewal application states specifically, "It was anticipated at the time of submission of the initial charter that a skills gap would need to be addressed to increase the likelihood of student success in high school as they came from the Rochester City School District middle schools that were performing at amongst the lowest of all schools across the state. This challenge was embraced by the founders of RCMCS" and ".....the likelihood of students continuing to come to RCMCS for the foreseeable future with a significant skills gap is a reality."

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to the NYSLs.b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.
2. Instruction	<ul style="list-style-type: none">a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	<ul style="list-style-type: none">a. The school uses a balanced system of formative, diagnostic and summative assessments.b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program, and modifies the program accordingly.
4. Supports for Diverse Learners	<ul style="list-style-type: none">a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Summative Evidence for Benchmark 2:

Formal site visit team members found that the instructional program at RCMCS appears to be guided by a curriculum focused on Regents exam test prep with limited attention to ensuring that students understand the broader foundational concepts and skills essential for academic success. Instruction varies widely across the school, with few examples of differentiation of content, product, or pace

evident. Teachers review Regents outcome data to differentiate their lesson or unit plans, but the lag between test results and the course scope and sequence limits the timeliness of their adjustments. The school reduced its advisory periods from five per week to one and adjusted the daily schedule to allow students to be assigned to test preparation classes focused on passing the Regents or enrichment classes for those meeting the passing targets. Both observed and planned lessons show minimal promotion of higher-order thinking or high levels of academic achievement.

One key design element of the RCMCS charter is teachers-as-curriculum-designers. While the school's renewal application states that teachers document the sources used to develop the concept maps that form the curriculum, materials provided to the renewal visit team did not reference the core concepts at the foundation of the curriculum, as would be evident in a concept map. Some curriculum materials reference the NYSLs by code number but the content of daily lessons does not align with the depth of knowledge defined in the NYSLs.

School leaders redesigned some courses to be co-taught by two teachers and use this structure (humanities integrates English and social studies, and math, science and technology integrates environmental science and principles of algebra and geometry) in an effort to align curriculum within grade levels. As observed by the renewal visit team, in practice, teachers in these classes take turns teaching their content during the back-to-back class periods rather than collaborate on an interdisciplinary lesson. Monthly department meetings provide opportunities for vertical alignment, but as a high school, course sequences are primarily independent rather than sequential and it is unclear what vertical alignment occurs. In two ninth grade courses, biology (living environment) and algebra, the school has chosen to divide Regents course content into a two-year sequence, requiring students to defer sitting for the Regents until tenth grade. It is unclear how this affects students' ability to stay on track to graduation. Daily lesson plans reference no strategies for differentiation of content for students at risk of academic failure, students with disabilities or English language learners, and in observed lessons, students were completing the same assignment at the same pace, generally in whole group settings. Some teachers provided fill in the blank worksheets for note-taking, jump start activities unrelated to course content, and checks for understanding that happened only by asking students questions (rather than a more systematic approach such as daily exit tickets).

According to the school, under the guidance of the coordinator of internships, elective courses are vertically aligned and mapped to the NYS Career Development and Occupational Studies (NYS CDOS) standards. The career choices lesson observed by the renewal visit team stated a learning target (for example, research college requirements) that was well below the level of challenge needed by the seniors and juniors sitting in the class.

The school reports that it focused the month-long summer professional development training, led by consultants from the Buck Institute, to help teachers design engaging learning tasks. School leaders stated that they encourage teachers to design project-based learning as a means to embed the skills needed in the workforce within the academic classes. Observations during the renewal visit showed no evidence of project-based learning and few instances where students were directed to use workforce "soft skills" such as diligence, timeliness, or teamwork in their tasks.

School leaders cited posted learning targets, an opening activity (jump start), and exit tickets as common instructional practices in use across the school. Observers noted learning targets posted in most classes and some evidence of an opening activity and exit tickets. However, learning targets were often

restatements of the topic, agenda, or class activity rather than the concept to be understood or the skill to be learned.

On the NYSED survey, teachers' responses confirmed mixed understanding and implementation of instructional rigor. Thirteen of the 19 teachers agreed there is uniformity in teachers' implementation of academic rigor, while six did not. While some teachers cited higher level thinking and application to new situations as examples of academic rigor, many cited engaged students, working in groups, and involving students as ways they would ensure rigor in their lessons, mixing the concepts of intellectual challenge with motivation. Class visits conducted by formal site visit team members showed few lessons that were engaging and many students who were exhibiting behavior that was off task or disengaged.

As permissible under the law, the school employs 10 teachers who are instructing courses or grade levels for which they are not certified. Sixty-three percent of parents responding to the school's annual parent survey indicated a concern with the lack of experience of the teaching staff.

According to the school's renewal application, teachers at RCMCS use item banks of Regents test items to create baseline assessments to measure student content knowledge and skill proficiency. The school modified its daily schedule to allow students to be assigned to test preparation and credit recovery classes based on their particular graduation pathway and progress. While the school states that teachers develop and use various checks for understanding as formative assessments to track student understanding within the lesson, the predominant questions asked by teachers addressed task completion rather than conceptual understanding.

School leaders stated that they have modified the daily schedule in response to persistent low Regents passing rates to allow students to receive additional support within the school day in test prep classes or with Edgenuity, an individualized online curriculum providing credit recovery and remediation.

RCMCS enrolls fewer students with disabilities and English learners than the district, but a higher proportion of economically disadvantaged students. RCMCS uses a consultant teacher model to provide services for its students with disabilities, with one of the two special educators providing support within classes to identified students. The four English learners at RCMCS (less than 2% of the school's population) receive services from the ESOL specialist during assigned periods in the day. Two-thirds of the teachers agreed that the school has a strong and effective program for students with disabilities and English language learners. While the school retained all four of the English language learners, 55% of the students with disabilities returned for the 2016-2017, a decline from the 62% who returned for 2015-2016. Appendix A and Tables 1 and 2 in Benchmark 1 show that the school has not been successful in educating students with disabilities who perform far below their peers at the school and far below a similar population in the district.

In addition to specialist educators, the school reports that its advisory program and individualized learning plans (ILPs) provide support for diverse learners. Individual students work with their advisors to compile the ILP, which lists a graduation plan of courses completed, courses needed, Regents passed and needed, alongside a personal goals profile, college and career interests, and post-high school plans. Sample ILPs provided to the renewal visit team varied in format and lacked sufficient detail to determine how frequently the plans are reviewed, how current the profile and goals were, and whether progress toward student defined goals had been made. The usefulness of the ILP as a guide for student decisions and advisor actions remains unclear.

Benchmark 3: Culture, Climate and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none">a. The school has a clear approach to behavioral management, including a written discipline policy.b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.c. The school has systems in place to ensure that the environment is free from harassment and discrimination.d. Classroom environments are conducive to learning and generally free from disruption.
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none">a. Teachers communicate with parents to discuss students' strengths and needs.b. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.c. The school has a systematic process for responding to parent or community concerns.d. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none">a. School leaders collect and use data to track the socio-emotional needs of students.b. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

RCMCS uses its code of conduct and discipline system to manage student behavior under the oversight of the Student Success Team. There is no common behavior program in use across the school and teachers are expected to develop their own methods to create a positive learning environment in their classrooms. Wide variations in classroom orderliness and productive climate were observed by the site visit teams. While most classrooms appear safe, the school reports over 604 discipline referrals and 12 out of school suspensions in 2015-2016.

On the NYSED-administered survey, 13 of the 19 teachers agreed that the school is generally free from harassment and bullying with six offering a neutral response. While the school employs security staff to ensure the physical safety of the students, on a recent survey, 74 of the 149 students agreed they felt

safe at the school with 49 remaining neutral and 21 disagreeing. In open responses, students expressed wishes for “less loud classes” and that the school would be “a little more organized.” Critical concerns were raised by students who wanted “all the fighting to stop” and the school to be “more strict” on disruptive behavior.

The Student Success Team is responsible for oversight of behavior management as well as the social and emotional well-being of the students. The team includes RCMCS staff - the team manager, learning center teacher, and a behavior interventionist -- as well as two crisis interventionists from the Center for Youth, and a youth advocate from Hillside Work-Scholarship Connection. The team reported a caseload of 32 students needing academic or mental health services at the time of the renewal visit. Team members work one on one with students as advisors and mentors using a variety of strategies, and the team meets weekly to monitor progress. Students sent from class are counseled by the Student Success Center Manager or teacher to resolve issues and return to class as promptly as possible. In addition to working with students, the team advises teachers on effective strategies and occasionally offers professional development for RCMCS staff.

RCMCS assigns responsibility for parent communication to the students’ teacher-advisors. Teachers are expected to contact families regularly with compliments and concerns and to keep families informed of their child’s academic progress. As of the renewal visit, 167 families had contacted the school to get access to School Tool, the information management system teachers are expected to update regularly with class grades and assignments. Of the three parents who participated in the focus group, two were new to the school and not able to confirm the scope and impact of the family engagement activities detailed in the school’s renewal application.

RCMCS does not post a link to the state report card on its website and does not have a system in place to share information about school-level academic performance with the broader community, which is a NYSED expectation to promote transparency and accountability. Teachers hold academic conversations with individual families, but the overall academic performance of the school overall is not familiar to teachers (In the NYSED administered teacher survey of 2016, 13/19 teachers stated that they believe that the school is outperforming the district, and 9/19 believe that the school is outperforming the state average. Posters highlighting the first group of graduates are evident around the building, but school level Regents data is not featured. Parents in the focus group were unaware of the school’s academic performance, and board members cited the graduation rate but explained that their data dashboard was undergoing revision so they could not cite specific details on the school’s academic performance on Regents exams.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Summative Evidence for Benchmark 4:

Financial Condition

RCMCS appears to be in adequate financial condition as evidenced by performance on key indicators derived from the school's independently-audited financial statements.

The Department reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.

Overall Financial Outlook

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered in strong financial health. RCMCS's composite score for 2015-2016 is 1.90. The table below shows the school's composite scores from 2012-2013 through 2015-2016.

**Rochester Career Mentoring Charter School's Composite Scores
2012-2013 to 2015-2016**

<i>Year</i>	<i>Composite Score</i>
2015-2016	1.90
2014-2015	1.90
2013-2014	2.00
2012-2013	2.10

Source: NYSED Office of Audit Services

Near Term Indicators

Near term indicators of financial health are used to understand the current financial performance and viability of the school. The CSO uses three measures:

The *current ratio* is a financial ratio that measures whether a school has sufficient resources to pay its debts over the next 12 months. The ratio is mainly used to give an idea of the school's ability to pay back its short-term liabilities (debt and payables) with its short-term assets (cash, inventory, receivables). The higher the current ratio, the more capable the school is of paying its obligations, with a ratio under 1.0 a cause for concern. For 2015-2016, RCMCS had a current ratio of 1.3.

Unrestricted cash measures, in days, whether the corporation can meet operating expenses without receiving new income. Schools typically strive to maintain at least 90 days of cash on hand. For fiscal year 2015-2016, RCMCS operated with 19 days' worth of unrestricted cash.

Enrollment stability measures whether or not a school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Actual enrollment that is over 85 percent is considered reasonable. RCMCS's enrollment stability for 2015-2016 was 85.6 percent.

Long Term Indicators

A school's *debt to asset ratio* measures the extent to which the school relies on borrowed funds to finance its operations. It is calculated as total liabilities divided by total assets. A ratio of 0.9 or less meets a standard of low risk. For 2015-2016, RCMCS's debt to asset ratio was 0.5.

Total margin measures the deficit or surplus a school yields out of its total revenues; in other words, whether or not the school is living within its available resources. Total margin is calculated as net income divided by total revenue. A total margin that is positive indicates low risk. For 2015-2016, RCMCS's total margin was -0.1 percent.

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Summative Evidence for Benchmark 5:

CSO reviewed RCMCS's 2014-2015 and 2015-2016 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting.

For the 2014-2015 period, the independent auditor issued a communication regarding internal control-related matters identified in the audit. A "deficiency in internal controls" is defined as when the design or operation of an internal control does not allow school staff to prevent, detect or correct misstatements in financial statements in a timely fashion. A "material weakness" is a deficiency or combination of deficiencies in internal controls that creates a reasonable possibility that school staff will not be allowed to prevent, detect or correct material misstatements in financial statements in a timely fashion.

The auditor did not identify any deficiencies in internal controls that could be considered to be material weaknesses. However, the communication listed six deficiencies identified during a 2013-2014 audit. According to the communication, the school took action to correct five of the six deficiencies, with one pending corrective action. During the 2014-2015 audit, seven additional deficiencies in internal controls were identified.

CSO staff followed up by requesting a CAP to remediate the pending 2013-2014 deficiency as well as the deficiencies identified during the 2014-2015 audit. The school provided a plan, which included an action

plan for each deficiency, the person responsible, and the date completed. The plan met the expectations of CSO staff.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<ul style="list-style-type: none"> a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

Section 2.13 of the charter and Section 2853(1)(f) of the Education Law state that the charter school’s board “shall have final authority for policy and operational decisions of the School.” The Board has failed to fulfill its responsibility to have final authority for policy and operational decisions of the school as follows:

According to meeting minutes and interviews with board members, the board has deferred final authority to the CEO to determine the academic and organizational direction of the school, sign school contracts, and negotiate on the school’s behalf without adequate oversight. In 2014, three members of the school’s board of trustees resigned before the end of their terms, at least one citing conflict with the CEO as the reason for resignation. Additional resignations at the school have been attributed to conflicts with the CEO, including at least some of the nine teachers who departed between July 2013 and June 2014, one of the school’s educational leaders, and the coordinator of internships, who described the CEO’s behavior as “abusive,” and more recently, the director of operations and finance. School consultants also terminated their relationship with the school due to differences with the CEO. The board stated that its most significant challenge is to stop the turnover in personnel. The board’s proposed strategy to address this concern is to hire additional administrators and revise the hiring process.

Until recently, the RCMCS Board of Trustees had not engaged in strategic planning based on evidence of school performance. Policies dictated by the CEO have been initiated in response to issues that have arisen, rather than proactively in anticipation of needs.

Despite being in operation for four years, the school reports in its renewal application, “We recently built and developed a high quality board.” Over the course of the charter term, seventeen members have joined the board and nine have left. At present, the governing body has eight approved members (see further mention under Benchmark 10, Legal Compliance.) Renewal documents list only each member’s committee assignment and fail to describe the expertise each member brings to the board, making it difficult to determine the skills and knowledge held by the governing body.

The school has posted three academic goals and outcome measures, one governance goal and one finance goal. The board reported that it has not engaged in strategic planning until recently, claiming that it always had goals but didn’t document them. The school has been guided by the long term goals stated in the mission, with no interim benchmarks or targets to determine whether progress was being made toward the long term aims of graduation with a Regents diploma and college and career readiness. While the board receives data reports from school administrators, they state that they rely on the members with education backgrounds to help extract meaning from the data, explaining that they didn’t dive deeply into that data, but instead focused on “jumping in and helping out” in the early years. The board was unable to cite data that would be used to monitor progress toward the year-long goals defined recently. The data dashboards have changed in format and content over the course of the charter, and one recent version includes graphical representations of enrollment, demographics, discipline, Regents passing rates, and progress toward graduation. The September dashboard draft examined by the renewal site visit team included a number of data points that differed from other charter documents and presented data that is not consistent with the measures defined in the Charter School Performance Standards. For example, the attendance target was 92% but actual attendance reached only 91%; a graduation rate discussion labeled “cohort 2016,” but that should be the “class of 2016.” Another version of the dashboard provided by the school electronically includes tabular as well as graphical presentation of the school’s data offering a more complete picture of the school’s performance. The redesigned dashboard includes a graphic presentation of the school’s financial condition among other data elements mentioned above. Board members explained they have not decided which version of the dashboard they prefer.

The RCMCS Board is organized into governance, finance, and academic committees with each reporting to the full board at monthly meetings. Board minutes report little discussion of proposals with uniform agreement on all decisions. Minutes from 2015-2016 reveal that the board has conducted a review of many of its major policies, and approved revisions to some. Policies have been submitted to NYSED for review before finalizing. The board contracted with an attorney to conduct a legal review of policy revisions.

The board conducts a yearly evaluation of the chief executive officer in the areas of financial viability, fundraising, personnel management, staff and students, facilities, and planning and governance. The governance domain in the CEO’s evaluation states that one of his performance expectation is “. . . maintains an active Board that provide (*sic*) good governance to the organization,” suggesting some overlap between the board’s governance role and the CEO’s management of the organization. The CEO evaluation does not include the academic performance standards or criteria against which the leader will be assessed. Board members admitted that, in light of weak student achievement across the charter term, they have not held the CEO accountable for disappointing outcomes, attributing responsibility to

the four consecutive school leaders that were recruited and appointed over the charter term. The board reports that its own evaluations occur “continuously,” despite few targets or standards to guide the evaluation ratings.

Board members reported little success in engaging parents in the school. Some explained that inner city parents have many reasons not to be involved in their high school child’s education. They reported that school leaders provide opportunities for parents but rarely attract strong interest, and the board does not hold school leaders or themselves accountable for that. Instead, teachers are responsible for keeping parents informed about students’ progress through the advisory program.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<ul style="list-style-type: none"> a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. <i>Professional Climate</i>	<ul style="list-style-type: none"> a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs. d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. <i>Contractual</i>	<ul style="list-style-type: none"> a. The board of trustees and school leadership establish effective working

Relationships

☐ N/A

- relationships with the management company or comprehensive service provider.
- b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.
 - c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

RCMCS has experienced a high level of turnover in instructional and operational leadership over the course of the charter term. While the chief executive officer has remained constant, the chief of operations and academics is starting her second year at the school and the current educational leader began in June 2016. Teachers and staff demonstrated awareness of the school's broad goals of career exploration and college preparation and graphs showing highlights of the school's academic performance are posted around the building. Overall, teachers were unfamiliar with the specific gaps and weaknesses in the school's achievement, with a majority declaring on the NYSED survey that RCMCS students are outperforming the district and the state on NYS assessments.

Staff demonstrated an understanding of the roles of the educational leader, director of operations and academics, and the coordinator of internships. Members of the student support team described in detail their responsibilities to provide for the social and emotional health of the students. Communication among the staff and between staff and administrators is conducted primarily by email or face to face. The office of the educational leader is on the floor with the classrooms, allowing convenient contact. The chief executive officer and director of operations and academics maintain offices on a separate floor and wing of the facility limiting their contact with students and teachers. On the NYSED survey, teachers raised concerns about contradictions in communication from different sources. Most communication is ad hoc, with individuals meeting or emailing as needed. Based on interviews with staff and leaders, decisions are made by school leaders and communicated at the weekly staff meetings.

Over the course of its charter term, RCMCS has experienced high rates of teacher turnover. In year 4, 2015-2016, 16 of the 39 teachers left during the school year and six departed at the end. Similar results are reported for the 2014-2015 school year, with 15 of 36 teachers departing during the school year and four leaving at the end. In contrast, of the teachers working at the school in June 2016, the school reports that 17 have stayed for 2016-2017. One administrator left the school at the end of year 4 (2016) and two departed during or at the end of year 3, 2014-2015. Over the course of the charter, school leaders report that a number of the teachers were dismissed due to unsatisfactory performance.

The teacher schedule at RCMCS provides time for structured and informal collaboration among staff. In addition to intensive summer professional development, teachers meet every Wednesday from 1:00 pm to 4:15 pm for grade level and content area meetings and professional development. On the NYSED survey, 14 of the 19 teachers agreed that teachers frequently collaborate on matters of curriculum and instruction, using Wednesday meeting time and informal "as needed" meetings during prep times as opportunities to plan with their colleagues or confer with special educators. Student concerns are raised at the Wednesday meetings also. Twelve of the 19 teachers agreed that these meetings are well attended and recognized as valuable.

The RCMCS professional development calendar lists the topics to be addressed at the weekly Wednesday afternoon time and on the two full day sessions during the year, and details the topics to be covered during the summer extended professional development time. For the coming year, the school's professional development is focused on a writing strategy (TEAL), learning targets and close reading.

Time is allotted for data review following benchmark assessments, workshops on common instructional practices, advisory and internship procedures, and subject area vertical teams. On surveys asking staff to evaluate the professional development, teachers were generally pleased with the sessions. However, observations of classrooms during the renewal visit and Regents results show that instruction across the school has not improved sufficiently to enable students to meet Regents targets.

The educational leader is the primary administrator responsible for maintaining instructional quality with the support of the chief of operations and academics. Instruction is monitored through informal class walkthroughs and formal teacher evaluations. Formal teacher evaluations use a simplified three-page summary of the Danielson framework, and informal walkthroughs focus on indicators chosen by the educational leader who stated she focuses on implementation of strategies discussed in professional development sessions. While the renewal application states that teachers are evaluated also against the standards of the Teacher Project Based Evaluation Process, no evidence in interviews, surveys or observations could confirm the use of this tool. Fifteen of the 19 teachers agreed that the school has a system in place to monitor and evaluate instruction that includes regular administrator observations and feedback. Several teachers mentioned peer observation but the renewal application indicates that peer observations are planned for the coming year after teacher teams are established as a means of establishing collaborative professional learning as part of its culture. Peer observations are not yet part of the school's approach to instructional quality. As noted under Benchmark 2, instruction at RCMCS did not challenge students to meet the high standards defined in the NYSLs.

The school uses surveys and feedback from class observations as the means by which it solicits teacher input on school operations. On the NYSED-administered survey, teachers mention staff discussions, frequent emails, and an "open door" policy as means by which teachers can voice their compliments or concerns. While most teachers agreed on the survey that the school is a long-term sustainable option for them, 13 of the 19 agreed that they have the resources and support to do their job well. Over the course of the charter term, RCMCS has experienced high rates of teacher turnover, due in part to dismissal for unsatisfactory performance. On the NYSED-administered survey, teachers raise concerns that teachers are responsible for implementing too many initiatives for which there is inadequate follow-up and support.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<ul style="list-style-type: none"> a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

The school's mission reads:

Rochester Career Mentoring Charter School (RCMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college.

Section 2.5 of the school's charter states in relevant part: The Charter School shall implement the educational programs set forth in the Application so that its students may meet or exceed the performance standards set forth in the Application and in the Performance Framework (section III of the Oversight Plan described in section 6.2 of this agreement). The school's board has failed to fulfill this responsibility as follows:

The school has not established systems to ensure that students have access to a well-implemented, cohesive, and comprehensive curriculum that is consistent with the expectations of the New York State P-12 Learning Standards. The school confirms that the use of data to design an academic program that meets the needs of all students remains in the early stages of implementation. Instructional practices in use by teachers fail to engage students in their learning. Strategies (such as a revised school-wide behavior management plan and use of student supportive services provided by community-based organizational partners) to address persistent misbehavior that disrupts the learning environment have yet to demonstrate a positive impact on the school's outcomes. According to the NYSED Teacher Survey, five out of fifteen teachers agree that the school climate and culture directly support student learning and achievement.

The negative school culture limits student performance, and there continues to be no evidence that the school is prioritizing academic improvement. The school's students are not meeting the performance standards set forth in the application and in the Performance Framework, and the school received a rating of *Falls Far Below* on five of the ten Performance Framework Benchmarks in the report from the full site visit conducted in October 2014. Performance Framework ratings were slightly improved in November 2015, with three ratings of *Falls Far Below* and five ratings of *Approaches*.

The most common instructional practice in the classes observed by the site visit team involved students using laptop computers to look up definitions or fill in blanks on worksheet packets. There was little or no evidence of rigorous instruction and while many students were obediently complying with the teacher's instructions, there was little evidence that students were cognitively engaged in their learning. Student participation was limited to completing assigned tasks and answering teacher-initiated questions. No examples of student-generated questions were observed.

RCMCS is far from meeting its mission of becoming a "model secondary school." While some key elements are being implemented, the core academic program does not meet "rigorous academic

standards,” as measured by student outcomes that would be sufficient to provide students with “the academic and technical skills needed for today’s workforce and/or entrance into college.”

The RCMCS educational program also fails to foster levels of achievement consistent with the school’s mission to graduate all students with a Regents diploma. According to school leaders, 32 percent of students in the 2013 cohort are on track to graduate with a Regents diploma. The school reports that 42 of the 55 students in the 2012 cohort graduated (75%), with 29 (69% of the graduates) completing the requirements for a Regents diploma and 13 (31% of the graduates) receiving a local diploma.

Board members, school leaders, teachers and parents cited the career focus of the school and the small, personalized environment as a key element of the mission of RCMCS. The school’s commitment in its mission to graduate all students with a Regents diploma was not mentioned by any of the groups interviewed for the renewal visit. Sixty-four percent of students responding to the student survey indicated a neutral or low agreement rating for the statement “Students in my school care about graduating.”

On the NYSED survey, teachers cited college preparation, career exploration and rigorous academics as key elements of the school’s mission. Students expressed mixed judgments about whether the school’s mission to graduate students prepared for college and career is valued by their peers. On the survey administered in September, 51 of the 149 students agreed that students care about graduating, while 66 chose a neutral response and 29 disagreed.

The three families represented in the parent focus group agreed that their interest in the school derived from its small size, a major benefit to RCMCS when compared with the large size of district high schools. They indicated their children have benefitted from the career focus and goal setting activities incorporated into the academic program. Two of the families have enrolled their children for the first time this year, one in twelfth grade and one in tenth, so their knowledge of school operations is limited.

The school implements its personalization design element through its advisory program, in which teacher-advisors meet weekly with their students to review academic progress, develop and monitor each student’s Individual Learning Plan (ILP), and maintain communication with each advisee’s family. On the ILP, students are asked to define short and long term goals, identify academic and social-emotional strengths and gaps, and keep a record of their credits and Regents exams passed and needed, similar to a transcript. The work of completing and reviewing the ILP is overseen by each student’s advisor. On the September student survey administered by the school, students expressed mixed responses about aspects of the school’s culture of personalization. While 104 of the 149 agreed that “There is at least one adult I feel I can trust to ask for help,” 22 students remained neutral and 24 disagreed with that statement. While most felt welcome at the school (99 of 149 agree), a significant proportion remained neutral or disagreed. While the school intends its advisory program to form a personalized community, student comments such as those on the survey suggest that a personalized community is not firmly in place. In addition, the impact of reducing from five advisory periods per week to one per week, a change initiated this year, has not been assessed.

The majority of the instructional staff at RCMCS are early career educators with limited classroom or instructional design experience. Curriculum materials include basic information about topic sequences to be covered in a course, but few details on instructional strategies, differentiation methods, or sample checks for understanding. While the NYSLs were often referenced by code number, alignment to the depth of conceptual understanding and breadth of content in the NYSLs was evident in one set of

course materials. The educational leader reported that teachers struggle with basic curriculum development skills, such as constructing adequate learning objectives. While the school provides intensive professional development over the summer and updates at weekly meetings, most time has been spent on introducing the staff to concepts of project based learning, the school's renewed emphasis, rather than refinement of the existing curriculum. The school reports that some teachers worked over the summer to redesign the scope and sequence of its career choices curriculum to replace the one in use over the first four years of the school's operation. Based on the achievement outcomes shown in Appendix A, the flexibility afforded teachers to design their own curriculum has not resulted in an academic program that supports student success.

The school cites data showing that 37 of the 39 students who graduated (95%) secured a career, college or military placement as of the time of commencement. The data dashboard provided to the board of trustees indicates that 50 of the 59 students in the current twelfth grade are placed in internships and the remaining 9 have not yet been assigned. The new coordinator of internships has documented program elements to standardize program expectations and responsibilities. The coordinator explained that most placements are best characterized as career exploration experiences rather than internships which are typically intended to give in-depth work experience. The internship program documents do not include specific learning objectives or minimal criteria needed for students to be eligible for credits toward graduation based on their experience.

RCMCS adjusted its daily schedule to provide credit recovery and test preparation blocks for students within the school day. In previous years, support was provided during optional after school sessions, which were not as well attended as school leaders hoped. The adjusted schedule reduced advisory periods to one per week, from the five days per week previously, opening a class period for students to be placed in career exploration classes, resource classes for students with disabilities or English language learners, research projects, or review for Regents exams. In the original charter, the school's enrichment block and student support came during the extended school day. According to school leaders, students on track to graduate are dismissed at noon, others at 2:00 pm, and the remainder at 4:00 pm to allow time for extra academic support. The benefits, if any, of the adjusted schedules and reduced advisory periods will not be evident until the end of the school year.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program

services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.

c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Table 3: Student Demographics – RCMCS Compared to District of Location (Rochester City SD)

	2014-15			2015-16			2016-17
	Percent of Enrollment			Percent of Enrollment			Percent of Enrollment
	School	CSD	Variance ²	School	CSD	Variance	School ³
Enrollment of Special Populations							
Economically Disadvantaged	96%	88%	+12%	96%	91%	+5%	69%
English Language Learners	3%	12%	-9%	3%	13%	-10%	2%
Students with Disabilities	9%	20%	-11%	9%	20%	-11%	12%

Summative Evidence for Benchmark 9:

While RCMCS enrolls a higher percentage of economically disadvantaged students than the district, it serves far fewer students with disabilities and English language learners than Rochester City School District (RCSD). The school has had mixed success in retaining students in the special populations, reporting that all four of its English language learners and 81% of its economically disadvantaged students returned for the 2016-2017 school year, but only 55% of the students with disabilities chose to continue at the school.

The school continues the recruitment strategies used since its launch four years ago, which include mailings, brochures and postcards distributed to community agencies. This year, the school initiated contact with an organization serving as a gateway for immigrant families. Also this summer, staff members went door to door in selected neighborhoods inviting families to enroll. The school reported some success with the new strategies but noted that many students had already selected their September school placement by the time they were made aware of RCMCS. Data provided by the school does not show an increase in the enrollment of students with disabilities or English learners.

² Variance is defined as the percent of subgroup enrollment between the charter school and the district of location.

³ Reported by the school; 2016-2017 enrollment data has not been publicly released as of the date of this report.

The staff person responsible for enrollment mentioned that the school gathers information about where students learned about RCMCS on the intake forms, but school leaders did not indicate whether they use this data to evaluate their recruitment strategies.

Board members noted they have increased the recruitment budget to provide for additional mailings and for translations of recruitment materials into more languages than the current Spanish and English. New language documents are not yet available.

As noted on page 6, RCMCS has retained 68.5% of enrolled students to the culminating grade of the school. According to Department data, 337 students were enrolled in the school over the four-year charter term. A total of 106 students (31.5%) departed the school prior to graduating. This low retention rate is an indicator of the school's poor performance.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<p>a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.</p> <p>b. The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

Summative Evidence for Benchmark 10:

RCMCS complies with most laws, regulations, and provisions of its charter with a few exceptions:

- The school has submitted its 2014-2015 annual report after the statutory due date.
- The school erroneously awarded Regents Diplomas with Advanced Designation. After careful review of student academic records obtained from the school, it appears that the Regents Diplomas with Advanced Designation were not issued in compliance with Department regulations. These two diplomas should have been issued as a Regents diploma.
- The school is out of compliance with its own by-laws, as the RCMCS by-laws require no fewer than nine members and only eight approved members are currently serving.
- Student health records are held in the same files as academic records, without appropriate privacy protections.
- On the teacher survey, only 10 of 19 respondents affirm that the school has conducted the required annual Dignity for All Students Act (DASA) training.

APPENDIX A: ASSESSMENT AND GRADUATION OUTCOMES

Rochester Career Mentoring Regents passing (publicly available data retrieved from data.nysed.gov)	RCMCS 2014-2015	RCMCS 2013-2014	RCMCS 2012- 2013
English Language Arts Common Core (levels 3, 4, & 5)	45%		
Integrated Algebra (>65)	41%	18%	30%
Integrated Algebra SWD	0%	10%	17%
Geometry (>65)	20%	6%	0%
Algebra 2/ Trigonometry	5%		
Algebra 1 Common Core (levels 3, 4, and 5)	14%		
Global History and Geography (>65)	20%	29%	
Global History and Geography (SWD)	8%	14%	
US History and government (>65)	36%		
Living Environment (>65)	31%	34%	
Living Environment (SWD)	0%	0%	
Physical Setting/ Earth Science (>65)	15%	15%	7%
Physical Setting/ Chemistry (>65) n=6	17%		

2014-2015 Regents Results Comparison (publicly available data retrieved from data.nysed.gov)	RCMCS	Rochester City	NYS
English Language Arts Common Core (levels 3, 4, & 5)	45%	54%	86%
Integrated Algebra (>65)	41%	31%	62%
Geometry (>65)	20%	18%	72%
Algebra 2/ Trigonometry	--	20%	60%
Algebra 1 Common Core (levels 3, 4, and 5)	14%	22%	63%
Global History and Geography (>65)	20%	32%	67%
Global History and Geography (SWD)	8%	10%	34%
US History and government (>65)	36%	46%	84%
Living Environment (>65)	31%	38%	77%
Living Environment (SWD)	0%	15%	46%
Physical Setting/ Earth Science (>65)	15%	27%	72%
Physical Setting/ Chemistry (>65) n=6	17%	25%	75%

**Table 5: High School Total 4-Year Regents Outcomes for All Students:
School, District & NYS Level Aggregates**

4-Yr Cohort: All Students	2010 Cohort			2011 Cohort			2012 Cohort		
Subject	School	District	State	School	District	State	School	District	State
ELA	%	%	%	%	%	%	62%	%	84%
Math	%	%	%	%	%	%	69%	%	86%
Global History	%	%	%	%	%	%	45%	%	78%
US History	%	%	%	%	%	%	47%	%	81%
Science	%	%	%	%	%	%	55%	%	84%
Graduation Rate	%	%	80%	%	%	80%	75%	%	80%

**Table 6: High School Total 4-Year Regents Outcomes by Subgroup – Economically Disadvantaged Students:
School, District & NYS Level Aggregates**

4-Yr Cohort: Economically Disadvantaged	2010 Cohort			2011 Cohort			2012 Cohort		
Subject	School	District	State	School	District	State	School	District	State
ELA	%	%	%	%	%	%	62%	%	79%
Math	%	%	%	%	%	%	69%	%	81%
Global History	%	%	%	%	%	%	45%	%	70%
US History	%	%	%	%	%	%	47%	%	74%
Science	%	%	%	%	%	%	55%	%	78%
Graduation Rate	%	%	80%	%	%	80%	75%	%	80%

**Table 7: High School Total 4-Year Regents Outcomes by Subgroup – Students with Disabilities:
School, District & NYS Level Aggregates**

4-Yr Cohort: Students with Disabilities	2010 Cohort			2011 Cohort			2012 Cohort		
Subject	School	District	State	School	District	State	School	District	State
ELA	%	%	%	%	%	%	0%	%	51%
Math	%	%	%	%	%	%	0%	%	51%
Global History	%	%	%	%	%	%	0%	%	40%
US History	%	%	%	%	%	%	0%	%	47%
Science	%	%	%	%	%	%	0%	%	50%
Graduation Rate	%	%	80%	%	%	80%	%	%	80%

**Table 8: High School Total 4-Year Regents Outcomes by Subgroup – English Language Learners:
School, District & NYS Level Aggregates**

4-Yr Cohort: English Language Learners	2010 Cohort			2011 Cohort			2012 Cohort		
Subject	School	District	State	School	District	State	School	District	State
ELA	%	%	%	%	%	%	0%	%	30%
Math	%	%	%	%	%	%	0%	%	48%
Global History	%	%	%	%	%	%	0%	%	24%
US History	%	%	%	%	%	%	0%	%	30%
Science	%	%	%	%	%	%	0%	%	32%
Graduation Rate	%	%	80%	%	%	80%	%	%	80%



We Care About Your Future

Rochester Career Mentoring Charter School
30 Hart Street, Door 3, 3rd Floor
Rochester, NY 14605
Phone: (585) 232-1045
Web: www.rcmcs.org

December 16, 2016
Mr. David Frank, Executive Director
Charter School Office
New York State Education Department
89 Washington Ave
Albany, NY 12234

Dear Mr. Frank:

The Board of Trustees (the Board) of the Rochester Career Mentoring Charter School (RCMCS) greatly appreciates the opportunities for dialogue that are being presented by your office as we work together through the final stages of the charter renewal process. Our Board is pleased to have this opportunity to submit a response to the Charter School Office's (CSO) most recent site visit and are gratified that the CSO scheduled a meeting for December 21st to have an open dialogue as we work together to solidify the details of our charter renewal such that collaborative planning with your office can commence for the 2017-2018 school year.

As we submit this letter and prepare to meet with you and the CSO team on December 21st, the Board would like to recognize and applaud the paradigm shift that is taking place in the CSO office that was announced in your remarks to the charter schools of the Rochester region this past summer. The Board has certainly seen evidence of this shift. The most recent invitations for communication are further indication of CSO's commitment to building capacity for charter schools, especially those in the initial charter stage, to succeed. In these last stages of the charter renewal process, the Board has reflected about how RCMCS's levels of communication and sense of partnership with the CSO have never been better. Unfortunately, this has not always been the case. An indication of the struggle that the Board has had to effectively communicate with the CSO is evident throughout the site visit report dated December 7, 2016. Although the Board feels as though the conversation with the CSO during the site visit conducted on September 26 and 27th was productive; it seems as though the focus of the site visit report are perceptions that surfaced prior to your tenure. This focus represents areas where a substantial effort has already been invested by this Board to clarify, correct, or in some cases prove false claims made by the CSO office. This site visit report also contains claims from more than 2 years ago, that were never brought to the attention of this Board by the CSO. Instead, the Board is learning about more than 2-year-old concerns for the first time through this report. Given an abundance of focus on issues that have already been resolved, as you might expect, the Board is very disappointed with the findings of the site report.

With this disappointment comes heartfelt optimism in anticipation of our meeting on December 21st. At this meeting, the Board will be prepared to address in detail each of the many concerns raised in the report. However, we believe that it was important to identify in this letter the areas of greatest interest to us, and in which we plan to provide additional information. We also hope to obtain from the CSO additional answers and context for their findings so that we can ensure that our renewal addresses each area to best set the stage for student success. These topics are:



Student Performance (Benchmark 1)

The Board acknowledges that our optimistic predictions for student performance as expressed in our original charter application have not been fully realized. Furthermore, we also acknowledge that although we have enrolled a larger than expected number of economically disadvantaged students, we have not been as successful as we had hoped in recruiting more students with disabilities and English language learners. The Board has allocated resources to recruit more students from these groups and sees this as a high priority going forward. What is curious, however, is that all comparisons in the report pertaining to student performance were made against all New York State schools and not against schools from the Rochester City School District (RCSD). It is from this district that RCMCS, the only grass-roots high school-only charter school in Rochester, is the only other alternative for our students. We will provide CSO with a more representative comparison during this meeting and demonstrate that significant gains in student performance are being realized.

Teaching and Learning (Benchmark 2)

The Board acknowledges that we have encountered difficulties in implementing project-based instruction as articulated in the original charter application, and we agree that our students have struggled with the Regents assessments. The Board has been fully engaged in recruiting and hiring more seasoned certified educators, in retaining those teachers who have the knowledge and expertise to marry project-based learning into a “standard” curriculum, and in providing training and tools for all teachers in project-based learning approaches. In the 2016-2017 school year, we maintained the majority of teachers from 2015 -2016. With new school leadership and a more permanent cadre of educators in place, we are standardizing classroom tools and infusing standard-based instructional approaches that students are more familiar with to improve rigor in our classrooms. This approach will strengthen the student skills base to better attend to project based learning as it is implemented. More attention is also being spent on our 9th graders to transition them to more successful strategies for engagement in the classroom. Student performance is now being reported on the new dashboard and it is now more of a focal point of attention by the Board.

CEO Oversight (Benchmark 6)

The board recognizes that its annual review of the CEO’s performance must in the future be better aligned with student academic performance, and we are now spending more time with the CEO analyzing student performance data and looking specifically for improvements in the areas of literacy and math. This year the Board charged a new standing committee with the task of supervising the growth and development of the CEO and his leadership staff. We agree with the statement that our “...most significant challenge is to stop the turnover in personnel...” However, we have found little credible evidence that our high rate of turnover is related to difficulties with the CEO, as implied in the report.

Communication with the Charter School Office

Although there has been a significant improvement in communication between the Board and the CSO in the last year, the flow of information has not always been continuous. This may be a result of the rapid turnover rate that has occurred in the CSO over the past years. The site report illustrates the need for better lines of communication when it references contacts that the State made in the past with some of RCMCS’s constituency groups, yet it appears that the Board was never informed by the CSO that these groups made contact. This lack of communication prevented the Board with the opportunities to investigate the matters at hand and work with our school community to further strengthen our relationships.



We Care About Your Future

Rochester Career Mentoring Charter School
30 Hart Street, Door 3, 3rd Floor
Rochester, NY 14605
Phone: (585) 232-1045
Web: www.rcmcs.org

The Board of Trustees of the Rochester Career Mentoring Charter School is looking forward to meeting with the CSO team on Wednesday, December 21, 2016, and we are grateful for this opportunity to have an open and honest dialogue on the issues raised in the report. The Board also looks forward to continuing to work together with our partners in the New York State Education Department to meet the requirements necessary for the renewal of our charter and to continue to provide great opportunities for Rochester city students.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kevin McCormick', with a long, sweeping horizontal line extending to the right.

Kevin McCormick
President, Board of Trustees

cc: RCMCS Board of Trustees

KENNETH D. LIGHT
ATTORNEY AT LAW
9 MUSKET LANE
PITTSFORD, NEW YORK 14534
585-663-1240
ken@lichtlaw.com

December 15, 2016

Mr. David Frank
Executive Director
Charter School Office
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Rochester Career Mentoring Charter School
Renewal Site Visit Report: December 7, 2016

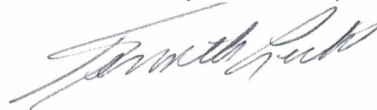
Dear Mr. Frank:

As legal counsel to Rochester Career Mentoring Charter School, I am submitting herewith responses to the findings set forth with respect to Benchmark 6 and Benchmark 10 in the renewal site visit report dated December 7, 2016. We submit there are material misstatements of facts which should be corrected.

My client respectfully requests that the findings and summative evidence set forth in the site visit report with respect to these Benchmarks be revised.

Thank you for your consideration.

Respectfully submitted,



Kenneth D. Licht

FedEx Delivery

c. David Frank (David.Frank@nysed.gov)
Kevin McCormick

BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE

The paragraph on page 18 of the report regarding summative evidence for Benchmark 6 is incorrect in many respects. These inaccuracies are discussed below.

It is true that the board has deferred authority to the CEO to handle day-to-day operations and to negotiate on the school's behalf, but those facts are not evidence that the board has failed to fulfill its responsibility to have final authority for the policy and operational decisions of the school. Section 2853(1)(f) of the Education Law provides that the board "shall have final authority for policy and operational decisions of the school", but may delegate "decision-making authority to officers and employees of the school in accordance with the provisions of the charter". Section 2.13(a) of the Charter provides that "nothing shall prevent the Board from delegating day-to-day decision-making authority to officers and employees of the Charter School".

Day-to-day decision making authority has logically been delegated to the CEO, a full time employee who is at the school on a daily basis and who reports directly to the board. These duties include negotiation of contracts on the school's behalf, but approval of the contracts is retained by the Board and contracts are signed by the Board's president. The school cannot function without an officer in charge of day-to-day matters and who reports to the board.

The statement that in 2014 three board members, including the co-founder of the school, resigned after experiencing conflict with the CEO is factually incorrect and very prejudicial to the school's application for charter renewal. The letters of resignation of these three board members are attached to this response. Paul J. Clark resigned "with a heavy heart" because "it was clearly recommended by the state that I step down due to a potential conflict of interest". Mr Clark praised the CEO in his letter of resignation and looked forward to "continued collaboration".

Mr. David Passero's letter of resignation noted that his methods and approach were not in alignment with the leadership team, but he praised the CEO for his "hard work and dedication" and he stated that "things seem to be going in the right direction".

Trustee Rod Green stated that his reason for resignation was simply "increased work commitments". He enthusiastically pledged that in the future, his employer, which had a close working relationship with the school, would provide additional services to the school and that he personally would spend increased energy to ensure that his staff was aligned with the CEO and the leadership team.

The statement that three trustees resigned because of conflict with the CEO should be omitted.

The statement that one of the resigning trustees was a co-founder of the school is also incorrect and should be omitted. Dennis Francione was the only founder of the school and the only applicant for the charter.

Since the three trustees in question did not resign as a result of conflict with the CEO, the first clause of the sentence which follows (“Other resignations attributed to conflicts with the CEO include...”)) should be omitted. There is no basis for the allegation that “some of the nine teachers who departed between July 2013 and June 2014” did so because of conflicts with the CEO. None of these teachers cited such conflict as a factor contributing to their decision to leave. Several of these teachers moved from the area or secured employment in traditional public schools. The coordinator of internships who resigned was the employee responsible for securing internships for all third year students. She resigned abruptly without stating any reason. After the school challenged her request for unemployment insurance benefits, she appealed to the Department of Labor stating that her resignation was not voluntary because of the CEO’s abusive behavior. Following a hearing the appeal was dismissed as having no merit. The reference to the coordinator of internships should be omitted.

The school does not recall any consultants who terminated their contracts with the school based upon differences with the CEO. The Board of Trustees terminated a memorandum of understanding with Model Secondary Schools Project LLC (MSSP) in 2012 because of dissatisfaction over the services provided by MSSP and the fees charged by MSSP.

The statement that the “board offered no structured remediation strategy other than the revised hiring process for new teachers” to deal with excessive turnover in personnel is incomplete and misleading. Turnover of teachers and administrators has been a very significant challenge to the school. The board determined that a key “**strategy**” for supporting and retaining teachers would be the hiring of more experienced administrators. This revised criterion for hiring new **administrators** was successfully implemented. The focus was on the criteria for hiring new administrators rather than new teachers. With a more experienced administrative team in place, nearly 80% of teachers returned this year. The last sentence on page 18 should be omitted.

The statement on page 19 of the report that there are currently only 8 trustees rather than nine as required is addressed in the response to Benchmark 10.

September 14, 2015

Dear Kevin,


It is with a heavy heart that I need to resign from the Board of Trustees for The Rochester Career Mentoring Charter School effective 9/16/15. It was clearly recommended by the state that I step down due to a potential conflict of interest.

My time on the board has been invaluable and believe that I have I have contributed to the growing success of the school and will continue to do so in a different capacity..

I will continue to support the RCMCS community in any way I possibly can. I strongly believe in the mission of the charter and am proud of the dedication and passion that the CEO, staff, students and board of trustees exhibit on a daily basis.

I look forward to our continued collaboration.

Sincerely,



Paul J. Clark



Dennis Francione <dfrancione@rcmcs.org>

Board Resignation

David Passero <dpassero@rcmcs.org>

Wed, Sep 3, 2014 at 10:31 AM

To: Christine Hill <chill@rcmcs.org>, Christina Bakewicz <cbakewicz@rcmcs.org>, Dianne Spang <dspang@rcmcs.org>, Kevin McCormick <kmccormick@rcmcs.org>, Paul Clark <pclark@rcmcs.org>, Roderick Green <rgreen@rcmcs.org>, Tamara Vamado <tvamado@rcmcs.org>, Jennifer Bulling <jborsa@rcmcs.org>, Dennis Francione <dfrancione@rcmcs.org>

Dear RCMCS Board:

I am writing to inform you that I am resigning as Board of Trustee Member effective today, Wednesday, September 3, 2014.

I have reflected long and hard over this decision and believe it is best for both myself and the school. I have at times enjoyed myself and been challenged in my year of service to the school.

I would like to thank Dennis and all the Board Members for your hard work and dedication to RCMCS.

Although I believe we all have the same vision for the school, I feel that my methods and approach are not in alignment with the leadership team.

I would like to wish Dennis, Jennifer and the Board good luck this year; things seem to be going in the right direction.

Sincerely,
David Passero



Casandra Vargas <cvargas@rcmcs.org>

Fwd: Board resignation

1 message

Deborah Alloco <dalloco@rcmcs.org>

Fri, Dec 9, 2016 at 10:06 AM

To: Cassandra Vargas <cvargas@rcmcs.org>, Dennis Francione <dfrancione@rcmcs.org>

Deb Alloco

Secretary to the CEO, Post Graduate Program

Rochester Career Mentoring Charter School

30 Hart Street

Rochester, NY 14605

Phone: (585) 232-1045

Web: <http://www.rcmcs.org>*Children may forget what you said but they will never forget how you made them feel.*

----- Forwarded message -----

From: **Dennis Francione** <dfrancione@rcmcs.org>

Date: Fri, Jun 27, 2014 at 10:00 AM

Subject: Fwd: Board resignation

To: Deborah Alloco <dalloco@rcmcs.org>

Please file.

Dennis Francione

CEO/Founder

Rochester Career Mentoring Charter School

30 Hart Street, 3rd Floor

Rochester, New York 14605

(585) 232-1045

----- Forwarded message -----

From: **Rod Green** <rgreen@rcmcs.org>

Date: Thu, Jun 26, 2014 at 9:38 PM

Subject: Board resignation

To: Kevin McCormick <kmccormick@rcmcs.org>, Tamara Varnado <tvarnado@rcmcs.org>, Paul Clark <pclark@rcmcs.org>, Christine Hill <chill@rcmcs.org>, David Passero <dpassero@rcmcs.org>, Diane Spang <dlspp@rit.edu>, Christina Bakewicz <cbakewicz@rcmcs.org>

Cc: Dennis Francione <dfrancione@rcmcs.org>

Dear RCMCS board: I hope that this e-mail finds you in good spirits today.

I am writing to inform you that I am resigning as board of trustee member effective September 1, 2014.

This has been a difficult decision for me as I have really enjoyed my experience as a founding board member, helping build the school and working with you as fellow board members.

I especially want to thank Dennis Francione for his passion, and support, and asking me to join this group back 4 years ago. Dennis we go way back to Franklin days and I know we will go way forward.

My reason is very simple: increased work commitments.

Hillside continues to expand service operations in Rome NY as well as in Washington DC area, of which I have been charged with spending significant time this school year, more travel along with family commitments will impact my

12/9/2016

Rochester Career Mentoring Charter School Mail - Fwd: Board resignation

schedule.

Also, HWSC will be providing additional services to RCMCS and I need to spend increased energy to ensure staff is aligned with Dennis and the leadership team, in support of the corrective action plan with respect to culture and helping students achieve graduation, college, and career.

I will continue to fulfill my board duties over the next couple of months, by supporting the corrective action plan, and helping the school leadership team as deemed necessary.

The timing of my announcement should allow sufficient time to recruit a replacement by September.

Again- I want to thank the board and Dennis for this opportunity.

Sincerely,

Rod

BENCHMARK 10: LEGAL COMPLIANCE

The summative evidence set forth to support the finding that the School “Falls Far Below” the Benchmark is erroneous in several respects and omits facts pertinent to the finding. Each point is discussed separately below.

The school has submitted its annual report after the stated due date:

The School has submitted four annual reports; only one was submitted past the due date. On that occasion the School was granted a one week extension and filed the report prior to that extended deadline. The statement should either be omitted or clarified.

The school erroneously awarded Regents Diplomas with Advanced Designation:

This statement is correct.

The school is out of compliance with its own by-laws, as the RCMCS by-laws require no fewer than nine members and only eight approved members are currently serving:

The state previously strongly recommended to the board that an attorney should be included as a board member. In order to implement this excellent suggestion, the Board initiated a search for an attorney with experience in education law who would be willing to serve on the RCMCS board. This search for a specialist took some time but the board has appointed an attorney with extensive experiencing representing school districts to serve as a trustee. The name of this individual has been submitted to the state for approval; upon approval the individual will begin serving as the ninth trustee.

Student health records are held in the same files as academic records, without appropriate privacy protections:

This statement is not true. Student medical records are locked and secured with appropriate privacy protections within the locked and secured nursing office. These records are not available to teachers or staff. Academic records are maintained in a different secure location.

On the teacher survey, only 10 of 19 respondents affirm that the school has conducted the required annual Dignity for All Students Act (DASA) training;

All teachers completed the required annual DASA training on or before October 5, 2016.

The school submits that the very few deficiencies do not justify the finding that the school “Falls Far Below” the Benchmark for Legal Compliance.

Date: December 15, 2016

To: Susan Gibbons
Charter School Office

From: Dennis Francione, CEO
Rochester Career Mentoring Charter School

Re: **Factual Corrections to the 2016-17 Renewal Site Visit Report**

Ms. Gibbons:

After thorough review of the 2016-17 Renewal Site Visit Report, we appreciate your immediate attention to our factual changes in the report. Thank you!

On page 7: While most classrooms appear safe, the school reports over 700 referrals and 70 out of school suspensions for 2015 – 2016 as a result of behavior mismanagement.

Correction: The school reports 604 referrals with a breakdown of referrals as follows:

- Discipline 382 (63%)
- Attendance 148 (25%)
- Social/Emotional 51 (8%)
- Academic 23 (4%)

This totals 604 referrals

Only 12 of the referrals resulted in suspensions

- 6 incidents were DASIA (8% suspensions)
- 1 incident was VADIR (1%)

On page 10: For its first graduates, the school reports a 70.9% four year graduation rate, significantly below the state target of 80%

Correction: RCMCS reported a 75% rate, which is 5% below the 80% state average.

On page 13: (third paragraph) Beyond conducting an item analysis of recent regents exams and teacher created pre-tests, the school does not have a coordinated system of diagnostic or benchmark assessments to track students intermediate progress.

Correction: RCMCS conducts regular benchmark assessments; a calendar was provided at the time of the Site Visit.

On page 15: (at the top of the page) the figure 700 referrals is repeated.

Correction: Please note the figure should read 604 referrals.

On page 15: (first paragraph) Only 74 of the 149 students agreed they felt safe at the school with 49 remaining neutral and 21 disagreeing.

Correction: 86% of students feel safe by omitting the 49 remaining neutral count.

On page 21: (third paragraph, last sentence) Over the course of the charter, school leaders report that a number of teachers were dismissed due to unsatisfactory performance.

Correction: After further review of our records, since 2012 approximately 90% of our employees voluntarily ended their employment either during the schoolyear or at the end of their contracts for new opportunities, such as certification challenges, applying to larger districts, rural schools, or simply relocated out of the area. Approximately 13% of the termination of teacher contracts were due to poor performance. In addition, RCMCS is proud to have maintained 74% of our current (2016-2017) staff returned from last year.

On page 27: The staff person responsible for enrollment mentioned that the school gathers information about where students learned about RCMCS on the intake forms, but school leaders did not indicate whether they use this data to evaluate their recruitment strategies.

Correction: The school has found post-card mailings has had the highest impact on student recruitment and our enrolled student ambassadors sharing with students from other schools a valuable recruitment technique. RCMCS has a recruitment committee that reviews this data.

cc: David Frank
Susan Megna
Kevin McCormick



January 11, 2017
Mr. David Frank
Executive Director
Charter School Office
New York State Education Department
89 Washington Ave
Albany, NY 12234

Mr. Frank:

Thank you for the final draft we recently received from your office. The Rochester Career Mentoring Charter School (RCMCS) Board of Trustees (Board) appreciate the time and effort your office took in making changes to specific facts in the final report. The Board is committed to addressing each benchmark area of challenge as we enter our first renewal period. The Board acknowledges areas that need improvement and embraces a continuous improvement process. We want the greatest success for our students and while our school has been able to positively impact student performance, we are not satisfied with the current levels of performance.

The Board is committed to addressing each benchmark area of challenge as we enter our first renewal period. We are also committed to factual correctness. The Board remains concerned, as noted in previous correspondence, about some of the factual evidence used by the New York State Education Department Charter School Office (CSO) to formulate the ratings for each of the benchmarks. Some of these specific concerns are as follows:

- 1) On the cover page, the date of the most recent report seems to be a typo as the report pre-dates the site visit. The Board assumes that the real date of the report is January 9, 2017.
- 2) On page 6, in the Summary of Findings section, the majority of the dates of visitation to the school differed from those reported in the December 7, 2016 version.
- 3) On page 6, in the Summary of Findings section, the report stated that an inadequate corrective action plan was created. The Board and school administration never received any feedback from the CSO office other than staff who were employed by the CSO at that time tearing the school's corrective action plan in pieces when asked to provide the school with feedback.
- 4) On page 6, in the Summary of Findings section, the report stated "team members recorded partial or no evidence of rigorous instruction and student engagement in over 80% of observed classrooms". The 80% figure was not in the December 7, 2016 version of the report. We are unsure where this number came from.
- 5) On page 7, in the Summary of Findings section, the report stated that 52 teachers have departed the school during the first four years of the charter. This number is not accurate. The correct number is 25 teachers over the 4-year period.
- 6) On page 7, in the Summary of Findings section, the report stated "The 2016-2017 school year was the first school year which a school leader (chief of operations/academics) returned for a second year." Previous individuals who served in the roles of Educational Leader and the Director of Operations and Finance served for multiple school years.
- 7) On page 13, in Benchmark 2 section, the report stated "Sixty-three percent of parents responding to the school's annual parent survey indicated a concern with the lack of experience of the teaching staff." This conclusion is in direct contradiction to the statement made on page 7, in the Summary of Findings section, where the report



stated "Too few families provided survey input on the school's operations to judge the effectiveness of the school's more recent attempts to engage families."

- 8) The Board remains concerned that the CSO identifies possible personnel issues within the context of a site visit report. The Board considers the comment found on page 18, in the Benchmark 16 section, stating "Additional resignations at the school have been attributed to conflicts with the CEO, including at least some of the nine teachers who departed between July 2013 and June 2014, one of the school's educational leaders, and the coordinator of internships, who described the CEO's behavior as "abusive", and more recently, the director of operations and finance." As noted in previous correspondence, we recommend the omission of this statement from the site visit report. The Board will not comment on personnel issues and conducts the nature of any personnel matter in executive session in accordance with New York State Open Meetings Law. The Board strongly feels that this type of commentary is circumspect, a violation of individual(s) privacy, and in violation of open meetings law given that this report will become public once finalized.
- 9) On page 27, in the Benchmark 10 section, the report stated the finding for the school is "Falls Far Below." The CSO did not provide any evidence to rate the school as having the lowest rating for this benchmark.

In response to the factual errors that extend beyond the nine noted above, the Board requests the attachment of the letters of response sent to the CSO for the report dated December 7, 2016 along with this letter as formal responses to this report. The Board would appreciate a formal letter of acknowledgement to this letter and an assurance of the inclusion of these additional documents as appendices to the final evaluation report.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kevin McCormick', with a stylized flourish at the end.

Kevin McCormick
President, Board of Trustees

Cc:

S. Megna

S. Gibbons

K. Jarrett Watson

D. Francione

RCMCS Board Members

From: Susan Megna

Sent: Tuesday, January 17, 2017 4:19 PM

To: 'Kevin McCormick'

Cc: Board of Trustees; Kenneth Licht; Karonne Jarrett Watson; Susan Gibbons; David Frank

Subject: RE: Rochester Career Mentoring School

Good afternoon Mr. McCormick,

Attached is the final RCMCS Renewal Site Visit Report. We made several factual corrections. Your letter of January 11, 2017, has been filed with the report.

Susan Megna

Performance Oversight Coordinator

New York State Education Department

Charter School Office

EB 5N Mezzanine

89 Washington Avenue

Albany, NY 12234

518-474-1682

Attachment D:
Notification to School
re Non-Renewal
Recommendation



CHARTER SCHOOL OFFICE
ROOM 5N EB Mezzanine, 89 WASHINGTON AVENUE, ALBANY NY, 12234
Tel. 518/474-1762; Fax 518/474-7558; charterschools@nysed.gov

January 27, 2017

Via Electronic and Regular Mail

Rochester Career Mentoring Charter School Board of Trustees
c/o Kevin McCormick, Board Chair
kmccormick@rcmcs.org

Re: Rochester Career Mentoring Charter School Renewal Recommendation

Dear Mr. McCormick:

Please take notice that at an upcoming Board of Regents meeting, the New York State Education Department (the "Department") will recommend that the Board of Regents deny your application to renew the Rochester Career Mentoring Charter School's ("RCMCS") charter. This recommendation will be based on the school's achievement on the performance benchmarks set forth in the Charter School Performance Framework, including but not limited to student academic achievement. In addition, the Department is unable to demonstrate all of the findings that the Board of Regents, as the chartering entity, is required by NYS Education Law Article 56, the Charter Schools Act (the "Act"), to make.¹ In particular, given the educational record of the school over the current charter term, the Department cannot find that:

- The charter school meets the requirements set forth in Article 56 of the Education Law and all other applicable laws, rules, and regulations;
- The charter school can demonstrate the ability to operate the school in an educationally and fiscally sound manner;
- Granting the renewal application is likely to improve student learning and achievement and materially further the purposes set out Education Law §2850(2); nor
- Granting the application would have a significant educational benefit to the students expected to attend the proposed charter school.

A summary of information supporting this recommendation is in the school's Renewal Site Visit Report. A summary of RCMCS's student achievement record supporting this recommendation is summarized in Appendix A attached.

Please take further notice that, pursuant to 8 NYCRR §119.7, RCMCS has thirty days to address these concerns and/or to submit a written response to this recommendation. If you choose to submit a written response, it should be sent via e-mail to David Frank, Executive Director, Charter School Office, at David.Frank@nysed.gov **and** CharterSchools@nysed.gov by **noon on February 27, 2017**. The response may include supporting affidavits, exhibits, and other

¹ See Education Law §2852(2).

documentary evidence and may also include a written legal argument. Any timely response submitted by the school will be provided to the Regents for their consideration with the Department's recommendation. A failure to submit a timely response will result in the Board of Regents taking action on the school's renewal application without the benefit of input from RCMCS.

The school's board may also choose to withdraw the Renewal Application and voluntarily surrender its charter. We strongly recommend that the RCMCS board meet for the purpose of discussing all options, including a voluntarily surrender. Please let us know the Board's decision no later than **February 27, 2017**. If the charter school's board agrees to a voluntarily surrender, the Department will provide it with technical assistance in preparing the necessary documentation and to ensure the smooth and timely transition of students currently enrolled in RCMCS.

The Regents have the final decision-making authority concerning the renewal of a charter. Subject to change, we anticipate that the Board of Regents will consider RCMCS's renewal application at its regularly scheduled meeting on March 13-14, 2017 unless the school voluntarily withdraws their renewal application.

Please do not hesitate to contact me if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "David M. Frank". The signature is fluid and cursive, with a large initial "D" and a long horizontal stroke at the end.

David Frank
Executive Director
NYSED Charter School Office



**New York State Education Department
Charter School Office**

***Rochester Career Mentoring Charter School
Summary of Reasons for Non-Renewal***

January, 2017

Rochester Career Mentoring Charter School (RCMCS) has not met the academic performance expectations set forth in the Charter Agreement with the Board of Regents, the NYSED Charter School Performance Framework for Board of Regents-authorized charter schools, or the Board of Regents Charter School Renewal Policy. RCMCS has not implemented the educational program described in the charter which was granted by the Board of Regents in 2011.

Name of Charter School	Rochester Career Mentoring Charter School
Board Chair	Kevin McCormick
School Leader	Dennis Francione
District of location	Rochester City School District
Opening Date	8/20/2012
Charter Terms	Initial charter term: 7/1/2012-6/30/2017
Authorized Grades / Maximum Authorized Enrollment	Grades 9-12
Facilities	30 Hart Street, Rochester, New York 14605 (private facility)

Mission Statement	<i>“Rochester Career Mentoring Charter School (RCMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today’s workforce and/or entrance into college.”</i>
Key Design Elements	<ul style="list-style-type: none"> • <i>Personalization (Individual learning plans and teacher-advisors)</i> • <i>Teachers as curriculum designers (Based on RCSD curriculum framework aligned to common core, using project-based learning)</i> • <i>Career internships</i> • <i>Enrichment block and student support</i>
Requested Revisions	None

Some key areas of deficiency are described below.

Performance Framework Benchmark 1: Student Performance

To meet the expectations outlined in Benchmark 1, the school must meet or exceed achievement indicators for academic trends toward proficiency, proficiency and high school graduation. In a charter high school, proficiency is measured as high school Regents and Common Core Regents exam scores of 65 or higher). Charter school high school testing outcomes are expected to achieve the NYS average testing outcomes and graduation outcomes are expected to be at 80% or higher.

Annual Regents Testing Outcomes

The Charter School Performance Framework target for annual Regents testing outcomes is the NYS average for all students and for the economically disadvantaged, English language learner and students with disabilities subgroups. RCMCS falls far below target expectations for Regents annual testing outcomes. **In every year of the RCMCS charter term, annual Regents testing outcomes for every tested subject for all students and all subgroups have been significantly lower than the state average.**

**Table 1: Aggregate Annual Outcomes
RCMCS and NYS***

Regents Exam ²	2015-2016		2014-2015		2013- 2014		2012-2013	
	RCMCS	NYS	RCMCS	NYS	RCMCS	NYS	RCMCS	NYS
English Language Arts Common Core (levels 3, 4, & 5)	52%	87%	45%	80%	N.A.	N.A.	N.A.	N.A.
Integrated Algebra (>65)	33%	58%	41%	62%	18%	72%	30%	74%
Integrated Algebra SWD	-	34%	0%	39%	10%	41%	17%	44%
Geometry (>65)	8%	38%	20%	72%	6%	73%	0%	87%
Algebra 2/ Trigonometry	0%	55%	5%	60%	N.A.	N.A.	N.A.	N.A.
Algebra 1 Common Core (levels 3, 4, and 5)	37%	72%	14%	63%	N.A.	N.A.	N.A.	N.A.
Algebra 2 Common Core	11%	74%	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Geometry Common Core	0%	64%	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Global History and Geography (>65)	14%	68%	20%	67%	29%	66%	N.A.	N.A.
Global History and Geography (SWD)	0%	36%	8%	34%	14%	33%	N.A.	N.A.
US History and government (>65)	25%	82%	36%	84%	N.A.	N.A.	N.A.	N.A.
Living Environment (>65)	27%	78%	31%	77%	34%	78%	N.A.	N.A.
Living Environment (SWD)	0%	48%	0%	46%	0%	48%	N.A.	N.A.
Physical Setting/ Earth Science (>65)	21%	71%	15%	72%	15%	72%	7%	71%
Physical Setting/ Chemistry (>65) n=6	7%	76%	17%	75%	N.A.	N.A.	N.A.	N.A.

*publicly available data source from data.nysed.gov.

2012 Cohort Regents Testing Outcomes

The Charter School Performance Framework target for graduation cohort Regents testing outcomes is the NYS average for all students and the economically disadvantaged, English language learner and students with disabilities subgroup cohorts. RCMCS falls far below target expectations for Cohort Regents testing outcomes. In the school's first cohort (2012), **Regents testing outcomes for all students and for all subgroups, in ELA, Mathematics, Global History, US History, and Science are significantly lower than the state average.**

² Due to the small number of ELL students tested, the Regents exam results for ELLs are suppressed.

**Table 2: Aggregate and Subgroup 2012 Cohort Regents Testing Outcomes
RCMCS and NYS***

Assessment Population³	RCMCS	NYS	Variance
<i>Secondary Level English Language Arts After Four Years of Instruction</i>			
All students	62%	84%	-22%
Students with disabilities	-	51%	-
English language learners	-	30%	-
Economically disadvantaged	62%	79%	-17%
<i>Secondary Level Mathematics After Four Years of Instruction</i>			
All students	69%	86%	-
Students with disabilities	-	51%	-51%
English language learners	-	48%	-
Economically disadvantaged	69%	81%	-12%
<i>Secondary Level Global History and Geography After Four Years of Instruction</i>			
All students	45%	78%	-33%
Students with disabilities	-	40%	-
English language learners	-	24%	-
Economically disadvantaged	45%	70%	-25%
<i>Secondary Level U.S. History and Government After Four Years of Instruction</i>			
All students	47%	81%	-34%
Students with disabilities	-	47%	-
English language learners	-	30%	-
Economically disadvantaged	47%	74%	-27%
<i>Secondary Level Science After Four Years of Instruction</i>			
All students	55%	84%	-29%
Students with disabilities	-	50%	-
English language learners	-	32%	-
Economically disadvantaged	55%	78%	-23%

*publicly available data source = data.nysed.gov

High School Completion Outcomes

RCMCS has not met the Board of Regents target cohort graduation rate of 80%. The school reports a 70.9% four-year graduation rate for all students in the 2012 cohort. Of the 55 students reported to be in the cohort, the school reports that 42 students graduated. Twenty nine students were awarded a Regents diploma (two students were awarded the Regents Diploma with Advanced Designation), and 13 students (31% of the graduates) were issued local diplomas.

³ Due to the small number of ELL students tested, the Regents exam results for ELLs are suppressed.

Review by NYSED staff of the RCMCS 2015-2016 School Report Card suggests inconsistencies in data submitted by the school and possible irregularities in the issuance of diplomas. Resulting from the audit of a small sample of student records reviewed during the renewal visit in September 2016, the NYSED Charter School Office was advised by NYSED Office of Curriculum and Instruction staff that the two Regents Diplomas with Advanced Designation were improperly awarded as per Department regulations. The Department also notes that eight students who were issued local diplomas, almost a third of the graduating cohort, were approved for Section 504 plans in the spring of the 12th grade year, and thus were not provided with the supports and accommodations during the greater portion of their high school years that might have permitted them to earn a Regents diploma.

With 29 students in the 2012 cohort earning a Regents diploma, **only slightly more than half the school's graduates reached the RCMCS mission statement of graduating every student with a Regents diploma.**

Students On-Track to Graduate at RCMCS

RCMCS reports that 32% of students in the 2013 cohort (23 of the 71 students) have passed three Regents exams or more, the measure of “on track to graduate.” **This is significantly below the Charter School Performance Framework target of 75%.** Forty eight students or 68% of the cohort must complete the classwork and pass Regents exams in at the least three subject areas during the senior year in order to graduate with their class. The on-track percentages for students with disabilities or who are English language learners is not reported.

Performance Framework Benchmark 6: Board Oversight and Governance:

To meet the expectations of Benchmark 6, the board of trustees must provide competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Over the term of the charter, the board has not established systems to govern school operations and appears to have abrogated much of its stewardship to the school's founder/CEO. Board membership has not been consistent, as six of the eight founding members have left the board since the school was chartered; others have come and gone as well. In meetings with CSO staff, the board has been uninformed in critical areas of student performance, and unable to describe progress toward charter goals and performance framework standards beyond the recently calculated 2012 cohort graduation rate. The board does not hold the CEO accountable for student outcomes in his annual performance evaluation. Organizational viability has been unstable as the charter term has been marked by numerous resignations of school leaders, teachers, and board members.

A Corrective Action Plan (CAP) was put into place in April of 2014 to address several of the ongoing issues at the school, including governance, climate and culture, student achievement, parent and community involvement, and non-compliance with the charter. The board was unable to establish and meet measureable outcomes in response to the requirements of the CAP, even with support from NYSED over several months. These issues have been a concern from the onset of the charter term.

Performance Framework Benchmark 7: Organizational Capacity:

To meet the expectations of Benchmark 7, the school must establish a well-functioning organizational structure, with clearly delineated roles for staff, management, and board members. The school must have systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

At RCMCS, persistent turnover in key leadership roles (educational leader, director/chief of operations and finance, coordinator of internships, director of climate and student support, and director of constructivism) has resulted in a new school leadership team each year of operation. Teacher retention has remained low every year, with average annual teacher retention rates of less than 50%. Parents have reported concern about inexperienced and unskilled teachers. Professional development, although provided frequently, does not appear to translate into changes in instructional strategies, with teachers citing insufficient follow-up and support.

Performance Framework Benchmark 8: Mission and Key Design Elements:

To meet the expectations of Benchmark 8, the school must be faithful to its mission and have implemented the key design elements included in its charter.

RCMCS has not demonstrated progress toward attaining the components of its charter mission and/or key design elements. At the end of the first charter term, the school is not carrying out its stated mission, which would include becoming a model secondary school, providing rigorous academic instruction, awarding every student a Regents diploma, and providing students with the academic and technical skills for today's workforce or college.

The four key design elements in the charter have not been implemented. Personalization through the advisory system has been undermined by cutting advisory from a daily activity to one day per week. "Teachers as curriculum designers" has led to an ever-changing curriculum with little evidence of vertical alignment or student success through its implementation. Career internships are seen by the coordinator as career or job exposure rather than the credit-bearing career exploration internship placements as described in the charter. The enrichment block and student support outside the school day have been eliminated in favor of test prep classes inside the school day.

Performance Framework Benchmark 9: Enrollment, Recruitment, and Retention:

To meet Benchmark 9, the school must meet or be making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or demonstrate that it has made extensive good faith efforts to attract, recruit, and retain such students.

Enrollment

RCMCS is under-enrolled. In the fourth and fifth year of the charter, the school served 80 fewer students (-25%) than the approved enrollment of 320. In accordance with the terms of the charter agreement, the school requested and was granted approval to serve 270 students (85% of the approved enrollment) in 2015-2016, but actually enrolled only 231. In the current school year, only 236 students are enrolled.

Demographics

As shown in table 3, although the percentage of students who are economically disadvantaged is comparable to that of the Rochester City School District, the school enrolls far fewer English language learners and students with disabilities than the district. Efforts to recruit students in these categories were not updated until the current school year, and then only in summer when many families had already chosen schools. School documents in other languages are not yet available. Also, academic outcomes for students with disabilities are lower than academic outcomes for students with disabilities in Rochester City School District, making the school an unattractive option for families and suggesting that such students would be better served in the district than in the charter school.

Table 3: Student Demographics – RCMCS Compared to District of Location (Rochester City SD)

	2014-15			2015-16			2016-17
	Percent of Enrollment			Percent of Enrollment			Percent of Enrollment
	School	CSD		Variance ⁴	School		CSD
Enrollment of Special Populations							
Economically Disadvantaged	96%	88%	+12%	96%	91%	+5%	69%
English Language Learners	3%	12%	-9%	3%	13%	-10%	2%
Students with Disabilities	9%	20%	-11%	9%	20%	-11%	12%

As reported to NYSED by RCMCS, there were minimal good efforts made in the preceding charter term towards attract and retain a comparable or greater enrollment of English language learners and students with disabilities when compared to the district.

Student Retention

RCMCS has retained 68.5% of enrolled students to the culminating grade of the school. According to Department data, 337 students were enrolled in the school over the four-year charter term. A total of 106 students (31.5%) departed the school prior to graduating.

⁴ Variance is defined as the percent of subgroup enrollment between the charter school and the district of location.

⁵ Reported by the school; 2016-2017 enrollment data has not been publicly released as of the date of this report.

**Attachment E:
School's Response to
Non-Renewal
Notification**

JANE B. HOPFINGER
JEFFREY L. TURNER
KATHLEEN B. BENESH
CHRISTIAN C. CASINI
AIMEE LAFEVER KOCH
JEFFREY P. DIPALMA (NY-MA)
JENNIFER M. SCHWARTZOTT (NY-DC-MD)
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CLAIRE G. BOFF
JENNIFER L. ARONSON

THOMAS C. BURKE (RETIRED)
JOHN C. OSBORN (1923-2013)
JAMES A. REED, JR. (1930-2008)

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DIRECT DIAL: (585) 263-9522
DIRECT FAX: (585) 627-1252

February 27, 2017

Via Email

New York State Education Department
Charter School Office
Attn: David Frank, Executive Director
89 Washington Avenue
Albany, New York 12234

**Re: Rochester Career Mentoring Charter School –
Response to the Department's Renewal Recommendation**

Mr. Frank:

Please be advised this law firm has been retained by the Rochester Career Mentoring Charter School ("the School") to respond to the New York State Education Department's ("the Department") recommendation to the Board of Regents not to renew the School's charter for the reasons set forth in its January 27, 2017 letter. Please accept this letter, and the attachments hereto, as the School's formal response to that recommendation, as permitted by 8 NYCRR § 119.7(c)(3)(ii).¹ In sum, the School strenuously objects to the Department's recommendation, and respectfully requests the Board of Regents disregard the recommendation in light of this response and the "totality of the evidence," pursuant to 8 NYCRR § 119.7(d). The School further respectfully requests the Board of Regents grant its request to renew its charter, pursuant to its authority set forth in 8 NYCRR § 119.7(d).

¹ On February 3, 2017, this office submitted a Freedom of Information Law (FOIL) request to the Department's Charter School Office ("CSO") requesting a complete copy of the file relating to and documents considered in issuing its renewal recommendation. On February 10, 2017, an attorney representing the Department, Karonne Jarrett Watson, Esq., advised it would "take weeks" to prepare the requested documents and estimated the Department could not issue a response until March 8, 2017, at the earliest. As such, the School reserves its right to supplement this response if the FOIL response contains pertinent and relevant information.

I. The School.

The Charter Schools Act (Education Law § 2580, et seq.) requires New York State to authorize charter schools that improve student learning and achievement; increase learning opportunities for students who are “at-risk of academic failure;” encourage the use of “different and innovative teaching methods;” create new professional opportunities for teachers, administrators and other school personnel; provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and provide schools with a method to change from “rule-based to performance-based accountability systems” (Education Law § 2850(2)(a-f)). The Rochester Career Mentoring Charter School does just that.

A. The Students.

The School is located in the City of Rochester, and currently enrolls 239 students in Grades 9 through 12. Approximately 96% of the School’s students are “economically disadvantaged,” pursuant to the Department’s definition of that term, and the overwhelming majority of the students are students of color (99%), including students who identify as African-American and Hispanic.

The School received its charter in 2011, and opened its doors in 2012 with 88 students in Grade 9. The School graduated its first class of seniors in 2016, with an impressive graduation rate of 75% - well in excess of the Rochester City School District (“RCSD”) where the School is located (i.e., 48%). Many of those graduates are now completing their first year in area colleges, including, but not limited to Monroe Community College and SUNY Brockport.

The majority of the students (and their parents) chose the School because they were not successful in the traditional learning environment to which they were exposed in the RCSD’s public schools, and they were at risk of academic failure. They came to the School because of its innovative teaching and curriculum of project-based learning. Indeed, as the only co-ed charter school serving Grades 9 through 12 in the City of Rochester, the School is the last, best option for most of its students to graduate from high school with the skills needed to enter college and/or pursue a career.

B. The Innovative Teaching Method.

The School employs a teaching method referred to as “project-based learning” (“PBL”). PBL, as advanced by the Buck Institute, is a teaching method in which students gain knowledge and skills by working for an extended period of time investigating and engaging in authentic, complex questions, problems, and challenges. To accomplish this, the School’s teachers deliver curriculum through student-focused inquiry projects. In

effect, the curriculum is learner-focused, allowing teachers to develop individual projects for students taking into consideration students' strengths, weaknesses, passions and interests. The goal of the PBL teaching method is to develop strong problem-solving skills; a thirst for knowledge and inquiry; critical analysis skills; authenticity; and public-speaking and participation skills.

Career exploration is a fundamental part of the PBL teaching method that occurs at the School, and is one of the very important distinguishing characteristics of the School as compared to other charter schools. At the School, students begin exploring careers in Grade 9 and begin identifying careers in which they are interested in Grade 10. For that reason, the School only accepts students entering Grades 9 or 10. In Grades 11 and 12, students participate in internships in the careers in which they have identified an interest. That allows students to develop the type of problem-solving and critical analysis skills needed to succeed in those careers, which is designed to help the students to the extent they follow into those careers and/or pursue further education after high school.

During their internships, students are also paired with adult mentors in that career field. This aspect of the School's PBL program is enormously helpful to students who otherwise would almost certainly not have contact with adults working in these fields in their day-to-day lives. In fact, some of the students develop lasting relationships that transcend beyond the career field, and have looked to their mentors as confidantes on all sorts of the challenging issues they face. Those mentors also serve as an inspiration to the students looking to the future.

The School has worked together with community leaders and businesses in greater-Rochester to offer internships at the following organizations this year: ABC Headstart; Crystal Fix, a digital design and graphic company; Rochester Institute of Technology; Life Center; Rochester City School District; New Visions Community Center; the University of Rochester; Rochester Police Department; Rochester Fire Department; Rochester General Hospital; Foodlink; as well as various internships in architecture, business, cosmetology, culinary, engineering, law enforcement, theater, sports management through career services organizations.

In addition, PBL affords teachers a unique opportunity to employ a non-traditional teaching method. Specifically, teachers have the opportunity to provide significantly more individualized attention to their students, than students in a traditional learning environment. Teachers can also focus on the needs and desires of particular students. As such, teachers who have a genuine desire to connect with their students and make a difference in the lives of their students find PBL very fulfilling. The School's PBL program also provides an opportunity for its administration and other school personnel to engage with the students and the community in finding internship placements.

In addition, the School offers extracurricular activities for its students, including the following: boys and girls basketball; cheerleading; dance team; girls volleyball; and co-ed track and field.

C. The Charter.

On September 13, 2011, the Department granted the School's charter, attached as **Exhibit A**, for a five-year term as a co-ed school in the City of Rochester for Grades 9 through 12. For the 2012-2013 academic year, the Department approved an initial enrollment of 80 students in Grade 9; 78 students actually enrolled. For the 2013-2014 academic year, the Department approved an enrollment of 160 students, and 172 students enrolled. For the 2014-2015 academic year, the Department increased the enrollment allotment to 240 students, and the School enrolled 225 students. Then, for the 2015-2016 academic year, the Department approved an enrollment of 260, and the School enrolled 237. As noted above, the School currently enrolls 239 students, and is authorized to enroll 260.

The School is governed by a Board of Trustees that works cooperatively with the Chief Executive Officer, Dennis Francione. The Board of Trustees currently consists of the following individuals: President Kevin McCormick, who is Senior Vice-President of Informational Technology at Rochester Midland Company; Vice-President Jeanette Silvers, EdD, who is retired from the Rochester City School District ("RCSD") as Chief of Accountability where she was responsible for accountability reporting and testing; Secretary Diane Spang, who is Director of K-12 Programs at Rochester Institute of Technology and who works with Rochester-area public schools on college readiness; Christine Hill, a resident of the City of Rochester who is retired from the Rochester City School District, where she was the Director of Special Education; Albert Cabral, who is a resident of the City of Rochester and is the Director of Graduate Management Programs at Nazareth College; Peter Saxe, who is a resident of the City of Rochester and retired from the City of Rochester where he served as the District Code Coordinator; Douglas Merrill, who is a Professor of Biomedical Sciences and Director of the Center for Bioscience Education and Technology at Rochester Institute of Technology, which is committed to work with K-12 teachers and students to develop STEM programs; and Brenda Beason, who is the Parent Representative. The School also requested to add Rashondra Martin, Esq. to the Board of Trustees, and finally just received approval from the Department to do so within the last week or so. Ms. Martin is an attorney who works for the City of Rochester, and formerly served as General Counsel to the Buffalo City School District and Associate Counsel to the Rochester City School District.

D. The School Has Enthusiastic Support.

The School is beloved by its students and recent graduates (*see* Letters of Support, attached **Exhibit B**). For example, recent graduate and current MCC student, Amos Williams writes: “[e]ntering my junior year I received an internship that I was interested in at a local gym because I wanted to become a trainer. The staff at the school found me an even better opportunity by getting me an internship with the Rochester Razorsharks Championship basketball team, which was an amazing experience and reinforced my desire to be a sports trainer . . . I feel that the staff at RCMCS really helped me get my head on the right path. I had a 3.4 GPA for my first semester in college” (**Exhibit B**).

The School is also supported by the Mayor of the City of Rochester, Lovely Warren, and New York State Senators, Rich Funke (55th Senate District) and Joseph P. Rohbach (56th Senate District) (*see* **Exhibit B**).

The leader of the School’s post-graduate program writes: the School’s staff “is devoted to the lives of the children and devoted to giving them the best possible education in today’s challenging educational environment” (**Exhibit B**).

II. Denying the School’s Charter Renewal and Closing the School Would be a Miscarriage of Justice.

A. The Staggering Impact of Denying the School’s Charter and Closing the School.

Regrettably, the public schools in the City of Rochester are failing, and while valiant efforts are being made by the Rochester City School District and its Board of Education to change that, there is no indication the necessary changes are forthcoming anytime soon. In recognition of the plight that parents and students who live in these failing districts face, the New York State legislature enacted the Charter School Act in 1998. Specifically, the legislature realized that parents and students should be provided with a viable alternative to failing schools, and stressed the importance of finding “expanded learning experiences for students who are at-risk of academic failure” (Education Law § 2850(2)(b)).

As the only co-ed charter school serving Grades 9 through 12 in the City of Rochester, Rochester Career Mentoring Charter School provides that alternative, and there can be no dispute that denying the School’s charter and closing the School will deny students in this community that viable alternative. What is more, denying the School’s charter and closing the School will disproportionately affect economically disadvantaged students of color, who are the population of students who are absolutely at the greatest risk of academic failure. For example, in an effort to retain students and avoid drop-outs, the

School maintains a Student Success Center to assist students with negotiating the issues in their lives that have nothing to do with school, but often prevent them from achieving success – relationships, homelessness, disabilities, medical care, runaway issues, suicides, court appointments, parental issues. The RCSD does not have the staff or ability to offer those types of services to students.

If the School is closed, the current 239 students, many of whom are at or beyond compulsory education age, are not going to transition back into the Rochester City School District, given that the majority of the School's students left those schools because they were not successful. Instead, the almost certain outcome for most of the School's students is that they will give-up and drop-out of school. And, even if some of the students do shuffle back into the RCSD, there is absolutely no evidence they will have an improved educational experience – the graduation rate and tests scores in the RCSD fall well below those at the School, and state averages.

B. Given the Department's Representation that the School's Charter Was Being Renewed, It Would Unconscionable to Deny It.

In August 2016, the School timely submitted its renewal application (*see* Renewal Application, attached as **Exhibit C**). On September 26 and 27, 2016, the Department conducted a site visit, and issued a report concerning same on December 7, 2016. On the same day, a representative from the Department, Susan Megna, emailed the School's Board of Trustees President, Kevin McCormick, and requested to meet with the Board to discuss the renewal application and the site visit report (*see* Affidavit of Mr. McCormick at ¶ 7, attached as **Exhibit D**). On December 16, 2017, Mr. McCormick responded to Ms. Megna's inquiry by letter, and accepted her invitation for an in-person meeting on December 21, 2016 to discuss the School's charter renewal (*see id.* at ¶ 8).

On December 21, 2016, the meeting requested by the Department went forward as scheduled. Members of the School's Board attended, as well as representatives from the Department, including Ms. Megna and you, Mr. Frank (*see id.* at ¶ 9). The meeting was very productive, and you, Mr. Frank, suggested a charter renewal was forthcoming (*see id.*).

Then, on December 28, 2016, one-week after the in-person meeting, an attorney for the Department, Karonne Jarrett Watson, Esq., emailed Mr. McCormick stating the following:

Enclosed is the Renewal Charter Agreement for your school. Please print the document one-sided, and sign where indicated on page 16. Your signature must be acknowledged by a notary public and the county information must be filled in. Once signed, please return the Agreement with your original signature to the Charter School Office as soon as possible . . . ***The Charter Agreement will go to the Board of Regents and will be signed by Chancellor Betty Rosa at the first opportunity. A copy of the fully executed Agreement will be sent to you thereafter, along with the corporate documents.***

(see *id.* at ¶ 10 (emphasis supplied)).

Of course, Mr. McCormick signed the Agreement, as requested by Ms. Watson, and returned it to her immediately (see *id.* at ¶ 12).

Then, without any further communication with the Department on the charter renewal, on January 27, 2017, the Department sent Mr. McCormick a letter indicating the Department “will recommend that the Board of Regents deny [the School’s] application to renew” the charter (see *id.* at ¶ 13). Given the Department’s representation less than a month before that ***“The Charter Agreement will go to the Board of Regents and will be signed by Chancellor Betty Rosa at the first opportunity. A copy of the fully executed Agreement will be sent to you thereafter,”*** the School and the Board were obviously shocked (see *id.* at ¶ 14). This conduct is unconscionable, and cannot be permitted. Indeed, if the School’s charter is ultimately denied, this conduct provides the School with an obvious due process challenge and detrimental reliance claim, at a minimum, and, if needed, the School will take legal recourse to address this.

C. The Department’s Basis for Recommending the Board of Regents Deny the School’s Charter Is Not Supported by the Evidence.

In its January 27, 2017 letter, the Department stated its recommendation to deny the School’s charter was based on the following:

... the Department cannot find that:

- The charter school meets the requirements set forth in Article 56 of the Education Law and all other applicable laws, rules, and regulations;
- The charter school can demonstrate the ability to operate the school in an educationally and fiscally sound manner;
- Granting the renewal application is likely to improve student learning and achievement and material further the purposes set out Education Law § 2850(2) [sic]; nor
- Granting the application would have a significant educational benefit to the students expected to attend the proposed charter school.

There is absolutely no support for this legal conclusion. To be sure, this rationale is conclusory, speculative, and not based on the facts.

The applicable legal standards to consider and evaluate charter renewals is contained in Education Law § 2851(4) and 8 NYCRR § 119.7. Education Law § 2851(4) effectively sets forth the “logistics” associated with charter renewals, and there can be no dispute that the School met the timing and reporting requirements set forth therein. The considerations the Board of Regents must bear in mind in determining the appropriateness of a renewal are discussed in 8 NYCRR § 119.7, one component of which is the “performance benchmarks” discussed in the “Charter School Performance Framework” issued by the Department (*see* 8 NYCRR § 119.7(e)).

The Department’s discussion of these benchmarks in its January 27, 2017 is sloppy at best, and misleading at worse. The Department only discusses four of the ten benchmarks in its letter. As discussed in detail in the analysis attached as **Exhibit E**, the discussion of those benchmarks was based on incorrect assumptions and misstatements of facts, and suggests the Department could not have possibly considered all of the data the School submitted with its renewal application, attached as **Exhibit C**. The School respectfully requests the Department review **Exhibit E** in detail, and reconsider its recommendation in light of same. The School also respectfully requests the Board of Regents review **Exhibit E** to understand the School’s position on the Department’s recommendation.

III. The Totality of the Evidence Supports the Conclusion that the School’s Charter Should be Renewed.

The law mandates that the Board of Regents “consider the totality of the evidence presented” in determining whether to renew the School’s charter (8 NYCRR 119.7(d)(1)(iii)). Surely, the totality of the evidence presented here supports the conclusion that the School’s charter should be renewed.

One, the information in the School’s renewal application makes clear the School has made great progress over the last four years, and will continue to make progress going forward (*see Exhibit C*). Indeed, the application explains the benefits that the School has bestowed on its students, acknowledges its few shortcomings and provides a plan for how it will improve in those areas.

Two, the Department’s recommendation, which the Board of Regents is legally permitted to ignore, is based on conclusory and misleading statements (*see* 8 NYCRR § 119.7(d)(1)(iii) (expressly stating the Board of Regents “may accept or reject, in whole or in part, the Department’s renewal recommendation”)). As discussed in great detail in

Exhibit C, the School has met or will meet the benchmarks the Board of Regents considers in determining whether a charter renewal is appropriate.

Three, the most recent site visit report, on which the Department's recommendation is presumably based, is replete with mistakes, as discussed in **Exhibit E**. It also fails to identify several of the issues discussed in the Department's recommendations (*see Exhibit E*).

Four, the School's students' tests scores and graduation rates far surpass their peers in the Rochester City School District, and demonstrate the School's PBL method of teaching is working. In addition, the School's drop-out rate for students with disabilities is 0%, whereas it is over 30% in the RCSD. In light of this, the notion that the School's student would be better served academically if they return to the schools in their district of residence is non-sensical.

Fifth, and most importantly, the School provides an academic opportunity for economically disadvantaged students of color that is not otherwise available in the City of Rochester, which is, of course, the entire purpose of the Charter School Act. There is no other co-ed charter school in the City of Rochester that serves Grades 9 through 12. As such, if the School's charter is denied and the School closes, there is no viable alternative for the students who attend the School—at best, they will return to the failing schools in the RCSD, or at worst, they will quit and forever be relegated to the relatively few low-paying jobs that people in this community can obtain without a high school education. That outcome is surely not consistent with the Department's mission for charter schools: “[t]o foster high quality public education for all students, families and communities.”

For all of these reasons and the reasons discussed in the extensive attachments hereto, we respectfully request the Board of Regents to renew the School's charter, and allow the School an opportunity to continue down the path of progress it has shown and will continue to show. In coming to that conclusion, we respectfully urge the Board of Regents to bear in mind that the lives of students and their futures are at stake in making this decision.

Very truly yours,



Jennifer M. Schwartzott

cc: Mr. Kevin McCormick, Board President
T. Andrew Brown, Esq. Board of Regents (via US Mail)
Mr. Wade Norwood, Board of Regents (via US Mail)

EXHIBIT A

Rochester Career Mentoring Charter School

***2011 New York State Education Department Request for Proposals to Establish
Charter Schools Authorized by the Board of Regents for [Rochester Career
Mentoring Charter School]***

**Dennis P. Francione
Lead Applicant**

Media Contact: Dennis P. Francione,

Rochester City School District, NY

Grade-level: 9th – 12th

Total Enrollment: 320

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2011-NYSED Charter School Application Statement of Assurances

Please disregard the four assurances that are found on the top half of page 24 of the 2011 Charter School Application Kit (the text preceding "I. EDUCATION PLAN"). Instead, please provide the following information in a one-page Charter School Application Statement of Assurances:

- ☒ We intend to apply for a Charter School Planning and Implementation Grant (CSP). We understand that if the [Rochester Career Mentoring Charter School] application is approved by the NYS Board of Regents and issued a charter, the school is qualified to receive a federal CSP grant, pending available funding and final approval of budget materials by the NYSED Charter School Office and the New York State Comptroller. We agree to complete all required budget information and assurances (Exhibit A) according to forthcoming instructions and a revised timeframe to be issued by NYSED.

Note: The instructions in the 2011 Charter School Application Kit (page 11) are to submit CSP Grant Application information with the Full Application by the deadline of March 31, 2011.

Effective with this memo, these instructions are revised as above. The CSP Grant Application forms are not to be submitted with the Full Application by March 31, 2011.

- ☒ In accordance with New York Education Law Section 2851(2)(i), in the case of the closure or dissolution of the [Rochester Career Mentoring Charter School], we agree to abide by and implement the forthcoming Closing Procedures for New York State Charter Schools Authorized by the Board of Regents to be issued by NYSED.

- ☒ We understand that if we intend to request waivers from a federal, state, or local regulation or rule that is generally applicable to public schools that we believe are necessary for the successful operation of the charter school, we propose be waived, or otherwise not apply to the charter school, we will include such requests along with justification where appropriate in the application narrative.

- ☒ I attest that all information included in this New York State Education Department 2011 Charter School Application for the proposed [Rochester Career Mentoring Charter School] is accurate and correct.

Dennis P. Truena Signature of Lead Applicant

March 25, 2011 Date

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The prospectus submitted in January 2011 reflected our Founding Group's original plan of enrolling both 9th and 10th graders during the 2012 start-up year. Based on feedback provided in the NYSED Charter School Office's Prospectus Review and during the March 8th conference call, the Founding Group has decided to enroll only 9th graders during the 2012 start-up year. The change does not fundamentally alter our school design as we remain a 9th-12th grade charter. Moreover, enrolling only 9th graders the first year will allow us to better define and facilitate building our student-centered school culture.

I. EDUCATION PLAN

Mission Statement

Rochester Career Mentoring Charter School (CMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college.

A. Curriculum and Instruction

The Founding Group believes that in order for our curriculum and instruction to be effectively implemented, the following four key designs must be addressed:

I. Personalization: We believe that by connecting our students with a teacher-advisor our curriculum design will be enhanced.

We will offer each and every student an **Individual Learning Plan**, which is a description of the unique work a student has planned for the quarter. It is focused around each student's career interest and passion, as well as grade level academic expectations and special needs. No two students will have the same Individual Learning Plan. Most of the Individual Learning Plan will revolve around student academic work and a student's internship and project work.

Our students will be introduced to a **Wrap Around Advisement**, which is a small community within the school that provides each student a personal approach to learning through an adult coach and advocate. Students remain with the same advisory for two to four years in order to build relationships that will sustain the student as he or she works through each career exploration, personal, academic, social/emotional and family-related issue. Teacher-advisors will "loop" with their students into year two and will help them continue their Individual Learning Plan through writing and broadening of their learning strengths and concerns, outlining the Regents requirements for a 10th grader, and refining their career interest and goals.

II. Teachers as Curriculum Designers: We believe that if teachers are involved in designing our curriculum framework, they will feel more invested in our charter school's success and more engaged in our students.

Rochester Career Mentoring Charter School will use the Rochester City School District's curriculum framework which is aligned to the New York State Common Core Standards, core curriculum, and assessments. As such, project-based learning will serve as the primary delivery model of the curriculum,

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incorporating teacher-designed student inquiry projects. In order to facilitate and strengthen our teachers' understandings and use of project-based learning (PBL), our teachers will participate in project-based

learning models presented by the Buck Institute for Education (BIE). These workshops will begin in August 2012 and continue into the school year. Sessions during the school year will include enrolled students, and will function as an incubator. Upon approval of this charter school, a formal plan will be developed between the charter school Founding Group and a representative (David Ross) from BIE.

Buck Institute for Education conducts formative and summative research in partnership with universities, state departments of education, school reform networks and school districts, and makes regular presentations at the annual meetings of the American Educational Research Association (AERA), Association for Educational Communications and Technology (AECT), and Society for Information Technology and Teacher Education (SITE). BIE demonstrates how students go through an extended process of inquiry in response to a complex question, problem, or challenge. Rigorous projects help students learn key academic content and practice 21st century skills, such as collaboration, communication and critical thinking. Similarly, projects such as these will be infused in each of our charter school's student's core academic courses and career interest. BIE also has conducted research and studies for High Tech High that signified positive instructional results from its teaching staff. BIE research found that High Tech High teachers who were involved and invested in project-based learning reported higher academic achievement results from their students.¹

Since we are infusing our project-based learning instructional approach in the Rochester City School District's curriculum framework, we will invite city public school district teachers to join our charter school teachers in the project-based learning workshops offered by BIE. Also, the project-based learning workshops will begin in the summer of 2012 as shown on the sample professional development chart below and on the next page (Table 1).

Table 1

Timeline	BIE on site	Deliverable	Who receives deliverable?	Who reviews/edits deliverables?
Day 1 Introduction to PBL101 August/2012	Yes		Educational Leader/teachers	Educational Leader/teachers
Day 2 & 3 PBL101 August/2012	Yes	Project Design Overview (BIE Word doc)	Educational Leader/teachers	Educational Leader/teachers
4 weeks after PBL101 September/2012		Project calendar developed	BIE	BIE
4 weeks after PBL101 September/2012		Project Teaching and Learning Guide Provided	BIE	BIE

¹ Ravitz, J. (2010). Beyond changing culture in small high schools: Reform models and changing instruction with project-based learning. *Peabody Journal of Education*, 85(3), 290-313.

Rochester Career Mentoring Charter School

PBL Application

4 weeks after PBL101 September/2012		Supporting Assessments	BIE	BIE
6 weeks after PBL101 September/2012	Yes	Final draft (including revisions) of all project design and assessment documents	Educational Leader/teachers/BIE	Educational Leader/teachers/BIE
7 weeks after PBL101 No later than early October/2012	Yes	Project launch		
11 weeks after PBL101 November/2012	Yes	Project debrief and reviewed		

- ✓ BIE provides for on-site facilitation of PBL 101
- ✓ All other coaching visits are arranged with partner organization
- ✓ The next PBL training session would continue into the second semester of school
- ✓ All workshops, coaching sessions, and BIE material costs are reflected in our budget.

In addition to the above, our teachers will receive training in the Career Choices curriculum by representatives from Academic Innovations, Inc. Discussions have already occurred with Academic Innovation representative, Karen Shiner, and our Founding Group. The importance of this curriculum is that it clearly demonstrates the need for students to learn about career and post-secondary opportunities, and to understand why they must rigorously prepare for such opportunities while still in high school. This curriculum easily integrates with other interdisciplinary course work in English, mathematics, social studies, and science; it helps students align academics with career interest and exploration.

Rochester City School District's Deputy Chief for School Innovation, Mary Doyle, and Deputy Superintendent of Teaching and Learning, Beth Mascitti-Miller, have been informed by the lead applicant of this charter school that upon approval of our charter by NYS Education department, a plan will be developed to invite specific city teachers to our BIE workshops and coaching sessions. This joint effort complies with the Rochester City School District's Compact between city public schools and charters.

In drawing upon project-based learning as our primary instructional delivery model, all of our teachers' classrooms will look more like workshops than the traditional classroom arrangement where students learn in isolation. Instead, our classrooms will be student-centered with laptops, instructional resources, and materials readily available to each student. It will not be uncommon for their students to work independently, in pairs, or as a group. This approach is especially important to meet the needs of diverse learners with different learning styles.

Rochester Career Mentoring Charter School will adhere to Education Law, Section 2854 (1) (d) and provide project-based learning instruction aligned with NYS Common Core Standards, required Regents courses (next page, Table 2), and provision of true career exploration and attainment of job readiness skills.

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Table 2

EDUCATION	LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies	Other Required Courses/ Other Electives Recommended Electives/ Learner Activities
		9	English/ Language Arts I	Integrated Algebra	Living Environment	Global and Geography I	Career Development & Occupational Studies
		10	English/ Language Arts II	Geometry	Earth Science	Global History and Geography II	Foreign Language
		11	English/ Language Arts III	Algebra 2 Trigonometry	Chemistry	U.S. History	Fine Arts
		College Placement Assessments- Academic/Career Advisement Provided					Physical Education
		12	English Language Arts IV (Final Project)	Pre-calculus	Physics	Participation in Government /Economics	Health & Physical Education

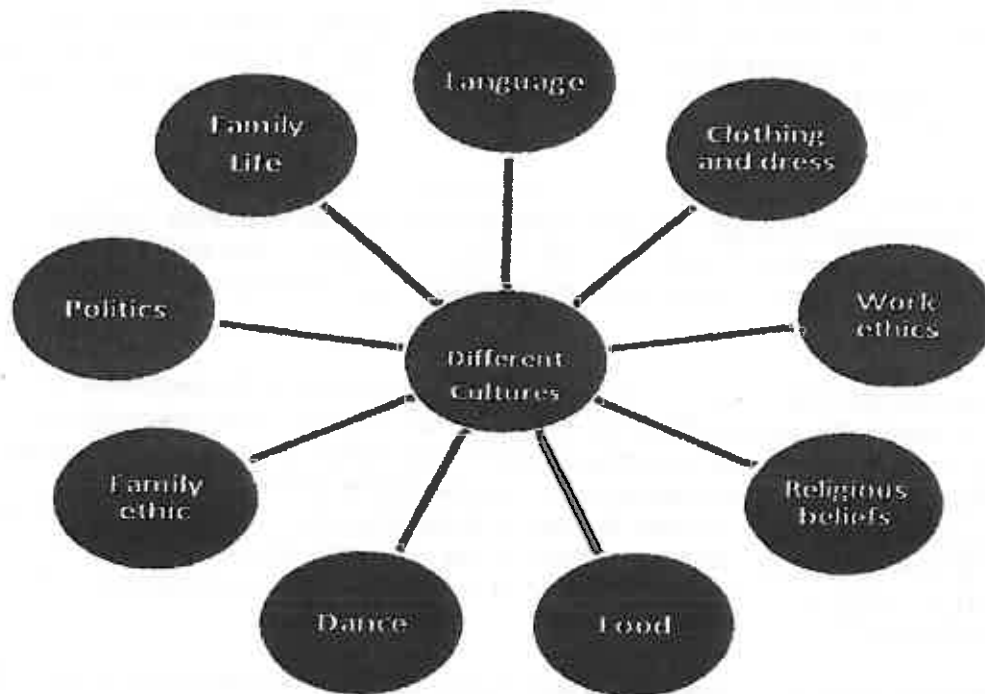
Rochester Career Mentoring Charter School's instructional program will require a full-time teacher at each subject and grade-level, which totals four core academic teachers in our first year. We offer this framework as a four-year design that integrates subject-area learning standards inclusive of the New York State Common Core Standards from English/ Language Arts and social studies into a humanities approach to learning. The teacher designed project-based learning units will also offer a four-year design where mathematics and science learning standards are interwoven for skill mastery and application. Under the guidance of the Coordinator of Internship, teachers will infuse components of the Career Choices curriculum as the content areas lend themselves to that integration. Our core academic teachers will be flexible in their delivery of information to students. There will be time when our core academic teachers will teach skills and content independently. Our daily master schedule allows for team teaching as well as coaching students involved in project-based learning.

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Our students will guide themselves in understanding the concepts and skills being applied to the New York State Learning Standards through a brainstorming, prioritizing, clarifying, and selecting process, led by their teachers. The first step for our charter school students is to understand the standards being taught. In every core academic class, a teacher meets with the class as a large group and indicates the learning standard to be taught, along with a teacher prepared learning unit.

Students will be aware of how, for example, the Global History and Geography I standards are aligned with English/Language Arts standards. Students will be able to look at the relevance of issues and their application to a lesson or unit of study by brainstorming personal ideas, connections and concepts that they see related to the issue. Students should be free to contribute countless ideas from their own lives involving the issue at hand as demonstrated by the diagram below.



Through brainstorming, students will take what they have formulated and begin to give definition to each idea by designing critical questions for each of the ideas. Asking the right questions may take some research. Since our charter high school teaches one student at a time in a personalized environment, learning style plays an important role in this process. Our students will be allowed to research ideas and questions independently, as a team, or as a whole group. We know that based on research, some students are visual learners, whereas others learn best by listening and/or doing.

As students prepare to create and share new knowledge through this unit of study, they will be responsible for gathering information by reading and recording facts that pertain to the idea chosen. Sharing of the idea by dramatizing, demonstrating, illustrating, sketching, and interpreting will move students into a more vivid understanding of the issue.

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As the lessons continue, students move to comparing and contrasting, critiquing, and examining the issue in full detail. This allows students to analyze every specific aspect and detail of the issue as they work toward creating their final project. To distinguish the legitimacy of a project and its application to the NYS Learning Standards, students must be able to present, judge, and defend for the project they will create. After defining, clarifying, and researching ideas, students begin to prioritize the important ideas related to culture. By prioritizing, students are provided the chance to combine ideas that may overlap and/or eliminate ideas that are not aligned with the issue.

Students next begin to elect a specific idea for their project. Our charter school students will be responsible for developing a plan for their project with guidance and coaching from their teachers. Every planned project must be flexible enough to allow students to add and/or delete from the project. Projects will continue to be refined as the students continue to research. These projects will not only include research, but critical thinking, decision making, problem solving and collaboration among the students, as well. Our students will learn how to work as a team rather than in isolation. In fact, all of these classroom skills are comparable to the skills workers need to become productive, employable citizens in our community.

Every student will be expected to complete projects and activities which demonstrate his/her knowledge and understanding of concepts and ideas associated with the New York State Learning Standards with a strong emphasis on Career Development and Occupational Studies. The ability of students to demonstrate their application of newly learned skills and knowledge will play a key role in motivating and assessing students.

Our teachers will be expected to prepare and deliver a rigorous model of instruction. Rigor will not be compromised by "dummying down" the instruction as a result of teacher judgments about students' ability. Instead, teachers will have access to student assessment data which will objectively indicate students' proficiency levels in reading and math to be used to inform and differentiate instruction. Teachers will be trained to increase the learning capacity of students and offer a challenging curriculum to all students. Students will have access to on-grade level and more advanced material through the learning of strategies that will allow students to access knowledge and understanding of difficult material.

On the next page is an example of a "sample" lesson unit that would be facilitated and modeled by the teachers. This draft was also reviewed by Buck Institute for Education representative, David Ross. The lesson integrates NYS Learning Standards in English/Language Arts and social studies and mathematics and science with the infusion of career development concepts and skills. Literacy, technology, and career development concepts are strategically infused across all content areas. The activities listed in this sample lesson are correlated to the learning standards they are meant to address. This sample unit also will be integrated into with the Rochester City School District's curriculum framework.

Upon approval of our charter school, the Chief Executive Officer and members of our Curriculum and Assessment Committee will arrange specific meetings with the Deputy Superintendent of Teaching and Learning, Beth Mascitti-Miller, to review and discuss the updated revised Rochester City School District's curriculum framework and how we will integrate it with our project based learning units and lessons.

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Sample Unit 1

Introductory Unit – A Framework for Integrated and Cross-Content Learning

“Building Foundations for Academic and Workforce Success in the 21st Century”

Grade 9 (All students participate in Unit 1)

Unit Duration
4 weeks

NYS Learning Standards	Essential Questions	Input/Activities	Performance Indicators/Outcomes	Assessments and Evaluation Tools
English/Language Arts <i>Integrated</i> Reading and Writing, Speaking and Listening for Information and Understanding, Critical Analysis, and Social Interaction	<p>What personal skills, aptitudes, and abilities define personal attributes?</p> <p>What writing, speaking and listening skills are employed during interviews?</p> <p>What personal attributes define individual class members and the group as a whole?</p> <p>What characteristics identify highly successful individuals and groups?</p> <p>How is challenge defined?</p> <p>Who is someone in the community who has faced adversity and overcome challenges to</p>	<p>Complete “Student Attributes Survey” and review results. Staff and students are paired and interview each other to determine essential personal characteristics then create montages illustrating strengths, talents and interests of all members of the school community.</p> <p>Read text: Community Success Stories. Chart out personal and professional characteristics and skills of persons represented in selected stories and challenges overcome</p> <p>Learn interview techniques and skills</p> <p>Practice development of cross content literacy strategies</p>	<p>Create a personal profile based on survey results for use in science class</p> <p>Design a profile chart of characteristics reflective of highly successful persons read about, identifying challenges faced and overcome (group task)</p> <p>Prepare a list of questions for interviewing a person in the community Draft a personality profile outlining characteristics of a highly successful person from the community</p>	<p>Complete personal profile template identifying personal strengths/skills</p> <p>Craft montage personality profiles of individuals and display</p> <p>Write 8-12 appropriate interview questions</p> <p>Incorporate interview notes into the personality profile essay to serve as a baseline writing sample</p> <p>SRI Reading Assessment</p>

	become a successful citizen?			
	How does information about highly successful individuals impact the code of conduct?			
NYS Learning Standards	Essential Questions	Input/Activities	Performance Indicators/Outcomes	Assessments and Evaluation Tools
Social Studies <u>Standard 1:</u> History of the United States and New York Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York <u>Standard 5:</u> Civics, Citizenship, and Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other	How have US citizens responded and reacted to public education as a right? Over time, have US citizens acted responsibly in developing their full potential to become contributing members of society? What types of educational opportunities do students from around the world look forward to in their lifetimes? What factors attribute to highly functioning systems? Who am I and what do I bring to my school	Students investigate a broad perspective by means of examining primary and secondary documents to discover the contributing factors leading to public education as a right for all citizens in the US. Students uncover the national and international trends in regards to high school and college graduation rates spanning the past thirty years Students examine perspectives to determine how educational trends affect opportunities in the workforce and college options. Students survey websites to	Design a timeline of the critical moments in United State's history leading to present-day public education systems. Create an educational summary graphing national high school and college graduation rates and unemployment rates Begin vocabulary portfolio define rights, responsibilities, opportunity, privilege, citizenship and participation Define Culture Prepare notes and plan visuals for group presentation	Student groups will present findings defending two central ideas: <i>Do US students have significant educational privileges compared to other teenage students around the world? Do US students take advantage of the rights offered to them under the US Constitution and adequately prepare themselves for adulthood?</i> Based on the findings and information presented by groups of students, all students contribute to create a rubric detailing the attributes of a productive community within a successful educational system and the

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<p>nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation</p>	<p>community?</p> <p>Who makes up my school community?</p> <p>What similarities and difference are evident amongst the members of my community?</p> <p>What skills do I possess and what tasks would best utilize and further develop those skills?</p> <p>What type of culture emerges as a result of the attributes of the members of this community?</p>	<p>develop an understanding of how teenagers from other parts of the world access education</p> <p>Students refer to the personal profile chart and the group profile chart to identify predominant characteristics, commonalities among members and diversity reflected.</p>	<p>Characterize the emerging school culture based on the members of the community, its commonalities and differences.</p>	<p>roles, rights, and responsibilities of its members, including expectations of school participation and involvement. This document becomes the climate-code of conduct for CMCS.</p> <p>Adhering to the criteria of the conduct, a contract is formed and signed by students, parents and teachers.</p> <p>Town hall established; in its opening, each member of the community is introduced by another member using the montage as a reference point.</p>
NYS Learning Standards	Essential Questions	Inquiry Activities	Performance Indicators/Outcomes	Assessments and Evaluation Tools
<p>Science</p> <p><u>Standard 1:</u> Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seeks answers, and develop solutions.</p> <p><u>Standard 4:</u></p>	<p>What are the characteristics of inquiry?</p> <p>What are the characteristics of a successful environment conducive to growth and productivity? How is ingenuity developed through the use of conventional</p>	<p>Students practice Socratic method; explain and define characteristics and procedures of inquiry</p> <p>Students develop literacy and inquiry skills to reconcile competing explanations; clarify points of agreement and</p>	<p>Identify an individual that you would define as successful in the workplace. Interview that individual. Identify the position that this person holds and provide a description of the roles and responsibilities that are important</p>	<p>Analyze information from first unit of study concerning elements of success, and integrate understanding of these components in personalized goal setting, interview essay and climate-code of conduct.</p>

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<p>Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.</p> <p>Students will demonstrate their critical thinking skills in an essay on a situation they have faced.</p> <p>Students will elaborate on basic scientific and personal explanations of natural phenomena, and develop extended visual models and mathematical formulations to represent ones thinking.</p> <p>Major Understandings 1.1a Scientific explanations are built by combining evidence that can be observed with what people already know about the world.</p>	<p>techniques and procedures?</p>	<p>disagreement; and to formulate their own conclusions based on the evidence present.</p> <p>Identify elements of successful environments in the natural world</p>	<p>to the position. Observe the personal qualities of that individual that indicate competency. Ask critical questions to determine from the interview what qualities, skills, and personal attributes, are essential to success in that position</p> <p>Elaborate on your personal explanation of a natural phenomena, (workforce competency) and develop an extended visual model to represent your thinking. Highlight the specific knowledge that you provide your community about successful workforce elements.</p> <p>Students will share data from the interviews to develop a chart of the most desirable personal qualities and most essential 21st century skills in the workforce represented in the interviews. Students will</p>	
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			explain the phenomenon associated with preparing for a successful future a 21 st century global society	
NYS Learning Standards	Essential Questions	Input/Activities	Performance Indicators/Outcomes	Assessments and Evaluation Tools
<p>Mathematics</p> <p>Standard 1: Analysis, Inquiry, and Design</p> <p>Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.</p> <p>Standard 2: Information Systems</p> <p>Students will access, generate, process, and transfer information using appropriate technologies.</p> <p>Standard 3: Mathematics</p> <p>Students will understand mathematics and become mathematically confident by communicating and</p>	<p>How many minutes are spent in the activities one chooses to participate in over the course of a ten-day period?</p> <p>What probable conclusions can be drawn about use of time if ten days represents one year?</p> <p>What individual conclusions can be made based on the study of time allotment data?</p> <p>What is the significance of two million minutes?</p> <p>How can two million minutes be charted for success?</p>	<p>Students will gain insight into the value of time and time management by outlining how the minutes of each day are spent over a ten day period of time.</p> <p>Students will apply probability to data from the ten-day period to determine how personal use of time is allocated over the course of one year.</p> <p>Students will view "Two Million Minutes" video. Through the video presentation, students will explore global perspectives regarding work ethics, and world views on education.</p> <p>Students will apply the knowledge and thinking skills of mathematics,</p>	<p>Students will generate a summary based on the conclusive evidence of the ten-day study indicating successes and challenges. Based on observations and concepts from the video and as a result of new understandings of time as an element of success in high school, student will set work ethic goals for academic success in the first 10 weeks of school. Students will mathematically chart out what two million minutes signify in relation to their high school education</p> <p>Identify essential changes required to succeed in a 21st century global workforce</p>	<p>Graph individual use of time, label criteria, and summarize amount of minutes spent in each activity using percentages.</p> <p>Create a visual that presents the individual now and the adult individual determining in mathematical language the difference education will make in pursuing one's future goal.</p> <p>Construct and present understandings of 21st century workforce skills in reference and in relation to observations, interview, and information presented in the first unit of study at CMCS to substantiate individualized learning goals</p>

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<p>reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and</p> <p>Standard 7: Interdisciplinary Problem Solving</p> <p>Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.</p>		<p>science, and technology to address real-life problems and make informed decisions</p>		
NYS Learning Standards	Essential Questions	Input/Activities	Performance Indicators/Outcomes	Assessments and Evaluation Tools
<p>Career Choices</p> <p><i>Based on Career Development and Occupational Studies Learning Standards</i></p> <p>Standard 1: Career Development</p> <p>Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and</p>	<p>What does career development mean in terms of academic and personal growth?</p> <p>How do we prepare students for a role as learner?</p> <p>What is the importance of learning styles and how does this information impact my goals as a learner?</p>	<p>Students engage in the foundation of student-centered learning to develop a practical understanding of how instruction will be organized and assessed</p> <p>Students complete a learning style inventory</p> <p>Students categorize results of a survey determining the readiness of new</p>	<p>Ask students to share their passions. Begin brainstorming possible careers that address their passions.</p> <p>Have students brainstorm what they think well known individuals would define success.</p> <p>Discuss work ethics as illuminated in the video.</p>	<p>Culminating unit activity: Portfolio entry: Articulate personal and academic goals for the first ten weeks of school as baseline for career-based on multiple learning experiences and information garnished in the first unit of study, students will complete a goal setting template addressing areas of strength, and set</p>

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<p>abilities to future career decisions.</p> <p>Standard 2: Integrated Learning</p> <p>Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</p> <p>Standard 3a: Universal Foundation Skills</p> <p>Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</p>	<p>How do we prepare to become purposeful and productive members in the 21st century workforce and active members of the community?</p> <p>Why are the 9th and 10th grade years so important?</p> <p>How do I build capacity toward reaching my potential?</p> <p>How do I address issues in school and in my life?</p> <p>How do I address frustration and anger?</p>	<p>entrants to the workforce (<i>Are they really ready to work?</i>, The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and the Society for Human Resource Management, US, 2006.)</p> <p>Students read research predictors of high school graduation:</p> <p>(<i>What Matters for Staying On-Track and Graduating in Chicago Public Schools: A Close Look at Course Grades, Failures, and Attendance in Freshman Year</i>, Consortium on Chicago School Research at the University of Chicago, 2007.</p>	<p>School and community support systems / teachers, advisor, mentor, community agencies emerge as a support network to keeping students on track, ensuring goals are met, and in assisting students with dealing with school and personal issues that create frustration and anger in order to minimize distractions to learning.</p>	<p>goals with descriptors identifying how goals will be met. This template will be formally that monitored and addressed throughout the first weeks of school.</p>
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There are other important courses and learning standards which our students will be required to take as our charter school develops and grows over the next five years. Some of those courses will be derived from the Rochester City School District's curriculum framework and may include:

English IV is the foundation course for our career-based senior project. This course demonstrates that our students have focused on and mastered the concepts and skills of their career interest. Students should clearly demonstrate that they have been able to define their career choice and its importance in society. The senior project must be research-based and include literature on their career. Students are expected to write a well-thought out 15 – 20 paper about their career choice and the impact it will have on them as productive, employable citizens. Students also will be responsible for making a presentation of their career choice to both a three-member review committee and to a public audience at the charter school's end of the year exhibition event. This course will prepare them for those presentations.

Fine Art is required for students to continue their understanding of drawing, painting, art history, and design. Fine Arts will emphasize a finessed use of technique, style, and understanding of visual language with the expectation of students working at a more advanced level. Students will become aware of the career options offered in the field of the arts.

Physical Education is a required course intended for students who attend CMCS. This course will emphasize Personal Health and Fitness Standard 1, A Safe and Healthy Environment Standard 2, and Resource Management Standard 3. Students will demonstrate and will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants. Students will also be aware of some career options in the field of physical fitness and sports.

Health is a required course intended for students to learn the nature of human growth and development and recognize the relationship between behaviors and healthy development. Students will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors. Students will demonstrate personally and socially responsible behaviors. They will learn about taking care of and respect for themselves and others. Our students will recognize threats to the environment and offer appropriate strategies to minimize them. They will analyze how health laws, policies and regulations protect personal and environmental safety and demonstrate ways to care for and show respect for self and others. Students will also be aware of some of the career options in the field of health and human services

Language Other Than English: Spanish 1 is an introductory course for students who require a Foreign Language. It is intended to develop limited proficiently in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak proficient with accurate pronunciation and intonation, while fostering an appreciation of the culture. Each student will be expected to master the building blocks of the language and will therefore have to achieve full mastery of each of the unit topics in order to progress to following stages; these skills will be evaluated by both written and oral presentation in translation, and comprehension/speaking skills respectively. Students will also be aware of the employment opportunities in language interpretation.

We recognize the importance of students' successful transitions into 9th grade, as adolescents must make key decisions related to their academic trajectories, crucial lifestyle choices, and high drop-out rates (<http://www.academicinnovations.com/docs/ftsc.pdf>) (Mizelle & Irvin, 2000).² Transitions into 9th grade are even more critical for our prospective students, as the RCSD's school configurations are in flux, with some students transitioning from K-8 models, while others face multiple transition points coming from K-6 and 7-8 school configurations. In addition to high rates of student mobility in the RCSD, the need for a 9th grade transition program is made that much more critical. Thus, our 9th graders will participate in a mandatory summer bridge program scheduled the summer prior to the start of the school year. During this program, we will provide our students and their parents with orientation into high school, and begin the process of implementing life skills, self discovery, and academic skills with comprehensive guidance. We will provide lessons and interactive activities that will have the students project themselves to age 29, as per the Career Choices 10 year plan, and begin discussing how to not live beyond their means and how to become economically self sufficient and with an emphasis on how their academics and education will play an important role in their future and plans. We will integrate soft skills from Career Choices and

² Mizelle, N. B., & Irvin, J. L., (2000). Transition from middle school into high school. *Middle School Journal*, 31(5), 57-61.

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begin career exploration in a one week session that will last approximately 15-20 hours. Utilizing the Career Choices curriculum for the summer bridge program will provide continuity and a foundation for the curriculum's focus on the areas of personal social development, educational achievement, and, career and life skills.

Our charter school's first year calendar provides a number of instructional days for our students to meet or exceed the NYS learning standards. CMCS has a longer school year, we have added 13 more instructional days to our school calendar, exceeding the State Education Department's required minimum of 180 instructional days. The longer year adds time for learning and cuts down on summer forgetting. We begin the school year in late August which is earlier than most of the school districts within Monroe County to provide our teachers sufficient time to introduce our students to the advisement; to get to know students better; to acquaint students to our student-centered workshop instructional approach to teaching and learning.

Every class assigned to our 9th graders on their daily schedule meets the requirements of the Regents so that our students will be on the pathway to receiving a local or advanced Regents diploma. Our unique daily schedule is intended to provide students with ample opportunities to transfer their new understanding of concepts and skills into relevant projects and activities. The goal will be to meet the needs of each student and prepare them to access chosen college, career, and employment opportunities by fully engaging them in their education and by making their future aspirations attainable.

Additionally, learning standards of all subject areas may strategically cross between core academic content-areas and other subject areas such as fine art, foreign language, and physical education classes. For example, a student working on a project focusing on the Tibetan movement for independence in a social studies class may be meeting learning standards in several subject areas such as English and social studies. The evidence of this work may culminate in a project that is part of one or more classes. Teacher collaboration, with students' career interests, academic skills, and goals in mind, will drive this design.

In addition to the workshops we will receive from Buck Institute for Education, teachers will participate in a series of workshops that train them on how to better understand student learning styles as it applies to our charter school pedagogical approach. Students will be dismissed early every Wednesday so that teachers can participate in three hours of professional development. During this time, teachers will be trained on how to increase the learning capacity of students by continuing their own study of project-based learning. Teachers will conduct workshops, review student work, listen to guest speakers, and/or visit specific sites, such as museums, art galleries, industries/corporations, and colleges/universities. Also, our school calendar allows for two professional days a year for teachers to work on the mission and design of our charter school. School will not be in session for students those two days.

- III. **Career Internship:** We believe that if our students are provided real world learning experiences outside the charter school building, the NYS Learning Standards and Regents courses become more relevant to them.

A report published in 2006, *The Silent Epidemic: Perspectives of High School Dropouts*,³ highlighted the fact that almost one-third of public high school students and almost 50 percent of minorities do not graduate with their class. Academic failure was not found to be the primary cause for failure. Seventy

³ Bridgeland, J, Dilulio, J, and Morison, K. (2006) "The Silent Epidemic: Perspectives of High School Dropouts". Civic Enterprises in association with Peter D. Hart Associates for the Bill and Melinda Gates Foundation.

percent of drop-outs surveyed reported that they did not see how the academics applied to the real world and almost half found their classes boring. More than 80 percent felt that if schools provided opportunities for real-world learning such as internships, there would be a greater likelihood that students would graduate from high school. CMCS will connect students, and the school, to the community and the World of Work by emphasizing career exploration and real world learning experiences for all its students.

Academic Innovations' Career Choices curriculum will provide the foundation for self-discovery, career exploration, and understanding the connection between school and work for 9th and 10th graders at CMCS. Career Choices will be implemented by teacher-advisors during elective block and will receive training by the developer.

This program also stresses the development of personal effectiveness skills such as attitude and personal responsibility which is the foundation upon which successful careers and self-sufficiency are built (SEE ETA's Competency Pyramid- Table 3). They will learn about themselves, explore what they want out of life, and prepare for future adulthood with the development of a 10-year plan.

Table 3 HIGH DEMAND/HIGH GROWTH TALENT DEVELOPMENT



Based on table 3, competencies 1 through 3 will be developed with students in grades 9 and 10. Students in grades 11 and 12 will apply competencies 1 through 3 and further develop competencies 4 and 5 during their internship experiences. Upon high school graduation, students will be prepared to comprehend and utilize competencies 6 through 9 in their collegiate or workplace experiences.

Career planning will be a critical component of each student's Individual Learning Plan. According to the 2002 Final Evaluation Report of the New York State Department of Education Career Plan Training Initiative, high school graduates are "more certain of their career directions, more confident in their ability to secure meaningful employment in their fields of interest, and where employed, more often have jobs related to current educational programs and their long-term career plan goals than students with little or no career planning experience."

Additional web-based resources developed by the New York State Department of Labor will be utilized to provide additional information about the labor market, growth industries, and demand occupations which will enhance the student's career planning process. These resources include CareerZone, and O*NET, a program nation's primary source of occupational information.

The Coordinator of Internship will play a key role in connecting local industry leaders with the students and staff of CMCS. The Coordinator will develop relationships with key local industry representatives and business leaders who can be classroom guest speakers, deliver workshops on a variety of career-related topics, host site tours, provide informational interviews, be mentors and provide internship experiences and even provide summer jobs or jobs to graduating students. The Coordinator will also be responsible for leading the planning and implementation of career events, such as an annual career fair including employers and educational/training representatives. Mini-career fairs in the fastest growing industries, like healthcare, may also be offered to educate students on the hottest career opportunities.

Eleventh and 12th graders may participate in a range of real-world learning experiences matched to their areas of career interest and developed by the Coordinator of Internship in conjunction with teacher-advisors. Specific and measurable learning goals and objectives will be defined for each student by teacher-advisors in conjunction with the Coordinator of Internship and internship/project mentors. Students will be evaluated at the end of their field world based on these objectives by their mentor and teacher-advisor. Additionally, teacher-advisors will ensure that the student's learning in their internship or community service project is connected to classroom academics and academic achievements.

Eleventh and 12 grade students will participate in non-paid community-based projects or internships at least twice a week for a minimum of three-hours a day. Projects may be developed to solve a community or business challenge or provide valuable information that will aid in the resolution of a problem for the business, organization, or community. Examples of these types of projects include developing a bi-lingual brochure for a human service organization, creating an informational video for a business or program, assisting in a medical research project, and compiling data for a grant application.

Through these internships and service learning experiences, 11th and 12 graders will learn more about their personal strengths, hone their soft skills, and develop critical workplace competencies that will enable them to work effectively within organizations which will lead to long term career success. These skills include teamwork, customer service, problem solving, decision making, creative thinking, planning, organizing, scheduling, and workplace computer applications and technology competencies. Internship and project mentors will provide students with ongoing feedback regarding their performance and work-

related competencies as well as serve as a source of information regarding occupations and career opportunities in their industry.

Students will be monitored and supported in all of their field activities by the Coordinator of Internship. All internship site supervisors and project mentors will receive training on the mentoring process and how to be an effective and supportive mentor by the Internship Coordinator, in conjunction with Hillside Work Scholarship Connection (HW-SC). HW-SC Youth advocates will also work with the Coordinator of Internship to provide support to students in their field work. HW-SC youth advocates will conduct weekly visits to the employer partner work site to ensure that there is a successful transition for the students from classroom to their internship or field work by building meaningful long term relationships with the students, parents/guardians, mentor or internship supervisor and all other adults working to provide services that benefit the student.

IV. Enrichment Block and Student Support: We believe and know that in order for our students to succeed in their learning appropriate support systems must be built into our school culture.

- Extended time will be offered as part of student schedules during the Enrichment block to support their achievement of the New York State Common Core Standards and job-readiness skills, such as communication, interpersonal, problem solving and decision making skills. Classes recommended by the teacher-advisors will be offered to students during the Enrichment block to review and apply to Learning Standards to the New York State Regents assessments. Students will be provided added support by charter school staff in all Regents standards areas. In addition, students who accelerate in their Regents sequence may choose to take additional courses for an advance Regents diploma during the enrichment block. The foundation of the first year will be the building blocks of our second year (2013 – 2014) when another 80 ninth graders will enroll in our charter. We have taken into consideration that teachers may have to teach one course outside their subject certification area in order to provide the extra support our students may need.
- We have budgeted for a counselor, beginning in our second year, who will provide added support in creating a pathway to college for our students. Our counselor will aid teachers in preparing our students for the appropriate steps that will enable them to proceed either to college or the work force. Our counselor will manage any college courses, career-based seminars, and workshops that students receive credit for content in courses. She/he will also monitor high school transcripts and college applications students have completed. In addition to the counselor, our charter school will work with local youth agencies to help support our students' academic, career interest, and character development success.
- Rochester Career Mentoring Charter School (CMCS) is committed to keeping families engaged in their children's education, both at school and in the home. Parents and guardians play a huge role in supporting our students' success both in and out of school. Every parent will meet with their child's teacher-advisor before school opens. The teacher-advisor will promote parents meaningful involvement in their children's education and career program by providing information, resources and strategies through the Independent Learning Plan with parents. The teacher-advisor will always be the advocate and supporter for their advisory students and their parents. The special narrative report card gives parents a more thorough understanding of their children's progress and brings parents into the school for regular conferences. Parents will receive the calendar of school events and will always be welcome and invited to participate in any event that promotes our charter school's development. Not only will parents be expected to meet with

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their child's teacher-advisor quarterly, but will be asked to participate in school conferences, career fairs, and school celebrations. Teachers regularly recognize and celebrate the significant progress of their students, engaging parents, business and community partners in identifying commendable progress.

- CMCS teachers will work with intervention partners, school supports and parents in a coordinated effort to take action at the first sign of a student falling behind. The teacher-advisor will meet with the student and modify the Individual Learning Plan to reflect the academic and/or behavioral strategies and supports needed to help students keep pace with their peers without swaying from their learning style and/or pace. For example, certain students may need more time-on-task, whereas others may need special one-on-one attention to catch up with their grade-level peers.
- CMCS's Student Support Team (SST) will focus on students who are not succeeding despite the implementation of supports and/or interventions implemented and documented on the student's Independent Learning Plan. The SST will review grade report cards, test records identifying academic strengths and weaknesses (Scholastic Reading and Math Inventories, Accuplacer Diagnostic etc.), work habits, interactions with peers, class and homework grades, attendance/tardiness records, and independent work products to analyze the student's completion, accuracy and overall quality of independent work. Also, teacher interview regarding student's academic level, performance. Based on review of this information the SST will identify the student's skills and performance gap(s) and determine the likely reasons for the student's learning and/or behavioral difficulties. An intervention plan containing outcome goals, methods to track the student's improvement during intervention, timeline to monitor student progress and follow-up, roles of the teachers, parents, student and appropriate community members will be developed and implemented. According to the timeline, the student's performance will be analyzed by the team to determine the effectiveness of the plan and steps for moving forward.
- Supporting General Education Classrooms. While the main focus of CMCS's special education staff is providing direct service to students with disabilities, they will collaborate with general education teachers around ways they can adapt, modify and differentiate instruction in the general education classroom, making these places better able to meet the needs of our diverse student population.
- Read 180 will be implemented during the Enrichment block with students (including special needs and ELL students) reading more than 2 years below grade level. The Read 180 program components will also be modified to include projects that are aligned to the charter school instructional program focused on career exploration. These will be integrated into the independent reading and small group instruction time. Read 180 topics are relevant to the developmental age of the student and adaptive to each student's individual reading levels by way of strategies, texts, and computer-generated content in the tutorials. This allows for flexibility and alignment of themes and tasks without compromising the program's ability to increase student reading and writing proficiency levels.
- Our students will be afforded the opportunity to continue to develop their personal study habits and/or career goals throughout the summer months. Students will be provided the opportunity to conduct a career search based on their passions and interests. This career search may also lead to a part time job opportunity. Our students will be encouraged to search for internship opportunities

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over the summer months. Some students who have been placed in an internship during the regular school may extend it over the summer months. Working with the Rochester City School District, courses may be offered our students for Regents review in summer school to enable them to pass Regents exams and advance to the next grade level.

- Working closely with Rochester Career Mentoring Charter School's Coordinator of Internship and teacher-advisors, Hillside Work-Scholarship Connection (HW-SC) participants are matched with a professional Youth advocate and receive support and incentives to stay in school and graduate. Students are engaged in year round activities that build academic, employment, leadership, and social skills. In order to gain employment, students must meet academic, attendance and attitude standards, although all 9th graders will receive youth employment training. In order to increase job retention, HW-SC strives to match all students with a work-site mentor. To meet academic needs of youth, school-based services, volunteer tutors from higher education partners and the community help students in course content areas. After school tutorial offered by HW-SC will play an important role in our student's academic and behavioral success.

B. School Calendar and Daily Schedule.

Required Attachment 3 and Attachment 4:

- X Sample Daily Schedule for one grade in each division at which the school intends to operate (high school).
- X Proposed Annual Calendar for the first year of operation.

C. Target Population

Projected	Enrollment	Table			
	2012-13	2013-14	2014-15	2015-16	2016-17
9 th	80	80	80	80	80
10 th		80	80	80	80
11 th			80	80	80
12 th				80	80
Total:	80	160	240	320	320

- Due to the mobility of Rochester city students and their families, we anticipate we will need to enroll new students in the 9th and 10th grade from our waiting list; however, we will not enroll new students at grades 11th and 12th. Students who enter at the 10th grade level, along with their parents, will be required to attend an orientation prior to entry to introduce them to our school culture. We anticipate a small or no decline in students enrolled in grades 11th and 12th.
- Retention patterns in the Rochester City School District appear higher the longer the student is enrolled in the high school. Given our instructional/mentoring approach, we anticipate only a small decline in student enrollment in grades 11 and 12.

Rochester Career Mentoring Charter School (CMCS) will educate students with disabilities in the least restrictive environment with their non-disabled peers to the maximum extent appropriate and allowed by each student's Individualized Education Program (IEP) prepared by the Committee on Special Education (CSE) of the student's district of residence. CMCS will provide special education services in accordance with the federal Individuals with Disabilities Education Act (IDEA) and all applicable New York State

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laws and regulations regarding special education and in accordance with the IEP recommended by the CSE of the students' district of residence.

CMCS is committed to providing a quality education to its students with disabilities. CMCS will hire two full-time, highly qualified, appropriately certified special education teachers. The special education teachers will work in the general education classroom with special education students individually, in small groups, and/or provide resource room services depending on the students' IEP. In addition to providing special education services to students, the special education teacher/coordinator will serve as: (1) a liaison between the district of residence CSE and CMCS, (2) assist the Educational Leader with coordination of professional development to ensure that school personnel understand the requirements and responsibilities relating to the education of students with disabilities, (3) provide consultation and support to classroom teachers and overall school community. For related services, CMCS will request the district of residence to provide related services on site.

CMCS teachers will be knowledgeable of their roles and responsibilities of the special education students in their classes through consultation with special education teachers prior to and during the school year. CMCS will ensure that general education teachers have an opportunity to regularly meet and plan with the special education teacher to review each student's IEP, and address the unique curricular needs stated on the IEP. This includes but is not limited to accommodations (how a student accesses and demonstrates learning), adaptations (changes made to the environment, curriculum, instruction and assessment practices in order for a student to be a successful learner), services, academic strengths, needs etc. At CMCS, we envision ILPs functioning in tandem with student Individual Educational Plans (IEPs).

CMCS builds in many opportunities for individualized learning and ensures that students get plenty of personal attention; it is well suited to students with disabilities. Special educators will co-plan with general education teachers; make regular rounds of all classrooms to ensure that instruction is differentiated to meet students' needs.

This charter high school will provide all necessary staff and any specialized curricular materials to enable ELL students to achieve proficiency and attain the high standards established for all students in the school. In addition, CMCS will ensure that no ELL students will be excluded from curricular and extracurricular activities and events based on an inability to speak and understand the language of instruction. ELL students will not be assigned to Special Education because of their lack of English proficiency.

D. Assessment

Rochester Career Mentoring Charter School will administer the required Regents tests to its students in grades 9 – 12. Students are expected to graduate with a Regents or Advanced Regents diploma with a minimum of 22 credits.

Administration of tests (*Regents-level)	Grade-level	Date
English I	9	June/2013
Integrated Algebra*	9	June/2013
Living Environment*	9	June/2013
Global History and Geography I	9	June/2013

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Administration of minimum required Regents tests:

- Comprehensive English at grade 11
- US History at grade 11
- Global History and Geography at grade 10
- One Regents-level Mathematics (e.g. Integrated Algebra at grade 9)
- One Regents-level Science (e.g. Living Environment at grade 9)

Additional Requirements:

- Students pursuing an Advanced Regents Diploma will follow the requirements set forth by the Commissioner's Part 100 regulations
- PSAT in grades 10 and 11 depending on student performance
- SAT in grades 11 and 12 depending on student performance
- Foreign Language Assessment at grade 9
- Accuplacer Diagnostics – August; Grade 10, 11, 12

The Accuplacer Diagnostic will be administered to students beginning at grade 10. It is an assessment that measures a student's readiness for college level coursework. The Accuplacer Diagnostic is a computer based assessment that measures core skills in reading comprehension, writing and mathematics. The summary produced through this assessment helps to identify key skill areas that need remediation as the student prepares for post secondary education. Rochester Career Mentoring Charter School will administer this assessment every August beginning with the 10th grade. The data collected will contribute to the student's overall Individual Learning Plan.

Our students will be assessed in each of the core academic skill areas by a combination of ongoing class work, projects, and Regents testing. In addition, reading and numeracy proficiency levels will be determined through administration of the Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI). Where applicable, English Language Learners will be assessed for their language level through the Scholastic's SPI, specifically designed to identify literacy proficiency levels of ELL students.

Measurable Outcomes	Method of Measurement
In the first year, 85% of students will meet or exceed the NYSED requirement of passing all required Regents exams.	<ul style="list-style-type: none"> • Required Regents test results met • Teacher testing and student exhibitions • Comet Database
Student attendance rates will be a minimum of: 92% attendance in 2012-13; and will increase 1.5% each year after.	<ul style="list-style-type: none"> • Quarterly attendance reports recorded by teacher-advisors along with Comet Database
In 2016, the CMCS will graduate its first class of students who began in 2012-13 as 9 th graders. It is expected that 85% of the initial 9 th grade cohort will graduate in June 2016. In 2017, the CMCS will graduate its second class of students who enrolled in the school as 9 th graders in 2013-14. It is expected that 90% of the initial 9 th grade	<ul style="list-style-type: none"> • All Regents requirements met • Narrative report card (Report card that explains why a student received a certain letter grade.). • Completion of the CMCS internships requirements • Met minimum attendance requirements

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cohort will graduate.

Students in the 11th & 12th grade will complete a career-interest internship experience.

- **Successfully completes senior projects**
- **Comet Database**
- **Business mentor and Coordinator of Internship will evaluate internship projects and field experiences.**
- **List of competencies co-developed by internship coordinator and business mentor to measure learning and skills gained.**
- **Evidence presented in college/career portfolios**
- **Completion of small projects assigned by the business mentor**
- **Evidence presented in the Individual Learning Plan.**
- **Evidence presented by the student's final senior project.**

By grade 12, students will be responsible for developing and creating a yearlong individual career-based and research-based project that will be presented at a public forum during the charter school's year-end exhibition night. Seniors will be provided support with a three-member committee, which includes the teacher-advisor, mentor, and another student.

Our school will develop a customized data platform (COMET) which will allow staff to manage, store, and access student data to inform instruction, and collect data on socio-emotional indicators which combined, will also serve as an early warning system on student progress. The system will also be accessible to parents, allowing them to gain access to key indicators of student progress including the Individual Learning Plan. (www.childrensstitute.net)

Finally, Rochester Career Mentoring Charter School will use rubrics to assess the knowledge and understanding students have captured in their projects and activities. Rubrics will be teacher created and will be linked to specific NYS Learning Standards.

E. School Climate and Discipline

The Student Learning Code of Conduct, as well as the discipline rules and procedures for providing a safe and orderly school environment at the Rochester Career Mentoring Charter School (CMCS), will identify some of the disciplinary infractions cited in the Rochester City School District's Code of Conduct manual, section 5000-5080. Recognizing the uniqueness of the CMCS as a small, personalized school learning environment where students are treated as one student at a time, every available resource and support will be made available to help improve a student's character and behavior.

Safe Schools

It is the belief of the Rochester Career Mentoring Charter School (CMCS) and staff that school should be safe havens for students within the community. Rochester Career Mentoring Charter School believes and fully intends to maintain a school in which children and personnel are safe. In addition, it is the expectation of our charter school that students arrive to school appropriately dressed and ready to learn.

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To that end, CMCS supports strong, consistent disciplinary expectations of students with regards to language used by students, their respect of self and others, and their personal conduct as learners in a personalized environment.

Parents/guardians will always be involved in their children's education at CMCS. Our teacher-advisors will consistently maintain connection with their advisory students' parents/guardians, as well as subject-area teachers. Home visits, school conferences, phone conferences will be some of the ways school staff and parents/guardians will be in contact with each other. Most importantly, parents/guardians and students will receive our Student Learning Code of Conduct booklet to read and review during the summer months and will have an opportunity to discuss our expectations at the summer orientation.

Rochester Career Mentoring Charter School has budgeted for security personnel to maintain our building's safe environment. All staff and students will be required to wear electronic personal ID card. All visitors, including parents/guardians, family members, educational, business, and community members will be greeted and asked to state the reason for their visit upon entering the building. Proper identification will be issued each visitor.

It is the mission of Rochester Career Mentoring Charter School to provide an education for every child in a safe learning environment that seeks to ensure respect for the dignity of children, families, and all employees. To that end, this Student Learning Code of Conduct seeks to direct student behavior based on clearly defined expectations, responsibilities, and consequences. For that reason, this Student Learning Code of Conduct is written primarily for the student audience.

Student Support Services

Community agencies and services will play an active role in diminishing student misconduct. CMCS will seek the assistance and support from agencies throughout Monroe County, such as Threshold, Center for Youth Services, Pathways to Peace, and Boys and Girls Club of Rochester, to help guide and counsel students who repeatedly violate the Learning Code of Conduct. Hillside Work-Scholarship Connection will also play an active role in securing community agency and service support.

II. ORGANIZATIONAL PLAN

A. Governing Body

Rochester Career Mentoring Charter School (CMCS) is governed by a Board of Trustees (BOT). It is the responsibility of the BOT as a collective BOT and as individual members to advance, promote, and facilitate to the best their ability the mission, goals, and objectives of the CMCS.

CMCS Board of Trustees members must:

- Demonstrate a total commitment to the school, its mission and core values and more generally, to the improvement of public education.
- Share a belief that all children, regardless of learning style, race, family background or socio-economic status, can achieve academic and social excellence.
- Execute governance responsibilities with integrity and conviction.
- Serve as a resource to other Trustees and to the school's leadership and staff.
- Attend monthly board meetings, other meetings deem important, and volunteer for board committees.

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- Must be at least 18 years old.

It shall be the responsibility of the Board of Trustees to meet monthly during the academic calendar year (August through June) and more so if the President of the BOT or a majority of its members deems it necessary. The BOT is further responsible for and obligated to announce, hold, and conduct its meetings in a manner and location to promote public attendance. In recognition of the need to possibly meet more frequently during the initial start of the CMCS, the BOT also shall have the responsibility for establishing and delegating to ad hoc work groups, such as an executive committee work group; a budget, finance & audit committee work group; an academic and assessment committee work group; Personnel and Hiring Committee work group; and complaints and ethic committee work group.

Required Attachment 5 and Attachment 6:

- ☒ Proposed corporate by-laws
- ☒ Proposed Code of Ethics

B. Founding Group Composition

The Founding Group has been dedicated to improving the graduation rate of city students, and has worked vigorously on this school design for the past three years. Each member is an important stakeholder in this charter high school. One of our members, Marci Miller, whose name was submitted on our prospectus as a Board of Trustees member, will serve as a valuable resource for our internship program. Her board membership will, in turn, be designated for a parent representative whose child is enrolled in our charter school. This change does not alter the design and number of board members articulated in our by-laws.

1. **Dennis P. Francione**, Founder and Chief Executive Officer (CEO) of Rochester Career Mentoring Charter School, is a retired school Principal of the Rochester City School District. He is also a lifetime resident of the city. Mr. Francione is very knowledgeable about school reform and understands completely that a small, personalized school environment will better equip urban students to graduate and advance either to college or the world of work. All three of his children attended city schools. Mr. Francione will oversee the mission, school design, and educational plan for the Board. Mr. Francione will serve ex-officio on the Board.
2. **Dr. Jeannine Dingus-Eason**, President of the Board of Trustees, is Associate Professor of Educational Leadership at St. John Fisher College and is a city resident. Dr. Dingus' background is in promoting school reform in an urban environment.
3. **Kevin McCormick**, Vice-President of the Board of Trustees, is Senior Vice-President of Informational Technology at Rochester Midland Company. He has served on a design team for the City School District which helped create several small high schools in the city. He also has been instrumental in helping us with our school organization and finances.
4. **Eugenio Cotto, Jr.** the Secretary of the Board of Trustees, is a city resident and is the Executive Director of Community Group 14621. He completely understands that the community group he represents has the lowest graduation rate throughout the city and his challenge with this charter school is to improve that rate.
5. **Connie Felder**, a Board of Trustees member, is the Deputy Director of Rochester Works, Inc., a federally funded non-profit representing the local Workforce Investment Board which provides workforce preparation services and programs for youth, adults, and employers.
6. **Christine Hill**, a Board of Trustees member, is a city resident and retired Rochester City School District's Director of Special Education, secondary assistant principal and former charter school

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administrator provides knowledge of the critical components of special education, ELL, and charter school operations.

7. **Dianne Spang**, a Board of Trustees member, is Director of K-12 Programs at Rochester. Institute of Technology (RIT) has worked with Rochester public schools on college readiness programming including GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), STEP (Science, Technology and Entry Programs), and Liberty Partnerships Program. She also was a member of a Design Team to create a model small high school for the City School District.
8. **Roderick Green**, a Board of Trustees member, is Executive Director of Hillside Work-Scholarship Connection, is a Board of Trustees member. Mr. Green has been instrumental in setting the stage for our tutorial and mentoring program. He brings a wealth of knowledge about how our students can achieve in an appropriate internship.
9. **Ellen Tomasso**, an attorney, is a Board of Trustees member and a city resident. Her children attend city schools and she is familiar with the special education arrangements implemented in the city. Ms. Tomasso has guided us with any question members may have had with charter laws.
10. **Parent Representative**, vacancy, will be a voting Board of Trustees member elected by all parents/guardians who have a child enrolled in the charter school.
11. **Marci Miller**, Rochester Regional Vice President for the Empire State Chapter of Associated Builders and Contractors, Inc., is a member of the Founding Group who will serve as a resource and facilitate in matching students with member companies that will provide internship opportunities within the building trades.

Required Attachment 7, Attachment 8, and Attachment 9:

- ☒ Prospective founding group resumes or CVs
- ☒ Completed Statement of Assurances
- ☒ Completed Request for Information from Prospective Charter School Board Members

C. Management and Operation

As prescribed by Education Law subdivision 2853(1) (f), the Board of Trustees shall have final authority for all policy, budget and operational decisions of the CMCS. The BOT also shall be responsible for providing input in the budget development process including setting of priorities, approve the school's annual operating budget and any necessary mid-year amendments; approve any significant changes in mission, vision, or curriculum; participate in the establishment of the school's goals and objectives, approve such goals and monitor annual progress towards them; review and approve the school's policy manual; adopt governance bylaws; participate as necessary in site visits to the school and charter renewal process; and be ambassadors for the school in the community assisting in developing vital community partnerships and securing grant funds.

The day-to-day decisions of the school shall be delegated to the Chief Executive Officer (CEO) whose primary responsibility is to manage the planning, opening, and daily operations of the charter school. The CEO supervises the Educational Leader and Director of Operations.

It shall be the responsibility of the CEO to receive and accept monthly financial reports from the Director of Operations and to provide them to the BOT. The Director of Operation's responsibilities include at least the following fiscal oversight, which include, but not limited to: Budget Status Report, Cash Flow Statement, Vendor contracts, Budget Amendment Request (if necessary), Report on contracts awarded and pending requests, and Bank Reconciliation statements

It shall be the responsibility of the CEO to receive and accept monthly education reports from the Educational Leader. The Educational Leader supervises the Coordinator of Internship and the teachers. The Educational Leader's responsibilities include at least the following academic oversight and quality assurance: monitor student attendance and the Student Learning Code of Conduct and maintain data on student achievement including, if available, data on student progress towards being on grade level. The Educational Leader will consistently meet and confer with Coordinator of Internship who will be responsible for directing career-based curriculum and programs for the teachers, and developing the career mentoring and internship program. In addition, the Educational Leader will make formal and informal observations of his/her teachers' performance pertaining to teaching and learning, and be a model of "best practices" for them. The Educational Leader will foster parent/guardian engagement in the school and with its staff throughout the school year.

Teachers will not only be content instructors, but advisors to a small group of students on a daily basis, as well. Teachers will assist students in developing meaningful projects through inquiry and utilization of project-based assessment to demonstrate growth and depth of understanding of concepts and learning standards. Teachers will facilitate learning within student career projects and internships that is both challenging and meets the individual needs, interests, and abilities of each student. They will also meet and consult with parents/guardians when deemed appropriate.

Required Attachment 10 and Attachment 11:

X Organizational Chart that shows the staffing structure and reporting responsibilities for the board, administration and staff.

X Key position descriptions describing critical skills or experiences every employee included in the organizational chart (description can be general for core teachers). Qualifications for hiring should provide assurance that background checks and child abuse registry will be conducted for every employee in accordance with the law.

C.1. Charter Management Organizations*

X We do not intend to contract with a not-for-profit charter management organization.

D. Staffing and Human Resources

Hiring Process

The hiring process will be multi-step. Once an instructional position has been established and budgeted for, it will be properly advertised in a local newspaper or posted online with at least one job search site, and provided to college teaching programs in western New York in an effort to draw the best possible pool of eligible candidates. Other vacant positions will be posted on at least one job search site. Advertisement of staff positions will also be placed in the local newspaper, Education Leadership, Education Week, and Teacher Magazine. Listing of our available positions will be placed on our own website, Monster.com, and NYSED teaching positions availability list.

Steps in the hiring process include: completion of an application including documentation of NYS teacher certification; a Personnel and Hiring Committee, which may consist of Board of Trustees, Chief Executive Officer, administration and staff representation, will be responsible for reviewing the applications and selecting interviewees; interviewees will be invited to come to the school for an engagement, responding to scenarios they may encounter in the classroom and school. The Chief Executive Officer and Personnel and Hiring Committee will review written responses by the interviewee

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to scenarios and lesson plans based on a rating system to select finalist candidates; and final candidates will be extended an offer of employment. Rochester Career Mentoring Charter School (CMCS) will implement a recruitment process that hires culturally competent teachers and staff. These individuals must hold themselves accountable for making measurable gains with the school's focus on academic and career-based achievement. It will seek candidates whose instructional philosophy includes, but is not limited to:

- A belief in collaboration and team teaching
- A belief that students should be actively involved in their own learning and choosing their own career interest.
- High academic expectations for all students
- The ability to build relationships with students and peers
- The ability to lead and motivate students
- Create and manage a responsive learning environment that enables students to be creative, feel safe and to develop to their full potential;
- Work on curriculum development, in addition to implementation; weave many real-life experiences and examples into curriculum;
- Committed to the complex work of project-based, student-centered, career-focused learning; integrate technology into instructional program and demonstrate professional use;
- Develop and use rubrics for evaluating student products; and establish and involve students in the development of their Individual Learning Plans;
- Encourage parents/guardians to be partners in their child's education.

Evaluation Process

All staff will undergo an annual professional performance review covering their particular areas of responsibility. The Educational Leader will be responsible for evaluating the performance of the teaching staff, including the Coordinator of Internship.

One area of teacher evaluation will include success and effectiveness in implementing project based learning instruction. The sample rubric below will be the instrument used to complete such evaluation.

(Draft CMCS Teacher Appraisal Rubric)

Traditional Teacher Behaviors 0 _____ 2	Transitional Behaviors 2+ _____ 3	Project-Based Learning Teacher Behaviors 3+ _____ 5
Teacher lectures 75-90% of the period leaving students only 10% opportunity to work in teams and/or independently and to answer higher level questions or respond to recall questions.	Teacher lectures 50% of the time leaving students 50% of the time to work in teams and/or independently and to answer higher level questions or to respond to thought questions.	Teacher uses direct teaching 10-25% of the block leaving student empowered over their learning experience and to work in teams and/or independently.
Teacher writes his or her own curriculum without knowledge or collaboration with other faculty.	Teacher writes his or her own curriculum and then asks for feedback from other teachers in the team.	Teacher works in a collaborative team to determine "what is essential" to know in all content areas and how every subject is interrelated.

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Teacher feels the need to cover a large amount of material that is set by the NYS Learning Standards and frequently consults the Pacing Chart as a guide to timing curriculum.	Teacher feels the need to cover a large amount of material, but feels empowered to evaluate from knowledge of the examination what is most important to take more time to teach in depth.	Teacher picks the most essential topics to cover in depth. Teacher favors understanding of content over simply completion of all materials. Higher level thinking and analytical skills are encouraged.
Teacher only carries out State's recommended curriculum guidelines.	Teacher follows State curriculum guidelines, but sometimes makes his or her own decisions regarding student learning.	Teacher follows State's curriculum guidelines, but feels empowered to make decisions about student-centered learning.
Teacher gives topics to students to research and uses teacher-generated projects and activities.	Teacher guides the students to pick topics that he/she has prepared.	Teacher empowers students to generate questions which lead to topics for student research, student-generated projects and activities.

Retention of Staff

Continuity of staff is important to the success of the school and in building a team environment fostering true teacher collaboration. Instructional staff will receive ongoing professional development in support of the school's mission with the assistance of coaches from Buck Institute for Education and have online resources available to them for reference. A teacher that has fewer than three years of instructional experience will also receive peer group support with other teachers. The Founding Group believes the continued investment in professional development, equipping staff with the tools they need, providing them with greater influence in curriculum and the professional development plan, and having a team environment among school staff will all act as tools to retain effective and committed staff.

CMCS staff will have more supports, professional growth opportunities and opportunities for input in decision-making than is traditionally afforded teachers in some local school districts. The Founding Group believes that this will make teachers more invested in the school and help to create a desire to remain with the school

Staffing

Anticipated Administration & Instructional Staffing

Title	2012-13	2013-14	2014-15	2015-16	2016-17
Chief Executive Officer	1	1	1	1	1
Educational Leader	1	1	1	1	1
Director of Operations	1	1	1	1	1
Coordinator of Internship	1	1	1	1	1
Special Education Coordinator	.5	.5	.5	.5	.5
Counselor		1	1	1	1
Special Education Teacher	1	1.5	2.5	3	3

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English	1	2	3	4	4
Mathematics	1	2	3	4	4
Social Studies	1	2	3	4	4
Science	1	2	3	4	4
ELL	.5	1	1.5	2	2
Spanish	1	1	1.5	1.5	1.5
Physical Education	.5	1	1	1	1
Total	11.5	18	24	29	29

In addition to the above, Rochester Career Mentoring Charter School will also establish elective classes taught by a certified teacher in foreign language teacher and physical education teacher, and which meets requirements set by New York State for receiving a Regents Diploma. The Founding Group has negotiated free student memberships to a local city gym that allows each student extra time during and after school hours to promote a healthy living habit in our community. Moreover, charter school students will participate in the healthy New York campaign that focuses on drug and smoke-free environments and obesity issues.

Instructional Personnel per Classroom

Each classroom will have one certified teacher. In keeping with the instructional model and master schedule, integrating English/Language Arts with Social Studies, and Mathematics with Science and Technology each teacher will plan and at times team teach with his/her counterpart. On occasion, each teacher may be required to teach a class outside his/her certification. In addition, individual class preparation time has been built in the master schedule for each teacher.

Our budget reflects the hiring of a foreign language teacher, a physical education teacher, special education teachers, and an English Language Learner teacher who will provide for independent classes and for cross between core academic content-areas. Money has also been set aside in the budget in the event a substitute teacher is needed.

Non Discrimination

The recruitment and hiring procedures of CMCS will not discriminate on the basis of gender in compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1641) in compliance with 34 C.F.R. § 106.9. Additionally, the Rochester Career Mentoring Charter School will not discriminate in its recruiting, hiring, training, evaluation or promotion of persons. Such actions are taken without regard to age, race, creed or religion, color, national origin, sexual orientation, gender, disability, marital status, military status.

E. Student Recruitment, Enrollment, and Evidence of Demand

Rochester Career Mentoring Charter School (CMCS) will admit students without regard to race, creed, ethnicity, disability, or socio-economic background to the charter school that are eligible to enroll in grade nine according to the promotional policies of the NYS Board of Regents. Each January the school will implement its application and enrollment process for 80 new students, including seats for Students with Disabilities and English Language Learners. Once seats have been set aside for ELL and students with disabilities, the remaining seats will be allocated equitably among the three attendance zones of the Rochester City School District's Managed Choice Policy. Rochester Career Mentoring Charter School will attempt to draw students equally from each zone to aid in student population diversity. If more than

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80 students entering in grade nine the first year, and grade nine each year thereafter apply to the school, the school will create a waitlist by zone. The waitlist will be established within 10 business days after the application deadline of April 1st.

The City of Rochester struggles with the lowest high school graduation rate of the Big 5 Cities at less than 50%. Interestingly, while high numbers of students in Rochester are not meeting yearly benchmarks, surrounding suburban school districts are reporting high success rates. As a result of such dismal failure rates, retaining an educated population for prosperity in the local workforce and community becomes increasingly difficult. Thus, the Founding Group believes its charter school is marketable and will provide city parents/guardian with an educational alternative and school choice for their children.

Application Process for the School

- **January 2012:** It is the intent of CMCS to directly mail an Information Packet to all 8th grade students residing in the City of Rochester across the three attendance zones. This packet will include information on the school's unique instructional model, its mission and vision, services provided, as well as the appropriate application materials. These materials will be provided in English and Spanish. The alternative method for recruitment of students includes utilization of local print and electronic media through stories on the school and advertising, appearances on local radio shows whose target audiences closely align with the applicant pool; collaborating with the County and City to have applications available at neighborhood libraries and recreation centers; and collaborating with neighborhood organizations to BOT make people aware of the school and have applications available at their offices. Additional recruitment efforts will be conducted as cited on page 4 of the prospectus.
- **April 1, 2012:** Applications are due according to Education Law 2854 (2) (b) as amended in 2010.
- **April 2012:** If applications received exceed available seats, a wait list will be created based on the sequence of the lottery results by zone and students will be offered admission should seats become available in the order they are listed.
- **Late April 2012:** Students should receive an acceptance letter to the charter school, with this letter will be the enrollment paperwork including student health form and release for transfer of student records. Students must remit their enrollment paperwork not later than June 1st. After this date, available seats will be offered to students on the waitlist in the order they are listed by attendance zone. Student health records may be submitted up to July 1st.
- **May 2012:** A school "open house" will be held for parents, students and staff. This will be an opportunity for the students who received a seat and their parents to learn more about the school, its instructional model, expectations of students and parents, and to meet the staff.
- **August 2012:** Students, parents/guardians orientation and summer bridge program commence. Should a student select to withdraw from the Rochester Career Mentoring Charter School, a conference will be held with the student, parents, Hillside Youth advocate, and teacher-advisor to discuss this decision and seek to ensure the student is enrolling in another school to continue their education. Parents will be provided with information on the paperwork they will need to complete with the new school to have their student's records transferred.

F. Community Involvement

While working on the development of the application, individuals have been recruited to serve on the Board of Trustees from a cross-section of the community with experience in different areas. These individuals are all very excited about and believe in the proposed charter school's mission and have brought their expertise to bear in developing the application. Our lead applicant also worked with the

Rochester Career Mentoring Charter School 2011

Full Application

Superintendent, the Deputy Chief of School Innovation and the Deputy Superintendent of Teaching and Learning for the Rochester City School District to establish a relationship for their compact between city schools and charters.

In addition, the Founding Group received letters of recommendation and support from City School District representatives, such as Rochester Board of Education President Malik Evans and Superintendent Jean-Claude Brizard. Signatures and supporting letters were also received from political and community agency representatives, such as NYS Assemblyman and Monroe County Democratic Chair Joseph Morelle, NYS Senator Joseph Robach, Rochester City Council President Lovely Warren, Monroe County Legislator Saul Maniero and President Ernest Falger of Community Group 14621. Community organization Group 14621 provided signatures from city residents who are in favor of this school concept and design, as well as assisting with the identification of an appropriate facility for the school. Due to page limitation for this application, all of the letters of recommendation and community signatures will be provided upon request.

The Founding Group received support and training in preparation for the charter school application from Dirk Tillotson and his Incubator's Group associated with the NYS Charter Schools Association. We received support from Andy Portanova, President of Progress Rochester, Inc. whose agency managed the Founding Group's planning funds. Moreover, we received support of this charter school's concept and design from Board of Regents member, Wade Norwood, at a breakfast meeting.

F.1. Joint Application

This does not apply to our charter school.

III. FINANCIAL PLAN

A. Budget

The Rochester Career Mentoring Charter School (CMCS), through its Finance Committee, will develop a set of financial policies, including guidelines for borrowing and investment strategies, through a strategic planning process. The financial management plan will be comprehensive, including the areas of compliance, purchasing and logistics, financial accounting, cash management, credit, ledger control, reporting and payroll.

1. Key Budget Assumptions:

- CMCS will support class size of approximately 20 children per section.
- Special Education and English Language Learners will represent significant numbers of children, and our plan to meet their unique requirements drives budgeting. We anticipate 15% SPED children and approximately 10% ELL children. Their requirements are reflected in the number of SPED teachers and ELL specialists in each year of the program.
- On the revenue side, the budget forecast is driven by the basic assumption that 90% of enrollees will be free and reduced lunch eligible.
- Conservative revenue projections with no changes in state, federal allocations.
- 3% annual escalation in educational materials, office supplies, furniture, technology

2. Cash Flow Shortfalls: Although we have devised a budget plan that is consistently net income positive, it is possible, even likely in years 1 and 2, that cash reserves will be limited during certain

Rochester Career Mentoring Charter School

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periods. We anticipate delays will occur with respect to the receipt of state and federal funding streams including possibly the per pupil allocation from the school district. To cover these periods, CMCS will access a short-term borrowing vehicle such as a line of credit. The founding team has reached out to M&T Bank and Chase (a commercial lender). Both lenders are familiar with school financing and both offer credit lines for this purpose, either secured or unsecured, and they have expressed readiness to assist upon existence of the charter.

In the event we do not receive the CSP Planning and Implementation Grant, the Board of Trustees will seek other funds from local, state-wide and national resources to augment our budget (e.g. Gleason Foundation and The Walton Family Foundation). State-wide we will turn to the NYS Charter Schools Association to seek their assistance in locating funds. Locally we will turn to community agencies such as: Rochester Area Community Foundation, Wegmans Corporation, and Hillside. All board members are extremely dedicated to functioning as fund raisers for our charter school, and will assist in planning a strategy to raise the appropriate funds.

3. **Staff Responsible for Financial Oversight:** Director of Operations (DO) will be hired by the BOT and will have experienced in charter school budget planning and not-for-profit corporate finance. After CMCS receives the authorization from SED for our charter school, the BOT will create and submit for bidding a formal RFQ for outsourcing the following services.
 - Manage annual financial audit, tax filings and 990 filing with auditor, Cash and Treasury management, Insurance and Risk Management, Food Services Payroll and Benefits
4. **Protection of Student and Financial Records:** Data security for the financial records and student information is the responsibility of the Director of Operations. CMCS will comply fully with all regulations pertaining with keeping and monitoring of student records requiring the protection of student privacy. CMCS will not disclose any information from the student's permanent records without consent of the parent or legal guardian of a student under 18 years of age, or of a student 18 years of age or older except as authorized pursuant to, or in response to, a subpoena, as required by law. The parent or legal guardian of a student under 18 years of age, or a student 18 years of age or older is entitled to access the student's school records by submitting a written request. The DO's responsibility for tracking enrollment and attendance eligibility, Title I eligibility, as well as SPED and ELL enrollment as each metric is associated with state and federal entitlements as well as grant monies. Tracking the precise eligibility of each student will be an on-going process that begins during student recruitment, intensifies with registration and re-occurs at key junctures an annual financial report will be provided with audit by an independent, certified public accountant and participate as required, in public school audits conducted by the New York State Comptroller.

A general account will be set up for the administration of funds and the CEO and Director of Operations will be the only people with check-writing authority. The Board of Trustees will establish a maximum cap for discretionary expenditures. Except for emergency purchases cleared with the school's administrator, all expenditures and contracts will be handled through an encumbrance system of purchase orders for clear tracking of expenditures and status of account balances. Each individual with check writing authority will be covered by a fidelity bond in accordance with guidelines of New York Department of Revenue Administration. Accounting activities will consist primarily of the bi-weekly payroll paid to school personnel and the maintenance of an accounts payable system to track amounts due to vendors of the school.

Rochester Career Mentoring Charter School

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The charter school will also undergo periodic programmatic reviews of its professional development program to ensure that the training provided to staff is meeting their needs to deliver an effective instructional program; review of its ESL program to determine whether the program is meeting the needs of BLL students for academic achievement; and the internship program to verify the program is enriching the career exploration and job readiness skills of students while making a meaningful contribution to the host organization.

Required Attachment 17 X Budget and Cash Flow Template

B. Financial Management

Rochester Career Mentoring Charter School plans to hire an independent certified public accountant (CPA) to conduct annual fiscal audits of all financial records, pursuant to Education Law 2851(1).

1. GAAP: Rochester Career Mentoring Charter School will follow public school accounting guidelines and will put in place internal accounting controls necessary to safeguard its assets. Rochester Career Mentoring Charter School will use accrual basis accounting in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial report will be provided with audit by an independent, certified public accountant and participate as required, in public school audits conducted by the New York State Comptroller.
2. Internal Controls:
 - Payroll The Director of Operations (DO) will be responsible for providing payroll administration and related services to the school. The DO will establish a system—including a schedule and set of procedures—to ensure that (a) the school obtains and collects all necessary employee data at the commencement of employment and on an ongoing basis; (b) the school processes payroll, prepares required records and reports and submits such records and reports to the appropriate agencies; and (c) the payroll management and human resources processes are reviewed on an ongoing basis and modified, as needed.
 - Purchases: The Director of Operations will be responsible for establishing a purchasing and acquisition system. The system will ensure that assets are secure, and that supplies purchased are tracked. Purchase orders for goods up to \$10,000 for the good of the school may be processed pending approval from the DO. For agreed upon standard purchases less than \$10,000, the DO, with Educational Director approval, can acquire goods from vendors based solely on price, quality, dependability and date of delivery. For purchases exceeding \$10,000 at least three (3) competitive quotes from vendors must be obtained offering reasonably similar products.
 - The Director of Operations is responsible for signing all checks subject to authority by the Board. All checks over \$100 shall be issued only when approved by the CEO. All checks in excess of \$3,000 will require the signature of the CEO and the BOT.
 - Compliance: The Director of Operations will be responsible for all functions related to ensuring that the school is operating in compliance with its charter and all governmental regulations. The Job Description of the Director of Operations will also be responsibility to carry out or to provide oversight to all areas of compliance for the school. Title I - V, teacher

Rochester Career Mentoring Charter School

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certification, safety, fire drill coordination, health, fingerprinting, software compliance, COBRA letters and the student lottery will follow all applicable laws. Annual sexual harassment and Anti-bullying seminar will be planned

3. **Cash Management and Investing:** After the budget has been completed and cash balances determined, the Director of Operations in partnership with the BOT, will create an investment strategy for a portion of the funds. Investment options may include savings accounts, CDs, treasury bills and money market mutual funds.
4. **Tax Status:** The board shall take the reasonable steps to establish and maintain the Charter School Status as a tax-exempt organization under federal 501-(c)-3 and if applicable, state law, such that contribution to the charter school is tax deductible to the donors for federal income tax purposes.
5. **Summary:** The proposed budget is solvent and based upon conservative assumptions for both revenue and expenditures. Estimate quote for various expenditure, including insurance, payroll services, professional development, etc, were sought wherever possible and practicable. Such quotes were used in developing our expenditure assumption, increasing our confidences that we are more than adequately covered and anticipation that we will not face significant deviation from the proposed expenditures. Should such occur, a contingency fund of 2.5% of total expenditure budget has been established.

C. Facility:

Rochester Career Mentoring Charter School will be a grow-out school as outlined in this application. In Year 1, the charter school will serve 80 ninth grade students, and adding a grade level of 80 students each year in years two and three; so that in year four the school serves not more than 320 students in grades 9-12. The charter school does not anticipate any further growth either in the number of students served or the grades included in the school beyond this, either in the initial charter period or beyond that timeframe.

As the school is a grow-out, the budget is expected to grow accordingly during the first three years as the number of students and requisite staff increases on an annual basis as these increases impact salary, benefits, payroll taxes, insurance, instructional supplies and technology costs. It is anticipated that there will be contractual and fixed cost increases as well over time, though efforts will be made to contain such increases. These costs may adjust annually beyond the initial charter period should a renewal of the charter be granted.

It is expected that the initial facility will be of sufficient size to meet the school's needs at its full grow out serving grades nine through twelve. Therefore, any physical expansion is not anticipated.

A specific facility has not yet been identified. However, as the facilities under consideration are part of the local Catholic Diocese, the buildings are quite similar in their offerings. Generally they are a three story building, with a community room or auditorium, gymnasium, small kitchen on ground level. The buildings include offices for administrators and administrative support, classrooms, and bathroom facilities. Each classroom is approximately 720 sq ft. The third floor includes classrooms each being approximately 720 sq ft as well as bathroom facilities. The school nurse office is either on the second or third floor depending on the building. Total building square footage is estimated between 36,000 and 42,000 sq ft. Once the charter is approved, the Board will select a licensed realtor to identify other potential locations.

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In addition, the Chief Executive Officer will contact CB Richard Elis for assistance. This is a national firm with offices in Syracuse, Albany, Buffalo, and Rochester which has the experience of working with urban real estate, and would be able to establish offers/opportunities for an appropriate building for this charter school.

All of the properties being considered provide more than ample parking for staff and visitors. Each building is highly accessible to public transportation, which will be provided to students through the district of residence. Any building that we occupy will meet architectural access requirements for persons with disabilities, as indicated in the Americans with Disabilities Act and local building codes addressing architectural access.

D. Transportation:

All students attending Rochester Career Mentoring Charter School (CMCS) must reside in the City of Rochester. Therefore, all students are eligible for transportation provided by the Rochester City School District (RCSD) under Education Law, except in the case of a student living within 1.5 miles of the charter school's location. RCSD utilizes public transportation for its high school students and would thereby provide transportation for CMCS students on Rochester Genesee Regional Transit Authority (RGRTA) buses as well. Students will receive a bus pass that may be used on RGRTA buses.

Since the school year schedule for CMCS will differ from that of RCSD, the Board of Trustees will work with RGRTA to reach a Memorandum of Understanding that stipulates the bus passes provided to CMCS students through RCSD will be honored on all days that CMCS is in session whether or not those dates coincide with the RCSD calendar. This will address any possible need for supplemental transportation.

E. Food Services:

It is the intent of the Rochester Career Mentoring Charter School to have a vendor provides school food service. At this time, the school expects to contract with Foodlink of Rochester through Freshwise Catering. Freshwise has an established school food service program that exceeds the national nutritional standards for child nutrition programs at schools. They have the ready capacity to serve the school's student population, starting with 80 students and growing out to no more than 320 students. CMCS will offer breakfast and lunch in compliance with all requirements of the National School Lunch Program, served in a manner consistent with State and Federal guidelines. We will distribute Form 1041 to students upon enrollment and ensure completed 1041 forms are collected from parents. Immediately after collecting form 1041, we will assign meal categories to each student, based on parent income levels. The Director of Operations will have responsibility for overseeing the school lunch program. Freshwise has estimated the cost per meal would be \$2.40 for lunch and \$1.40 for breakfast. Our contact at Freshwise is David Ward, Director of Food Services.

F. Insurances:

The Career Mentoring Charter School, New York will carry property and equipment loss coverage; general liability; Directors and Officers insurance; hired and non-owned auto; and an Umbrella policy; as well as NYS Disability and Workers Compensation coverage for employees. The NYS Disability and Workers Compensation coverage will be in accordance with NYS requirements based on the school's workforce. One million in coverage for each of general liability, Directors and Officers insurance, and an

Rochester Career Mentoring Charter School

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Umbrella policy is anticipated. The actual amount of property and equipment loss coverage will be determined once the facility has been identified. However, the amount of coverage is expected to be over \$100,000. This amount will be adjusted based upon the facility and corresponding lease secured; along with the number and value of computers, equipment and furnishings that will be housed in the facility. We received a quote of insurance from the Ten Eyck Group.

G. Pre-Opening Plan

Action/Activity	Timeline	Person Responsible
Student Recruitment: CMCS will follow the guidelines of student recruitment set forth by Education Law Section 2854 (2) (a-d) and any amendments made to the law in 2010.	Completed by April 1, 2012	CEO
Create a website	September, 2011	CEO
Creations of recruitment pamphlets, brochures, and advertisements will be underway to attract 80 ninth graders to the charter school.	January 2012	CEO
Application designed noting special attention to students with disabilities.	January 2012	CEO
Community forums will be underway to make eligible students and their families aware of the school, its program, and the application process/deadline.	January 2012	CEO/Board of Trustees
Newspaper and City Newspaper will be used to advertise openings for the school.	February 2012	CEO
Charter School Lottery, acceptance letters and prepare wait list	April 1, 2012	CEO
Begin enrollment process of students (IEP, language determination)	April 2012	CEO/Director of Operation
Hold an "Open House" to introduce the culture and program of our charter	May 2012	CEO/Educational Leader
Hold Orientation and Summer Bridge Program for all enrolled students so staff, students and their families have an opportunity to meet and learn more about the culture of the school and to involve parents and students in the charter school's unique program.	August 2012	CEO/Educational Leader
Rochester City School District's (RCSD) compact with charter schools		
Arrange a meeting with Deputy Chief of School Innovation to review RCSD's compact with local charter schools, and arrange dates for further meetings.	Upon approval of this charter school by NYSED.	CEO/RCSD's Deputy Chief of School Innovation
Arrange a meeting with Deputy	Upon approval of this	CEO/BOT's Curriculum &

Rochester Career Mentoring Charter School

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Superintendent of Teaching and Learning to review RCSD's curriculum framework, and arrange dates for further meetings.	charter school by NYSED.	Assessment Committee/ RCSD's Deputy Superintendent of Teaching and Learning
Action/Activity	Timeline	Person Responsible
Staff Recruitment		
Begin the process of advertising for a Director of Operations	October - November 2011	CEO/ Board of Trustees
Screen, interview, and select final candidate for Director of Operations	December 2011	CEO/ Board of Trustees
Begin the process of advertising for an Educational Leader.	January - February 2012	CEO/ Board of Trustees
Screen, interview, and select final candidate for Educational Leader	March 2012	CEO/ Board of Trustees
Finalize the job application for teacher advisors/instructor.	January 2012	CEO/ BOT Personnel and Hiring Committee
Ensure timely posting of the available positions through multiple methods including distribution to education programs in western New York and posting on job website that will reach at least western New York.	January - February 2012	CEO/ BOT Personnel and Hiring Committee
Conduct initial review of applications and select interviewees and verification of credentials.	March 2012	CEO/ BOT Personnel and Hiring Committee
Interviewees will complete the interview process.	March - April 2012	CEO/ BOT Personnel and Hiring Committee
Identify finalists, conduct background checks/sex offender registry. Offers of employment will be extended.	April 2012	CEO/ BOT Personnel and Hiring Committee
Action/Activity	Timeline	Person Responsible
Staff Development		
Designing summer professional development involving Advisory Program and Curriculum Development for instructional staff.	April - June, 2012	CEO
Designing Summer Bridge Program for newly enrolled 9 th graders	April - June, 2012	CEO
Instructional staff will receive professional development on developing students' Individual Learning Plans, working with students and parents through this process and the importance of regular updates.	July - August 2012	CEO/Educational Leader/ Instructional Staff
Instructional staff will receive professional development on creating project-based learning units. Selected city public school teachers will join charter staff.	August 2012 - January 2013	Educational Leader/Instructional Staff & selected Rochester City School District teachers/

Rochester Career Mentoring Charter School

2011 Application

Conduct professional development on Buck Institute and Career Choices curriculum	July - August 2012	BIE trainer. CEO/ Educational Leader BIE/Coordinator of Internship/Academic Innovations
School Operations		
Development of all policies required by law and desired by the Board of Trustees.	November 2011 - January 2012	Board of Trustees/ Legal Counsel, as needed
Requisite insurance policies will be acquired.	January 2012	Director of Operations
Arrange for food service and maintenance of all health records	June - August 2012	Director of Operations
Set up procurement system for school staff	June - August 2012	Director of Operations
Order teaching materials, furniture and other necessary items	June 2012 - August 2012	Director of Operations
A building lease/sale will be negotiated and signed.	March 2012	CEO/Director of Operations/Legal
Classroom and office equipment purchased	April - August 2012	CEO/Director of Operations
Negotiate student transportation with Rochester Genesee Regional Transit Authority	February - April 2012	CEO/Director of Operations
Transfer of utilities, installation of additional hardware as needed including telephones, wireless routers, etc.	March to May 2012	Director of Operations
Identify healthcare benefits provider, negotiate and sign contract, effective service April 1, 2011.	February to March 2012	Director of Operations with legal counsel as needed
Negotiate and sign payroll services administration contract.	March 2012	Director of Operations
Begin recruitment of support staff with priority on maintenance and security whose employment will commence in July or August.	March to July 2012	CEO/Educational Leader/Director of Operations
Ensure employee completion of the requisite paperwork for enrollment in the NYS Teachers or State employee retirement system.	March 2012	Director of Operations
Negotiate and sign professional service contract with consultants involved in staff/curriculum development.	January 2012	CEO/Director of Operation
Begin acquisition of furnishings for offices and classrooms, including technology hardware for teachers/students	April - May 2012	CEO/Educational Leader/ Director of Operations
Acquire and install the student information system.	May - July 2012	Director of Operations/ Software Vendor
Order classroom instructional supplies and	May - August 2012	Educational Leader/

Rochester Career Mentoring Charter School 2014

Full Application

materials including textbooks.		Director of Operations
Negotiate and recommend approval by the BOT of contract for accounting and end of year auditing services.	June - July 2012	Board of Trustees/ Director of Operations
Action/Activity	Timeline	Person Responsible
Board of Trustees		
Conduct Board Meetings upon charter school approval on the third Wednesday of each month.	Beginning October 2011	Board of Trustees
Ratify school by-laws	Within 30 days of issuances of charter	Board of Trustees
Board Development sessions.	November 2011 - June 2012	Board of Trustees
Finalize budget	January 1, 2012	Financial Committee
Begin process for 501.c.3 (tax exempt status)	January 1, 2012	Financial Committee/Legal
Contract with vendor to handle accounting and fiscal duties	January 1, 2012	Financial Committee
Provide evidence of accounting system with internal controls and fiscal policies	January 1, 2012	Financial Committee
Establish chart of accounts	January 1, 2012	Financial Committee
Establish bank accounts	October 2011	Financial Committee
Ensure federal title applications submitted in timeline manner	January 1, 2012	Financial Committee
Set up annual audit schedule with a CPA	January 1, 2012	Financial Committee
Establish payroll system	January 1, 2012	Financial Committee
Establish system to report enrollment of students to school districts	February - April 2012	Director of Operations/ Financial Committee

EXHIBIT B

DEPUTY REPUBLICAN CONFERENCE WHIP
OF THE SENATE

CHAIRMAN
TRANSPORTATION

COMMITTEE MEMBER
COMMERCE, ECONOMIC DEVELOPMENT
& SMALL BUSINESS

CONSUMER PROTECTION
EDUCATION

ENERGY & TELECOMMUNICATIONS

FINANCE

HIGHER EDUCATION

INFRASTRUCTURE & CAPITAL INVESTMENT

LABOR

THE SENATE
STATE OF NEW YORK



JOSEPH E. ROBACH
Senator, 56th District

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INTERNET ADDRESS:
www.robach.nysenate.gov
robach@nysenate.gov

January 22, 2016

Board of Trustees
Rochester Career Mentoring Charter School
30 Hart Street
Rochester, New York 14605

Dear Board of Trustees:

I am writing to express my support for the Renewal Application for Rochester Career Mentoring Charter School (RCMCS) to New York State Education Department. RCMCS has demonstrated tremendous growth and opportunity for Rochester's youth over the last four years. The power of the school's vision and mission will continue to be an incredible asset and of great benefit to our children, families, and local community.

RCMCS fill a need in our community for secondary students focusing on College and Career Readiness. There is an ever-growing demand in the workplace and colleges for students possessing 21st Century skillsets, a comprehensive understanding of multiple pathways to success, and strong acquisition of self-reliance in today's economic society.

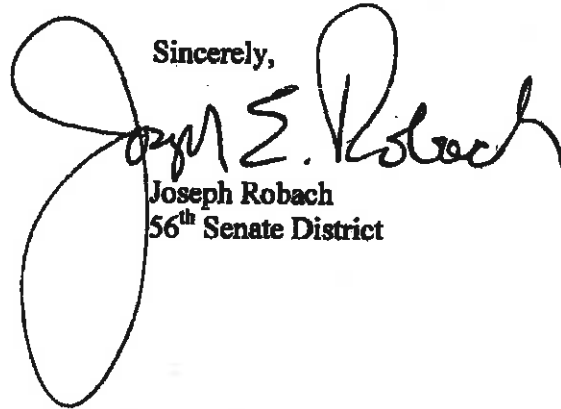
Students thrive in RCMCS's hands-on and collaborative learning environment. Each student has an Individualized Learning Plan tailored to their needs, an Advisor and mentor. RCMCS differs from most urban school districts because they monitor, mentor and advise students after graduation through post-secondary institutions and the workforce.

RCMCS has demonstrated it is a great addition to the existing tuition-free, public charter schools in the city of Rochester. RCMCS brings a proven educational approach to Rochester, serving a diverse student population that is reflective of our community. The rigorous instructional program and unique internship experience RCMCS students complete provides a four year continuum to ensure success of their students after graduation, a current gap and essential need in the Rochester Community.

I support the Renewal Application of Rochester Career Mentoring Charter School. I'm elated to see another school of choice offered to the students and families in

our community. Thank you for your assistance with this matter. Please feel free to have your staff contact my office directly about this matter at (585) 225-3650.

Sincerely,

A handwritten signature in black ink, appearing to read "Joseph Robach". The signature is stylized with large, flowing loops, particularly a large loop on the left side and another on the right side.

Joseph Robach
56th Senate District

CHAIRMAN
ELECTIONS

VICE-CHAIRMAN
SCIENCE, TECHNOLOGY INCUBATION
AND ENTREPRENEURSHIP

COMMITTEE MEMBER
AGING
AGRICULTURE
CITIES
COMMERCE ECONOMIC DEVELOPMENT
& SMALL BUSINESS
CONSUMER PROTECTION
ENVIRONMENTAL CONSERVATION
HIGHER EDUCATION

**THE SENATE
STATE OF NEW YORK**



RICH FUNKE
Senator, 55TH District

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WEBSITE:
FUNKE.NYSenate.GOV

April 13, 2016

**Board of Trustees
Rochester Career Mentoring Charter School
30 Hart Street
Rochester, New York 14605**

Dear Board of Trustees,

I am writing to strongly support the Renewal Application for Rochester Career Mentoring Charter School (RCMCS) to New York State Education Department. RCMCS has demonstrated remarkable growth and opportunity for Rochester's youth over the last four years. I am confident the school will continue to fulfill its mission, as it serves as a tremendous asset to our children, families, and local community.

There is an ever-growing demand in the workplace and colleges for students possessing 21st Century skill-sets, a grasp on various pathways to success, and a strong attainment of personal independence and responsibility in today's economy. RCMCS provides a clear pathway in our community for secondary students focusing on College and Career Readiness.

Students succeed in RCMCS' hands-on and collaborative learning environment. Each student has an Individualized Learning Plan tailored to their needs, an advisor and a mentor. RCMCS differs from most urban schools because they monitor, mentor and advise students after graduation through post-secondary institutions and the workforce.

RCMCS continues to be a great addition to the existing public charter schools in the city of Rochester. The school brings a proven educational approach to Rochester, serving a diverse student population reflective of our community. The meticulous instructional program and unique internship experience RCMCS students complete provides a four-year continuum to ensure success of their students after graduation, a current gap and critical need in the Rochester community.

Please know I enthusiastically support the Renewal Application of Rochester Career Mentoring Charter School. Thank you for opportunity to weigh in on this process. Please do not hesitate to contact me directly if I can be of further assistance.

Sincerely,

A handwritten signature in black ink that reads 'Rich Funke'.

Senator Rich Funke, 55th District



**City of Rochester, NY
Rochester City Council**

City Hall Room 301A • 30 Church Street • Rochester, New York 14614-1290

Matt Haag Councilmember At-Large

951 Park Avenue, Rochester, New York 14610-1541

To whom it may concern:

The Rochester Career Mentoring Charter School (RCMCS) is currently in its fourth year and will be graduating its first class this June. The school is facing its 5-year renewal with New York State, and renewal is crucial for the students and families who view this school as a safe-haven. Many of the students who attend RCMCS live in poverty, and in order to break the cycle of poverty the school assists the students in finding internships to prepare them for a career of their choice.

The school follows a constructivist model, where students are tasked to be actively involved in their own process of learning. The teachers at RCMCS hope to foster engaged minds who dream big. Learning is interactive—working in groups with other students while the teachers act as coaches and mediators to foster a love of learning in the student.

Please support RCMCS to continue their work in the constructivist model and help students who may have otherwise been lost in the traditional classroom culture and setting.

Thank you,

Matt Haag
Chair of the Parks and Public Works Committee

February 9, 2017

New York State Education Department
Charter School Office

Re: Rochester Career Mentoring Charter School

To Whom It May Concern,

I have worked for the Rochester Career Mentoring Charter School in several non-instructional capacities since its second year (2013). There are multiple positive things happening at RCMCS that I would like to present the State Education Department.

RCMCS is invested in each student's success both in the classroom and in life. Our pilot Post-Graduate Program follows each graduate as their life begins its next phase. We actively partake in the transition from high school life to college living or even the occupational workforce. We are certain that this program has helped ease the transition for all students who have participated. Though this program is new, with our consistent support our post-graduates are thriving and trending in a positive direction. We have worked together to give the students a strong sense of self and who/what they want to be in the future. As colleges have finalized their first semesters the students are focused and doing better than ever. Those who felt they wanted to drop out because of the constant stresses and pressures of college life, have changed their minds and are dedicated and determined to graduate and be successful. This pro-active program, along with our fantastic internship program, will continue to assist our students in planning and fulfilling their futures.

We, like most charter schools, have students who are mostly low achieving with short attention spans. Each and every day the staff works with students individually and in groups. "The staff" includes each and every staff member, no matter what our "titles" may be. We are established with an exceptional, dedicated staff at RCMCS - a staff that is devoted to the lives of the children and devoted to giving them the best possible education in today's challenging educational environment.

RCMCS is a wonderful school that deserves to remain worthwhile and sustainable within the City of Rochester. The options in our city are limited and we are confident we can continue to perpetuate and maintain student success going forward.

Sincerely,



Deborah Alloco
Rochester Career Mentoring Charter School
Secretary to the Board of Trustees
Post-Graduate Program

Sydeen Gavin



February 9, 2017

To Whom It May Concern:

Rochester Career Mentoring Charter School has made many positive impacts on my life, from my very first day, up until graduation in June 2016. I've gotten so much support from not only my teachers, but other staff members as well. The internship programs, and other classes like personal finance have helped me prepare myself for real life situations and better opportunities for work.

I am now a student at Monroe Community College and the RCMCS post-graduation program has really helped me stay on track here. They have helped me stay on top of my classes better, and in other areas I've had trouble with such as financial aid issues. The amount of support I've received has really encouraged me to do better and stay on top of my work in school. I really encourage the class of 2017 to take advantage of every opportunity given. RCMCS has helped shaped me into the person I am today.

Sydeen Gavin

Amos Williams



February 1, 2017

To Whom It May Concern:

My name is Amos Williams and I am a part of the first graduating class of the Rochester Career Mentoring Charter School (RCMCS). RCMCS is a school full of opportunities with great staff who helped us on our road to success. There were some changes within the staff but the ones that stayed put through their effort into getting us into college and just helping us become successful.

Entering my junior year I received an internship that I was interested in at a local gym because I wanted to become a trainer. The staff at the school found me an even better opportunity by getting me an internship with the Rochester Razorsharks Championship basketball team, which was an amazing experience and reinforced my desire to be a sports trainer.

The teachers at the school also gave us a lot of insight on real life which has definitely helped me today. The school has a small environment where a student can connect more with a teacher with one-on-one time. The teachers actually cared and wanted to see us succeed so they gave us knowledge they had about college to pass down to us. I feel that the staff at RCMCS really helped me get my head on the right path. I had a 3.4 GPA for my first semester in college.

Overall it was my experience in high school at RCMCS was great and I would recommend other students to join the school in the future.

Amos Williams
2015-2016 RCMCS Graduate

February 9, 2017

Joely Paredes



To whom this may concern,

I am a member of the first graduating class of the Rochester Career Mentoring Charter School.

RCMCS has allowed me to make great connections with students and teachers who I will always be able to turn to if I need anything because I know that all these people truly care about my well-being.

The Internship Program helped me discover the road to my future. The Post-Graduate Program is great with Ms. Alloco. She is someone that everyone loves and it means so much to me that she checks up to see if I need anything. She has helped me with my time management, getting more organized, and taking advantage of college tutors. I am confident knowing that if I need anything the staff at RCMCS will always be there to help me even as a college student.

Very truly yours,

Joely Paredes

February 12, 2017

Imani Brock



To whom this may concern,

My experience at the Rochester Career Mentoring Charter School has been a good one. I graduated from RCMCS in June of 2016 and continue to get support from the school with the Post-Graduate Program. This program has really helped me because I'm still able to connect with staff at RCMCS and they help me with things for college, especially financial aid. It's like having a counselor for college that already knows who you are and understands you as a person and helps you adapt to your new journey in life.

Sincerely,

Imani Brock

EXHIBIT C

Application for Charter Renewal

Rochester Career Mentoring Charter School

August 1, 2016



**Respectfully submitted by the Board
of Trustees**

Kevin McCormick, President

To NYSED Charter School Office:

On behalf of the Board of Trustees of Rochester Career Mentoring Charter School (RCMCS), I am writing to request your thoughtful review of our school's Application for Charter Renewal. RCMCS is the only standalone charter high school in the City of Rochester serving students through grades 9th through 12th. While we have faced some initial startup challenges the school has made steady progress in developing its program and supporting student academic growth.

RCMCS opened for operation in 2012 with its first Cohort of only ninth grade students. During the 2015-2016 school year the charter served 240 students grades 9th through 12th. From here forward, the school will be serving approximately 260 students. We graduated 71% of our first Cohort in 2016 with of our graduates 53% receiving a NYS Regents diploma and 47% receiving a Local Regents Diploma. Our first graduating class outperformed the Rochester City School District's June's 2014-2015 graduation rate of 46%.

We attribute our graduation success to many factors. First, RCMCS staff developed strong relationships with our students by actively becoming teacher advisors to them. This invested our teachers deeply in the future success of each of our student, one student at a time, and pushing them to reach their college and career goals. Second, we increasingly used data to produce the right instructional interventions and supports to combat any skill deficiency students faced. Third, we created the appropriate support systems and enrichment classes to help accelerate student learning. Lastly, students demonstrated their knowledge about and awareness of the career interest they had chosen over the past four years by participated in Senior Exhibition held in May 2016.

In our original charter, RCMCS committed itself to establishing a connection with the district-of-residence, Rochester City School District (RCSD). This connection will continue and will flourish during our renewal of our charter school. In fact, the CEO, Dennis Francione, who was the founder of the charter and has been with the school since its inception, was invited to speak about the charter's and district's partnership at their February 25, 2016 board meeting. His talk was well received by all seven board members and they instructed RCSD's interim Superintendent to sign an affidavit, which allowed our charter to partner with a similar small high school in the district. Additionally, RCSD's Board of Education President Van White was so encouraged of having the district and charter partner, he accepted an invitation to speak at RCMCS' first graduation ceremony, June 28, 2016.

Our first ninth grade cohort came to us with many academic challenges. Reviewing student data from their middle school, we found a high percentage of incoming students had very low literacy and mathematics test result, which presented instructional challenges to our staff. We initially lacked the appropriate resources and support systems to make our desired impact on improving overall student academic performance. Yet RCMCS' Board of Trustees in dialog with the CEO continued to investigate fitting changes to the school organization to enable the Leadership and staff to receive foremost support and resources. As a result, student literacy and mathematics increased over the latest three year period.

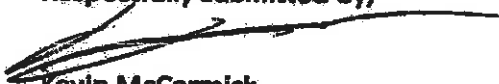
A fundamental pillar of the success we have begun to achieve at RCMCS is supported by our Internship program and the integrated community relationships we have established. One hundred percent of our graduating seniors in 2016 enjoyed a minimum of 150 hours in work based learning activities outside of the classroom in a career cluster of their choice. In addition to the WBL activities, students were given 483 hours of supported classroom instruction aligned with NYS CDOS, WBL, and CCR standards. The success of the career internship program has been solidified by the integrated instruction, and

consistent one-on-one student advisement through career planning and employment eligibility processes, planning, and forecasting. These procedures allotted 98% of our graduating seniors a career path, as well as a college/military destination secured for the fall of 2016.

In addition to the above, RCMCS has maintained and continues to maintain a sound, healthy, and well-balanced financial environment.

We are proud to present you with our 2016 NYS Charter Schools Office Application and its Attachments for your review and approval.

Respectfully submitted by,



Kevin McCormick
President of the Board of Trustees
Rochester Career Mentoring Charter School

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SECTION 1. ACADEMIC SUCCESS

Benchmark 1: Student Performance - Introduction

The four year journey to Rochester Career Mentoring Charter School's (RCMCS) first cohort graduation was a bit challenging at times and sometimes astonishing. Yet an extremely important point for renewal consideration is the New York State Education Department's (NYSED) 2014-2015 data results, which reflected that RCMCS had the highest number, 96%, of economically disadvantaged students; the average rate of economically disadvantaged students in similar schools (Table 3.1) is 85%, more than 10 percentage points lower than our schools. With unmistakable perseverance and a robust willingness to succeed for our students, we achieved a 71% graduation rate in June, 2016. Our first cohort graduation rate exceeded the Rochester City School District's graduation rate of 46%. We also know that with our seniors attending summer recovery classes or summer school, we are capable of obtaining a 77% graduation rate in August, 2016, coming close to the state's graduation average of 78%. We anticipate more improvement in our graduation rate in 2016-17.

We rode this journey with determination. When we felt too many changes and challenges were obscuring our mission, we lifted ourselves with the four primary principles written in the original charter, which include personalization, teachers as curriculum designers, career internships, and enrichment/student support. Personalization made a major difference and helped us strive to a 71% graduation rate. We extended ourselves to our students by building relationships throughout the four years which gave our teachers opportunities to know who their students really were while understanding their learning styles. Not all students learn the same way, therefore, our teachers attempted to treat each student "one student at a time." Our teachers, parents, families, relatives, and friends witnessed this personalization at our June graduation ceremony. Every senior had an opportunity to speak on his/her behalf in front of well over 500 attendees, each remarked how wonderful it was to have a teacher or teachers know them personally.

Our principle of "teachers as curriculum designers" helped our teachers create, organize, and sometimes reinvent their subject-area curriculum with the infusion of project-based activities and career themes. By having an investment in developing the curriculum, our teachers were allowed to address the learning styles of each of their students.

In addition to the above, we have learned valuable lessons in the first term of our charter by understanding the urgency to address skill gap deficiencies, and will continue to make structural changes to our academic program that we believe will lead to continued improvement of our students' Regents exam performance and graduation rates.

Benchmark 1. a. Accountability a. i. ESEA Accountability Designation - Data – Table 1.a.i.

For each of the four years since RCMCS opened its doors in 2012, the school has had an ESEA (Elementary & Secondary School Education Act) Accountability Designation of 'Good Standing' (see table 3.1). As the school has worked to close skill gaps of students upon entry to ninth grade, outlined in Benchmarks 2 and 3, RCMCS is positioned to continue to be in "Good Standing" accountability status and aspires to achieve the designation as a "Reward School."

Benchmark 1. b. Similar Schools Comparison - 1. b. i. Comparative Proficiency - Data – Table 1.b.i.

Utilizing the similar schools matching Excel workbook provided by NYSED, there were a total of forty schools that were considered to be similar to RCMCS, thirty-one of which were part of the New York City

School system, four were within the Buffalo City Schools (one being a charter school), three were in the Rochester City Schools, one in the Yonkers City Schools and one school in the Westbury Union Free School District. Using NYSED's comparative analysis model when releasing statewide performance where schools are grouped into seven needs categories³, one of them being New York City, schools that were located within New York City were removed from the similar school comparison with RCMCS. Though one of the schools (Westbury High School) generated using the comparison tool, it was also assigned to a different district category (Urban-Suburban), but the school remained in the analysis. Along with Westbury High School there were a total of 9 similar schools (Table 3.1) that best aligned to the composition of the Rochester Career Mentoring High School.

Rochester Career Mentoring Charter School opened its doors to 9th graders in 2012 and is the newest school when compared to its similar groupings cohort. Of the nine schools in this similar schools group only four (44%) are in good standing, the same rating as RCMCS. These similar schools group have had three or more graduating classes. Yet RCMCS had only one cohort graduating class this year, 2016 - its first.

Table 3.1: Similar schools to Rochester Career Mentoring Charter School as determined by the NYSED Similar Schools Matching Workbook

School Name	District of Location	District Type	Year Founded	2016-17 Accountability Designation	% Economically Disadvantaged
RCMCS	Rochester City School District	Urban/ charter	2012	Good Standing	96
Bennett High School	Buffalo City Schools	Buffalo/Rochester/Syracuse/Yonkers	Prior to 1980	Priority/Struggling	78
%Emerson School of Hospitality	Buffalo City Schools	Buffalo/Rochester/Syracuse/Yonkers	Prior to 1980	Good Standing	76
East High School	Buffalo City Schools	Buffalo/Rochester/Syracuse/Yonkers	2004	Priority/Struggling	76
Oracle Charter School	Buffalo City Schools	Buffalo/Rochester/Syracuse/Yonkers	2005	Good Standing	95
Rochester Science, Technology and Mathematics (STEM) High School	Rochester City School District	Buffalo/Rochester/Syracuse/Yonkers	2010	Closed	90
Vanguard Collegiate High School	Rochester City School District	Buffalo/Rochester/Syracuse/Yonkers	2010	Priority School	88
School Without Walls	Rochester City School District	Buffalo/Rochester/Syracuse/Yonkers	Prior to 1980	Good Standing	91
Westbury High School	Westbury Union Free School District	Urban/Suburban/High Needs	Prior to 1980	Good Standing	68
Riverside High School	Yonkers City School District	Buffalo/Rochester/Syracuse/Yonkers	1992	Focus School	93

¹ NYSED 2014-2015 Report Card for Rochester City School District (<http://data.nysed.gov/reportcard>).

² NWEA (Northwest Evaluation Association) RCMCS 2012-2013 Assessment Data (December 2012 administration)

³ NYSED organizes schools into seven different needs categories NYC; Buffalo, Rochester, Syracuse, Yonkers; Urban-Suburban High Needs, Rural High Needs, Average Needs, Low Needs, and Charters

Benchmark 1. 3. High School Outcomes

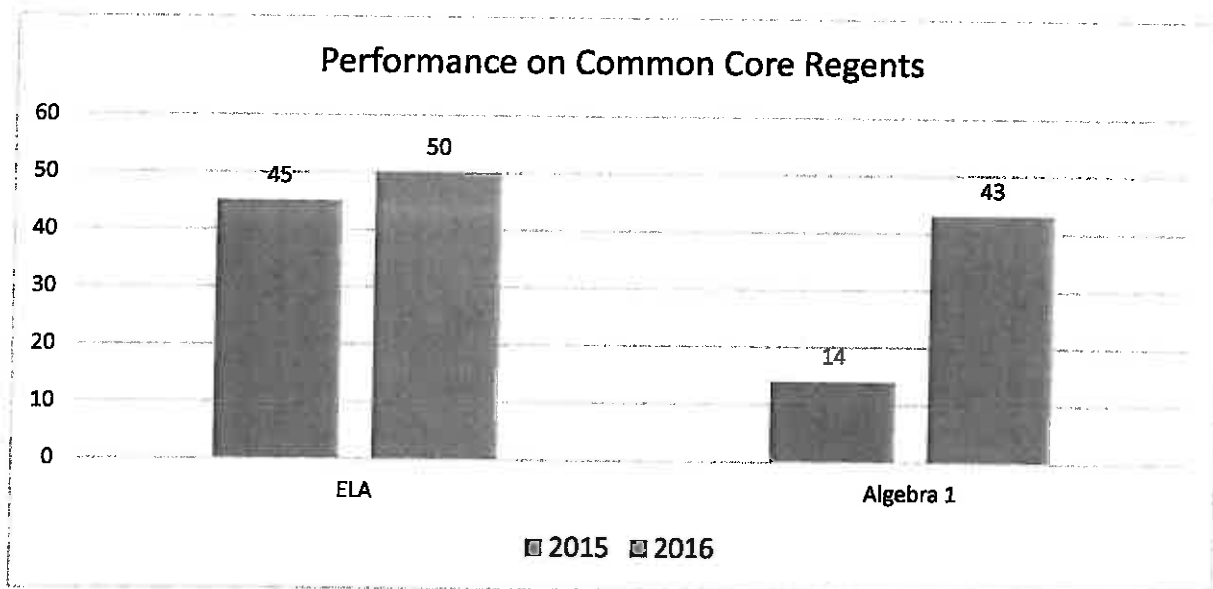
A total of 39 students of the 55 student cohort who remained with us for our beginning four years graduated in June, 2016, and we expect more graduates in August. Our 71% graduation rate surpasses the 2015 Rochester City School District by 25 percentage points, and comes within 7% of the statewide graduation rate of 78%. In addition to achieving a 71% graduation rate for its first cohort, our program modifications and master schedule improvements will provide students' the enrichment/support opportunities needed to demonstrate increased outcomes on Regents exams during the second term of our charter.

Benchmark 1. 3. a. Regents Testing Outcomes

Benchmark 1. 3. a. i. Aggregate Annual Regents Outcomes Data – Table 3.a.i.

Student performance on the Common Core Regents examinations in English Language Arts and Algebra 1CC increased on both exams over the past two years. Both of these exams received higher levels of scrutiny by school leaders as the school worked to close a higher than expected skills gap of students first entering the school at 9th grade and these exams are viewed as leading indicators of growth. Students who achieved a score of 65 or better increased by 5% from 45% to 50% on the 2016 Common Core ELA compared to 2015. Performance increased 29% on the 2016 Common Core Algebra 1 to 43% of 65% or higher compared to 14% in 2015 (Figure 3.4). RCMCS Performance on the 2016 Common Core Algebra exceeded the 2015 Rochester City School District (RCSD) passing rate performance of 22%. RCMCS came within 4 percentage points of the RCSD Common Core ELA passing rate of 54%, even though we had a higher percentage of low income students. Therefore, we are confident that our student performance level will increase as we grow in the next charter term. Our confidence is grounded, in part, in the retention of 83% of our current staff for next year. Continuity in maintaining a staff capable of implementing our charter mission with fidelity is incredibly important to our success.

Figure 3.4: Performance on Common Core Regents in ELA and Algebra 1



Benchmark 1. 3. a. ii. Subgroup Annual Regents Outcomes - Data – Table 3.a.ii.

Subgroup information on the New York State Report Card shows that our performance for the subgroups of economically disadvantaged and students with disabilities (SWD) was below the State's comparison and had a mixed record when compared with Rochester City School District (RCSD). For example, for Students With Disabilities (SWD), the validity comparison grouping of students amounted to ten or less, when compared to the entire State. Therefore, we have taken numerous measures (enrichment courses, support groups, and additional exam preparation courses) to ensure the performance of each student improves considerably. Currently, the performance of SWD group falls short of the State and, in many cases, the RCSD as well. For students who are part of the economically disadvantaged subgroup, we recognize that performance needs to increase to meet or exceed State rates. On all 2015 exams, where there was comparative data, RCMCS exceeded the RCSD (Earth Science, Integrated Algebra), or was within 10 points of the district levels (Common Core ELA, Common Core Algebra 1, and US History and Government).

Benchmark 1. 3. a. iii. Aggregate Total Cohort Regents Outcomes - Data – Table 3.a.iii.

Although NYSED is not expecting RCMCS to report out on 2012 Total Cohort performance (as indicated in the Renewal application workbook, only the 2011 cohort and earlier are asked to be reported on), as part of the renewal, RCMCS would like to provide preliminary performance of 2012 Total Cohort for NYSED's consideration. Over 50% of the 2012 Total Cohort achieved a score of 65 or better on five out of eight Regents exams where at least ten students from the cohort participated. On both the ELA and Algebra 1 Common Core Regents exams, 70% and 60% respectively, of the 2012-2016 cohort passed with a score of 65 or higher.

Table 3.2: 2012 Total Cohort Regents Exam Performance

Regents Exam	Total	Percent Passing
Regents Common Core Algebra I	15	60%
Regents Common Core ELA	58	70%
Regents Geometry	53	9%
Regents Global History and Geography	56	46%
Regents Integrated Algebra	56	55%
Regents Living Environment	48	65%
Regents Physical Setting/Earth Science	50	12%
Regents US History and Government	54	50%

Benchmark 1. 3. a. iv. Subgroup Total Cohort Regents Outcomes - Data – Table 3.a.iv.

- **Narrative:** Not Applicable

Benchmark 1. 1. 3. b. Graduation Outcomes

Benchmark 1. 1. 3. b. i. Aggregate Cohort Graduation Rate - Data – Table 3.b.i.

Although NYSED is not expecting RCMCS to report out on 2012 Total Cohort graduation performance (as indicated in the renewal application workbook, only the 2011 cohort and earlier are asked to be reported on), as part of renewal, RCMCS feels strongly about providing preliminary performance of the 2012 Total Cohort for NYSED's consideration. Again, a total of 39 students from the 55 student cohort graduated high school in June of 2016. Among the 71% (39 students) who graduated, 64% achieved a Regents Diploma (25 students), 3% achieved a Regents Diploma with Honors (1 student), and 33% earned a local diploma (13 students).

Benchmark 1. 3. b. ii. Subgroup Cohort Graduation Rate - Data – Table 3.b.ii.

- **Narrative:** Not Applicable

Benchmark 1. 3. b. iii. Aggregate On-Track to Graduate Rate - Data – Table 3.b.iii.

Although NYSED does not expect RCMCS to report out on 2013 Total Cohort graduation readiness performance (as indicated in the renewal application workbook because only the 2011 cohort and earlier are asked to be report), we felt a need to provide preliminary performance of the 2013 Total Cohort for NYSED's consideration. As of June 2016, out of the 71 student 2013 Total Cohort, 32% (23 students) have passed three Regents exams or more with a score of 65 or higher. This increases by 10% to 42% when those students who have passed two Regents exams at 65 or higher are included. A total of ten students (14%) of the 2013 cohort have passed five or more Regents. Three students from the 2013 cohort graduated in June 2016.

Benchmark 1. 3. b. iv. Subgroup On-Track to Graduate Rate - Data – Table 3.b.iv.

- **Narrative:** Not Applicable

Benchmark 2: Teaching and Learning

Benchmark 2. 1. Curriculum:

Benchmark 2. 1. a. Describe the documented curriculum in place at the school, explain how/if it was aligned to the CCLS, and describe how the curriculum is systematically reviewed and revised.

Teachers document the sources used to develop the scope and sequence for their curriculum. As originally introduced in our approved charter application narrative, our teachers use concept maps (Curriculum and Instruction Plan, page 13) to align and organize units to state and Common Core standards as well as state Regents exams.

Our course sequence includes a combination of state required Regents courses in addition to courses developed by our staff that uphold the key design element of teachers are curriculum designers and enrichment. Our documented curriculum is evident in our Career Choices four-year sequence, Enrichment classes, Humanities courses, and Math, Science, Technology (MST) course.

The curriculum is systematically reviewed throughout the school year, and revised annually during summer professional development. Time is built into our master schedule for weekly collaboration of teacher teams to review student progress throughout the year and make adjustments in the scope and sequence of the curriculum based on levels of student progress. The Educational Leader (EL) takes an active role in working with teachers on monitoring curriculum, course syllabi, units and lesson plans.

Benchmark 2. 1. b. Describe the process used to ensure the curriculum is aligned horizontally across classrooms at the same grade level and vertically across grades.

Horizontal alignment is assured through the co-planning model. Our 9th grade students have the following two interdisciplinary courses: Humanities 9 (English I and Global I), and MST 9 (Environmental Science and Principles of Algebra and Geometry). Our 10th grade students have Humanities 10 (English II and Global II). These courses are 90 minutes in duration, and co-planned and co-taught by our English and Social Studies teachers. Our staff have monthly department meetings. They are responsible to share and review the vertical alignment of sequential skillsets and content. Exit indicators (credit and exam graduation requirements) are the beginning point of our planning. Teachers plan each grade level requirements with the end in mind.

Not all interdisciplinary teaching is co-taught; we have also developed thematic interdisciplinary instructional units across the disciplines at the 11th and 12th grade levels. For instance, our 11th graders enrolled in US History and English III classes do not take the courses at same time; yet these courses are co-planned by the Social Studies and English teachers who meet regularly to review the curriculum as they plan horizontal units of study. In this example of upper-level humanities, the teachers begin with the social studies standards to outline the curriculum map and then they work collaboratively to align the English III scope and sequence focusing on selecting appropriate literature to mirror the overarching Social Studies state standards.

The Coordinator of Internships (COI) co-plans the careers sequence with the elective teachers to ensure a vertically aligned scope and sequence that will be supported by all core courses. The careers elective content is aligned with NYSED CDOS (Career Development and Occupational Studies) credentials. As illustrated in our '4-year careers electives to internship' framework (Table 3, page 19 of the approved charter narrative, "High Demand/High Growth Talent Development"), CDOS Standard 2 of Integrated Learning, instruction and Academics is not separate processes; career electives and academic standards are complimentary. As a 'career mentoring' charter school, we believe that CDOS skill development promotes retention of academic knowledge across all vertically and horizontally aligned content areas, thus promoting increased engagement and relevance for students.

Another example of intentional design in our master schedule is having our seniors with the same teacher for both English IV and Participation in Government & Economics courses. In addition, the 'Senior Project' is the culmination of our English IV course wherein students demonstrate their college and career plan preparedness after four years of investigation through our 'Careers Choices' scope and sequence including their work-based experiences and internships; therefore, the senior classrooms have been located in their own section of the building to provide continuity, connectivity and direct access to the core English/Social Studies teacher, Internship Coordinator, and Career elective teachers. The Educational Leaders and the CAO are responsible for assuring vertical and horizontal alignment.

Benchmark 2. 1. c. Explain how the curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.

We differentiate instruction for whole groups of students and for individual students; newly developed enrichment courses prepare all 9th grade students for Regents-level courses, additional remedial courses for all students (grades 10 through 12) promote skill acquisition with intensive interventions for individual students specific to exam preparation. The addition of three enrichment courses at the 9th grade level will provide students ample opportunities to acquire skills needed for success on Regents-

level courses and exams. Students entering 9th grade meeting or exceeding level 3 in math and/or literacy are scheduled into Regent's courses for acceleration. We also work with teachers in lesson planning to differentiate individual lessons. While we are making progress in this area, and developing consistent and stronger staff capacity, we are not yet at the level of differentiation we want to see in every classroom. Our Educational Leader is working extensively with staff this year on components of the Danielson Framework to ensure teachers understand and demonstrate they are adequately differentiating instruction for all students to show mastery of concepts. Danielson Component 1e (designing coherent instruction) will be the focus of professional development and supervision this year: staff will receive ongoing development in differentiation of instruction, and will be monitored closely on this component this year.

We believe that what we *know* good instruction must drive what we plan to *do* in the classroom. Within every classroom, instruction is differentiated through:

- the content based on students' ability and prior knowledge,
- the process for learning new information based on their learning style,
- the choice students have in the product for demonstrating their understanding, and
- the teacher strategically designing the learning environment to achieve maximum results.

All classroom instructors provide students choice in the acquisition and the demonstration of their knowledge and skills. While there are times when direct instruction is necessary, the primary role of an RCMCS teacher is to give students every opportunity for self-directed learning coupled with ongoing formative and benchmark assessments administered each marking period to ensure that all students are understanding and attaining learning targets at the expected rate (outlined in their ILP). Students who are not making significant progress are recommended to the Support Center for an academic referral for additional or remedial supports.

Benchmark 2. 2. Instruction:

Benchmark 2. 2. a. Describe the instructional strategies used to engage all students in high-quality, rigorous instruction.

RCMCS has flexible scheduling to provide students additional learning time, credit recovery, acceleration for early graduation, and opportunity for early dismissal to participate in internships or college courses.

Improved instructional strategies to promote rigor and engagement will be evident in all classes as a direct result of component-focused workshops for staff development on the Danielson Framework this summer. "Engaging Students in Learning" is component 3c of the Danielson Framework; we believe Domain 3 is critical for promoting engagement and learning. Emphasis this summer will be placed on designing learning tasks that are fully aligned with instructional outcomes. These tasks are relevant since they will promote student inquiry and provide students with a choice in how tasks should be completed. Continuity in staffing is paramount to continuously improved teaching and learning. With the majority of our staff returning this school year, the groundwork for instructional structure has been actualized during 2015-16 and thus we can move forward with professional development in this area.

RCMCS staff takes students from their individual entry points (using prior summative assessment data) and designs engaging instruction with a focus on project-based learning. Projects may be hands-on, but more importantly, turn all students' "minds on". Student engagement is the key to closing the

achievement gap; our students discover that learning can be fun, not just required to receive a diploma. Instruction becomes increasingly rigorous with more complex materials over time.

Our focus on integrated instruction, designed for college and career readiness, encourages students to use core academic concepts to relate to the skills needed in the workforce and college. Student interest and motivation continually increase because they are able to see the usefulness of the concepts learned in the classroom and the relevance to real-world application.

Benchmark 2. 2. b. Describe the process used for creating, revising, and getting feedback on unit and lesson plans.

Teachers spend a month during summer PD focusing on teaching and learning with specific attention to the curriculum they are using or creating.

Staff submit weekly lesson outlines to the Educational Leader to ensure alignment to the Common Core, state standards and project-based learning where relevant. Lessons are reviewed by the Educational Leader weekly to foster instructional discussions based on the Charlotte Danielson framework. Emphasis in lesson planning is placed on documenting evidence of student learning through on-going formative assessments and using that data to make necessary adjustments based on student need for immediate re-teaching and/or revisions to the curriculum. Teachers and the Educational Leader develop and/or revise lessons from our curriculum materials and resources shared on our Google drive.

We partner with the Buck Institute for Education (BIE) to enhance project-based instruction in all courses. A key element of our vision is designing a vertically and horizontally alignment of a comprehensive career-based thematic and skill-based sequence that is supported by all core areas. BIE specialists work with our teachers and Educational Leader to develop lesson plans and units during the summer, provide on-going technical assistance and give feedback during two annual site visits, thus assuring implementation and alignment.

Teachers keep reflective logs of feedback concerning lesson and unit plans. The reflective piece is a critical component for adjusting curriculum for continuous teaching and learning outcomes.

Benchmark 2. 3. Assessment and Program Evaluation:

Benchmark 2. 3. a. Describe the school's assessment system, including formative, diagnostic, and summative assessments.

Teacher develop baseline assessments that are administered the first month of school; Regent's courses use Castle Learning, a web-based resource offering teachers banks of Regents-level questions used to measure if students have prior knowledge and skills linked to the state standards that will be taught in each course. We use baseline assessments to measure skill proficiency as well as content knowledge. These assessments serve as diagnostic tools for instructional planning and help teachers plan accordingly for varying levels of ability within their classroom. Teachers use this information to refine what they are teaching, how they are teaching it, and how to keep the learning relevant and connected to students' interest levels and abilities. Where students demonstrate adequate measures of content, teachers are able to adapt lessons for students towards mastery or advancement. For students who show greater areas of need on specific state standards, teachers differentiate instruction for acquisition of skill or content deficiencies. Instruction is individualized to ensure all students demonstrate proficiency on the relevant skills and content on the summative assessment.

Benchmark assessments are developed by teachers from a bank of Regents tests questions provided by Castle Learning; there are over 100,000 standards-aligned questions in the Castle Learning program. By using Castle Learning, teachers have immediate access to an analysis of student growth through customizable reports that focus on specific growth measurements such as Common Core standards acquisition, state standards, topics, and checks for understanding using Bloom's Taxonomy.

The benchmarks are ongoing diagnostic measures of progress, administered at the end of the 2nd and 3rd marking periods. Teachers make ongoing informed decisions about adjustments needed such as re-teaching whole groups, or securing additional supports for individual students. Departments conduct group review of benchmark assessment data to monitor the scope and sequence of each course taught, and to modify and refine vertical alignment during summer planning sessions. Veteran teachers support less experienced teachers in a review of the assessment data for their courses.

Students need feedback early and often, therefore, formative assessments as outlined in teacher's weekly lesson plan occurs daily in each classroom. Formative assessments are a check for student understanding and progress towards the learning targets. Formative assessments can be a culmination of a unit of study and demonstrated in a multitude of ways (such as observations, graphic organizers, presentations, and discussions). Formative assessments are not necessarily graded but are instruments used between teacher and student to avoid making assumptions about the learning. The goal of formal assessments is to transfer ownership of the learning process from the teacher to the student thus activating metacognitive skills. Students gain an understanding of how to monitor their own progress and make decisions to monitor the level and quality of their own work. The aim of formative assessments is to support the summative assessments in the course (e.g. end of unit exams, final exams, Regents exams).

Our summative assessments for core courses include, but are not limited to, the Regents exams. Summative assessment data includes results from quarterly benchmark assessments, periodic quizzes, unit exams, and projects to keep a pulse on the rates of growth of student progress. All of these datasets are vital instruments used during summer data analysis to further refine and improve instructional practices for the upcoming school year. We evaluate results by students and identify trends. Students who continuously show deficits in specific standards are scheduled into enrichment courses to remediate skill gaps and deficiencies. With the increasing numbers of students demonstrating proficiency on state requirements, we have been able to continually add advanced courses into our master schedule. Specific trends in the data that reveal weaknesses in our curriculum are addressed through ongoing curriculum revisions during the school year and for the upcoming school year.

Benchmark 2. 3. b. Explain how the school uses qualitative and quantitative data to inform instruction and improve student outcomes, evaluate the quality and effectiveness of the academic program, and modify the program accordingly.

Modeled after the design from New Leaders for New Schools, RCMCS is working to fully implement a data-driven culture to promote better teaching and increased learning. There is an annual data cycle embedded in our professional development calendar for implementing common assessments, conducting an analysis of the results, and strategizing specific actions to target areas in need of growth.

Our professional development calendar is unusual and unique to our school. The time our staff commits to refining their professional practice is the cornerstone for propelling our continued growth and increased student outcomes during our second term. Staff need to understand how to use data, but also

how to develop effective tools of measurement. Therefore, ample time during the 2016-2017 school year will focus on Component 1f (designing student assessments), Component 3d (using assessment in instruction), and Component 4a (reflecting on teaching).

One of the most critical components of our summer professional development is creating a cohesive culture focused on creating a positive school environment for teaching and learning. Developing a culture that understands data-driven instruction has been the foundation for the implementation of our strategic plan for continuous academic improvement. The leadership and the teachers recognize that, if we are to attain our goals for each student, we must all be 'on the same page' with the alignment of state standards to development of our curriculums, not just to appropriately measure progress and annual growth, but also to infuse remediation and re-teaching for specific students into our teaching.

Ongoing formative assessments are not just about knowing if students got answers right or wrong, but getting to the root causes of why students answer questions incorrectly. This is the most important information we can gain when designing supports and differentiated instruction. Our school calendar and schedule are two of the most important elements we have developed to allow teachers to become successful in this process. Following benchmark assessments, teachers review trends in data to ascertain growth on state standards taught during specific timeframes. Our benchmark data is critical for informing teachers if adequate progress has been achieved for all students, or if there are indicators of the need to re-teach content to whole-groups, sub-groups or individuals. Having opportunity for deep-dives during our three-week summer development ensures that teachers have (1) enhanced teaching strategies for areas of improvement, and (2) have students scheduled appropriately for classes based on their summative assessments. The additional time for staff development and collaboration built into the design of our master schedule gives teams up to four hours per week to focus on reviewing students' progress and their individual needs.

Qualitative data sets are collected through a variety of methods. Students and staff at RCMCS have a risk-free environment to share concerns for problem resolution and continuous improvement of the academic program and school culture. Advisement class is the main conduit for the administration of student surveys and discussions about all aspects of the school. Students have ample opportunity to engage in dialogue with staff members about policies and practices, student-led initiatives, as well as their instruction. Student voice is valued in the decision-making process of scheduling, course offerings and school-wide initiatives. Students also have opportunity to speak with their advisor on a daily basis, as well as the Educational Leader and Support Staff, to express concerns or make suggestions. Advisors continuously advocate for students by bringing their ideas to staff meetings to make sure their ideas are heard and, wherever appropriate, implemented with an actionable plan for successful completion.

Quantitative data is used continuously to monitor the effectiveness of instruction and student outcomes. During the last week of July each year, academic departments collaborate to review outcomes from the most recent administration of state examinations. These academic teams look for trends in student performance and analyze individual questions to make informed decisions regarding school trends in achievement on the state standards. As teams complete item analysis, they identify a few key standards where students are showing the greatest amount of common misunderstanding and adjust the scope and sequence of their curriculum accordingly. Benchmark assessments are given each marking period (see data cycle below) to determine when and where specific supports are needed for individual or groups of students. Staff make informed decisions on re-teaching material when the majority of students show misconceptions or lack of understanding.

Benchmark 2. 4. Supports for Diverse Learners:

Benchmark 2. 4. a. Describe the supports in place to meet the academic needs of all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.

Promoting literacy and numeracy is the central function of all RCMCS staff members. Student engagement is the key to teaching and learning. Closing the achievement gap is dependent upon setting timely, realistic and attainable learning targets for each student which must be continuously monitored towards the expected outcome; this is accomplished through our Individual Learning Plans (ILPs). We have a committed staff, with over 80% returning this year, who understand the challenges our students face and the solutions we need to design and implement. We have realized that we are all required to provide basic levels support for all students or collaborate with the SSC team to develop or secure more intensive supports when needed.

Last year, we developed a new referral process that was not specific to discipline issues. Our referral system includes academic and social-emotional components. With the support of our EL and SSC, our staff is developing a better system and process to meeting the needs of all students. This year, our staff will be held accountable to utilize the wealth of resources we secured to meet the needs of our students. All staff have access to Edgenuity, a web-based program with a host of resources for teachers to enhance lesson planning, designing flipped-classroom lessons, on-line units of study, and banks of instructional videos of certified teachers. Edgenuity can be used to provide remediation, acceleration, tutoring and re-teaching. Staff can tailor their on-line resources to every individual student in their classroom. Edgenuity and Castle will become primary instructional tools and resources in our exam preparation courses. The live data each of these on-line programs provide gives teachers immediate feedback on student progress and solutions to keeping them on-track.

RCMCS currently serves 237 students, 95.4% are economically disadvantaged, 15.6% are Students with Disabilities (SWD) and 2.5% are English Language Learners (ELL). Professional development, led by expert staff, facilitate workshops targeted to share strategies to meet the needs of all subgroups of students.

Our Special Education Coordinator oversees appropriate services for students with an Individual Education Plan (IEP), including consultant and Integrated Co-Teacher (ICOT) services, resource room schedule, speech therapy, counseling, and audiologist services. The Special Education team works in tandem with co-teachers to implement all IEP and 504 accommodations. Our ESOL teacher works similarly with all staff to ensure scheduling is accurate and that students are receiving ample supports. An additional resource our teachers have for our ELL students is the translation component of Edgenuity. For example, last year we had a Spanish-speaking student who did not understand any English when she came to our school. The math teacher was able to provide time in her lesson for our student to watch the learning module in her own language. After working with the learning target in her native language, she was able to participate in whole-group instruction and small-group and independent practice with confidence. Many of our economically disadvantaged students need additional opportunity to demonstrate proficiency on state-level assessments. Edgenuity also has the capability to provide every student with an individualized pathway unique to their needs. Beginning this year, our increased enrichment course offerings and enhanced master schedule will support students reaching basic to proficient literacy and numeracy skills in all of their core academic classes.

No student is excluded from experiencing support for skill deficiencies. When teachers observe students with specific challenges in skill development, they submit a referral to the Response to Intervention (RtI) team via SchoolTool. We have an active RtI team to monitor academic referrals. The RtI team meets weekly to review referrals and make decisions about appropriate tiered interventions. For our economically disadvantaged students, additional time and care is taken to determine if the root cause is academic, or if there are additional social-emotional factors impacting the underlying issue; in the event students need social-emotional supports, the SSCM work with the appropriate internal or external partners. The RtI Team is comprised of the Educational Leader, the Coordinator of Special Education, the Student Support Manager, and when needed, the referring teacher. The RtI team meets weekly to review referrals, follow up on academic progression of past referrals, and assigns an RtI team member to follow through on new referrals. The first level of intervention is Tier 2 strategies for the teacher to address that student's specific needs to close the achievement gap. Additional interventions include working on targeted skillsets in our academic enrichment and acceleration center.

Appropriate supports, strategies and interventions are expected to be implemented in all classrooms for the success of all students. Professional development is central to staff knowing how to reach all students; and therefore is offered in the summer and throughout the school year.

Benchmark 2. 4. b. Describe the systems in place to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Every student is assigned to an advisor who helps him/her develop an Individualized Learning Plan (ILP) during their first week of 9th grade. Together, academic goals are established to create a successful pathway four-year graduation. RCMCS Advisors loop with their students for multiple years; they review and adjusted annual goals every fall based on summative assessments. Advisors are responsible for knowing each of their students program and learning profile. Students gain ownership of their own progress; nevertheless, advisors gather and use this data to assist students in reviewing adjustments needed in their plan, or if additional supports are needed to help students remain on track. Therefore, the ILPs are reviewed following benchmark assessments and academic referrals are submitted by either the teacher or advisor when academic challenges are first recognized.

Advisors serve as advocates for their students; they also assist specialized staff (Special Education and ESOL) to see that students with accommodations or supports are receiving all appropriate services. The advisor is also responsible for continuously monitoring student progress during each marking period and interim progress report. They review benchmark assessments with their students to discuss progress in attaining their goals. For students experiencing continued challenges, the advisor completes the appropriate referral (academic or social-emotional concerns) to the SSC (Student Success Center). There is a 10:1 ratio of students to advisor keeping the caseload manageable. The advisor serves as a mentor, home liaison, and advocate for each of his or her ten students. Teachers receive extensive professional development on our advisement program's purpose and objectives in August, which are revisited regularly throughout the school year.

Benchmark 3: Culture, Climate, and Family Engagement

Benchmark 3. 1. Behavior Management and Safety:

Benchmark 3. 1. a. Describe the school's approach to behavior management.

We work first to positively engage and support students as a means to get them to first manage their own behavior. Our Code of Conduct is a living document that will be reviewed annually. Keeping it a work-in-progress allows for continuous improvement and feedback from all stakeholders including all new and returning staff members, parents, students, and board members.

The Educational Leader's approach to student behavior is the cornerstone and model of our school culture. We emphasize students' individualization and their expectations for growth toward college and career readiness. Disciplinary actions are approached with dignity for improved habits and choices, not as punishment. Our policies are school-wide, thereby providing consistency for staff and students alike. Teachers, especially teacher advisors, are responsible to set the tone for the school and in their classroom that is aligned to, not separate from, our school-wide set of expectations and procedures. Our greatest triumph in upholding an enduring positive learning environment will be achieving consistency, which is become increasing possible with the retention of committed staff members.

Outlined in our Code of Conduct are the expectations that uphold our school's core beliefs, which encompass the Dignity for All Students Act (DASA). Our code of conduct is central to the development of our schoolwide activities designed to promote a positive learning environment and also communicate our process to respond to any type of discrimination, harassment or bullying. RCMCS has developed a school-based problem solving team facilitated by the Student Success Center Manager (SSCM). The Student Success Center (SSC) is organized to address academic, medical, behavioral, and social-emotional problems that may hinder a student's ability to perform his or her regular daily activities. This team consists of a manager who organizes and oversees the student referral process, a teacher-on-assignment who specializes in conflict resolution, two Center for Youth Services' Crisis Intervention Specialists, a Hillside Work-Scholarship Connection Advocate, as well as the leadership team.

School-wide community-building activities such as assemblies, field trips, and celebrations are designed by not only by staff, but by students as well. Every incoming 9th grader participates in a four-day summer bridge program designed specifically for teambuilding and learning our core values through engaging activities. Our 10th, 11th and 12th graders have the opportunity to serve as summer bridge ambassadors to enable them to earn community service and Participation in Government hours. Our 9th grader students feel much more comfortable beginning the school year a week earlier because they enter the school before all other students having become accustomed to the building, knowing the staff, and building relationships with the upperclassmen who served as their peer support.

Our core values and beliefs are based on every student should be treated equally "one student at a time." We, as a school community, identify and celebrate the personalities, talents, and creativity of our students. These values also represent a list of standards and expectations that our students and staff are held accountable for and that are aligned with our mission. In addition, RCMCS' staff has designed a week-long interdisciplinary unit on our core values and restorative practices that will be implemented during the first week of school.

Since students have staff and teacher advisors, they have a direct connection to a staff member and teachers who will assist them in every capacity. Advisors serve as liaisons among the school itself, home, and with other staff members, as well as promoting community connections. Parents build the strongest relationships with teacher advisors who often serve as a parent de facto per their request. In addition to becoming advisors, staff and teachers are encouraged to take part in various after school activities which include; open houses, sporting events and coaching, student clubs and tutoring, as well as building one-on-one personal relationships with all students at all times. Whether acting as a cafeteria

monitor, assisting with entry and departure from school, to being in the halls between classes, RCMCS staff is dedicated to its model of personalization by creating and building staff-student-parent relationships at all times, in all facets.

To ensure proactive communication for students and school issues, the Student Success Center Manager (SSCM) works in tandem with both the Educational Leader and the school security staff to monitor daily operations. SSCM supervises a support team in our Student Success Center which will be more clearly defined in section 3.a. There are six staff members in continuous communication to proactively address any potential safety threat in conjunction with any other issue or concern that may arise. Several means of communicating with each other are built-in with the use of person-to-person connections, the use of hand-held radios, and the use of main office to classroom phone system. These ways of communicating are also imperative in delivering clear, concise, and consistent messages in regards to general operating and/or emergency procedures when necessary.

Benchmark 3. 1. b. Describe the systems in place to ensure that the environment is free from harassment and discrimination and that a safe environment is maintained.

Pivotal times have been set aside for advisement. First and foremost, advisors are encouraged to greet their students every morning, especially on Mondays. They are encouraged to connect with their students on Fridays before they depart for the weekend ahead. A specific advisement class takes place every Wednesday for 50 minutes prior to dismissal. A key literary resource used during advisement is "The 6 Most Important Decisions You'll Ever Make" by Sean Covey. Covey's book, designed for teens focuses on succeeding in school; making good friends; getting along with parents (and adults); dating and sexual issues; and building self-esteem. These expectations are taught and discussed the first full week of school and revisited regularly. Students also participate in the posting of these core values in each and every teacher's classroom.

Restorative circles during advisement are conducted weekly to give students opportunity to share, reflect and learn about others to build a stronger community through personalization to ensure inclusion, acceptance and celebration of others.

As per the Dignity Act (January 2011, NYS Educational Law, Chapter 482), our school has two individuals designated as coordinators: Educational Leader and Student Success Center Manager. The Dignity Act Coordinator(s) are responsible for communicating with staff and students the expectation that RCMCS has an environment free of any type of discrimination. Anyone in our learning community (staff, student, parent, or community member) is able to submit a referral to report an incident of discrimination, harassment or bullying. The Dignity Act Coordinator(s) immediately review any referral to determine the most appropriate course of action. For non-violent or criminal cases, he SSCM schedules mediations, secures outside agencies and resources as needed, and assigns students to work with an internal support (Conflict resolution teacher, counselor, or Center for Youth advocate). The Educational Leader is responsible to respond immediately to any violent or criminal act with accordance of New York State Law.

Many of our students are impacted by events which occur outside of the school day that have a direct result on their social/emotional health and well-being when they return to school and that is why our advisors connect with their students almost daily. RCMCS has developed open lines of communication for students to reach out to staff via email, phone or text, essentially 24 hours/day. Students have direct communication lines with their advisors to enable them the opportunity to contact the staff member

with whom they feel most comfortable to share any concerns or incidents. Additionally, our Crisis Intervention Specialists from The Center for Youth Services, an agency that works jointly with our SSCM, are able to speak to and connect students and families with direct and immediate access to their vast resource network in the community.

Benchmark 3. 2. Family Engagement and Communication:

Benchmark 3. 2. a. Describe how the school communicates and engages with families and the school community.

Family engagement through formal and informal outreach efforts is one of the key cornerstones of RCMCS. Advisors are responsible for building a personal relationship with their advisee's parents/guardians so that they have a direct link to the school. Home visits are conducted at least twice a year for each student. Advisors counsel and conference with their advisees in groups and independently. They call parents regularly to discuss student progress, invite them to special events, and inform them of upcoming deadlines. They encourage parents to participate and provide input to our monthly Parent-Teacher Organization (PTO) meetings. Parents are invited to join our Vision 20/20 leaving to learn days. Vision 20/20 occurs on the 20th of each month when the 20th falls on a school day. All students and their advisors participate in a college and/or career field study outside of the school.

RCMCS hosts two family picnics each year in June as a year-end celebration and in August to kick off the new school year. Four orientations are held during August and September to accommodate as many families' schedules as possible. During orientation, students and their parents/guardians have the opportunity to engage with staff, sign up for the PTO, provide suggestions and give feedback via parent survey. RCMCS sends multiple mailings home each year including report cards, progress reports, holiday greetings, event flyers, and quarterly newsletters. Personalized letters are also sent by the advisors. Frequent updates to our website by highlighting students' accomplishments, advertising upcoming events, providing newsletters and weekly bulletins.

Benchmark 3. 2. b. Describe how teachers communicate with families to discuss students' strengths and needs.

RCMCS has four marking periods, each approximately 10 weeks in duration. Progress reports are sent home after the first five weeks of each marking period, and report cards are mailed following the close of each marking period term for every student. Advisors contact parents to review progress and report card information, arrange conferences by request, and submit referrals for academic or social/emotional interventions as needed, especially for those students experiencing personal difficulties and/or extenuating circumstances and challenges. The SSCM oversees all referrals and notifies parents once a referral is made and ultimately the recommendation of the SSC team. Parents are invited to join the SSC team in making recommendations for appropriate decisions regarding their child's enrollment in additional internal or external programs and organizations.

Advisors use communication opportunities to highlight achievements and accomplishments of each student towards meeting goals outlined on their Individualized Learning Plan (ILP). Teachers make positive phone calls home as part of our positive behavioral support structure. Parents are invited to numerous school celebrations of student accomplishments recognizing student growth, not solely achievement. Parents are always thanked for their involvement and participation in our school culture.

Advisors monitor student grades and attendance routinely; progress reports are reviewed mid-way through each marking period and used during 1:1 conferences with their advisees. Advisors additionally use SchoolTool data to review their advisee's progress in each class to provide parents updated information on their child's progress on assignments, absences and general well-being. Students work with their advisor to determine their own strengths and needs on their Individualized Learning Plan (ILP). The ILP is reviewed following all benchmark assessment periods administered in each content area. Eventually, students assume ownership of their own progress and are able to articulate their own strengths and areas need during parent teacher conferences. Advisors are an integral component of the parent teacher conference throughout the school year as they are the main conduit for communication between the school, students and their family. A member of the Student Success Center (SSC) attends each parent teacher conference and subsequently secures additional community supports or intervention services as requested or required. Parents also have access to SchoolTool, a web-based platform, to view their child's grades, missing assignments and attendance on a daily basis and to instantaneously email teachers directly with any questions or concerns.

Benchmark 3. 2. c. Provide the strategies the school uses to assess family and student satisfaction, and explain how those results weigh into schoolwide decision-making.

RCMCS is a small, personalized learning environment where every voice matters and close relationships are established between staff, parents, and the community. A strong parent advocate group works with the staff to empower more parents to become involved in our school community.

To gain feedback and insight, RCMCS administers staff-developed surveys and surveys developed by The Children's Institute to understand how students and parents are feeling about our school's culture and learning environment, academic programs, the school personnel and our fulfillment of our key design elements.

Feedback from parents and students is extremely valuable in the school's decision-making process. The leadership team (Chief Executive Officer, Chief of Operations and Academics, Educational Leader, Student Success Center Manager) analyzes feedback from parents and students annually to adjust policies, procedures and programming for improvement. Specific examples of student having direct input and impact on school policies, practices and programming is highlighted in the table below. Seven student representatives presented improvement ideas to the staff and BOT for consideration. We have implemented every suggestion into our schedule, calendar and daily operations.

Benchmark 3. 2. d. Describe the systematic process used to respond to family or community concerns.

When a parent concern is shared with an advisor, the advisor addresses that concern immediately, or communicates that information with the SSCM if it requires the next level of response. RCMCS takes all concerns seriously; any item of interest to a parent or student is a concern to the school as a whole. The SSMC involves the necessary students or staff (teachers or support staff) who are able to address and resolve the concern. The Educational Leader collaborates with the Student Success Center Manager daily regarding the learning environment and student issues. If the concern warrants administrative intervention, the SSMC will collaborate with the Educational Leader for an agreeable solution.

RCMCS has an open door policy for all parents. Parent and student needs and concerns take precedence at our school. All concerns are handled promptly, courteously, efficiently and fairly. We expect every staff member to maintain confidentiality of all parties and acknowledge the common goal is that the

solution is acceptable to all parties. While attempting to find resolutions, all parties act in good faith with respect and understanding of each other's point of view.

Table: RCMCS Process to respond to family or community concerns.

Step 1	Concern	Parent, Student, Staff or Community member concern is identified.
Step 2	Notification	The concern is delivered to the SSCM for triage.
Step 3	Plan	The SSCM identifies the appropriate support(s) and/or staff to initiate process for addressing and resolving the concern.
Step 4	Outcome	Concern resolved unless additional supports or actions are needed.

Our more detailed complaint policy is included as Attachment C.

Benchmark 3. 2. e. Explain how school-level academic data is shared with the broader school community to promote transparency and accountability among families, students and school constituents.

School achievement rates and annual goals are shared with all stakeholders through SchoolTool, our website, newsletters, meetings, conferences, public data walls, and BOT presentations. Academic growth targets are set annually with a minimum of 3 to 5% growth on passing rates.

Data walls are posted throughout the school in hallways, classrooms, and in the Educational Leader's office. Datasets includes aggregate academic data in addition to our key element design data including progress towards: achievement goals, attendance, marking period grades, regent's exam results, credit accrual, lab minutes obtained, internship placements and hours, and tracked positive behavioral support initiatives. Our data walls are updated frequently to promote transparency, ownership and accountability from all stakeholders. Teachers and parents/guardians can review this data by accessing our database, SchoolTool.

At the beginning of the 2nd marking period, RCMCS hosts a "get connected night" facilitated by students for their parents/guardian to actively discuss their 1st marking period report card results. Students are provided to talk about their remaining year plan with their parent/guardian and advisor. Students do this by conducting small or who group restorative circles whereby everyone has an opportunity to speak and share. Advisors demonstrate for their students how to facilitate these discussions with their parents/guardian using the major concepts of restorative practice.

School-wide goals, department goals, and teacher goals are set following prior year's results. Our goal for summative assessments, attendance and reduction in suspensions is to aim for a minimal growth rate of 3% to 5% annually. This information is shared publicly in a variety of forums: orientation, newsletters, advisement discussions, our website, parent group meetings and BOT meetings. Students and families learn how their individual goals are linked to overarching school-level and teacher goals to increase transparency and ownership of our school's growth.

Benchmark 3. 3. Social-Emotional Supports:

Benchmark 3. 3. a. Describe the systems or programs in place to support the social-emotional needs of students.

As mentioned earlier, RCMCS has a support team, the Student Success Center (SSC) team, who works in conjunction with students, teachers, and community resources to support the social-emotional needs of students. The objective for the Student Support Center is to improve the health, social and emotional

wellness of our students, staff, and parents. We locate and secure every possible means of support both inside and outside our school to ensure we implement appropriate supports to best meet the needs of our students.

The SSC is a school team comprised of internal staff (SSMC, Teacher on Assignment) and agency partners (two Crisis Intervention Specialists from The Center for Youth Services, and a representative from Hillside Work-Scholarship Connection). The team assists students by ensuring that the school community utilizes every available resource to support both academic and social-emotional health. Students are most successful when there is a strong connection between home, school, and community.

The SSC team meets weekly (or more often) to review all referrals and explores possibilities and strategies that will best meet all needs of each student with the support of teachers and parents. The SSC team includes the most important people in the student's life: parents or caregivers, teachers, counselors, Crisis Intervention Specialist, Hillside Youth Advocate, school administrators or designees, and any other school or community members who can provide support or services. Our team has direct lines to a number of emergency and non-emergency community supports, up to and including, emotional or physical distress, mental health, prevention education, counseling, emergency shelter, and youth development opportunities.

Students are typically referred by the classroom teacher or advisor, but any member of the school staff and/or parent may submit a referral when a concern exists. The SSC team identifies an intervention that is instructional in nature, has a basis in research, and will be conducted on a consistent basis with progress monitoring. Using the information, the team can suggest and assist in implementing further steps to ensure students' needs are being met.

The Student Success Center team meetings includes students when appropriate, parents, teachers, the advisor, student service personnel and/or administrators. Meetings last approximately 20 to 30 minutes, depending on the individual case. The SSCM leads the group through a process, which results in a written plan of action. The team discusses the student's strengths, concerns, gathers pertinent history and information and discusses present interventions and outcomes. The team then brainstorms interventions and chooses the most appropriate course of action to complete a plan for student success.

Parents are asked to contribute information regarding their child's learning, emotional, and social needs and any other relevant information to help with the development of an intervention plan. At the end of these meetings, a follow-up date is scheduled to review progress. Student's intervention plan is implemented and is reviewed after several weeks to check student progress. Progress monitoring of the interventions will have been conducted as a means of evaluating their effectiveness.

Parents are invaluable assets on the team because they:

- Provide valuable information and another viewpoint for planning an effective program,
- Share the child's strengths and concerns with school staff,
- Participate in the development and implementation of a positive intervention plan for their child.

The SSC offers services for students including counseling and mediations (Student to Student, Staff to Student, Staff to Parent and Student to Parent), workshops on community issues such as homelessness, mental health, gambling, addiction, diversity, and healthy relationships. Our SSC team also connects students to outside resources such as Trillium Health, Department of Social Service, Asbury First United

Methodist Church Storehouse, North Ridge Church, The Center for Youth Services, and Hillside Work-Scholarship Connection.

Benchmark 3. 3. b. Explain how school leaders collect and use data to track the social-emotional needs of students.

The Student Success Center (SSC) assists in collecting and using data to determine school and student needs to develop effective interventions and procedures. The SSC staff has expertise in conducting assessments on the student, the classroom and school-wide climate. SchoolTool is a source used to collect data through the referral process and through notes in SchoolTool. A data summary form will be implemented to allow the SSC staff to keep track of all students entering and exiting the SSC with in-depth information.

At the student level, classroom observations of individual students are made from a member of the SSC team following submitted referral to provide feedback to teachers regarding the handling of the student's problem behaviors with classroom interventions. At the classroom level, SSC team members conduct non-evaluative observations to provide individual teachers skills and strategies to assist them in developing more effective management techniques with specific students. And as described earlier we do a series of stakeholder surveys with Hillside Work-Scholarship Connection to assess and track leading SEL performance indicators.

The team also examines data on a school-wide level to identify patterns and develop strategies to effectively address them. The team also uses SchoolTool as a tracking system to identify and work with truant students. Twice a year, the SSC administers school-wide needs assessments. The SSC's staff conducts teacher, student, and staff surveys on school climate, social/emotional skill-building, and anti-bullying programs, to provide technical assistance and training to the staff to improve in identified areas of need.

Benchmark 3. 3. c. Explain how school leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Data from SchoolTool referrals, and surveys from our staff, and progress from students connected with Hillside Work Scholarship and/or the Center for Youth Services are reviewed to assess the effectiveness of our students' overall social and emotional health. Both the Center for Youth Services and Hillside Work Scholarship Connection provide annual reports, the types of services they offered, hours worked, and outcomes. SchoolTool reports are run on a daily basis which enables the SSC staff to drill down the incidents reported during the school day/week/month to include type of incident, location of incident, time of incident, student(s) involved in incident, and student demographics involved in the incident to identify trends or reoccurrences impacting individuals or groups of students. Many of our students are involved in situations needing immediate triage because of crisis occurring outside of the school day that are given immediate attention.

Our referral process contains three components: academic, behavioral and social emotional. Referrals are reviewed daily by the SSCM. All referrals are reviewed and documented as part of our Progressive Plan for Restorative Practices. Academic referrals are submitted to the Response to Intervention (RtI) team. Behavioral referrals are reviewed for level of response needed before action beyond the classroom takes place:

- Teacher (low level) – Levels 1 through 4

- Teacher (medium level) – Levels 5 and 6
- SSCM and/or EL (high level) – Levels 1 through 6

All social/emotional referrals are a main priority of the SSC. The SSCM works with appropriate staff members to (1) review referral and/or survey data, (2) determine the greatest need (time/place/type) of interventions or supports needed, and (3) determine how to schedule interventions to meet our student needs based. Once data has been collected and analyzed, there is a determination of what specific students are in need. SSC staff secures appropriate resources or supports needed. Interventions are and progress is closely monitored. Follow-up analysis including surveys, and follow-up reports are analyzed to determine the effectiveness and satisfaction of the services or supports provided. Based on the level of positive impact, the SSC adjusts the type and frequency of supports individual students may need. Conversely, without improvement, more intensive interventions are put into place.

All events are documented and tracked to monitor the frequency of: type of event, specific student(s) involved, time of day, location of incident, or level of concern. In addition to events impeding individual student's ability to function throughout the regular school day, this information is analyzed to ascertain if there is an impact on the greater school community needing immediate attention. When situations arise where SSC is not equipped, outside agencies and community resources are secured to provide more intensive interventions.

SECTION 2: ORGANIZATIONAL SOUNDNESS

Benchmark 4: Financial Condition

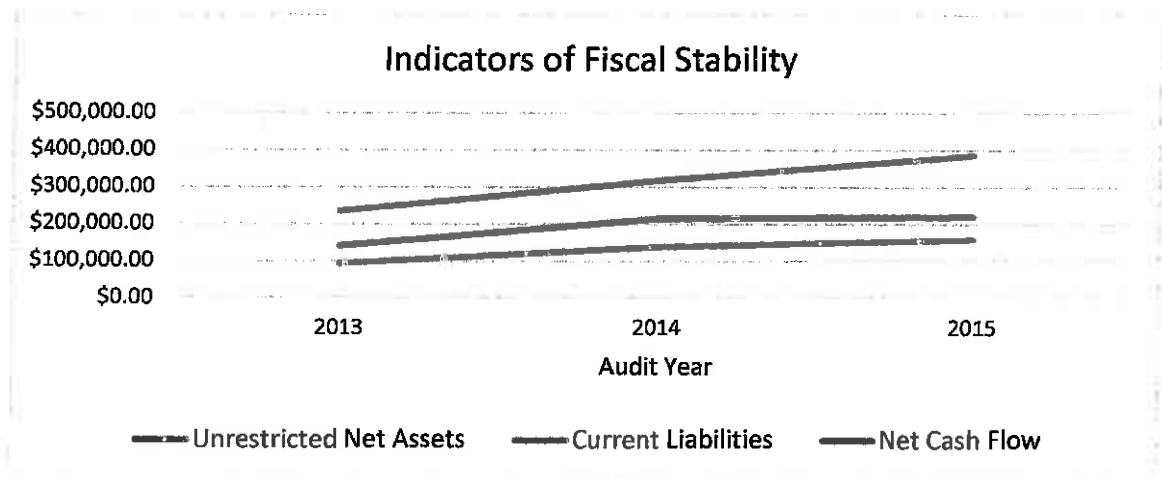
Benchmark 4. 1. Summarize the school's financial history, including the history of net assets, adequate cash flow to sustain operations, support for the academic program, and consistent operation within budget.

During our four years in operation, RCMCS has maintained a tight budget management plan and process that are consistently in full compliance with all financial regulations (General Accounting Principles, GAP). This plan has produced an annual balanced budget with sufficient financial reserves to deal with emergencies, and an appropriate cash flow that exceeds NYSED guidelines. Solid fiscal oversight has been a primary and unwavering focus for the school's leadership and the Board of Trustees.

The selection of an internal auditor and the training of the school leaders on the financial responsibilities of the school were implemented when the school first opened. RCMCS's fiscal track record over the last four years is represented in Figure 4.1. Our school has steadily increased the value of unrestricted net assets during each year of its operation. At the conclusion of the school's first year of operation in 2013, audited financial statements confirmed the existence of \$235,434 in unrestricted net assets and in 2014, had increased \$319,121 and by 2015 the value of unrestricted net assets had reached \$385,892. A third indicator of the fiscal stability of RCMCS is the increase in cash flow since the school opened its doors. In the first year of operation, RCMCS ended the 2012-2013 school year with \$141,500 in net cash flow. This amount increased by \$73,406 in our second year of operation to \$214,906. During our third year, we saw an increase of \$6,082, amounting to a total of \$220,988, and currently at \$249,224. Importantly, the school has operated with an average of 83 days of cash on reserve which significantly exceeds the NYSED guidelines of 60 days.

Figure 4.1 illustrated the indicators of fiscal stability sustained over the course of RCMCS's existence.

Figure 4.1: Indicators of Fiscal Stability



In addition, the RCMCS' Chief Executive Officer (CEO) and the Board of Trustees (BOT) review year-end holistic financial indicators, including actual revenue over expenses and changes in net assets. During its four years of operation, the difference between actual revenue versus generated expenses has been \$134,037. The largest surplus was in the 2015-2016 academic year when revenue exceeded expenses by \$67,267. Net assets have increased an average of \$76,857.50 each year since 2012-13. The largest increase, \$106,623, occurred in the 2015-16 school year resulting in a total of \$378,296 in net assets over the four years of operation.

Benchmark 4. 2. Describe how the board is structured and operates to conduct due diligence in its role as fiscal steward of the school.

Our Board of Trustees is structured to provide detailed and robust financial oversight at two levels, the Budget, Finance, and Audit Committee and the full board itself. The BOT holds final authority over finances by approving budgets, policies, statements, and audits. The school has hired an accountant who is responsible for preparing monthly reports, including a cash flow projection for expenses from each account. The accountant and BOT President have online access to the bank accounts, which enables them to review bank statements. Any long-term contracts and purchases over thresholds delineated in our financial policies must be approved by the full BOT. RCMCS has a policy regarding check signing. If a check amount exceeds specific thresholds, it must be signed by two board-approved employees. Only three individuals have check signing authority; the CEO, Chief of Operations and Academics (COA), and Board President. All annual budgets and interim modifications must be approved by the Board of Trustees. More details on the roles of the Budget, Finance and Audit Committee can be found in Benchmarks 4.4 and 6.3.

Benchmark 4. 3. Provide several examples of how the board has provided long-term fiscal direction to the school.

As described in Benchmark 4.2, RCMCS has been able to meet its financial goals each year by operating within its budget; and in so doing, it has consistently generated surpluses at the end of the each school year. This high level of financial stewardship has been successful because the BOT plays a governance role in building and implementing the budget each year to reflect the school's operations and academic

priorities. Each year, by the end of March, the Budget, Finance and Audit Committee and the CEO meet to review the current budget, to align organizational and academic priorities, and to review upcoming year expense projections. Through this collaborative process, the BOT ensures that resources are aligned appropriately with the school's priorities. Additionally, the COA's role is to work with the Educational Leader to make recommendations for programmatic spending to the CEO who, in turn, shares it with Budget, Finance and Audit Committee. Subsequently, recommendation financial expenditure reports are presented to the BOT by the CEO. This process ensures that the budget reflects the school's mission and academic goals while adhering to board policies and charter mandates.

In addition to working with school leaders to craft a budget that allows RCMCS to meet its financial and operational obligations, the BOT has recently identified the need to begin a modest external fundraising initiative. A grant of \$10,000 was secured from the Center for Bioscience Education and Technology at Rochester Institute of Technology (the Director of this Center is RCMCS board member Dr. Douglas Merrill) to fund teaching resources needed to support the school's efforts to introduce problem-based learning into its curriculum. And the school leadership is pursuing other funding opportunities. If successful, this model may be expanded to include grants from other external sources, including local businesses, foundations and government agencies. This charter school always aggressively applies for any grants offered by NYSED.

Benchmark 4. 4. Describe how the board monitors the school's financial condition on a monthly basis.

The Budget, Finance and Audit Committee oversees the finances of the school and works closely and regularly with the school leaders to ensure the fiscal stability of RCMCS. The committee meets regularly, and more often if the need arises. At each meeting, it reviews and approves quarterly financial statements, audits, cash flow, and income statements. Statements are reviewed to guarantee compliance and to verify that the school is on track to having an approved budget. The Budget, Finance & Committee works jointly with the Chief Executive Officer to review and confirm invoices, purchases, and payments for expenditures, and to verify the validity of purchases to support the programmatic needs of the school. At times, the Chief of Operations and Academics will be included in these review meetings. The committee also reviews all proposed contracts that exceed financial thresholds to determine whether or not they will be recommended to the BOT for final approval.

The committee secures an independent auditor to conduct the annual independent audits in accordance with State Education Law. At each BOT meeting, the board reviews the financial reports that are prepared by the accountant who is responsible for emailing the report to each board member 5-8 days before the board meeting. The BOT must ultimately endorse the financial reports. As previously indicated, the BOT is collaborating with school leaders and financial staff members to create a financial dashboard that will provide members with an updated snapshot of the financial health of the school. While a complete financial analysis is presented to the BOT at each monthly meeting, the use of a financial dashboard will provide the members with a quick visual representation which should streamline decision making.

Benchmark 4. 5. Provide several examples of the documents the board reviews as part of the process to monitor the school's financial condition.

Before monthly BOT meetings, the accountant prepares a financial packet that is emailed to members of the Budget, Finance and Audit Committee. The BOT President sends each board member and the CEO an updated report for review of the school's financial health and stability. The President of the BOT may

include comments about each monthly packet or future information that the board may need to know, such as progress towards targets. Included in the financial package are: a Balance Sheet, Income Statement, cash flow, listing by vendor of checks written, and cash flow projections compared to actual expenditures.

Benchmark 5: Financial Management

Benchmark 5. 1. Describe three of the most challenging fiscal issues the school has encountered over the past five years and how they were, or are being, resolved.

The first significant experience involved student turnover and its relationship to revenue. Without historical data upon which to make our predictions, it was challenging to project and compare student turnover rates. At the beginning of our school's opening, we did not fully understand the reasons why students either left or were leaving. We have now implemented controls to manage our turnover rate, including interviewing parents and students, surveys, and adding support staff and services to help retain them. These practices and a better understanding of historical trends allow us to better predict and manage enrollment.

A second issue involved the Rochester City School District (RCSD). Early in our relationship with RCSD, we did not fully understand their financial process and patterns of securing our per pupil payments, and, as a result, invoices were not processed in a timely fashion. Unfortunately, in the first few pay periods we did not get our checks sent on time, so we began to work more closely with RCSD. By doing so, this improved our communication with RCSD's financials department. Presently, checks are being sent to us timely.

The third major challenge was the lack of a comprehensive understanding of expense control on the part of the staff. During our first year in operation (2012), first year teachers and those from large school districts did not fully understand the significance of expense controls. Without the financial knowledge and experience, our school did not initially have sufficient controls in place. We resolved that challenge by creating and implementing policies to aid staff in purchasing items by using purchase and requisition forms and by having them adhere to the BOT's financial policy. Currently, the 2016-2017 staff is involved in developing next year's budget, which allows opportunities for detailed discussions with staff regarding requirements of adhering to expenditures and allowances policies.

Benchmark 5. 2. Describe a minimum of three internal controls and procedures the school has changed over the past five years. For each, include the reason for the change and the outcome.

Our three internal controls and procedures are as follow: on-line banking, monthly auditing of expenses, and appropriate staffing control and oversight on authorizing and purchasing.

- (1) **Internal controls for on-line banking.** During last year's (2014-2015) external audit, our outside auditors recommended that we create an on-line banking policy, which included delineating role and responsibilities. The policy was created and approved by the auditors, followed by BOT approval. This updated policy clarifies staff roles in managing the online account and properly segregates their duties and responsibilities. It also creates checks and balances between roles. Our accountant is the only person authorized to do bank transfers among RCMCS accounts. This created an essential segregation of duties and better secured school funds.

- (2) **Auditing monthly expenses.** Going into our second year (2013), our auditors recommended that we establish a policy to review all written checks and financial statements monthly for bank reconciliation. They also recommended that we have someone who is not involved in entering A/P invoices to perform the reconciliations. We created a policy for auditing all checks paid monthly in addition to the bank reconciliation. Doing the bank reconciliation by the accountant allows a better systems for checks and balances with oversight of expenditures.
- (3) **Staffing.** Our first year 2012 staff had limited funding resources. Only one person was responsible for handling invoicing, processing A/P invoices, and depositing checks. The second year (2013) we hired a separate person to enter A/P invoices into QuickBooks, which eased the stress from one person. By having two persons the second year, we were able to create essential segregation of duties, checks and balances, and allocated necessary human capital to the accounting process, which improved our overall accounting efficiency.

Benchmark 5. 3. Complete the 5-year budget using the template provided at:

<http://www.p12.nysed.gov/psc/ApplicationforCharterRenewal.html>. All assumptions or explanations should be identified in the far right column.

Benchmark 6: Board Oversight and Governance

Benchmark 6. 1. Describe how the board recruits and selects board members with skills and expertise that meet the needs of the school, and describe the reason(s) for board turnover which has occurred over the term.

Recognizing the complex needs of a charter school Board of Trustees, we recently built and developed a high quality board, representing a range of skills and constituencies, as detailed in Exhibit G.

To review board members own proficiency, we conduct a self-evaluation process annually. A critical component of the self-evaluation process is assessing the current board composition using a rubric that identifies individual skills and oversights. We also assess our BOT's make-up to attest that members have a diverse range of career expertise needed to support our charter school's performance targets and key design elements. The BOT developed a profile and recruitment process for trustees who are needed to fulfill certain skilled areas. This process begins by identifying the competencies and qualifications required of potential candidates and then conducting a search. Our search is not limited to BOT recommendations; we also recruit through third parties and businesses and agencies.

When a new or vacant position(s) becomes open, board members or school leaders may suggest a person based on qualifications written in our bylaws. Potential candidates may have expertise in specific areas: law, real estate, marketing, education (educational leadership, curriculum, instruction assessment and data), mentoring, fund raising, grant writing, recruitment and advertising. A review of the vacant position is discussed by board members, along with input from the CEO. Board members and the CEO meet with candidates who provided the opportunity to tour the school. In discussing the charter with candidates, they quickly become cognizant of the school's philosophy. They also are told about a trustee's role and responsibilities.

When a qualified candidate demonstrates genuine interest and commitment to the mission and key design elements of our charter, a board member may submit a candidate's name for nomination to fill

the vacant board's position. Next, the board has a discussion about the qualifications of the candidate at its board meeting to certify that person(s) will become a productive, collaborative member. When the BOT agrees on a candidate, a vote is conducted at an open board meeting. BOT candidate's resumes are submitted to NYSED with a signed Board approved form. The newly elected person to the board cannot perform his/her duties until NYSED has confirmed the approval.

Our Board has been reasonably stable through the first course of the charter. We have retained 60% of our original trustees, some of whom are founding team members. We are long standing and have maintained our positions on the board as officers and members because we believe in advocating for systemic instructional change this charter offers secondary students. The founding board members have become mentors to new board members and have offered them assistance in becoming more acquainted with their roles. It is also important to note that Board of Trustees members' resignations were due to several reasons, such as certain members received new jobs and/or positions; others had taken on added responsibilities at their current job, and still others moved their residence to a new location.

Benchmark 6. 2. Describe how the board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.

Our BOT engages in an annual strategic planning sessions where they review school performance, identify challenges and opportunities, and develop strategic plans and priorities. Each year the board has a year-end meeting where they analyze prior year data and compare it to current performance indicators and targets. This data helps board member to either create or revise Strategic Action Plan for the upcoming year. The Strategic Action Plan is shared with the leadership team and its staff, which assists in the improvement of the school's operations and academic performance. This plan also is used to measure academic growth and to identify culture and climate improvement.

Benchmark 6. 3. Describe the ways in which the board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.

The BOT maintains active oversight to measure our school's growth using data and dashboards. Comprehensive oversight is a function of our full board specific to our school's key performance indicators, financial reports, and academic accountability data, which is reviewed monthly. Our school's dashboard highlights the following key indicators: academic outcomes, staff and student retention, student support and management, attendance and internships. The school's budget is submitted monthly and the Board is currently developing a financial dashboard to provide trustees an 'at a glance' snapshot of the school's financial health.

Monthly reports are provided by the Chief Executive Officer and the leadership team who share information about student performance, culture and climate of the school, operation needs, and specific outcomes. The BOT reviews updates and discusses issues pertaining to the charter school's overall improvement. Board members ask questions, seek answers to problems and concerns, and pursue vital information and data.

Each year the BOT surveys staff, students, and families to receive authentic feedback about the management, instructional delivery, climate, and operations of the school. These results are used to provide the BOT feedback on the effectiveness of the CEO and his leadership team. Additionally, these surveys provide helpful information about how the school community views the quality of the academic program and the climate and culture of the school to the leadership team and staff.

Budget, Finance & Audit Committee members oversee the overall budget of the school to ensure the school is fiscally responsible with its expenditures. The committee typically meets monthly and reviews and approves quarterly financials, audits, cash flow, and income statements. The committee oversees the finances of the school and works with the CEO and his leadership team to develop an annual budget. Statements are reviewed to assure compliance and also that the school is on track with regards to the approved budget.

The Budget, Finance & Committee works jointly with the CEO to review and approve invoices, purchases, and payment for expenditures and purchases. The Budget, Finance & Audit committee is also responsible for receiving and reviewing all financial reports quarterly. The committee reviews all proposed contracts that exceed financial limits to determine whether or not they will be recommended to the BOT for final approval. The committee has hired an independent auditor to conduct the annual independent audit in accordance with State Education Law.

The Curriculum and Instruction Committee works closely with the CEO and the leadership team to review annual student achievement. Results from summative assessments and cohort progress are reviewed extensively. This data guides the team in developing updated annual goals that are ambitious and realistic. The committee continuously reviews interim progress through formative assessment results and reports to the BOT by the CEO.

The BOT is consistently updated about student testing results, Northwest Educational Assessment (NWEA) scores, teacher developed assessments, marking period data, and Regent exams scores. The BOT also receives information about the accumulation of credits toward graduation for each of student assigned to a yearly cohorts.

Benchmark 6. 4. Explain the processes and procedures for reviewing and updating school policies.

RCMCS' Board of Trustees conducts an extensive annual review of existing policies and determines areas that need revision and/or development. The BOT includes staff on specific committees or task-force to review employment hiring practices; to identify policy issues that may need revision; and to review policies pertaining to employees' working conditions. The following policies are reviewed throughout the year (finance, personnel, and governance) to determine if updates are applicable and required. Our "Team Member Handbook" is the governing document for all personnel practices and policies.

The BOT secures counsel and advocacy organizations to identify areas of the law, specifically Education Laws and Charter School Laws, that may or have changed. For all finance matters, the BOT works with our auditors, its Budget, Finance, Audit Committee, and CEO to confirm policies accurately reflect current legislation. Similarly, for all legal matters, the BOT works directly with its school counsel to confirm that employee rights are upheld.

In the event of unforeseen issues requiring immediate policy review, such as a critical financial matter or a policy that needs immediate review, the Board relies on the duties and responsibilities of the Executive Committee to identifying issues, research effective practices, devise optimal language, secure appropriate external resources (for instance, legal counsel, auditor or accountant), review with staff selected to that task-force, and then submit feedback to the BOT for its approval.

Benchmark 6. 5. Describe the performance based evaluation in place for the board to evaluate itself, the school, partners, and providers.

As RCMCS has developed and grown the past four years, the BOT has increasingly recognized its use of performance-based evaluations. Board of Trustees members and the school leaders have worked collaboratively with a data analysis consultant to create a more readable and accepting dashboard. This dashboard allows for a more comprehensive and longitudinal evaluation of the performance of all stakeholders whose interest is in the success of RCMCS.

At present, the BOT establishes a set of goals for itself and targets goals for its school leaders. The BOT establishes these goals at their annual retreat. Board members review board composition, identify trustee recruitment procedures, plan for professional development, and assign board roles and responsibilities. While evaluation of the board itself occurs continuously, we conduct a discrete self-evaluation each year during the summer.

The board continuously evaluates the success of the school based on well-defined outcome measures. The dashboard has specific goals that address organization and academic indicators, both interim and summative. These are set both by the school charter and by the proposals established during the annual Strategic Action Planning retreat.

Consultants who are hired by the school leaders are appraised based on performance of the objectives explained in their contracts. The board has increasingly included specific outcome measures in each consultant's contract. Every consultant is required to complete an assessment narrative at the conclusion of his/her contract to explain in detail his/her achievement and accomplishment.

Benchmark 6. 6. Describe how the board regularly and systemically assesses the performance of the school leader(s) against clearly defined goals and makes effective timely use of the evaluations. Note whether the board hired outside consultants, used its own expertise, or took other steps to evaluate and monitor school leadership.

RCMCS Board of Trustees' Executive Committee is primarily responsible for evaluating the performance of the Chief Executive Officer (CEO). Each year following the Strategic Action Planning retreat, board members meet with the CEO to define key outcome-based goals for the coming year; specific outcome and performance metrics are defined during this meeting. These goals encompass academic, organizational, and financial targets, and are integrated in the school dashboard. The Executive Committee conducts an informal mid-year review of the CEO's performance and a formal end-of-year review. Board members are also responsible for reviewing the evaluations of the Chief of Operations and Academics and the Educational Leader, which are completed by the CEO.

Benchmark 6. 7. Describe the process in place used by the board in order to maintain full awareness of its legal obligations to the school and stakeholders, including handling conflict of interest.

RCMCS has an attorney on retainer to handle legal obligations for the school and its stakeholders. In addition, the BOT and the school leadership interact regularly with advocacy groups and other charter schools to maintain knowledge of legal issues that exist or may arise. All legal matters are routinely reviewed by the school's attorney. As the BOT reviews and/or amends policies and procedures, the school attorney participate by confirming the BOT's action is in compliance with Federal or State laws. In addition, the BOT has established the practice of reviewing the Code of Conduct by soliciting the input from the school attorney. By actively working with the school's attorney, the BOT works tirelessly to ensure that all policies and practices are in full compliance.

Benchmark 7: Organizational Capacity

Benchmark 7. 1. School Leadership:

Benchmark 7. 1. a. Describe the school leadership team and explain how it obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.

The school leadership team is comprised of the CEO, COA, Educational Leader and Student Success Center Manager. The COA and Educational Leader are experienced administrators. Our hiring process emphasizes recruiting and retaining staff that are aligned with our mission and key design elements.

Staff members are integral in our school reaching its goals and objectives; therefore, professional development and effective supervision is central to our success. Over the first charter term we worked on establishing and maintaining a culture of collaboration and commitment by working with teachers to develop and refine short-term and long-term academic goals.

Teachers are consistently invited to participate in leadership meetings to provide input in the school's instructional program and overall school's operations. Staff members remain committed to the mission of the Charter because they have continual input into improvements in process and programming. All staff members have committed to participating in our Professional Development plan wherein the cumulative hours total 44 full work days.

Benchmark 7. 1. b. Define the roles and responsibilities for leaders, staff, management, and board members.

RCMCS is managed by our Chief Executive Officer (CEO), who holds overall responsibility for the day to day operations of the school, and growth in meeting or exceeding state benchmark objectives. The CEO is responsible for overall student outcomes as well as the accomplishment of strategic initiatives set by the Board of Trustees (BOT). The CEO reports directly to BOT who governs the school, and holds final authority, sets policy, and delegates authority to the staff.

The BOT oversees the management of the school and sets the strategic vision in collaboration with the staff. The CEO oversees the leadership team, who supervises and manages the rest of the staff and partners. The Chief of Operations and Academics (COA) reports directly to the CEO, and oversees the Educational Leader, facilities, operations, contract services, and completion of audits. The Educational Leader (EL) oversees the day to day academic program, staff supervision, advisement, instruction, testing, parent engagement, student engagement and school climate. The Coordinator of Internships (COI), reports directly to the Educational Leader. The COI oversees the development of our four-year work-based learning continuum and facilitates and monitors the quality and integrity of our mission's key elements culminating in internships for 11th and 12th grade students. The leadership team manages the teachers, counselor, support staff and partners to implement our mission and progress towards meeting our student outcome goals. This structure allows the BOT to focus on key strategic initiatives, while distributing leadership more fully throughout the organization.

Benchmark 7. 1. c. Describe how school leaders communicate with all members of the school community, including staff, parents/families, students, and other stakeholders. The response should summarize how school leadership solicits feedback, how school leadership shares important information regarding individual student and school-wide performance, and how school leadership shares information about school initiatives and programs.

Communication at RCMCS is essential to aligning stakeholders and thus we engage in a range of targeted strategies to best inform and solicit feedback.

Continuous parental outreach is made through personal phone calls, direct mail, and emails regarding orientations (four annually), events, celebrations, and general student and school information regarding specific initiatives and programs. The majority of our parents and all of our students have active email accounts connected to the school's domain. Every student is assigned to an advisor who is a main point person of contact for the school; each advisor has ten students, which creates an environment of personalization. The advisor makes weekly calls to each one of their ten advisees, progress reports are sent home every mid-marking period, advisors conduct home visits, and schedule parent-teacher conferences as requested. Report cards are mailed home at the conclusion of every marking period, containing attendance reports and personalized comments. Parents have 24 hour access to SchoolTool to review current grades and assignments for their children. Many parents have developed strong relationships with advisors and school staff and they often prefer texting as an immediate means of communication. Anytime a student is processed through the Student Success Center, a phone call is made by the appropriate staff member. Information is regularly updated on our website including aggregate student achievement data. Monthly PTO meetings are facilitated by active parents and teachers who work in tandem to set agendas and disseminate information. We routinely solicit feedback informally through the advisor calls and school interactions with families and formally through an annual survey. Parents provide input and suggestions regularly via phone calls and emails. Staff is expected to act immediately (within 24 business hours) of all parent communications. Teachers enlist the support of the SSCM or EL immediately when they are not able to address a parent concern. The intentional small school design of RCMCS fosters our ability to resolve issues promptly and successfully.

We also have begun to execute an annual summative data dive with parents; to review the school's progress towards its goals and to answer questions, receive feedback; and to identify potential program improvements.

Similarly with students, we have continued formative feedback on their progress through our advisor program as well as other formal and informal mechanisms. Students receive electronic copies of all general information mailed home as well as the weekly bulletin. Weekly outlines of learning targets are posted outside every teacher's door and on their website. Students have a RCMCS email account and utilize it regularly to make appointments, request information, and offer suggestions about the improvement of our school community.

Student performance is shared regularly with students by teachers, support staff and advisors. Students have full access to their current academic progress through SchoolTool and data walls displayed throughout the school that contain aggregate or anonymous information regarding progress, achievement, and attendance. Students meet with their advisor weekly for a minimum of 50 minutes. Advisors conduct weekly monitoring and consult with students on individual progress via SchoolTool on a regular basis; this information is also recorded on each student's Individualized Learning Plan (ILP). The ILP, a document developed between advisors and students during the 9th grade year outlining academic and personal goals, which is reviewed a minimum of three times a year following the close of marking periods, and annually as our students' progress to the next grade level. The ILP is the primary internal document used to informally monitor student achievement, the talking point for conferences, and opportunity to keep parents involved with their child's four year plan.

Staff members receive a weekly bulletin highlighting scheduled events and instructional priorities. Further, all staff participate in Professional Development weekly for a minimum of 3 ½ hours where time is allocated to whole group meetings for agenda items concerning the entire school. Every staff member has email accounts linked to their smartphones providing us with instantaneous communication around the clock. School leaders work with staff to share and analyze student data and align staff on performance goals, and staff feedback is continually solicited informally, during PD and supervision meetings, and formally through an annual survey.

Feedback is requested regularly from all stakeholders. Surveys are conducted frequently to solicit critical information from Parents, Students, Staff and other school participants (such as community partners). Some surveys measure progress; others provide opportunity for all stakeholders to take votes on school issues. Results are disseminated in a timely manner to all participating parties for transparency and our democratic school community.

Reports are provided by the CEO and the leadership team to the Board of Trustees regarding monthly progress towards meeting goals for academics, graduation, student performance, curriculum initiatives, and internship progress. There is an open comment session at each meeting for the leadership team to solicit feedback from the BOT. Additionally, the BOT uses staff, student and family surveys annually to get stakeholder feedback.

Internships, one of our key design elements, is a main component of our success and therefore, requires continuous communications. Our business partners receive communications from the Coordinator of Internships (COI) via mailings, email, phone calls and site visits to monitor student internship progress. The COI is the direct line of communication for business partners, students in internships, and student advisors.

Benchmark 7. 1. d. Describe the process used to successfully recruit, hire, and retain key personnel, and make decisions – when warranted – to remove ineffective staff members.

We recruit staff members through broad general advertising, targeted recruitment to high yield sources, through word of mouth, and utilization of our extensive local community contacts. Because RCMCS has a relatively unique model to Rochester, we use the hiring process to confirm that staff understand and are aligned with our model, specifically focusing on alignment with our core beliefs of interdisciplinary and project-based instruction. We hire staff based on their technical qualifications in addition to their perceived fit with our school model and student body.

The BOT Policy Handbook (page 30) states that: “The hiring process will be multi-step. Once an instructional position has been established and budgeted for, it will be properly advertised in a local newspaper or posted online with at least one job search site, and provided to college teaching programs in western New York in an effort to draw the best possible pool of eligible candidates. Other vacant positions will be posted on at least one job search site. Advertisement of staff positions will also be placed in the local newspaper, Education Leadership, Education Week, and Teacher Magazine. Listing of our available positions will be placed on our own website (RCMCS.org), Monster.Com, and NYSED teaching positions availability list.”

Steps in the hiring process include: completion of an application including documentation of NYS teacher certification; a personnel search team, which may consist of members of the BOT’s Personnel and Hiring Committee, Chief Executive Officer, school leaders and staff representation. This search team will be responsible for reviewing the applications and selecting interviewees and inviting candidates to an interview. Candidates will also be asked to demonstrate knowledge and skills to scenarios they may

encounter in the classroom and in school. The Chief Executive Officer and the BOT's Personnel and Hiring Committee will review recommended candidates to a position based on a rating system. ; Chosen candidates will be extended an offer of employment. Rochester Career Mentoring Charter School (RCMCS) will implement a recruitment process that hires culturally competent teachers and staff. These individuals must hold themselves accountable for making measurable gains with the school's focus on academic and career-based achievement. It will seek candidates whose instructional philosophy aligns with the mission and vision of the school.

As our school model continues to advance and strengthen, the process used to interview staff has become more consistent. As much as possible, the leadership team includes a contingency of parents, students and support staff to participate in the process of interviewing candidates. We use a similar approach to recruit new students interested in our unique school design and student-leadership model. Teaching candidates are now required to participate in a fish-bowl exercise wherein their ability to co-plan a rigorous project-based lesson with colleagues from all disciplines is observed. Candidates are offered a position based on their credentials, certifications, and expressed commitment to the vision of our Charter.

Every staff member is evaluated formally and informally throughout the year. In the event a staff member is not meeting or exceeding expectations, support is immediately provided. If a staff member is not meeting expectations but shows potential, their supervisor will develop a support plan for goals and objectives that will be monitored for progress. In most cases, a collaborative conversation is all that is needed to foster development and growth of professionals. In the event more support is needed, the leadership team develops a coaching plan with specific outcomes and timelines. In the event staff are not meeting expectations, and not showing the potential or commitment to the charter, they may be counseled out or dismissed based on our personnel policies.

It is our belief that continuity of staff is crucial to the success of the school and building a team environment to foster effective collaboration. We develop and retain staff by providing comprehensive professional development, thereby creating an environment where they have the tools and support to be successful. Instructional staff will receive ongoing professional development in the school's mission. We utilize teaching coaches from Buck Institute for Education (BIE.org) specifically for project-based learning development since the Institute also provides online resources and year-round technical assistance to our teachers. A teacher that has fewer than three years of instructional experience will also receive peer group support with other teachers. The continued investment in professional development, equipping staff with the tools they need, providing them with greater influence in curriculum and the professional development planning, and having a team environment among school staff will all act as tools to retain effective and committed staff.

RCMCS staff will have more supports, professional growth opportunities and opportunities for input in decision-making than is offer teachers in most traditional school. We believe that this keeps teachers more invested in the school and fosters a desire to remain with the school (Board of Trustees Handbook p. 50).

Benchmark 7. 2. a. Describe how the school is fully staffed with high quality personnel to meet all educational and operational needs, including the areas of finance, human resources, and communication.

RCMCS has focused on hiring highly qualified teachers for all disciplines. The addition of two experienced leaders will ensure instructional rigor and integrity to the key elements of the Charter. The Educational Leader's primary focus is instruction while the Chief of Operations and Academics focuses

on overall operations of the school including Human Resources and overseeing State reporting of the data manager. The COA works in tandem with the CEO and BOT President to review finances, instructional and operational budgets. Over the course of the charter we have added additional key staff members to support finance, operations, student support and internship needs. Each year we reassess the needs of the school and work to align our staffing structure and hiring process to meet those requirements. We have been continuously strengthening our understanding of the staffing needs of our program, student population and the range of staffing needs a charter school has of attaining the qualified personnel to achieve annual improvement.

Benchmark 7.2. b. Describe the structures in place for collaboration among teachers.

Teachers have ample opportunity to collaborate at RCMCS; over 40 full work days of time has been scheduled throughout our 2016-2017 school year for teamwork. A month-long summer institute provides time for teambuilding, interdisciplinary planning, data driven instructional meetings, departmental meetings to ensure vertical and horizontal alignment, project-based learning planning, common assessment design, and curriculum review.

Teachers meet on a weekly basis for a minimum of 3.5 hours; our schedule is set every Wednesday from 12:30 to 4:00. Weekly meeting times are established to provide ample opportunity for full-staff collaboration, discipline specific data meetings, and continued development of best instructional practices (including but not limited to the Danielson Framework). Our weekly agenda varies to give our teams time to achieve all of our school's goals. For example, a weekly meeting may allocate one hour each for: whole-school meeting, vertical teams, and a specialty area (such as RtI). Another example would be: PBS with whole staff, department meetings, and a specific advisement initiative of conducting two home-visits. Time is thoughtfully allocated for the continuation of teacher teams working on specific task-forces (planning, curriculum, data, RTI, Special Education, PBS, benchmark assessments, looking at student work, and updates on internships, school initiatives, climate and culture, etc.).

Benchmark 7. 2. c. Describe how the school ensures that staff has the requisite training, skills, expertise, and professional development necessary to meet students' needs, including how school leaders monitor the effectiveness of professional development initiatives.

Each year we review professional development needs and efficacy of current professional development strategies and practices by reviewing the prior year's summative results and through staff surveys. Performance data and staff feedback drive the design of the upcoming professional development (PD) calendar. As trainings are completed, we complete a short surveys of participants to (1) check for understanding and (2) ascertain their perception of the value of the training. As the leadership team becomes more familiar with staff capacity, differentiated PD is developed for staff to ensure all staff members remain engaged, current with best practices, and working in a capacity that is aligned to their level and area of expertise. For instance, staff with expertise will design and lead PD sessions. Staff demonstrating mastery levels of teaching and learning may also become immersed in active research of enhanced programming opportunities to implement our school.

We will be retaining over 80% of our current staff ensuring continuity in daily operating procedures, consistency in school-wide expectations and continuously improved instruction. Observations will take place regularly (minimum of three formal observations), with specific instructional practices learned or refined during Wednesday PD sessions.

Benchmark 7. 2. d. Describe the systems in place to monitor and maintain organizational and instructional quality, including a formal process for teacher evaluation geared toward improving instructional practice.

RCMCS uses a combination of two evaluation models for teacher evaluation: (1) the Danielson Framework: Planning and preparation, Classroom Environment, Instruction and Professional Responsibilities and (2) the Teacher Project-Based Evaluation Process: measuring the success of the transition of instruction from traditional to project-based learning (Rochester Career Mentoring Charter School Full Narrative 2011).

All staff will undergo an annual professional performance review. The Educational Leader will be responsible for evaluating the performance of the teaching staff, the Student Success Manager and the Coordinator of Internships. Our staff has also committed to participating in a peer observation process. Evaluation serves the purpose of improving professional practice. Therefore, the role of the leadership team is to provide support, coaching and strategies for continuous improvement.

One area of teacher evaluation includes success implementation of project based learning. The rubric below will be the instrument used to complete such evaluation.

Traditional Teacher Behaviors	Transitional Behaviors	Project-Based Learning Behaviors
Teacher lectures 75-90% of the period leaving students only 10% opportunity to work in teams and/or independently and to answer higher level questions or respond to recall questions.	Teacher lectures 50% of the time leaving students 50% of the time to work in teams and/or independently and to answer higher level questions or to respond to thought questions.	Teacher uses direct teaching 10-25% of the block leaving student empowered over their learning experience and to work in teams and/or independently.
Teacher writes his or her own curriculum without knowledge or collaboration with other faculty.	Teacher writes his or her own curriculum and then asks for feedback from other teachers in the team.	Teacher works in a collaborative team to determine "what is essential" to know in all content areas and how every subject is interrelated.
Teacher feels the need to cover a large amount of material that is set by the NYS Learning Standards and frequently consults the Pacing Chart as a guide to timing curriculum.	Teacher feels the need to cover a large amount of material, but feels empowered to evaluate from knowledge of the examination what is most important to take more time to teach in depth.	Teacher picks the most essential topics to cover in depth. Teacher favors understanding of content over simply completion of all materials. Higher level thinking and analytical skills are encouraged.
Teacher only carries out State's recommended curriculum guidelines.	Teacher follows State curriculum guidelines, but sometimes makes his or her own decisions regarding student learning.	Teacher follows State's curriculum guidelines, but feels empowered to make decisions about student-centered learning.

The Danielson Framework is reviewed extensively through professional development, and then monitored through formal and informal observations regularly. The Educational Leader is responsible for two formal observations of each teacher annually. Staff will also be conducting and participating in a series of peer observations. Teacher teams of three will be developed; each team member conducting two observations and having two conducted for them from their peers. These peer groups will be working closely with the Educational Leader to have informal instructional dialogues focusing on enhanced instruction to directly and positively impact student achievement to meet our targets. Effective teachers solicit feedback from students which will become part of our culture as we complete our 2016-2017 school year.

Benchmark 7. 2. e. Describe the mechanisms in place to solicit teacher feedback and gauge teacher satisfaction.

Staff meetings are the most frequent opportunity to solicit feedback from staff regarding initiatives, policies and upcoming events. RCMCS has created a risk-free environment enabling all staff to participate, be heard and valued. The majority of decisions are made by full-staff consensus. In the event of an impasse, staff vote by means of anonymous survey (i.e. survey monkey) for a final decision has become standard. Internal and external surveys are conducted routinely for feedback. Teachers generate as many surveys as the Leadership team to extract instantaneous feedback from their colleagues or students. The Children's Institute has conducted third-party surveys for students, parents and staff over the last two years to measure parent, student and staff satisfaction in: culture and climate, academic programming, and school beliefs.

All feedback is taken seriously and into consideration before policies and practices are changed. The highest functioning schools are institutions where all stakeholders have input, feel valued and show accountability and ownership of their organization.

Benchmark 7. 3. Contractual Relationships (If Applicable): Not Applicable

Section 3. FAITHFULNESS TO CHARTER AND LAW

Benchmark 8: Mission and Key Design Elements

Benchmark 8. 1. Describe how school stakeholders, including leadership, staff, the board of trustees, parents, and students, demonstrated a common and consistent understanding of the school's mission and key design elements outlined in the charter.

The first term of our charter has been paramount in helping us establish and achieve our mission. All stakeholders now understand the significance and purpose of our key design elements and our implementation.

Our mission is to provide a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school aspires to graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college.

We have created a mold-breaking opportunity for educators to provide urban high school students with a personalized pathway to academic and occupational success. Complimented by a personalized program, integrated instructional support, and continuous progress monitoring, we have accomplished our goal of establishing a home-grown charter school that will serve as a model for other districts. Over the first term of the charter we have united our stakeholders (comprised of hundreds of individuals) around our mission and vision. In our second term, we will work harder to engage all stakeholders to share one unified vision of our mission. Most importantly, we have experienced the growing pains and the challenges, and made the changes needed for success.

The primary means of successfully demonstrating we have consistency of upholding our mission comes from retaining effective and committed staff. We introduce our staff to our mission through

recruitment and the hiring process which emphasizes our school culture and key design elements. We solidify commitment through the supports of collaboration, on-going professional development and celebration of successes.

The Board of Trustees (BOT) is the crucial element in supporting and advocating the mission and the key design principles of our charter with active involvement. We orient board members around our mission and key designs. We share with them our dashboard which focuses on student performance indicators of achievement. The board holds regular strategic planning sessions, retreats, and monthly reviews and consultations with teachers, administration, teachers, and students.

One of the fundamental factors of a student's success is parental engagement and understanding of our school's mission and how it aligns directly with their child's success. Families and students are initially oriented towards our mission and vision prior to submitting an application as we go through a formal orientation process on enrollment that reviews our mission and explains key design elements in detail. These focus areas are reiterated through our summer orientation program, offered four times between August and September, and are continually reinforced through weekly advisory, the overarching school curriculum, and a series of family events to promote regular interactions with student advisors and staff.

Benchmark 8. 2. Describe how the school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

We recognize the challenges faced during our first charter term, made adjustments and are now making significant progress in implementing all of our key design elements and are showing progress on key performance indicators. As of June 2016, RCMCS's graduated 71% of our first cohort 39 out of 55 students graduated from the 2012 cohort.

Our growth has occurred through a continued collaboration with all stakeholders, while building a stronger community within and around RCMCS. The design elements continue to improve and will serve as a model for secondary high schools. We are very close to reaching full implementation of the four key elements approved in our initial charter:

1. Personalization
2. Teachers as Curriculum Designers
3. Career Internship
4. Enrichment Block and Student Support

Personalization: we have learned that personalization is multifaceted and is a professional responsibility of all staff members. Personalization is not limited to academics. It also encompasses the social-emotional health of each child in addition to securing resources and supports needed for each one of them becoming college and/or career ready.

Advisors loop with students to create a wrap-around system for continuity, stronger relationships and student ownership of their progress. Our students benefit greatly from having a personal mentor, coach and advocate (their advisor) who helps our students achieve their personal pathway for learning and success. While advisement focuses on continuously monitoring and reviewing ILPs for academic goals and career interests, it also functions to promote restorative practices in a smaller community setting that is tied to the overarching school goals for climate and culture. Our staff will incorporate lessons from the book *The 6 Most Important Decisions You'll Ever Make* by Sean Covey. Covey's book fosters restorative practices because it highlights: making choices to succeed in school, making good friends,

getting along with parents (all adults), dating and sexual issues, avoiding obstacles, overcoming barriers and building self-esteem.

Every student develops an Individualized Learning Plan (ILP) outlining their four-year academic plan collaboratively with their advisor. The ILP is monitored regularly throughout the year following each marking period and revised annually to adjust goals for students based on their progress and achievements. The ILPs include academic and attendance goal setting elements, and career and college aspirations. Each plan is unique to each student. The ILP, report cards and student portfolio are the main documents leading student/parent/teacher/advisor discussions to ensure students are on track with their goals and four year academic plans.

We have also increasingly emphasized career mentoring, as part of the advisory structure. Therefore, advisors also assist the Coordinator of Internships to monitor internship activity, community leadership and work-based learning opportunities.

Since each advisor has a caseload of only ten students, our model manageable and achievable. Advisors collaborate frequently with all staff and administration to facilitate regular communication with the student and family. The advisor makes weekly calls to each one of their ten advisees, progress reports are sent home every mid-marking period, advisors conduct home visits, and schedule parent-teacher conferences as requested. Report cards are mailed home at the conclusion of every marking period which highlights academic progress, daily attendance for each class and anecdotal comments from every teacher. Parents have 24 hour access to SchoolTool to review current grades and assignments for their children. Many parents have developed strong relationships with advisors and school staff and often prefer texting as an immediate means of communication.

Our first cohort of graduates has requested continued support from our staff. Therefore, we are developing and have added a graduate-tracking component to our model of school design.

Teachers as curriculum designers: Our instructional leadership team and teachers balance state required courses with the opportunity of developing specialized enrichment courses to help students meet the demands and challenges of attaining high school success; and further becoming prepared for their post-secondary college and career aspirations. All of our teachers are required to successfully integrate Common Core and State standards in their curriculum. During summer professional development, the Educational Leader takes staff on a journey of intensive training to learn how to unpack and identify targeted standards and appropriate learning objectives. The Educational Leader (EL) is experienced and knowledgeable in New York State curriculum, instruction and assessments. The EL distributes leadership to teachers with extensive knowledge or areas of expertise to facilitate workshops throughout the year. Our staff has approximately four hours per week to participate in staff PD and co-planning collaboratively in addition to their three planning periods daily.

We have continuously become better at monitoring student progress towards achieving state standards and competencies within our Regents courses, and we have developed three additional entry-level courses for our second charter term to enhance the prerequisite skills our students need to transition to the secondary level. These courses are being designed and implemented during the last year of our first charter term (2016-2017); they will be monitored and reviewed extensively this year to make any necessary adjustments for the second term of our charter. The three new 9th grade enrichment courses are: (1) Quality Decision Making (QDM) to prepare students for making choices to be successful in high school, (2) Enrichment, a course tailored to close skill gaps and engagement with high interest

curriculum and activities designed by our US History teacher who collaborates with the 9th grade teachers to support their curricular outcomes, and (3) SkillsUSA which will be a blend of the SkillsUSA Framework (skillsusa.org) with the core elements designed by our Coordinator of Internship and Careers staff to bridge the 9th careers curriculum for success in the 10th through 12th grade continuum designed to prepare our students for successful internships. SkillsUSA teaches our incoming students the importance of personal skills, workplace skills and technical skills needed for successful high school completion.

We have learned a valuable lesson over our last four years of finding the right balance of incorporating project-based learning to increase student engagement without detracting from the need for targeted remediation of skill gaps to prepare students for success on Regents exams. All of our teachers are responsible for strategic decision-making and designing appropriate lesson activities for students to achieve the learning targets with the highest level of engagement.

We have specifically increased project-based learning (PBL) opportunities for student engagement directly by our improved 9th and 10th grade course sections of Humanities (interdisciplinary English and Social Studies classes), and MST (an interdisciplinary math and science course).

For us to successfully integrate instruction, we partner with the Buck Institute for Education (BIE) to learn from national experts on how to use PBL in all grades and subject areas. We expect all of our teachers to develop understanding of when, how and where to use PBL to support their curriculum. While PBL may not be incorporated into every unit or lesson, it will be implemented when it directly supports the learning objectives and student activities. Our goal is to ensure that all of our PBL lesson plans are manageable projects that engage and motivate students, and that are measurable. BIE will provide our staff with year-long technical supports to ensure we sustain school-wide initiatives whether co-taught in integrated courses or taught thematically across grade level content areas.

Consistent with the promise outlined in our initial approved charter, we have maintained a robust and collaborative relationship with the Rochester City School District during all four years of our operation. In fact, our Chief of Operations and Academics is a former RCSD Principal whose staff collaborated with the RCMCS staff during the last few years of summer BIE professional development. As we move into our fourth year, we have partnered with another committed Principal sending a team to join us again this August. The level of support and commitment we've experienced with the Rochester City School District is evident in the fact the President of the RCSD Board of Education was a guest speaker at our school's first graduation. In the spirit of sharing best practices to increase student achievement, the RCSD President of the BOE as well as the staff at RCMS are committed to maintaining a positive and active partnership with our school.

Career internship: The first graduating class was evidence of full implementation of our key element of career design. Out of our 71% first cohort graduation rate (as of June 2016), 95% of our graduates had secured a career, college, or military placement at time of commencement in June 2016.

Over the four years of our existence, we have developed a more comprehensive sequence for our four-year career and work-based learning curriculum. The Coordinator of Internships (COI) co-planned the careers sequence with the elective teachers to ensure a vertically aligned scope and sequence. During 2016-2017, all teachers will participate in professional development to support vertical and horizontal alignment of appropriate CDOS (Career Development and Occupational Studies) standards. CDOS Standard 2 of Integrated Learning emphasizes that instruction and academics are not separate

processes; career electives and core academic standards are complimentary. As a 'career mentoring' charter school, we believe that CDOS skill development promotes retention of academic knowledge across all content areas directly resulting in increased engagement and relevance for students.

We have made great progress in authentically engaging students in career explorations. Throughout all four years, students at RCMCS are immersed in a Career Choices curriculum based on a progressive pathway of readiness and competencies. The Career Choices curriculum embeds NYS Career Development Occupational Studies, Work Based Learning program, and College and Career Readiness standards. This curriculum encompasses topics such as computer science, public speaking, financial literacy, resume and portfolio evolution, communications technology, and an in-depth topics and providing our students the knowledge and ability to succeed in the 21st century workplace or educational institution of their choice evidenced by 95% of our first graduating class being accepted into their first choice college or military.

In addition to supporting the careers curriculum, our Internship program is led by a NYS certified work-based learning coordinator, our Coordinator of Internships (COI). This coordinator is responsible for preparing and placing students in appropriate career based internship opportunities, where students receive a minimum of 150 hours of hands-on career experience throughout their junior and senior years. The coordinator works closely with the on-site Hillside Work Scholarship Connection team, teachers, administration and teacher-advisers to build community and student relationships. The COI supports all advisors in developing students individual learning plans for career interests and aspirations, relevant career alignment in their classrooms (CDOS integration), and communication their work site locations.

We have just developed a partnership with Pointii, a career-preparation program for grades 9-12 designed to assist students in various career experiential opportunities. Pointii directly supports our mission of increasing student understanding of various careers, personalizing their study of program to their likes and interests, improvement of technical and soft skills, and building professional connections through networking in the greater Rochester area.

As previously mentioned, our first cohort will receive continued support from our staff after graduation. Therefore, we have added a graduate tracking component to our model to our school design. We have designated staff to track, follow-up with, and support student alumni in their career paths and college placements. This team will travel to our graduates' work and college locations to ensure they are receiving the support and guidance they need for success. We find this role vital to the success of our mission since research shows that the majority of low income urban students have the lowest college completion rate within six years after leaving high school. Our goal is to support our students' success in their college and career choices.

The 2016 graduating class achieved 100% internship placements, in addition to each student accruing 644 hours of career preparedness instruction between Career Choices and the culminating English IV graduation requirement of their "senior project". By June 2016, 98% of our graduating seniors had a chosen career path and/or a college destination secured. We anticipate achieving a 100% placement rate for the 2013/2017 cohort; those students currently have attained a 65% internship placement ratio prior to September 2016.

Enrichment Block and support: Our 2011 approved charter application highlighted enrichment opportunities for our students to provide additional time on task (during summer months and

throughout the school year) for increased literacy skills and social-emotional supports, securing staff to (1) support English-language learners (ELL) and students with disabilities (SWD), and (2) develop career awareness and technical skillsets, a preliminary advisory structure, and partnering with outside agencies.

We have an extended school year (August 22nd through June 30th) in addition to a longer school day (8:00 a.m. to 4:00 p.m.) giving us the opportunity to implement enrichment with fidelity. We believe that the development and implementation of three enrichment courses for all 9th graders (QDM, Enrichment and SkillsUSA) in 2016-2017 will improve student engagement while making school fun for our youngest students. In addition to appropriate staffing and scheduling to meet the needs of SWD and ELLs, we've added additional enrichment opportunities for grades 10 through 12 into the master schedule for remediation, exam preparation and acceleration opportunities to keep advanced students engaged and challenged. For example, we will offer an on-line course for physics and calculus.

Our Student Success Center model has also been enhanced with the design improvements by our Success Center Manager (SSCM) and Educational Leader. They have developed a SSC team of RCMCS staff and outside agencies working directly in our school from The Center for Youth and Hillside Work Scholarship. The SSC team has developed a comprehensive referral and response system to ensure success (academic and social-emotional) of every student.

Benchmark 9: Enrollment, Recruitment, and Retention

Benchmark 9. 1. Include the table below in the school's application for renewal. Use the school's current enrollment information and data from the Enrollment and Retention Target Calculator to complete the table (see website <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>).

Charter School 2015-2016 Enrollment and Retention Targets for Future Charter Terms

Subgroups	Enrollment Targets		Retention Targets	
	Current Enrollment Percentage at Charter School	Comparable District Percentages for Relevant Grade Level(s)	Current Retention Percentage at Charter School	Comparable District Percentages for Relevant Grade Level(s)
Economically Disadvantaged	95.4%	81.3%	82.3%	87.7%
English Language Learners	2.5%	10.4%	66.7%	84.3%
Students with Disabilities	15.6%	17.5%	75.7%	82.4%

Benchmark 9. 2. Explain, in detail, how the school plans to meet the enrollment and retention targets in the table above in the next charter term. These targets will not be effective for the school until renewed.

RCMCS is in the process of and is committed to reaching our enrollment targets. Our commanding energy is dedicated to increasing enrollment for two subgroups of students; Students with Disabilities (SED) and English Language Learners (ELL). As we reviewed and analyzed retention data the past four years, we are students with special needs will benefit greatly by enrolling in our small, personalized high school. To improve enrollment targets of these subgroups, we need to exert more effort by promoting

our school to organizations and agencies in Rochester that provide specific services to middle school and secondary students. Thus, we have organized a recruitment team that will distribute brochures and pamphlet about our charter school and its instructional program. One such organizations can help us immensely is our partner, the Rochester Refugee Resettlement Services, which aids new refugees to our city and its schools. These materials are offered in a number of languages, such as Spanish, Burmese, Swahili and Arabic. Another agency located in the city is Mary's Place, which provides tutoring, case management, counseling, health-outreach opportunities, and after school programs to newly arrived refugees. Mary's Place has also committed to creating a partnership with RCMCS to host groups of new recruits since we offer and an inclusive environment for secondary students. By connecting with Mary's Place, we have increased our access to other agencies that provide services to newly arrived foreign parents and children to the Rochester area.

Our staff has gotten involved in a summer recruitment campaign to increase the enrollment of SWD and ELL students. Teachers, clerical staff, support staff, and members of the leadership team all participated in visiting the homes of potential 9th grade students in the Rochester City School District (RCSD) who still are undecided about their high school choice, yet expressed a strong interest in attending our school this year.

Our Educational Leader formed a partnership with Rochester International Academy (RIA). This partnership allowed the Educational Leader to make presentations about our academic, career, and summer bridge program programs to their ELL students and families. In addition, our teachers conducted door-to-door recruiting in Rochester neighborhoods where the refugee population is prevalent.

We are proactively leveraging our current ELL students and their families to serve as ambassadors to advocate for our school image and culture to other ELL students. Our staff has likewise committed to become engaged in outreach initiatives at community events and in partnering with locally-based ethnic restaurants and businesses by distributing promotional materials in the primary language(s) of the demographics of these specific areas and/or establishments.

Furthermore, we are aggressively partnering with the Rochester Hispanic Business Association, the Jordan Health Center, and Ibero, a dual language human services agency, all of which are in our school's surrounding neighborhood. These organizations offer a variety of services and supports to current students and their families, which allows us to inform and recruit students them about our unique small charter school.

We are concentrating our immediate attention to the recruitment of Students With Disabilities by forming an alliance with families of children who are connected with groups, such as Developmental Disabilities Alliance of Western New York, the Community Consultation Program operated by the University of Rochester, and Rochester Educational Opportunity Center (REOC). We have already established strong partnerships with social workers in the greater Rochester-area, including staff from the RCSD, who contact us directly when there are students they feel would benefit from our program. The Developmental Disabilities Alliance lends us the opportunity to inform students and their families about our school's offerings and services as well as the direct support them.

Benchmark 9. 3. Describe how the school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.

Rochester Career Mentoring Charter School (RCMCS) plans to meet the enrollment and retention targets aggressively by recruiting students in a number of different ways. After experiencing some initial challenges with enrollment targets, we have developed stronger and more consistent recruiting pipelines and have a first-time waitlist for our charter. To date, the most effective recruitment activity for our charter has been word of mouth and mailings. Our students and their families have communicated to other students and families about the exceptional non-traditional teaching and learning they can expect in our school. They encourage potential 9th and 10th grade students to visit our charter and to speak with recruitment representatives. This summer, we experienced a number of successes from our current students who joined our recruitment team to visit homes and speak to potential students. On one day alone, July 28, 2016, we had enrolled thirteen new students.

Our retention targets depend on the commitment we have to students and their families by offering an engaging project-based, career-based learning environment which is supported by a strong advisement program. As we enroll more students to meet our enrollment target, we expect to continue to build a more adequate waitlist.

Benchmark 9. 4. Describe the recruitment strategies and program services implemented to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch.

RCMCS has actively implemented a robust recruitment and retention campaign whereby all staff members participate in recruitment activities designed by the recruitment team. Such activities include the following:

- **Door to door enlistment.** Placing brochures and applications in strategic community locations, such as libraries, churches, recreational/community centers, small businesses, and community agencies
- **Participating Fairs:** Making presentations at the Rochester City School District and Charter Schools Recruitment Fairs and Activities.
- **Targeted advertising:** Placing posters on Rochester's Regional Transit System (RTS) buses, in bus shelters, and in the RTS Transit Center located in the heart of downtown Rochester.
- **Marketing continuously.** Mailing brochures and post cards three to four times per year to every 8th and 9th grader living in the city of Rochester. Since Rochester Career Mentoring Charter School does not have a middle school program, we plan to mail promotional materials at least once a year to 6th and 7th graders living in the city. Beginning our recruitment efforts at these grades will help students and their families learn about our uniqueness early.
- **Recruiting from within.** Twice per year existing RCMCS students are given student enrollment applications to share with other relatives, families and friends. By doing so, RCMCS promotes student ambassadors as key to getting the word out about our school.
- **Solicitations.** Our recruitment team makes home visits to prospective 8th and 9th grade candidates.
- **Promoting community awareness.** We continuously update and display materials to boost our recruitment efforts:
 - On our website (rcmcs.org)
 - On Facebook.
 - On billboard and displays.
 - In local media (television, radio, newspaper).
- **Conducting Open Houses:** Students and their families will be invited to our school to meet the staff and to review the programs we offer students.
- **Make use of free media:** Utilize radio stations such as WDKX, Community TV, Ch. 15, and the free City Newspaper to help us spread the word about our school.

- **Continue our partnerships:** Work with organizations and agencies that will help us attract SWD and ELL students.

Benchmark 9. 5. Describe the process currently used to evaluate recruitment and outreach strategies and program services for each of the three categories of students, and what strategic improvements will be made in the next charter term.

Historically, the school leadership would review the number of applications and enrollment percent and then report its findings to the Board of Trustees (BOT). In the next charter term, the BOT will set specific goals for the number of applications desired and will track actual enrollment numbers against targets enrollment, as part of its dashboard. The staff has also committed to doing greater tracking of its outreach efforts by surveying prospective students and their families.

We also have a pressing need to recruit students long before they complete the 8th grade. We are now taking measures to reach out to families of 6th and 7th graders who may not be familiar with RCMCS's career-based program and services we provide students to accommodate their academic and social needs.

RCMCS will continue to develop its strong recruitment team by expanding membership. Our team will meet quarterly to review and concentrate on retention and recruitment numbers and will adhere to specific targets for the Students With Disabilities and English Language Learners.

We are optimistic we will be able to meet our targets. We aspire to achieve these targets with a commitment to initiatives, such as leveraging internal and external resources for recruitment, requiring all staff to become more involved in recruitment and influencing our current students and parents to assist in our efforts.

Benchmark 10: Legal Compliance

Benchmark 10. 1. Describe how the school ensures substantial compliance with applicable state and federal laws and the provisions of its charter.

The school has taken a pro-active role to ensure that both teaching and non-teaching personnel are aware of, and follow, the policies, standards and regulations set forth in applicable NYS and Federal laws, the RCMCS charter and various policies adopted by the Board of Trustees. Staff meetings are held frequently and time is allocated to address legal roles and requirements, appropriate conduct and many of these topics are covered in the initial orientation. During 2016 these meetings have focused on the contents of the revised Code of Conduct with special emphasis on the requirements imposed by DASA and instruction in dealing with students with disabilities. All teaching staff have also received instruction with respect to revised requirements and procedures to follow in dealing with violations of the disciplinary code as well as harassment and complaint processes. In addition, we also disseminate, review, and update an annual policy review with consultants, advocacy organizations, and counsel. The CEO and administrative staff monitor and support day to day compliance. Additional professional development (staff meeting) time will be allocated to address employee rights including items such as: discrimination, harassment, privacy, safety and health.

The Board of Trustees also gets regular legal updates from counsel and other charter school advocates. And it has adopted specific standards for annual professional performance review of teaching staff and

the Coordinator of Internships to evaluate effectiveness in implementing project-based learning instruction, collaborative team-teaching and student-centered, career-focused learning, as set forth in the school's original application for a charter.

The school has engaged an independent external auditor to provide to the Board of Trustees a financial audit and a management letter addressing any deficiencies. The school has adopted a policy to implement a corrective action plan in response to any deficiencies noted in the Management Letter, and to provide a copy of such plan to the State Education Department.

The Strategic Action Plan adopted by the Board of Trustees during 2016 provides for legal counsel at board meetings and involvement in school operations when and where appropriate.

Benchmark 10. 2. Describe any corrective action taken, when needed, for issues that have arisen and the safeguards implemented to maintain compliance with all legal requirements.

As a result of an informal parent complaint made early in 2016 to the Charter Schools Office regarding the discipline of a student, we collaborated with the State Education Department to review and revise the School's Code of Conduct. The school immediately assembled a team, including the school's legal counsel, to address each issue, to clarify policies governing both short and long-term suspensions, and to set forth the requirements of the IDEA and DASA and provisions regarding discipline of students with disabilities more clearly. By the end of April 2016, a revised Code of Conduct was approved by the Board of Trustees and submitted to the Charter School Office.

During the 2015 school year, two teachers were alleged to have engaged in inappropriate interactions with students. In each case the matter was duly reported to the local authorities and to the State Education Department. In one case the teacher was immediately placed on administrative leave resulting in termination following a hearing before the Board of Trustees. In the second instance (which occurred shortly prior to the end of the teacher's contract term), the teacher was placed on administrative leave and prohibited from entering school grounds for the duration of his term. The subject of appropriate conduct and prohibited conduct with students has been a regular and consistent topic of discussion at faculty meetings and we clearly review appropriate boundaries, policies, and procedures during summer professional development, as part of orientation, and throughout the year.

Benchmark 10. 3. Summarize any formal complaints filed over the course of the charter term. Describe where the complaint was filed and information on how the complaint was resolved.

During February and March of 2015 an employee who had resigned the previous October filed a claim for unemployment insurance benefits, claiming that the resignation was prompted by harassment and bullying. The school vigorously contested the claim. Following a hearing, the NYS Unemployment Appeal Board determined that the allegations were not sustained by the evidence and dismissed the claim for unemployment and insurance benefits.

Following her resignation May 2015, an administrative official filed a complaint with the NYS Division of Human Rights (DHR) alleging sexual harassment and marital status discrimination. That complaint is still pending and is being vigorously contested by the school which has denied all the allegations.

That employee had served as a financial officer for the school. During an in-house review of the school's financial accounts, it was discovered that the employee had paid her personal attorney with school funds. That action was reported to police authorities after the employee refused to reimburse the school for the unauthorized and improper expenditure of school funds. The employee was arrested

and the case presented to the grand jury by the district attorney. On July 1, 2016 the employee made full restitution to the school and the district attorney dropped the pending criminal charge.

Following the arrest the employee filed a second complaint with DHR alleging that she was terminated from her new employment because of the arrest. She alleged that the school improperly filed charges against her. DHR has rendered a decision dismissing this complaint.

During 2015 a teacher was terminated for cause following a hearing before the Board of Trustees. That teacher thereafter filed a complaint with DHR alleging age and sex discrimination. The school actively disputed all allegations. Following its investigation, DHR dismissed the complaint.

During September 2014 school officials were advised that a female teacher was having an inappropriate relationship with a male student. Following a hearing, the Board of Trustees terminated that teacher's contract. The school immediately notified both police and the State Education Department. The school has learned that the teacher's certificate to teach has been revoked.

During March 2014 a male teacher was charged with making inappropriate remarks to, and sexual touching of, a female student. These incidents were immediately reported to the State Education Department and to the City of Rochester police. The teacher was placed on administrative leave until the end of his term and prohibited from entering school premises.

Benchmark 10. 4. Provide evidence that the Board of Regents and/or Charter School Office approval has been sought in a timely manner for significant revisions.

In April of 2015, the Charter School Office approved the reduction of enrollment of 9th grade students from 80 to 50, and from 80 to 60 in 2016-2017 to facilitate our efforts of improving academic outcomes.

During April 2016 major revisions to the Code of Conduct were completed and approved by the Board of Trustees. The revised Code was immediately submitted to the Charter School Office.

During 2016 the By-Laws were updated and approved by the Board of Trustees on July 20, 2016.

Benchmark 10. 5. Describe the school's facility and how the facility meets applicable state and federal requirements.

RCMCS is located in an urban setting in a former clothing manufacturing building which has been converted for use as an educational facility. The school retained HUNT Architects to conduct an inspection and survey of the physical facility to determine compliance with applicable governmental regulations. HUNT's report has been filed with the State Education Department.

Section 4.

Charter Revisions and Resolutions.



We Care About Your Future

Rochester Career Mentoring Charter School
30 Hart Street, Door 3, 3rd Floor
Rochester, NY 14605
Phone: (585) 232-1045
Fax: (585) 232-1058
Web: www.rcmcs.org

BOARD OF TRUSTEES RESOLUTION OF: 2016 – 2017 Charter School Renewal Application Packet

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: July 26, 2016

Time: 4:00 p.m.

Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation for entire 2016 – 2017 Charter School Renewal Application Packet

Along with the renewal packet, it was also resolved, that the following previously approved resolutions will be included:

- Admission Policy (approved on 6-15-16)
- BOT BY Laws (approved on 6-15-16)
- Code of Conduct (approved on 4-20-16)
- Complaint Policy (approved on 6-15-16)
- Code of Ethics (approved on 10-21-16)
- Organizational Chart (approved on 6-15-16)

Grant the recommendation of this Board of Trustees to accept the entire 2016 – 2017 Charter School Renewal Application Packet, and its inclusion of the previously approved resolutions as part of the packet.

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President
Jeanette Silvers, Vice-President
Dianne Spang, Secretary
Christine Hill
Albert Cabral
Peter Saxe
Douglas Merrill
Brenda Beason, Parent Representative

The President of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at the dated meeting of the Board of Trustees.



Signature of Board of Trustees President
Kevin McCormick

7-26-2016

Date

RCMCS' BOT July 26, 2016 Charter School Renewal Resolution

ROCHESTER CAREER MENTORING CHARTER SCHOOL

BYLAWS

(as of August 1, 2016)

ARTICLE I

NAME

The name of the Corporation is Rochester Career Mentoring Charter School (referred to as RCMCS).

ARTICLE II

MEMBERSHIP

RCMCS has 8 members. The rights which would otherwise vest in the members vest in the School Leadership (the "**Trustees**"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (the "**Board**").

ARTICLE III

BOARD OF TRUSTEES

A. **Powers.** The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements of the School's Charter and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School 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 School; to prescribe powers and duties for them and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the School, 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 School;
5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;

6. To act as trustee under any trust incidental to the School'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, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws;

9. 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 New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. **Number of Trustees.** The number of Trustees of the School shall be not fewer than nine (9) and shall not exceed eleven (11) inclusive of one parent representative with a child currently enrolled in school. 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 or, in the event that only one Trustee remains, then by the sole remaining Trustee. Trustees-elect assume office subject to approval by the [Charter Entity].¹

2. **Eligibility.** The Board may elect any person who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

3. **Interested Persons.** Not more than forty percent (40%) of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person 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 (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.

4. **Term of Office.**

(a) The term of office for BOT members shall be three years except for the parent member who shall serve two (2) year terms; and the founding members of the BOT who shall serve through the development year and the five year start up period of the school unless they choose to resign or are removed in a manner in accordance with Education Law subdivision 226(8). Unless appointed to fill an existing vacancy and

excluding the founding members of the BOT whose official term begins with the approval of the charter request, terms of office begin on July 1 of the year in which the appointment was made and ends on June 30th of the year the term is to expire.

(b) The appointment of new or the reappointment of current members of the BOT whose terms are about to expire shall occur through a simple majority vote of the members of the BOT present in a properly called and publicly announced meeting unless a quorum is not present.

(1) Nominations for new or vacant positions may come from either a committee on nominations established by the BOT or from individual BOT members. Nominations from either means do not require a second to be proper and voted on.

(2) If multiple appointments are made to new or vacant positions on the BOT and if the number of nominees is greater than the positions to be filled, members of the BOT are to cast votes in a single secret ballot election for no more than the number of nominees than there are positions to be filled. Those nominees receiving the most votes shall be declared appointed, thus if there are three positions to be filled and five nominees then the three nominees with the most votes shall be declared appointed.

(3) Existing members of the BOT whose terms are about to expire and who request reappointment are to have their reappointment considered through a secret ballot election in which the present Board members vote yes or no on that reappointment. In any meeting where BOT reappointment and vacant positions are to be filled; each will be conducted as a separate election with the reappointment election occurring first.

(c) Parent Member: The parent member, who is a voting member of the BOT, shall be nominated and elected in a properly called and publicly announced meeting of all parents or legal guardians of students enrolled in the school. The meeting shall be held in the month of June but prior to June 30.

(1) Nominations are to be made from the "floor" of the meeting and do not require a second. However, the person nominated must be present to accept a nomination or have his/her designee bring to the nominating meeting a written statement that he/she will accept a nomination. Self-nominations are in order.

(2) The election is to be by secret ballot with the ballots counted at the meeting by a neutral party appointed by the Chief Executive Officer. In a multi-nominee election with more than two persons contesting, a nominee must win forty (40) percent or more of the vote to be declared appointed to the BOT. In the event no nominee receives a minimum of forty (40) percent then a runoff election is to be conducted immediately after the outcome is announced between the two nominees receiving the most votes. The nominee receiving the most votes in the runoff shall be declared appointed to the BOT.

(3) The parent member is eligible for reappointment (re-election) to the BOT as long as he/she has a child enrolled in the school. For the purposes of BOT membership, parent shall include grandparent or other relative, foster parent, or legal guardian.

(4) If vacancy occurs for any reason in the BOT membership set aside for a school parent, a new parent member will be chosen in the manner described above to serve the balance of the term.

(5) A vacancy will be considered in the BOT membership set aside for a school parent if the duly elected parent member can be shown to no longer have a child enrolled in the school, or chooses to resign their seat.

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 or Suspension of Trustees, Officers and Employees.** The Board may remove or suspend from office by vote of a 2/3 majority of the entire Board any Trustee, officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty (*provided*, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee), in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. **Resignation by Trustee.** A Trustee may resign by giving written notice to the Board President 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 President 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 School business.

ARTICLE IV **OFFICES**

The School's principal office shall be located at the school operated by the School (the "School Facility"), which shall be at such place as the Board may select from time to time by resolution of a majority of the Board. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

ARTICLE V
MEETINGS OF THE BOARD

A. **Place of Meetings.** Board Meetings shall be held at the School Facility or at any other reasonably convenient place as the Board may designate; *provided* that Board meetings shall be scheduled at least monthly at the School Facility.

B. **Annual Meeting.** 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. **Frequency of Meetings.** A minimum of twelve (12) meetings (inclusive of the June Annual Meeting and any Special Meetings) shall be scheduled each year on dates determined by the Board; *provided* that Board meetings shall be scheduled at least monthly at the School Facility.

D. **Special Meetings.** A Special Meeting shall be held at any time called by the President, 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. **Notice to Trustees.** Notices to Trustees of Board Meetings shall be given as follows:

1. If the Board fixes the dates of regular meetings (which may include the Annual Meeting) for the year, then such meetings may be held without further notice of time and place. In the event that the date of an Annual Meeting or regular meeting is changed (or a regular meeting is added), written notice of the new meeting date (or the date of the new regular meeting) will be provided at least ten (10) days in advance of the meeting.

2. Special Meetings shall be held upon reasonable notice (at least 48 hours, if practicable).²

3. 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 School'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.

4. Board Agenda Development will adhere to the following timeline:

(a) 10 days prior to the board meeting Agenda items requested by Executive Secretary

(b) 5 days prior to the board meeting Agenda items due

(c) 5 days prior to the board meeting Agenda ready for review by President and CEO.

(d) President approves Agenda and sends to all board members.

(e) Day of Board Meeting the Agenda is placed in every board member's folder, along with documentations for the meeting.

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.

H. **Public Notice.** Public notice of all Board meetings and of all meetings of Committees shall be given in accordance with the requirements of the Article 7 of the Public Officers Law (the "Open Meetings Law").

ARTICLE VI **ACTION BY THE BOARD**

A. **Quorum.** Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

B. **Action by the Board.**

1. **Actions Taken at Board Meetings.** Any business may be transacted and any corporate action may be taken at any annual, regular or special meeting of the Board at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. **Board Participation by Other Means.** In all events, a quorum of Trustees must be present to lawfully conduct a Board meeting. To the extent permitted by the Open Meetings Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, *provided* that all Trustees participating in such meeting can hear one another. Trustees shall not be entitled to vote unless they attend the meeting in person or, to the extent permitted by the Open Meetings Law, by live video-conferencing. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe. All meetings of the Board are subject to the provisions of the Open Meetings Law.

C. **Committees.**

1. **Appointment of Committees.** The Board may create committees of the Board (each, a “Committee”) for any purpose, and the President of the Board shall appoint members to and designate the Presidents of such Committees, subject to the approval of the Board. A Committee will consist of not fewer than three Trustees (or not fewer than five Trustees in the case of the Executive Committee), who shall be appointed by the President, subject to the approval of the Board.

2. **Standing Committees.** The Board shall have three standing Committees: an Executive Committee (Presided by the President), a Finance Committee (Presided by the Treasurer) and an Education and Accountability Committee. Additional Committee members shall be appointed by the President, subject to the approval of the Board.

3. **Authority of Committees.** The Board may delegate to a Committee any of the authority of the Board, except with respect to:

- (a) The election of Trustees;
- (b) Filling vacancies on the Board or any Committee which has the authority of the Board;
- (c) The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- (d) The appointment of other Committees, or the members of the Committees.

4. **Procedures of Committees.** The Board may prescribe the manner in which the proceedings of any Committee are to be conducted. In the absence of such prescription, a Committee may prescribe the manner of conducting its proceedings, subject to the provisions of these Bylaws.

D. **Standard of Care.**

1. **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- (a) One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
- (b) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person’s professional or expert competence; or

(c) A Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, *provided* the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. **Investments.** In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1., and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, *provided* that those powers are exercised within the ultimate direction of the Board.

E. **Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, *provided* that such inspection is conducted at a reasonable time after reasonable notice, and *provided* that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. **Participation in Discussions and Voting.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving: (a) a conflict of interest for such Trustee (even if such conflict of interest does not constitute a prohibited transaction under applicable law); (b) indemnification of that Trustee uniquely; or (c) any other matter at the discretion of a majority of the Trustees then present.

G. **Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII **OFFICERS**

A. **Officers.** The Officers of the School consist of a President (the "President"), Vice President (the "Vice President"), a Secretary and a Treasurer. The School also may have such other officers as the Board deems advisable.

1. **President.** Subject to Board control, the President has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and these bylaws may prescribe. If present, the President shall preside at Board meetings.

2. **Vice President.** If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.

3. **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the School's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the School's Charter and Bylaws, with amendments; (c) keep or cause to be kept a copy of the School's incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (e) have such other powers and perform such other duties as the Board may prescribe.

4. **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by any loan agreement; (g) President the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. **Election.** The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. **Eligibility.** A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the President.

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 School, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII

NO LIABILITY OF TRUSTEES; INDEMNIFICATION; INSURANCE

A. **No Liability of Trustees.** The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

B. **Indemnification.** The School shall (in the case of Trustees and Officers) and may (in the case of employees and agents), to the fullest extent permitted by law, indemnify any person made, or threatened to be made, a party or witness to any action, investigation or proceeding by reason of the fact that he or she (or his or her testator) is or was a Trustee, officer, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys'

fees. No indemnification may be made to or on behalf of any person if (a) his or her acts were committed in bad faith, or were the result of his or her deliberate dishonesty and were material to such action or proceeding, or (b) he or she personally gained a financial profit or other advantage to which he or she was not legally entitled in the transaction or matter in which indemnification is sought.

C. **Insurance.** The School shall have the power to purchase and maintain all insurance policies deemed to be in the best interest of the School, including insurance to indemnify the School for any obligation which it incurs as a result of its indemnification of Trustees, Officers, employees or agents, or to indemnify such persons in instances in which they may be so indemnified.

ARTICLE IX **CONFLICTS OF INTEREST**

A. **Code of Ethics.** The Board shall approve a Code of Ethics applicable to Trustees, officers and employees of the School, compliant with the General Municipal Law, which may be amended from time to time by the Board.

B. **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 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 School'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 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. These provisions will be consistent with the General Municipal Law.

ARTICLE X **OTHER PROVISIONS**

A. **Fiscal Year.** The fiscal year of the School 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 School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. 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 School by any contract or engagement, to pledge the School'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 School may be signed by the President of the Board, the Head of School, or Treasurer. Check requests for amounts of \$10,000.00 or greater must be signed by two (2) 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 School 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. **Interpretation of Charter.** To the extent of any conflict between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XI **AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these Bylaws, subject to approval by the Charter Entity, where applicable.

ARTICLE XII **REFERENCES TO DOCUMENTS**

References in these Bylaws to the certificate of incorporation of the School (the "Charter"), or to any other document, shall include all amendments thereto or changes thereof unless specifically excepted.

CERTIFICATE OF THE SECRETARY

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

Secretary of the School



We Care About Your Future

Rochester Career Mentoring Charter School
30 Hart Street, Door 3, 3rd Floor
Rochester, NY 14605
Phone: (585) 232-1045
Fax: (585) 232-1058
Web: www.rcmcs.org

BOARD OF TRUSTEES RESOLUTION OF: Updated Bylaws

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: June 15, 2016
Time: 5:30 p.m.
Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation for updated Bylaws

Therefore, it is resolved, that the charter school shall:

Grant the recommendation of this Board of Trustees to accept updated Bylaws

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President
Jeanette Silvers, Vice-President
Dianne Spang, Secretary
Christine Hill
Albert Cabral
Peter Saxe
Douglas Merrill
Brenda Beason, Parent Representative

The Secretary of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at the dated meeting of the Board of Trustees.

Signature of Secretary
Dianne Spang

Date

ROCHESTER CAREER MENTORING CHARTER SCHOOL

OFFICER AND EMPLOYEE

(Revised) CODE OF ETHICS

Officers and employees of the Rochester Career Mentoring Charter School (RCMCS) shall hold their positions to serve and benefit the students and community, and not for personal gain or advantage. The Board of Trustees recognizes that, in order to implement this fundamental principle, there is a need for clear and reasonable standards of ethical conduct. This Code of Ethics establishes such standards by defining and prohibiting acts incompatible with the public interest.

The Board of Trustees also recognizes that compliance with ethical standards rests primarily on personal integrity, and further recognizes the integrity of RCMCS officers and employees generally. However, in order that the offending case be discerned with certainty and corrected quickly, this Code of Ethics utilizes the BOT Complaints & Ethics Committee, which shall render opinions with respect to the Code of Ethics and compliance with the ethical standards set forth herein.

Finally, the Board of Trustees recognizes that RCMCS officers and employees have a right of privacy. Therefore, this Code of Ethics is not intended and should not be interpreted to intrude unreasonably upon the privacy of any RCMCS officer or employee. However, when using school facilities or school-owned or provided equipment, including computers, telephones, telecommunications devices, etc, the school expressly reserves the right to monitor its facilities and its equipment, and that there is no expectation of privacy accruing to an individual.

I. Definitions

- a. Generally words in the singular number shall include the plural number, and words in the plural number shall include the singular number. The masculine gender shall include the feminine, and the feminine gender shall include the masculine.
- b. "Rochester Career Mentoring Charter School officer or employee" shall mean any person elected, appointed or hired to serve the RCMCS in any capacity, whether paid or unpaid, or for a term fixed or not fixed, including, without limit, persons serving on a temporary, part-time or seasonal basis, persons serving as consultants, persons paid with funds derived from other than RCMCS revenue sources, and persons serving on administrative or advisory boards, commissions, or committees, whether permanent or temporary.
- c. "Family" for purposes of the Code of Ethics shall mean the parent, sibling, spouse, child, household member, or any same sex civil union or marriage recognized in New York State, another state, or country, of a RCMCS officer or employee.
- d. "Gift" shall mean anything of value given to a RCMCS officer or employee. The value of a gift shall be defined as its fair market value. .

- e. "Person" shall mean any individual, corporation, partnership, or business entity, and shall include a RCMCS officer or employee.
- f. "Contract" shall mean an oral or written obligation to do an act, or to refrain from doing an act, arising from an exchange of promises between or among persons.
- g. An "interest" shall mean a benefit or advantage of an economic or tangible nature that a RCMCS officer or employee would gain or lose as a result of a decision or action, or an omission to decide or to act, on the part of the RCMCS or its Board of Trustees.
- h. "Claim" shall mean any demand, oral or written, made upon the Rochester Career Mentoring Charter School or its Board of Trustees, to fulfill an obligation arising from law or equity.
- i. "Public information and records" shall mean that information obtainable pursuant to the Family Educational Rights and Privacy Act (FERPA), Article 6 of the New York Public Officers Law (the Freedom of Information Law), and RCMCS guidelines adopted pursuant to those laws.

II. Generally

- a. A RCMCS officer or employee shall exercise independent judgment on behalf of the Rochester Career Mentoring Charter School, and shall pursue a course of conduct which will maintain parent, student and staff trust and confidence in the RCMCS.
- b. In no event shall a RCMCS officer or employee treat any person more favorably than it is the custom and practice to treat the general public.
- c. In no event shall a RCMCS officer or employee use his/her official position to secure unwarranted privileges or exemptions for himself/herself or others.
- d. In no event shall a RCMCS officer or employee allow any person to improperly influence him/her in the performance of his/her official duties.
- e. In no event shall a RCMCS Officer or Employee have any romantic, sexual or other unprofessional relationship with any student of the School even if the relationship is consensual. No officer or employee shall engage in any act, whether or not directly related to employment, and irrespective of the time and place of the incident, or of the connection or lack of connection between a child and the School, which would constitute a crime of physical or psychological abuse of a child; or sexual misconduct with a child; that arrest on such charges shall constitute grounds for suspension; and that indictment or conviction shall be deemed sufficient grounds for termination.

III. Use of Public Funds for a Private Purpose

- a. In no event shall a RCMCS officer or employee give loan or contribute RCMCS money, credit, property or services to any individual, or to any private or charitable corporation, association or undertaking, for a private purpose.

- b. In no event shall a RCMCS officer or employee use or permit the use of RCMCS property, equipment, materials or vehicles, for the convenience, advantage, benefit or profit of himself/herself or any other person.
- c. In no event shall a RCMCS officer or employee submit to the RCMCS a request to be reimbursed for the purchase of personalized items (other than approved stationery), or a request to be reimbursed for items which are for personal use.
- d. In no event shall a RCMCS officer or employee submit to the RCMCS a request to be reimbursed for the purchase of one or more meals unless:
 - i. The RCMCS officer or employee is traveling outside of his/her regular work area on official business for an extended period of time, exceeding a full work day, or
 - ii. The RCMCS is faced with business of such an immediate nature that it is essential for the School officer or employee to work at mealtime to complete the business at hand, or
 - iii. The purchase is specifically authorized by the Director of Operations.
- e. In no event shall a RCMCS officer or employee submit to the RCMCS a request to be reimbursed for the purchase of one or more alcoholic beverages or tobacco or tobacco products.

IV. Gifts and Contributions

- a. In no event shall a RCMCS officer or employee solicit, accept or receive a gift having a value in excess of the dollar value established by New York State Law in § 805-a of the General Municipal Law, whether in the form of money, property, services, loan, travel, entertainment, hospitality, promise, or any other form, from a person who has a contract with or an interest in a matter proposed or pending before the Rochester Career Mentoring Charter School or its Board of Trustees.
- b. The foregoing provision shall not apply to contributions solicited or received in accordance with the Election Law of the State of New York.

V. Public Information and Records

A RCMCS officer or employee may only disclose, with proper authorization, public information and records and shall be bound by the privacy requirements of State and Federal law, and the fiduciary duties imposed under the NYS General Municipal Law.

VI. Representing Persons in Transactions with the Rochester Career Mentoring Charter School

In no event shall a RCMCS officer or employee, whether paid or unpaid, represent any person, other than himself/herself, in business negotiations, or in actions or proceedings, whether judicial or administrative, to which the Rochester Career Mentoring Charter School or its Board of Trustees is a party, except when acting as an official for a duly recognized collective bargaining unit.

VII. Employment of Family Members

In no event shall any member of the family of a RCMCS officer or employee be appointed or hired to serve under the direct authority or supervision of that officer or employee.

In no event shall a RCMCS officer or employee participate in decision making by the Rochester Career Mentoring Charter School or its Board of Trustees regarding the employment of any member of the family of that officer or employee.

VIII. Private or Other Public Employment

In no event shall a RCMCS officer or employee have any employment, or engage in any business or commercial transaction, or engage in any professional activity, or incur any obligation, as a result of which, directly or indirectly, she/he would have an interest that would impair his/her independence of judgment or action in the performance of his/her official duties, or that would be in conflict with the performance of his/her official duties.

IX. Contracts with the Rochester Career Mentoring Charter School

In no event shall a RCMCS officer or employee have an interest in a contract between any person and the Rochester Career Mentoring Charter School or its Board of Trustees.

X. Disclosure of Interest

- a. With respect to a matter proposed or pending before the Rochester Career Mentoring Charter School or its Board of Trustees, in no event shall a RCMCS officer or employee discuss, vote on, decide, or take part in, formally or informally, a matter in which she/he has an interest.
- b. The foregoing provision shall not apply to a RCMCS officer or employee whose interest in a proposed or pending matter is minimal, provided that the RCMCS officer or employee makes disclosure of the matter, in accordance with the following procedures:
 - i. The RCMCS officer or employee shall identify his/her interest, that is, the benefit or advantage that would be gained or lost if the matter were to be acted on in various ways, and the underlying basis of it, such as ownership, investment, contract, claim, employment, or family relationship, and shall completely and specifically describe and disclose his/her interest, and its underlying basis, in writing, to his/her immediate supervisor and the chairperson of the Complaints and Ethics Review Committee.
 - ii. If the RCMCS officer or employee, his/her immediate supervisor, or the chairperson of the Complaints and Ethics Review Committee is of the opinion that the disclosure raises a question of whether the interest is minimal, so as to allow participation, the question shall be submitted to the Complaints and Ethics Review Committee for an opinion.

- iii. The Complaints and Ethics Review Committee shall render an opinion whether the RCMCS officer or employee shall participate in the matter, and the RCMCS officer or employee shall abide by the opinion.
- iv. Failure to disclose properly or to abide by the opinion of the Complaints and Ethics Review Committee shall make any participation of the RCMCS officer or employee in the matter null and void.

XI. Penalties

- A. A RCMCS officer or employee who fails to perform an act which is required, or who performs an act which is prohibited by the Code of Ethics, or an opinion, rule or regulation issued pursuant thereto, may be subject to removal or disciplinary action in the manner provided by law and/or collective bargaining agreement.
- B. Any contract willfully entered into by the Rochester Career Mentoring Charter School or its Board of Trustees, in which there is an interest prohibited by the Code of Ethics, or an opinion, rule or regulation issued pursuant thereto, shall be null and void and wholly unenforceable.
- C. The Board of Trustees or its designee may seek an injunction to enforce the provisions of the Code of Ethics

XII. Complaints and Ethics Review Committee

There is hereby established a Complaints and Ethics Review Committee, the membership of which shall be comprised of the Director of Operations, the Vice President of the Board of Trustees and two other members of the Board of Trustees appointed by a majority vote. The panel may elect to engage the School's legal counsel as necessary. The position of chair shall be rotated annually.

A. Powers and Duties

- a. The Committee shall have the powers and duties prescribed by Article 18 of the General Municipal Law.
- b. The Committee may issue rules and regulations consistent with and in furtherance of the requirements set forth in the Code of Ethics, and may require such disclosure, financial or otherwise, as it deems appropriate or necessary. Any rules and regulations issued by the Complaints and Ethics Review Committee shall be formally communicated to the Board of Directors.

BOARD OF TRUSTEES RESOLUTION OF: Revision of Complaints and Ethics Review Committee By-Laws

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: October 21, 2015

Time: 5:30 p.m.

Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation to accept the new Complaints and Ethics Review Committee By-Laws

Therefore, it is resolved, that the charter school shall:

Grant the recommendation of this Board of Trustees to accept the revised Complaints and Ethics Review Committee By-Laws.

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President

Dianne Spang, Secretary

Christine Hill

Jeanette Silvers

Brenda Beason, Parent Representative

The Secretary of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at a meeting of the dated meeting of the Board of Trustees.

Signature of Secretary
Dianne Spang

Date

CODE OF CONDUCT

Rochester Career Mentoring **Charter School**



Revised April 2016

Rochester Career Mentoring Charter School (RCMCS)

Board of Trustees President

Kevin McCormick

Jeanette Silvers Dianne Spang

Christine Hill Brenda Beason

Aibert Cabral Peter Saxe

Chief Executive Officer

Dennis Francione

Chief of Operations and Academics

Kathleen Denaro

Thank you, to each member of the discipline subcommittee.

Your hard work will benefit all constituencies and help to create a safe and academically successful school year.

Student Success Center Manager

Ronda Wade

Student Behavioral Specialist

Cory Gross

School Counselor

Denise Barclay

Hillside Youth Advocate

Keonna Brown

Center for Youth Services

Michael Blask

Center for Youth Service

TBD

RCMCS staff members responsibly participate in the daily operations by following procedures and policies which ensure a positive learning environment for all students.

Initiative and leadership are valued at RCMCS; all staff members, students and parents have opportunity to provide regular insight and input regarding school policies. The RCMCS Handbook and Code of Conduct are reviewed regularly for continuous improvement.

Rochester Career Mentoring Charter School does not discriminate against any member of its community on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities.

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Dear Parents/Guardians,

We welcome you and your child to the Rochester Career Mentoring Charter School family! We are committed to providing a solid pathway of success for your child's future. Our project-based approach to learning is designed to prepare your child for college and the career of their choice. Our team is caring, competent, dedicated and willing to assist you and your child to our fullest ability. We are accessible by phone, email and text at all times possible. We promise to work diligently to provide the best possible learning atmosphere for every one of our students.

We believe that education is a shared responsibility and depends on the cooperation and collaboration of everyone concerned: students, parents, community and staff. The mission of the Rochester Career Mentoring Charter School is to exemplify a model secondary school that offers a multitude of learning opportunities for the diverse students we serve. We believe that each one of us is responsible for doing our part to make our school a place where we can work effectively and achieve successes together.

Rochester Career Mentoring Charter School (RCMCS) is a reflection of all of us; we celebrate our differences and respect every member's individual strengths. Our policies are intended to provide a safe and positive environment that will be conducive to rigorous teaching and learning. Our staff members look forward to sharing their expertise in academics, special programs, clubs and extracurricular activities. We will encourage every child and parent/guardian to get to know our school through a strong advisory program. Our programs, activities, and unique schedule are designed to promote college and career readiness. We encourage our parents/guardians to become active participants in our school in any capacity. Students and families can get involved through a multitude of opportunities including the Parent-Teacher Organization, classes, clubs, Leaving to Learn Activities, and Advisement.

This handbook is an overview of our school's goals, services, and expectations. It is an essential reference book describing our unified policies and procedures. It has been designed to provide you and your students with the information that will make your time at RCMCS purposeful and rewarding in every aspect. Keep this handbook because you will use this information throughout your enrollment to graduation.

On behalf of the entire Rochester Career Mentoring Charter School staff and community, best wishes for a great school year! Please call upon us for any questions, considerations or suggestions you may have at any time.

With highest regards,

Your RCMCS Family

Rochester Career Mentoring Charter School does not discriminate against any member of its community on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities.

Mission

Rochester Career Mentoring Charter School (RCMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college.

Our Beliefs:

- Every Child can learn and reach high levels of academic achievement by participating in a project-based learning environment
- Humanities and Math, Science, and Technology are critical for participation in civic and economic life
- A personalized learning environment is vital for success
- Families are integral to our students' successes
- Students learn when teachers continuously participate in professional development opportunities
- Every child can make a significant contribution to the school and community
- All of us grow when we embrace diversity
- Exploring career interests and choices is important to our students

Our Key Features:

- Provide students with the skills and project-based learning experience necessary that will help them master the knowledge detailed in the New York State Core Curriculum Content Standards
- Provide a strong focus on the Humanities and MST
- Use national competitions and science fairs to motivate students
- Build a strong advisory program and mentoring system that will provide individual attention to each student, "One Student at a Time"
- Provide broad tutoring services that will help students address learning needs and/or issues with specific content.
- Build strong parent/student/school relationships
- Require enhanced professional development for staff members
- Build partnerships with community organizations and other educational institutions
- Connect with the district in residence to share "best practices"

General Information

RCMCS Email System

Parents or guardians who wish to contact any Rochester Career Mentoring Charter School staff member may do so via email. Simply type the first initial and the last name followed by @rcmcs.org to send an email directly to that person. For example, Kathleen Denaro would be kdenaro@rcmcs.org. All Staff emails are also accessible on our website: rcmcs.org.

Parent Portal

Rochester Career Mentoring Charter School offers all parents and/or guardians the opportunity to access their child's school-related data such as grades, progress reports, and attendance by using the Internet. In order to access this information you will need an assigned **SchoolTool** account and password. To do so please contact the school's main office to give us your email address.

School Closing Announcements

If the Rochester City School District is closed due to inclement weather then the Rochester Career Mentoring Charter School will also be closed. Parents should watch Channel 13, Channel 8, or YNN for notification of school closings or consult the school website as www.rcmcs.org. Suggested viewing time is from 5:00 am through 7:45 am.

Emergency School Closing

Parents should arrange with neighbors or other responsible individuals to receive and care for their children in the event of an emergency early dismissal or an emergency closing. Children are to be instructed by the parents exactly what they are to do if this should occur.

Early Dismissal Due To Inclement Weather

In this situation, we strongly recommend parents wait for the dismissal of their children at the times prescribed by the school. This will allow for the smooth, efficient and safe release of all students. Harsh weather conditions do not always result in early dismissal. Please consult the school web page at www.rcmcs.org for early dismissal information.

Emergency Pick-Up Procedures

In case of an emergency, where a parent must pick up their child during the school day, the parent or guardian must complete the appropriate sign out form in the office. Parents are then to wait in the office until their child is called from class. No student will be released unless a parent or guardian is present. Please see attendance policy for details.

General Student Information

Dress Code

RCMCS students are required to wear "Business Casual" attire. Through student, parent and staff input and support, we will uphold a uniform policy that is consistent with college and career readiness.

Security Video Surveillance

During your days here at Rochester Career Mentoring Charter School, expect to be under video security surveillance once you enter school grounds. Cameras circumnavigate the entire building/grounds and are at key positions inside the building itself. Not only are you on camera often during the day, but you are also recorded for playback as the need arises. If necessary, in an extreme case, be aware we could use this film as evidence in a court of law. Our objective is simply to conduct a safe school in a safe environment. Anything other than peace, tranquility, and pursuit of academic success is not acceptable at Rochester Career Mentoring Charter school.

Photographs/Video Tape—Public Relations

There may be occasions when your child may be photographed or videotaped participating in school functions. If you DO NOT WISH TO HAVE YOUR CHILD PHOTOGRAPHED OR VIDEO TAPED, please notify the school principal in writing.

Electronic Devices

Electronic devices such as hand held video games, MP3 players, iPods, tablets, and CD players etc. are not permitted in school. Not only do they interrupt classes, but they also may be lost or stolen at one's own personal expense. Any electronic device found in the student's possession will be confiscated and turned over to the leadership team. Only parents or guardians may pick up the item from the office and disciplinary action will be imposed at the discretion of the administration.

Audio Video Recording Devices

The use of audio and video recording devices of any type is prohibited, and will result in disciplinary consequences. Any audio and video device found in the possession of a student will be immediately confiscated. Only parents or guardians may pick up the item from the office and disciplinary action will be imposed at the discretion of the administration.

Laser Pointing Devices

These devices project a powerful, intense and potentially damaging point of light. They are not permitted on school property at any time. Any student found to be in possession of a laser pointing device will have the device immediately confiscated. Only parents or guardians may pick up the item from the office and disciplinary action will be imposed at the discretion of the administration.

Loitering

Students are prohibited from congregating or loitering anywhere in or around the school. Repeat loitering offenders are subject to specific consequences and parents or guardian will always be notified.

Lockers

Each student is assigned a locker, which must be kept clean, orderly, and locked at all times. Students will receive locker numbers from their advisor. The serial numbers and combinations are on file with the office of the building administrator. Students are cautioned not to give out locker combinations to anyone since the locker is to be used only by the individual to whom it is assigned.

Please note:

- A. A maximum of two students are assigned to a locker.
- B. Students must utilize the assigned lockers.
- C. Lockers must be closed and must not be left on pre-set.
- D. Combinations must not be given to other students.
- E. Malfunctioning lockers must be reported to the main office immediately.
- F. Allowing others into your locker not only is a violation of the above school regulations but, more seriously, sacrifices your own security. Protect your valuables.
- G. We strongly recommend that valuables frequently left in lockers (i.e. coats, jackets, calculators, back packs, etc.) be marked in an inconspicuous place so that identification (if need be) is swift and undeniably accurate. Indelible ink is best suited for this purpose (not sewn/ironed on labels!).
- H. Carrying large amounts of money to school is not necessary or recommended. Talking about it or "flashing" bills is both foolish and irresponsible.
- I. Students should come to class prepared with all materials before the start of class. Lockers may be used at the beginning and end of the day. Teachers will not issue locker passes to students during class time except in emergency situations (not for instructional materials).

LOCKERS ARE SUPPLIED AS A CONVENIENCE TO STUDENTS. SCHOOL OFFICIALS, HOWEVER, RESERVE THE RIGHT TO INSPECT STUDENT LOCKERS BASED ON REASONABLE SUSPICION OF A CODE OF CONDUCT VIOLATION. STUDENTS SHOULD EXPECT THAT THEIR LOCKERS MAY BE OPENED FOR INSPECTION.

Advisement Regulations

Every student is a member of an advisement group under the direction of an advisor. During advisement, students will engage in character education, current events, and review of attendance, behavior and academic success, with students Individualized learning plans (ILP).

It is essential to recognize that advisement period is as important as every other class. Therefore, it is imperative to attend school regularly, and be an active participant in the school community.

Pupil Records

Parents/guardians and adult students are advised that they have the right to review student records. Such requests must be directed to the building Enrollment Specialist for prior approval.

Lost and Found

The school is not responsible for lost articles. Books and other items which are found, are to be taken to the Main Office. All inquiries about missing items should be directed to the main office.

Hall Movement Expectations

RCMCS students transition to their classes in an orderly and timely manner. Running and/or horse-playing in the halls undermines RCMCS commitment to a safe environment. Once students have reached their classroom, they are to enter the room and remain there until the start of class. No student is to be permitted out of his/her classroom after opening projects, lessons, or activities have begun.

Leaving the Building without Permission

Students are not permitted to leave the building or any assigned period during the day without the permission of the parent/guardian and the Educational Leader. Leaving the building without permission is a serious violation of school rules and this action is subject to disciplinary consequences. Returning to school will not be permitted except through the Student Support Center, accompanied by one or both parents or guardians. Makeup work and/or tests missed during this time will not be allowed.

Fire Drills

Staff is responsible for the explanation of directions students follow during fire and lock down drills. These directions are placed in a conspicuous place in each room of the school. For one's own safety and that of other fellow students, follow all instructions carefully. Follow the following simple rules during all drills:

1. Do not talk from the time the alarm is sounded until you have returned to your room or place of instruction.
2. Follow direction from your assigned teacher. All rooms have designated reporting areas.
3. Move quickly; DO NOT PUSH OR RUN.
4. Form lines without any confusion.
5. Meet unusual situations with calmness and clear thinking.
6. In case an exit is blocked, proceed in orderly formation to the nearest exit.
7. In the event of smoke, stay low to the floor.
8. Attendance is taken. Students must remain with their teacher during the drill and report back to their assigned location immediately following.
9. Failure to comply with the emergency procedures puts one's self and others at risk. Defiance of authority may result in disciplinary consequences.

Telephone

Generally, telephone use is prohibited during the school day. In case of a problem or an emergency during the school day, the student may check with a secretary in the office who will make the call on the office phone.

Cell Phones

Students may not use their cell phones in the building at any time during school hours (7:45 am – 3:56 pm). Cell phones, including any communication device, must be powered off and handed to staff members when entering the building in the morning. Staff will place the phone in a labeled baggie and take them to a secured room. Cell phones will be distributed to the students in the last five minutes of their last period class. Cell phones may be turned on after school has concluded for the day.

Internet Access/Computer Access/Laptop Access

RCMCS recognizes that as telecommunications and other technologies shift the manner in which information is accessed, communicated and transferred, that those changes will alter the nature of teaching and listening. Access to telecommunications will allow pupils to explore database, libraries, Internet sites, bulletin boards, etc. while exchanging information with individuals throughout the world. RCMCS supports access by pupils to information sources but reserves the right to limit in school use to materials appropriate to educational purposes.

RCMCS also recognizes that telecommunications will allow pupils access to information sources that have not been pre-screened by educators using school-approved standards. RCMCS therefore adopts the following standards of conduct for the use of computer networks and declare unethical, unacceptable or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges and/or instituting legal action.

RCMCS provides access to computer network/computers/laptops for educational purposes only. RCMCS retains the right to restrict or terminate pupil access to the computer network/laptops/computers at any time, for any reason. RCMCS retains the right to have school personnel monitor network activity, in any form necessary, to maintain the integrity of the network and ensure its proper use.

Standards for Use of Computer Networks

Any individual engaging in the following actions when using computer networks/computers/ laptops shall be subject to discipline or legal action:

- A. Using the computer network(s)/computers/laptops for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
- B. Using the computer network(s)/computers/laptops to forge documents, print illegal copies, violate copyrights, institutional or third party copyrights, license agreements or other contracts.
- C. Using the computer network(s) in a manner that:
 - 1. Intentionally disrupts network traffic or crashes the network;
 - 2. Degrades or disrupts equipment or system performance;
 - 3. Constitutes a commercial purpose, financial gain or fraud;
 - 4. Steals data or other intellectual property;
 - 5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
 - 6. Gains or seeks unauthorized access to resources or entities;
 - 7. Forges electronic mail messages or uses an account owned by others;
 - 8. Invade privacy of others;
 - 9. Posts anonymous messages;
 - 10. Facilitates the possession of any data which is a violation of this policy;
 - 11. Circumvents school content filtering and/or security systems (including, but not limited to the use of proxy servers, anonymizers, circumventors).

12. Engages in other activities that do not advance the educational purposes for which computer networks/computers/laptops are provided.
13. Use of computers as a tool of harassment, bullying, and/or discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (which includes a person's actual or perceived sex, as well as gender identity and expression).

Internet Safety Protection

RCMCS is in compliance with the Children's Internet Protection Act and has installed technology protection measures for all computers in the school, including computers in media centers that block/filter visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image files or other visual depictions that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. RCMCS will certify on an annual basis that the school is in compliance with the Children's Internet Protection Act and RCMCS enforces the requirements of this policy.

This policy also establishes internet safety policies and procedures in the charter school as required in the Neighborhood Children's Internet Protection Act. Policy 2361 addresses access by minors to inappropriate material on the internet and world wide web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including "hacking" and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Violations

Individuals violating this policy shall be subject to the consequences which include, but are not limited to:

1. Use of network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of Laptop/Computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities

Parent-Teacher Conferences

Frequently throughout the school year informal conferences between parent and teacher can take place via home visits; telephone; face-to-face conversations, written messages or email; and scheduled meetings at mutually agreeable times. In most instances, conferences should be initiated by the teacher

advisor on a monthly basis. Keeping parents up to date about their child's school progress is a priority of our advisement program.

To initiate a conference with a teacher, parents/guardians should write a note to the teacher or email the teacher indicating the nature of the request and convenient times for a conference. Upon receipt of the written request, the teacher will contact the parent/guardian by return letter or telephone call whereby the time and the location of the conference can be mutually agreed upon. Parents/Guardians are asked not to come to school expecting to meet with a teacher without an appointment. Our teacher's first priority is to teach students and with that in mind, we ask parents/guardians to refrain from contacting teachers during the teaching hours of the school day.

Fund Raising

No person may solicit contributions or collect funds for any purpose from students or school personnel on school property, at school-sponsored events, or on school transportation unless he or she has the written permission of the Educational Leader.

Sales

Advertising may be permitted for approved school-related activities such as school newspapers, yearbooks, and other fund-raising projects. Advertising materials that promote the use of alcohol, tobacco, and paraphernalia are strictly prohibited. No person may display, offer to sell, or sell any item or service to students or school personnel on school property, at school-sponsored events, or on school transportation unless he/she has the written permission of the school Educational Leader.

Emergency Procedures

Fire, lock-down, evacuation, and shelter-in-place drill instructions will be discussed in each class during the first week of the semester. Students need to understand and follow these instructions keeping in mind if there was an actual emergency it could be a life or death matter. The instructions will be posted in each teacher's room near the door and students should be familiar with the assigned drill areas. When the alarm is sounded for a fire drill or evacuation drill, everyone is required to respond in a prompt and orderly manner, leaving the school building by a prescribed route as directed by the teachers. Every teacher is expected to have their class roster in hand when exiting the building; Fire Drill folders and located in every classroom containing student rosters procedures and references.

Cafeteria Privileges and Procedures

Students are required to stay in the cafeteria during the established breakfast and lunch periods. Students who have failed to report to the cafeteria will be considered to have cut a class period. Use of the cafeteria is considered a privilege and, therefore, each pupil is responsible for keeping his/her place clean and neat.

Students are **NOT permitted to order food from outside vendors or leave school grounds for lunch**. Any student who is found off school grounds during their scheduled lunch period, will face a suspension from school. Each student is expected to conscientiously follow each of the following regulations:

1. In order to maintain a pleasant mealtime atmosphere, it is necessary for students to conduct themselves in a quiet manner.

2. Enter the cafeteria through designated entrances.
3. Never leave the cafeteria without permission from one of the teachers in charge.
4. NO FOOD IS TO BE TAKEN OUT OF THE CAFETERIA.

Consent Requirement

No pupil shall be allowed to use the computer network and the Internet unless they have filed a consent form signed by his/her parent(s) or legal guardian(s).

Visitor Expectations

Visitors for educational reasons are welcome to RCMCS. Visitors must register with the office when they arrive. Approved visitors will be issued a visitors pass. Parents also must check in at the office. Students wishing to bring visitors to RCMCS must complete the Student Visitor Form and receive approval from the office at least (1) school day in advance. Do not bring guests to school without prior arrangements. No visitors will be allowed the last two weeks of each semester and during testing days. Also, no visitors will be allowed during the week prior to any school holiday. These procedures are designed to help keep our students as safe and secure as reasonably possible during the day and after school while in the building.

VISITORS ARE NOT PERMITTED BEYOND THE SCHOOL OFFICES TO DROP OFF FOOD, DRINKS, HOMEWORK, PROJECTS, NOTES, OR TO ACCOMPANY LATE STUDENTS TO A CLASSROOM.

School Property

The appearance of your school grounds and corridors reflects upon the entire school, particularly the students. All waste paper is to be placed in the receptacles provided for that purpose. Marking or marring doors, walls, floors, lockers, desks, or any other school property is prohibited. Students caught defacing school property will be subject to disciplinary action and parents/guardians may be held liable.

Public Areas: Hallways, Stairwells, and Lavatories

Hallways, stairwells, and lavatories are areas used by all members of RCMCS. Since everyone uses these areas, there are rules of conduct that students must follow:

- You may not loiter in the halls, lunchroom, in the lavatories, or on the staircases
- You may not eat in halls, lavatories, or staircases
- You may not run, roughhouse, push, or wrestle in the halls, lunchroom, lavatories or on the staircases.
- You may not yell, scream, hit lockers, or otherwise make excessive noise while in these areas.
- Don't not leave belongings on the floor outside of your locker.

During class time, students are not to be in the halls, stairwells, or lavatories without a pass from their teacher or the main office. Teachers and Student Support Staff will monitor student requests for bathroom passes and will limit student passes to those students who are out of class frequently.

Laptops and Supplies

RCMCS will provide students with laptops for each of their classes. RCMCS will hold each student responsible for the condition of the laptop issued to him or her. Each student should take care to see that these laptops are not lost, stolen, damaged, or defaced. Students will have to pay to replace any laptops that are damaged or not returned.

School Activities

Field Trips

Field trips are a privilege and attendance may be denied for behavioral or academic reasons. The safety of students is very important to us and specific rules will apply to these activities.

Field trips offer exciting ways to learn. RCMCS students will have the opportunity to go on field trips at various times throughout the school year. For field trips, students will be expected to follow protocols for school expectations:

- Students must bring the Field Trip Permission slip signed by parents or guardians to school by the specified date. No phone calls will be accepted as permission.
- Students must wear school dress unless otherwise specified.
- Students must abide by RCMCS code of student conduct while on the field trip. By doing so, students will become proud ambassadors of our charter school.
- Chaperones: Only teachers and approved chaperones are permitted on field trips. The principal shall approve all chaperones.

Return to School: Please plan to meet your child at the scheduled time of return. If a field trip returns prior to dismissal time and school is still in session, students will be sent to their appropriate class.

Overnight Field Trips: There is a separate set of guidelines for these trips. They will be issued by the Educational Leader if such overnight event is scheduled.

After-School Activities

There is no better way for students to enrich their education than by taking part in clubs and after-school activities or working with a teacher. These opportunities will allow students to explore more in-depth activities, and they will be expected to follow these rules:

- Students must be with a teacher or other staff member at all times.
- Students must arrange for their own transportation to arrive promptly at the end of the activity.
- Students must abide by the RCMCS Code of Student Conduct while participating in the activity.
- Students may not stay after school to wait for other students.

A full list and description of after school clubs and activities will be posted after school starts and students will have an opportunity to explore each one that interest them.

Clubs & Interscholastic Activities

The RCMCS program offers diverse clubs and intramural/interscholastic programs. The clubs serve to broaden interest and encourage development of well-rounded students. They also provide enjoyment and variety to the school day. Each student may select one club of his/her choice at the beginning of the school year. Sheets summarizing the activities of each club enable you to make your decision.

CLUBS are provided to broaden the interests through participation with their peers in a variety of areas.

INTERSCHOLASTIC ATHLETICS are now sanctioned by Section V of the New York State Public High School Athletic Association (NYSPHSAA). Eligible students will compete at the Varsity Level against students from other charter schools of similar size. Varsity Athletics are highly competitive and playing time is based on skill and hard work. Tryouts are held and medical physicals are required for participation. Practice will occur outside the school day and may occur in a building at another school.

Town Meetings

Town Meetings are periodically scheduled throughout the school year which provide students with information and input regarding issues that affect their lives at school. Students are instructed on appropriate behavior, seating, and entrance and exit prior to the town meeting. Students are expected to report to seats quickly and orderly. Student opinions are important. Proper behavior is expected at all times.

Student's Bill of Rights

Since all students have elected to apply to Rochester Career Mentoring Charter School, we anticipate that all students will not only accept their rights as members of our school community, but also their responsibilities to the school community. RCMCS is based on a foundation of values including the following:

Respect/Responsibility.

I will be responsible and give respect to all persons, property, education, and expectations of the school.

Communication.

I will use appropriate language and communicate with my teachers, peers, and other staff in an appropriate manner.

Motivation.

I will be self-motivated in completing all assignments and focusing on my dreams and aspirations.

Career Goals.

I will manage my time wisely, attend all scheduled community service and internship hours, and maintain a positive work ethic.

Safety.

I will assist in maintaining a positive school culture that is free of bullying, drugs, and physical altercations.

We ask each of you to carefully read over and sign the student contract and do your best behave in ways that will enhance your own and others' ability to learn.

ROCHESTER CAREER MENTORING CHARTER SCHOOL STUDENT CONTRACT

As a student of Rochester Career Mentoring Charter School, I will do my best to do the following:

- I will show consideration for the rights and feelings of others, being careful not to hurt them physically or make them feel bad.
- I will speak to others respectfully, not using profanity or uncomplimentary names.
- I will show respect for all people working or helping in the school.
- I will show careful regard for both my property and the property of others.
- I will always ask permission before I borrow other people's things, and I will return them promptly and in good condition when I am finished.
- I will attend school regularly.
- I will be in class on time with all necessary materials.
- I will make good use of class time, complete, and turn in assignments/projects/activities on time.
- I understand that I must make up assignments I missed due to absences.
- I will remain on campus during school time, including the lunch period. I will not leave the school grounds without permission of the Educational Leader and or my parent/guardian.
- I will do my best in my school work, and I will let others do their best,
- I will ask for help if I do not understand.
- I will not bring any contraband items to school.
- I will help keep the school building and grounds clean and tidy.
- I will complete my community service and internship successfully
- I will follow the dress code, arrive, and leave school in the proper attire.
- I will not participate in any behavior prohibited by the school.
- I will be responsible in my use of technology in the school.
- I will contribute to the RCMCS mission of maintaining a school free from harassment, bullying, and discrimination.
- I will be on exemplary ambassador of RCMCS

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Students must sign this agreement and return it to the main office.

Student Peer Review

Students from each grade-level advisement class elect one student from each group to participate on the Student Peer Review. After advisement class elections, each grade-level will then elect one representative to participate on the Student Peer Review. Student Peer Review will be made up of no more than four students.

The function of the peer review is to review student behavior as it pertains to the school community for minor offenses. Student Peer Review members should represent the good character of a student as a role model. These students will also help facilitate town meetings that will be held on the second Friday of each month. Students will define in more detail the governing bylaws of Student Peer Review. In addition, the student representative will be expected to be trained in mediation.

Alternative Disciplinary Methods (ADM)

Student Support Services: Community agencies and services play an active role in proactively diminishing student misconduct. RCMCS will seek the assistance and support from agencies throughout Monroe County to help guide and counsel students who require additional support or who repeatedly violate the Code of Conduct. Center for Youth Services and Hillside Work-Scholarship Connection will also play an active role in securing community agency services and supports.

Student Success Center

The Student Success Team Members are professional educators with mental health expertise trained to understand and respond to the challenges presented by today's diverse student population. The Student Success Manager, Student Behavioral Specialist, Crisis Intervention Specialist, Hillside Advocate and the Secondary School Counselor do not work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help the student achieve success in school.

The purpose of the Rochester Career Mentoring Charter School Student Success Center is to address students who are in physical, academic, emotional, behavioral, or social crisis at any given time in the day, and to address their needs in a manner which can allow them to return to class. When a student is returned to the classroom it is at the discretion of the Student Success Center personnel. The Student Success Center is not a classroom management tool, but is rather a place to address severe and specific student needs.

STUDENT SUCCESS CENTER REFERRAL PROCESS

SchoolTool is the main student management system used at RCMCS to house student information. SchoolTool tracks attendance, student performance and student needs. There is a three tiered referral system for staff to submit referrals for any of these areas of concern:

1. Academic
2. Social-Emotional
3. Disciplinary

Staff submit referrals via SchoolTool. Referrals are reviewed daily by the Student Support Center Manager who channels the referral to the appropriate Student Support staff member. Academic referrals are triaged by the School Counselor and subsequent RtI Team (Response to Intervention is a process for students to receive additional academic support, in addition to classroom instruction). Behavioral referrals are disseminated to the Behavioral Specialist team comprised of Center for Youth and RCMCS Student Behavioral Specialists. Any social-emotional referrals are triaged by the Student Support Manager in conjunction with in-house or community agencies.

Students also have the ability to self-refer to the Student Support Center either through SchoolTool or by notifying their Advisor, or any other staff member.

Discipline Consequence Guide

All violations of the Code of Conduct will be investigated by both the Educational Leader and Student Support Center, and a student will be questioned prior to being assigned a consequence. This guide is an outline only; administration reserves the right to adjust consequences based on professional judgement and the severity of the situation. More than one infraction type can be combined when assigning a consequence.

Referral Process

Student referrals are made for 3 reasons: (1) Academic, (2) Social-Emotional, and (3) Disciplinary. All referrals are processed to the Student Support Center for dissemination to the appropriate channels. Disciplinary referrals follow the guidelines as set forth herein for violations of the Code of Conduct.

All violations of the Code of Conduct will be investigated by both the Educational Leader and Student Success Center Team, and a student will be questioned prior to being assigned a consequence. This guide is an outline only; administration reserves the right to adjust consequences based on professional judgement and the severity of the situation. More than one infraction type can be combined when assigning a consequence.

LEVEL 1 INFRACTIONS

INFRACTION	RECOMMENDED CONSEQUENCE
Antagonistic behavior/ Insubordination/Disrespect to Adults	Restorative Practice
Disrupting learning (includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class, insubordination, and/or selling or trading personal possessions to other students.)	Restorative Practice
Excessive Talking	Restorative Practice
Failure to Comply with School Regulations	Restorative Practice
Horseplay	Restorative Practice
Inappropriate Computer Use	Restorative Practice
Leaving the classroom without permission	Restorative Practice
Loitering	1 st offense Warning 2 nd offense Restorative Practice
Public Display of Affection (which are not appropriate for public places such as kissing, hugging, etc.)	1 st offense Warning 2 nd offense Restorative Practice
Unexcused tardy	Restorative Practice

Use of Obscene and Profane Language	Restorative Practice
Skipping class	Restorative Practice
Violation of Cell Phone/Electronic Device Policy	Restorative Practice (Cell phone taking away and parent called. 1 st offense: student will receive phone at the end of day. 2 nd offense: parent needs to pick up phone from administrator)
Violation of the Dress Code	Restorative Practice (Office phone call home for parent/guardian to bring proper attire in)
Other Offenses of Similar Seriousness	Restorative Practice

Level 2 Infractions

Infraction	RECOMMENDED Consequence
Engaging in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others	Minimum Restorative Practice Maximum 1 st offense 1 day Community Service based on the severity and results of behavior.
Leaving the School Building or Grounds	1 day of OSS
Bringing inappropriate materials such as but not limited to pornographic, criminal, hate related, laser pointer(s), lighter(s), water balloon(s) etc.	1 st Offense: 1 day Community Service 2 nd Offense: 1 day OSS 3 rd Offense: 3 days of OSS and disciplinary hearing
Cheat on exams or quizzes, or commit plagiarism.	1 day Community Service and automatic (0) on the assignment
Encourage or urging other students to violate school rules.	1 day Community Service
Failure to identify self properly	1 day Community Service
Failure to follow instructions during an emergency drill	1 st Incident: 1 day OSS 2 nd Incident: 3 day OSS 3 rd Incident: 5 day OSS and disciplinary hearing
Failure to follow instructions or directions on a field trip	1 st Incident: 1 day of Community Service and suspension from next field trip 2 nd Incident: 2 days of Community Service and suspension from all field trips for remainder of the year
Forgery	1 st Offense: 1 day OSS 2 nd Offense: 3 day OSS 3 rd Offense: 5 day OSS and disciplinary hearing

Open Defiance of Authority/Continued Willful Disobedience	1 st Incident: 1 day OSS
	2 nd Incident: 3 day OSS
	3 rd Incident: 5 day OSS
	4 th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Participation in an Unauthorized Occupancy	1 day OSS
Skipping Detention	2 Detentions
Possession, consumption or distribution of cigarettes or tobacco products	1 st offense 3 days OSS
	2 nd offense 5 days OSS and disciplinary hearing
Truancy	Parent/Teacher Conference

Level 3 Infractions

Infraction	RECOMMENDED Consequence
Possession, consumption, or distribution of alcohol, illegal drugs, prescription medications or drug paraphernalia	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion
Assault a Teacher or other school employee	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion
Arson	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion Police 311 report made
Bullying or Cyberbullying: unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can occur before and after school hours, in a school building, or on the internet. See the attachment for the school policy.	1 st Incident: 1 day OSS
	2 nd Incident: 3 day OSS
	3 rd Incident: 5 day OSS
	4 th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Harassment: creation of a hostile environment by conduct or by verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (which includes a person's actual or perceived sex, as well as gender identity expression)	1 st Incident: 1 day OSS
	2 nd Incident: 3 day OSS
	3 rd Incident: 5 day OSS
	4 th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Destruction of School Property	1 st Offense up to 5 days OSS. Pay cost of damage to fix.

	2 nd Offense: Disciplinary hearing resulting in long term suspension, expulsion. Pay cost of damage or fix.
Engage in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments.	1 st Incident: 2 day OSS <hr/> 2 nd Incident: 3 day OSS <hr/> 3 rd Incident: 5 day OSS <hr/> 4 th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Extortion	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion. Police 311 report may be made
False Fire Alarm, Bomb Scare, Terrorist Action	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion, police report made. (Violation of state law subject to legal authorities. Subject to fines from \$1,000 to \$10,000 and jail terms)
Fighting/Assaulting another Student or Person	1 st Incident: 3 days OSS <hr/> 2 nd Incident: 5 days OSS <hr/> 3 rd Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Gambling for profit/actual money	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion police report may be made
Larceny or Other Theft Offenses and/or threatening to take another person's belongings	1 st Incident: Up to 3 day OSS; Parent notified, police report may be made <hr/> 2 nd Incident: Up to 5 days OSS with disciplinary hearing resulting in long term suspension, or expulsion
Possession of a Weapon/Intentional Use of Instrument for Harm	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion, police report will be made
Riot: four or more persons simultaneously engaging in tumultuous and violent conduct and thereby intentionally or recklessly causing or creating a grave risk of physical injury or substantial property damage or causing alarm.	5 day OSS with disciplinary hearing resulting in long term suspension or expulsion
Threatening/Intimidation	1 st Incident: 1 day OSS <hr/> 2 nd Incident: 2 day OSS <hr/> 3 rd Incident: 5 day OSS <hr/> 4 th Incident: Disciplinary hearing resulting in long term suspension, or expulsion

Under the influence of drugs or alcohol	Call parent immediately to remove the student. Consequences for "Alcohol/tobacco/drug related" will apply
Verbal or Physical Menacing of a Staff Member	1 st Incident: 3 days OSS 2 nd Incident: 5 days OSS and disciplinary hearing resulting in long term suspension, or expulsion
Other Offenses of Similar Seriousness	Administrative discretion

Repeated Infractions

Infraction	Definition	Explanation
Repeated minor infractions	Level 1 or 2 infractions that are repeated five, six, or seven times within a semester	Restorative Practice and mandatory parent meeting
Repeated minor infractions	Level 1 or 2 infractions that are repeated eight or more times within a semester	OSS and mandatory parent meeting or disciplinary hearing
Repeated major infractions	Level 2 or 3 infractions that are repeated two or more times within a semester	OSS and mandatory parent meeting or disciplinary hearing
Repeated missing of Community Service	When a student reaches 5 total unserved Community Service	1 day of OSS; students Service Learning is removed after day is served

***Students start fresh each year or per SSC Staff discretion.**

Multiple Referrals

Infraction	Definition	Actions
3 - 5 Referrals	Any Type of Disciplinary Referral	Parent Contact will be made. Letter will be sent home. Consequences will be appropriate based on the infraction level.
6 - 20 Referrals	Any type of Disciplinary Referral	Mandatory parent meeting required and behavior contract completed in addition to appropriate based on the infraction level.
20 or more Referrals	Despite restorative practices, multiple repeated Disciplinary Referrals.	Mandatory parent meeting required and behavior contract completed in addition to appropriate consequences based on the infraction level including long term

		suspension referral including consequences up to an expulsion.
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*** Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices have been applied at RCMCS to address youth behavior, rule violations, and to improve school climate and culture. Restorative practices can improve relationships between students, between students and teachers, and even between teachers, whose behavior often serves as a role model for students. They allow each member of the school community to develop and implement a school's adopted core values.**

***OSS- Out of School Suspension**

***Community Service is an assignment intended to correct a behavior. Community service is given to a student who has received a Level 2 infraction. Services consist of the following:**

- ☐ **Assisting a staff member with classroom duties**
- ☐ **Assisting in the cafeteria service line**
- ☐ **Assisting with the janitorial duties of the school**

Disciplinary Responses

The following discipline responses must be effectuated in accordance with all the procedural requirements of RCMCS policy, the RCMCS Regulations of Intervention and Discipline, New York State and Federal Law.

Detention

Teachers, and school leaders may use before/during/after school detention as a penalty for student misconduct in situations where restorative practice was ineffective and removal from the classroom would be appropriate. Detention must be served within the week of issuance and parent/guardian notification. Detention takes precedence over extra-curricular activities, athletic practices or events. Detention will be imposed as a penalty only after the student's parent/guardian has been notified to confirm there is no parental objection to the penalty and that the student has appropriate transportation home following the detention. Failure to serve detention will result in another day of detention or out of school suspension unless an exception to extenuating circumstances applies.

Removal from a Classroom by a Teacher

Teachers have the power to remove a disruptive student. A disruptive student is a student who substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom. The student may be removed for up to two (2) classes (where the daily schedule is so arranged) or up to 1.5 hours, where the student ordinarily remains in the same classroom.

1. The teacher must inform the student, parent and the Educational Leader of the reason(s) for the student's removal:
 - a. If the student's continued presence in the classroom does not pose a continuing danger to people or property, and does not present an ongoing threat of disruption to the academic process, then the teacher will, prior to removing the student from the classroom, explain the basis for the removal and allow the student to informally present his/her version of events with a parent/guardian present.
 - b. In all other cases, the teacher must explain to the student the basis for the student's removal and provide an informal opportunity for the student to present his/her version of events within

- twenty-four hours of the student's removal. If the twenty-fourth hour occurs on a non-school day, the opportunity shall be carried over until the corresponding hour on the next school day.
- c. No teacher may remove a student with a disability from his or her class until he or she has exercised due diligence to verify with the Educational leader or his/her designee, that the removal will not violate the student's rights under state or federal law or regulation.
 - d. The teacher must complete a school-established disciplinary removal form and meet with the Educational Leader or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form; and must make a reasonable effort to personally contact the parent/guardian. If the Educational Leader or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the Educational Leader or designee prior to the beginning of classes on the next school day.
 - e. Removed students will be sent to a location at school where they will be provided with continued educational services, including class work and homework.
2. The Educational Leader (or designee) must inform the student's parent/guardian of the student's removal and the basis for the removal within twenty-four hours and must provide the parent with a copy of the disciplinary removal form which was completed by the teacher. If the twenty-fourth hour occurs on a non-school day, the deadline for notification shall be carried over until the corresponding hour on the next school day.
 - a. The student and parent, upon request, will be given the opportunity for an informal conference with the Educational Leader (or designee) and the teacher to discuss the reasons for the student's removal from class, and allow the student and parent to present the student's version of events. The informal conference must be held within forty-eight hours of the student's removal. If the forty-eighth hour occurs on a non-school day, the time for conference shall be carried over until the corresponding hour on the next school day.
 3. The Educational Leader (or designee) shall not set aside the discipline imposed by the teacher unless he/she finds that the charge(s) is not supported by substantial evidence, that the student's removal violates the law, or that the student's conduct warrants suspension. If suspension is warranted, then the Educational Leader (or designee) shall then impose an appropriate period of suspension.
 - a. The Educational Leader (or designee's) determination must be made by the end of the day on the day after the informal conference.
 - b. The student cannot return to the classroom until the Educational Leader (or designee) makes a final determination or the period of removal expires, whichever is sooner.
 4. The Educational Leader (or designee) must input disciplinary action into SchoolTool within twenty-four hours.

Short-Term Suspension

Short-Term Suspension Definition:

A short-term suspension is the term often used to refer to the suspension of a student from school for five days or less in accordance with the provisions of section 3214 of the Education Law. The Board of Trustees, the Chief Executive Officer, the Chief of Operations and Academics or the Educational Leader of the school may suspend the following students from required attendance upon instruction: a student who is insubordinate or disorderly or violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. At RCMCS, the Chief Executive Officer is equivalent with the role of Superintendent. The Chief of Operations and the Educational Leader have roles, duties and responsibilities similar with the role of Principal.

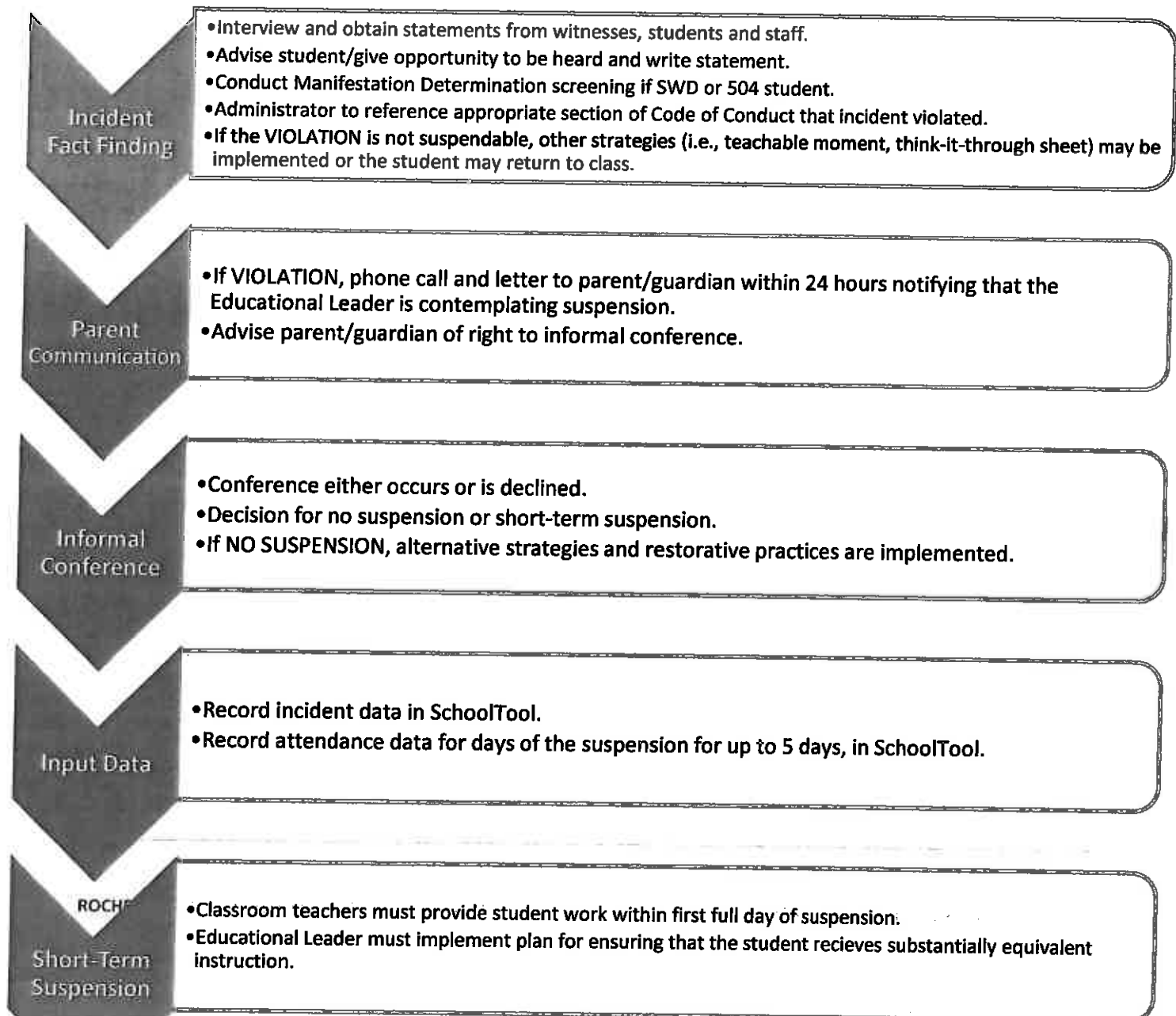
Short-Term Suspension Process:

1. Prior to imposition of the short-term suspension of a student with a disability the Educational Leader (or designee) shall follow the procedures for Students with Disabilities regarding the necessary information.
2. After conducting an investigation, the Educational Leader (or designee) must reference the appropriate section of Code of Conduct that the incident violated, provide the student with notice of the charged misconduct, and give the student the opportunity to provide his/her version of events. If the student denies the misconduct, the Educational Leader (or designee) must provide an explanation of the basis for the suspension.
3. The Educational Leader (or designee) must send the RCMCS-approved short-term suspension letter to the parent/guardian in parent/guardian's dominant language by either personal delivery, express mail or any other means which ensures that the parent receives the letter within 24 hours of the suspension decision.
4. The letter must describe the incident for which the suspension is proposed, must inform the parent/guardian of his/her right to request an immediate informal conference with the Educational Leader (or designee), and that the parent/guardian and student have a right to question the complaining witness at the conference.
5. Upon request of the parent/guardian, the student and parent/guardian must be provided with an informal conference with the Educational Leader (or designee), at which the parent/guardian and student can present the student's version of events and question the complaining witness in the presence of the Educational Leader (or designee). In circumstances wherein witness safety is a concern, the Educational Leader (or designee) will contact school counsel for direction on how to proceed.
6. The Educational Leader (or designee) must notify the parent/guardian and student of the determination either at the conclusion of the conference, or within twenty-four hours thereafter. If

the twenty-fourth hour occurs on a non-school day, the time for communication of the determination shall be carried over until the corresponding hour on the next school day.

7. The Educational Leader (or designee) must input suspension into SchoolTool within twenty-four hours and attendance data for days of the suspension (up to 5 days) must be recorded in SchoolTool as well.
8. Classroom teachers must provide student work within the first full day of suspension.
9. If the student will be suspended out-of-school, a plan must be in place to provide the student with substantially equivalent instruction. This plan will be supplied by the Chief of Operations and Academics or the Educational Leader (or designee) of the school.
10. Appeal from a short-term suspension can be made by the parent/guardian or student directly to the New York State Commissioner of Education.

Short-Term Suspension Process (grades 9-12)



Sample Short-Term Suspension Letter

RE: Short-Term Suspension
Student Name
Student ID Number

Name

Address

City, State

Dear (insert Parent/Guardian's name):

The purpose of this letter is to notify you that your child, _____, will be suspended from his/her regular program as of __ (date) __ because on _____, he/she engaged in the following behavior: ____ (include factual description of conduct) __. You and your child have a right to an informal conference with the Educational Leader and have the right to question a complaining witness in this matter.

Your child will be suspended for ____ school day(s) and assigned to:

In-School Suspension room for the full day.

Instruction at school from _____ (am/pm) to _____ (am/pm).

Instruction at _____ from _____ (am/pm) to _____ (am/pm).

Your child is scheduled to return to his/her regular program on _____.

If you would like to meet to discuss this incident, please feel free to contact me at _____ to arrange for an appointment to meet.

Sincerely,

Educational Leader

Chief of Operations and Academics

cc: Hand delivered to student
Hand delivered to parent/guardian
Mailed to parent/guardian
Student cumulative file

Long-Term Suspension

Long-Term Suspension Definition:

A long-term suspension is the term most often used to refer to the suspension of a student from school in excess of five days in accordance with the provisions of Section 3214 of the Education Law.

- New York State's Education Law provides that no student may be suspended in excess of five school days unless the student and the student's parents/guardians have had an opportunity for a hearing on reasonable notice.
- At such hearing, students may bring their parents/guardians, and also have the right to be represented by an attorney or other advocate, to testify on their own behalf and present witnesses and other evidence on their own behalf, and to cross-examine witnesses against them.

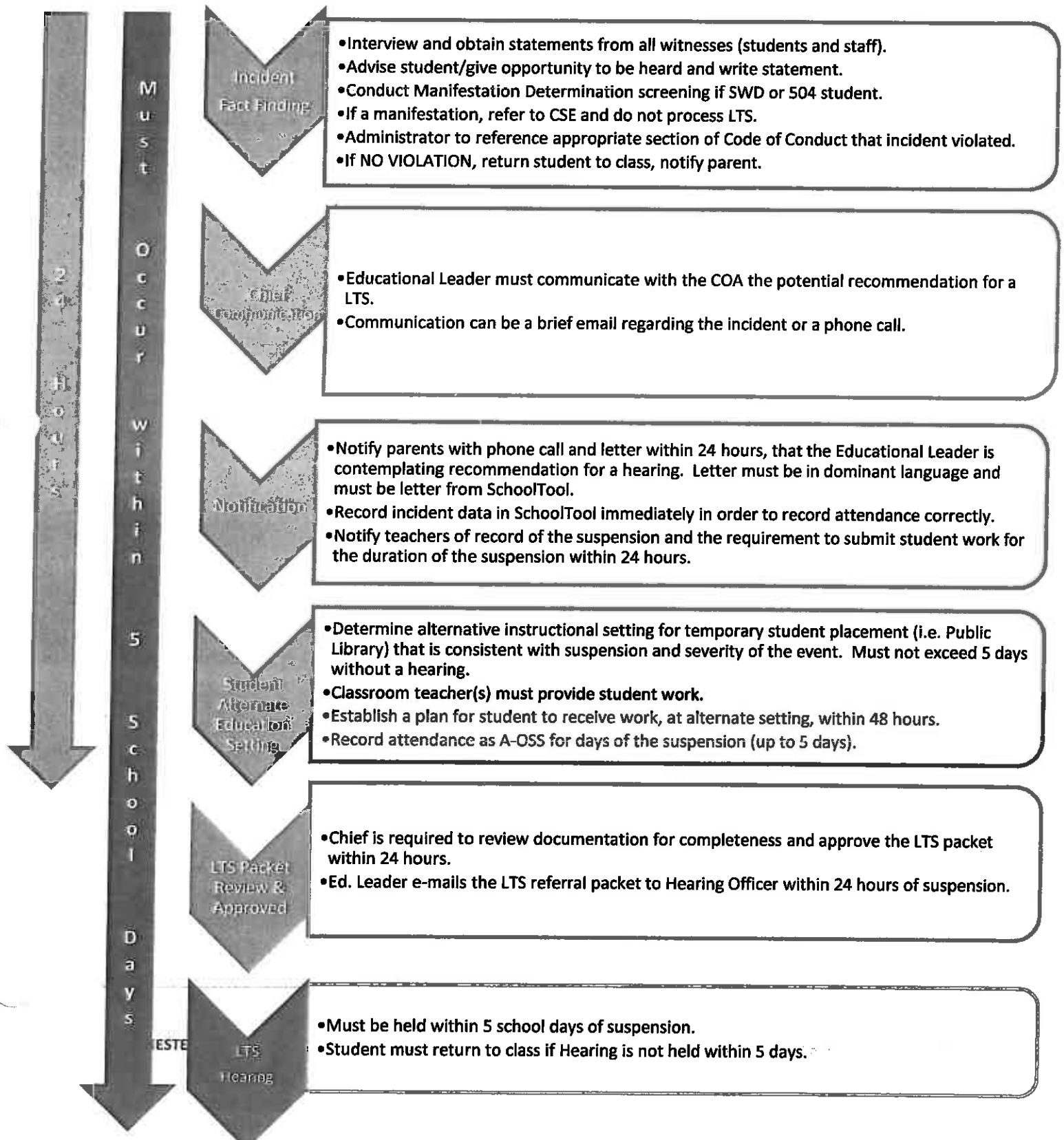
Requesting a Long-Term Suspension Hearing (Process):

1. The Educational Leader should ensure that the following has been established, prior to communicating with the Chief of Operations and Academics.
2. If a student with a disability is being considered for a long-term suspension, building level staff with knowledge of the incident and understanding of the student's disability must conduct a manifestation determination screening. The results of the manifestation determination screening must be submitted to the Educational Leader and included in the long-term suspension packet.
3. The Educational Leader communicates with the Chief of Operations and Academics the potential recommendation for long-term suspension. Communication can be a brief email regarding the incident or a telephone call. The Chief of Operations and Academics may decide that the incident should not be recommended for a hearing, based on the information received. If the Chief of Operations and Academics disagrees with the hearing recommendation, the student is only eligible for a short-term suspension for up to 5 days.
4. The Educational Leader shall inform the student of the referral for a long-term suspension hearing and the reason therefor.
5. The Educational Leader will notify the parent/guardian by telephone or email to inform the parent/guardian of the student's referral for a long-term suspension hearing and the reason therefor and to explain where the student is to report for alternative instruction while awaiting the long-term suspension hearing.
6. The Educational Leader MUST send the RCMCS-approved letter in the parent/guardian's dominant language to the parent/guardian within twenty-four hours of the long-term suspension referral informing parent/guardian of the student's referral for a long-term suspension. The letter shall

include an explanation of the basis for the long-term suspension referral, as well as an explanation of where the student is to report for instruction while awaiting the fact finding hearing.

7. The Educational Leader (or designee) must input the long-term suspension referral into SchoolTool within twenty-four hours.
8. The Educational Leader must provide a complete long-term suspension packet to the Chief of Operations and Academics and the long-term suspension Hearing Office through the long-term suspension mailbox within 24 hours of the suspension.
9. The Educational Leader must determine alternate student placement for student that is consistent with suspension and severity of the event. This placement MUST not exceed 5 days without a hearing.
10. There must be an established plan for the student to receive work within 48 hours of the suspension occurring. The classroom teacher(s) must provide student work. Attendance for the student must be recorded as A-OSS for the days of the suspension (up to 5 days).
11. Once the completed long-term suspension packet is received (within 24 hours of approval), the Chief of Operations and Academics or their designee shall conduct a review of the long-term suspension packet in order to ensure that the packet is complete.
12. Upon approval of the long-term suspension packet, the Chief of Operations and Academics submits a referral to an approved Hearing Officer. The hearing must be held within five days of suspension. Upon approval of the long-term suspension packet, the Chief of Operations and Academics submits the referral to an approved Hearing Officer. The hearing must be held within five days of the suspension. Students referred for long-term suspension will be placed on short-term suspension until the time of the hearing. In the event a student is found guilty, the time served during the short-term suspension will be included in the final disposition.

RCMCS Long-Term Suspension Flow Chart (grades 9-12)



Sample Long-Term Suspension Hearing Letter

RE: Long-Term Suspension
Student Name
Student Number

Name

Address

City, State

Dear (insert Parent/Guardian's name):

The purpose of this letter is to notify you that I have suspended your child, **(insert student's name)** because he/she engaged in the following behavior:

(Factual description of incident: Date, time, location and specific description of incident/behavior).

I have referred **(insert student's name)** for a long-term suspension. You will soon receive a letter informing you that a fact finding hearing will be held at which time the School will present evidence and witnesses to show that **(insert student's name)** in fact engaged in the above described conduct. You and your child have a right to present evidence and bring witnesses to discuss what occurred. Additionally, you may bring an advocate or attorney to assist you.

The hearing officer will make findings of fact and, if your child is found guilty, the hearing officer will recommend to the Chief of Operations and Academics the appropriate measure of discipline. The Chief or her designee will decide whether to accept all or part of the hearing officer's recommendation.

Until further notice, **(insert student's name)** will receive instruction at **(insert location, date(s), instructional times, and alternative instructor's name).**

While your student is assigned out-of-school suspension, he/she is not allowed on school property for any reason, except for the time and location your child is scheduled to report for instruction. If you have any questions about this process, please contact the Educational Leader at (585) 232-1045.

Sincerely,

LONG TERM SUSPENSION REFERRAL 2016-2017**Date of Incident:****Date of Suspension:****Student Name:****Grade:****Address:****Student ID:****DOB:****Parent or Guardian:****Telephone Number:****Address (if different):****Zip:****PLEASE CHECK MARK REQUIRED DOCUMENTS TO BE INCLUDED IN THE Long-Term Referral Packet:**

- ☐ Long-Term Suspension Referral Form
- ☐ Long-Term Suspension Referral Letter to Parent/Guardian
- ☐ Interventions and Outcomes
- ☐ Attendance Record (year-to-date)
- ☐ Academic Record (year-to-date)
- ☐ Discipline History
- ☐ Manifestation Determination (students w/special needs)
- ☐ Individual Education Plan with Summary (students w/special needs)
- ☐ Functional Behavior Assessment (students w/special needs)
- ☐ Behavior Intervention Plan *(required if student has a BIP)
- ☐ Eye Witness Statement(s) *** Each must be signed and dated***
- ☐ Victim Statement
- ☐ Photographs (injuries, property damage), when available
- ☐ Other pertinent documents (i.e. police report), when available

1. Factual Statement/Summary of the Incident (describe):

a) Has the student been disciplined for this behavior in the past? Yes ☐ No ☐

If yes, how was the incident previously handled?

b) Has the student been disciplined for other types of behavior in the past? Yes ☐ No ☐
if yes, please summarize:

2. What interventions have been utilized prior to this referral? (check all that apply AND provide documentation)

- | | |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Parent/Guardian Outreach | <input type="checkbox"/> Intervention by Counseling Staff |
| <input type="checkbox"/> Guidance Conference | <input type="checkbox"/> Individual/Group Counseling |
| <input type="checkbox"/> Peer Mediation | <input type="checkbox"/> Mentoring Program |
| <input type="checkbox"/> Conflict Resolution | <input type="checkbox"/> Short-term Behavioral Progress Reports |
| <input type="checkbox"/> Community Service | <input type="checkbox"/> Referral/Community-based Organization |
| <input type="checkbox"/> Substance Abuse Counseling Services | <input type="checkbox"/> Referral/Youth Relationship Abuse or Sexual Violence Counseling |
| <input type="checkbox"/> Other (explain) | |

Were these interventions successful? Yes ☐ No ☐

3. What contacts with the student's parent/guardian have been made?

What were the outcomes of those contacts?

4. Additional comments from Educational Leader (if any):

5. Number of school days in alternative instruction proposed by Chief of Operations and Academics: (Consistent with the Intervention and Discipline Guide)
(Note: this is a *recommendation*):

6. Is student classified as a student with a disability? Yes: ☐ No: ☐

If yes, classification: program:

7. Parent/Guardian notified of suspension by:

8. Name and Title (i.e., teacher, administrator, student) of at least one eye-witness available to testify at hearing:

9. Interpreter Required: Yes ☐ No ☐ If Yes, Language:

10. Referral is being made by:
Chief of Operations and Academics: Yes ☐ No ☐
If not, name of Acting Chief:

(Chief must be on approved leave (illness, personal, conference) and not reporting to school on the day of the suspension.)

Students with Disabilities

SUSPENSION PROCESS FOR STUDENTS WITH DISABILITIES			
When	Responsibility	What	Education Services
Short-Term Suspension 1-10 Total School Days: A suspension or removal that does not exceed five school days is imposed 11 or more total school days: A series of short-term suspensions that accumulate to 11 or more school days in a school year are imposed	Educational Leader	Determines the setting for suspension and alternative instruction to be provided	Alternative instruction must be provided to the same extent as is provided to nondisabled students (Minimum 1 hour per day for elementary students; minimum 2 hours per day for secondary students).
	Educational Leader	Determines the setting for suspension and alternative instruction to be provided	Alternative instruction must be provided to the same extent as is provided to nondisabled students (Minimum 1 hour per day for elementary students; minimum 2 hours per day for secondary students).
	Coordinating Administrator of Special Education (CASE)	Manifestation Determination: School's Manifestation team must, in a meeting, review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents	

		and then Determine if: (1) the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or (2) the conduct in question was the direct result of a failure to implement the IEP.	
The behavior is <u>not</u> a <u>manifestation</u> of the disability	CASE	School's CSE convenes to review the student's special education program and determine the need, if any, to conduct an FBA and develop a BIP. CSE recommends services to provide FAPE.	Provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.
or			
The behavior is <u>a</u> <u>manifestation</u> of the disability	CASE	School's CSE convenes to review the student's special education program and determine the need, if any, to conduct an FBA and develop a BIP. CSE recommends services to provide FAPE.	Return the student to the placement from which the student was removed, unless the parent/guardian and the school agree to a change in placement.
Long-Term Suspension (LTS) A suspension in excess of five school days is being contemplated	Educational Leader	Potential request to initiate the LTS process	

<p>The manifestation screening identifies that the <u>behavior is potentially not a result of the student's disability</u></p> <p>or</p> <p>The manifestation screening identifies that <u>the behavior is potentially a result of the student's disability</u></p>	Educational Leader and CASE	Determines the setting for immediate removal of the student pending the outcome of the LTS process. Consults with CASE on the alternative instruction to be provided.	Provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP.
	Educational Leader	Provides screening outcome to Educational Leader	
	CASE	LTS process proceeds	See Section 6 for LTS process
	Educational Leader	Provides screening outcome to Principal	
	Educational Leader and CASE	<p>LTS process ends.</p> <p>A request for a CSE program review may be initiated to review the student's current special education program and services.</p>	The student returns to current placement

The LTS process for students with disabilities must include the following components in addition to the LTS Superintendent's Hearing.

What	Who	When	Where
Manifestation Determination: The Manifestation Team must, in a meeting, review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents and then: Determine if: (1) the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or (2) the conduct in question was the direct result of a failure to implement the IEP.	Central Manifestation Determination Team (MDT), which must include: a representative of the school knowledgeable about the student and the interpretation of information about child behavior; and the parent/guardian and relevant members of the CSE as determined by the parent and the District.	Immediately following the LTS Hearing	Same site as LTS Hearing.
CSE Meeting:	Central CSE to include relevant staff from the student's school building	Immediately following the MDT meeting	Same site as LTS Hearing

Manifestation Questionnaire

(For Students with IEPs, 504 Plans or Students Presumed to Have a Disability)

To be completed prior to LTS Referral Weapons, drugs or serious injury? Yes _____ No: _____

Student Name: _____

Date: _____

School: _____ Grade: _____ ID #: _____

Based on a review of the circumstances surrounding the incident, your personal knowledge of the student and relevant information from the student's file, IEP and teacher observations, answer ALL of the following questions:

QUESTION	YES	NO
1. Was the student's IEP being fully implemented at the time of the behavior?		
2. If NO to #1, was the student's conduct the <i>direct result</i> of the school's failure to implement the IEP? [If YES, then the behavior is a manifestation of the student's disability.]		
3. Did the student have a behavior intervention plan (BIP) in place at the time of the incident? (If YES, go to Question #6.)		
4. If NO to #3, should there have been a BIP in place at the time of the incident?		
5. If YES to #4, was the student's behavior the <i>direct result</i> of the school's failure to develop a BIP? [If YES, then the behavior is a manifestation of the student's disability.]		
6. Is the BIP meaningful? Are the behavioral goals both observable and measurable?		
7. If NO to #6, was the student's behavior the <i>direct result</i> of the school's failure to implement a meaningful BIP? [If YES, then the behavior is a manifestation of the student's disability.]		
8. If YES to #3, was the behavior intervention plan being implemented with fidelity?		
9. If NOT to #8, was the student's conduct the <i>direct result</i> of the school's failure to implement the behavior intervention plan? [If YES, then the behavior is a manifestation of the student's disability.]		
10. Was the student's behavior <i>caused by</i> his/her disability? [If YES, then the behavior is a manifestation of the student's disability.]		
11. Did the student's behavior have a <i>direct and substantial</i> relationship to the student's disability? [If YES, then the behavior is a manifestation of the student's disability.]		

The student's behavior: _____ WAS / _____ WAS NOT a manifestation of his/her disability.

If it is determined that the behavior was a manifestation of the student's disability, then no discipline can be imposed AND a CSE must be convened to review the student's program.

Name and Title of Administrator Completing This Form:

Print Name _____

Title _____

Sign Name _____

Title _____

Alternative Disciplinary Methods (ADM):

Student Success Center: Community agencies and services will play an active role in diminishing student misconduct. RCMCS will seek the assistance and support from agencies throughout Monroe County to help guide and counsel students who repeatedly violate the Learning Code of Conduct.

The Center for Youth Services and Hillside Work-Scholarship Connection will also play an active role in securing community agency and service support. Center for Youth Services youth advocates will be located on-site to aid our students in improving their behavior. A referral process has been created whereby a classroom teacher and/or teacher advisor may write a referral on a student and then send it to the Student Success Center for review and approval.

The Educational Leader is kept informed about every referral sent to the Student Success Center. It also the primary objective of the Student Success Center to keep student issues confidential and to keep parents well informed when deemed necessary.

Hillside Work-Scholarship Connection (HWSC) provides academic and behavioral assistance to 33 at-risk students per HWSC advocate. Students are selected by the advocate according to grade point average and conduct in the classroom. (HWSC) provides students with tutorials, youth employment opportunities, and a monitoring system to ensure that each student graduates on time. The Educational Leader is kept informed monthly on the progress the students are making in the program.

Expulsion

The decision to expel any student will be made in writing and will include the reasons for the expulsion by the Chief of Operations and Academics after hearing about the events involved in a situation.

The parent/guardian may appeal an expulsion within two (2) school days of the expulsion being issued. This appeal will be made to the Chief of Operations and Academics in writing. The student may not attend classes until the appeal is heard, but will be able to turn in school for the classes missed while waiting for the appeal and receive credit for that work. All disciplinary hearing on expulsions will be held within for (4) school days of the appeal being made. The decision of Chief of Operations and Academics is final.

Introduction to Dignity for All Students Act

The New York State Dignity for All Students Act (Dignity Act, or "DASA") was signed into law on Sept. 13, 2010 and became effective July 1, 2012. This legislation amended State Education Law by creating a new Article 2 - Dignity for All Students. The intent of the Dignity for All Students Act (Dignity Act) is to provide all public school students with an environment free from discrimination and harassment, as well as to foster civility in public schools. It focuses on prevention of harassment and discriminatory behaviors through the promotion of educational measures meant to positively impact school culture and climate. The Dignity Act states that NO student shall be subjected to harassment or discrimination by employees or students on school property (including school bus) or at a school function based on their actual or perceived (including, but not limited to) race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

Rochester Career Mentoring Charter School will not tolerate incidents of discrimination, intimidation, taunting, harassment, or bullying on school property, a school bus and/or at a school function by students and/or school employees.

There is one identified staff member at every school that is thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex (Education Law § 13[3]).

Dignity Act Coordinator (Primary): Carol Jones, Educational Leader cajones@rcmcs.org
or: (Secondary) Ronda Wade, Student Success Center Manager rwade@rcmcs.org

"The Dignity Act emphasizes the importance of tolerance and respect for others by students and staff alike."

DISCRIMINATION AND HARASSMENT PROHIBITED

RCMCS has set expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board of Trustees recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. It is also our right according to New York State Education Law to impose disciplinary sanctions for incidents occurring off school property that substantially disrupt the educational process or that constitute threats of violence. To this end, the Board of Trustees has adopted this Code of Conduct. Unless otherwise indicated, this code applies to all students, school personnel, parents/guardians and other visitors when on school property or attending a school function.

PROHIBITION OF RETALIATION

Any person having reasonable cause to suspect that a student has been subjected to discrimination or harassment by an employee or student, on school grounds or at a school function, who acting reasonably and in good faith, either reports such information to school officials, to the commissioner, or to law enforcement authorities or otherwise initiates, testifies, participates or assists in any formal or informal proceedings under this subdivision, shall have immunity from any civil liability that may arise from the making of such report or from initiating, testifying, participating or assisting in such formal or informal proceedings. Relatedly, neither the school, nor an employee or student thereof shall take, request or cause a retaliatory action against any such person who, acting reasonably and in good faith, either makes a report or initiates, testifies, participates or assists in such formal or informal proceedings.

DEFINITIONS: for purposes of this code, the following definitions apply:

"Cyber-bullying" is "harassment" or "bullying", where such harassment or bullying occurs through any form of electronic communication. Cyber-bullying may occur via electronic communication on the Internet, on cellular phones or other electronic media. Cyber-bullying includes, but is not limited to, the following misuses of technology: harassing, discriminating, teasing, taunting, intimidating, threatening, bullying, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs). Cyber-bullying can involve, but is not limited to: sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person; impersonating someone else in order to embarrass, humiliate or ruin the reputation of that individual.

Cyber-bullying involving students may occur both on campus and off school grounds and may involve student use of the internet system or student use of personal digital devices including but not limited to: cell phones, digital cameras, personal computers, electronic tools. Cyber-bullying or harassment has or could have the effect of:

- Causing physical, social/relational, emotional or mental harm to a student;
- Placing a student in reasonable fear of physical, emotional or mental harm;
- Placing a student in reasonable fear of damage to or loss of personal property; or
- Interfering with a student's educational performance and/or denying or limiting a student's ability to participate in or to receive benefits, services or opportunities in the school's programs.

"Disability" means: (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques; or (b) a record of such an impairment; or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).

"Discrimination" is bias based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. Sexual assault is a violation of the victim's civil rights and is considered an act of discrimination.

"Disruptive student" means a student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

"Employee" means any person receiving compensation from the school or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to Title Nine B of Article Five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such school, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §§11[4] and 1125[3]).

"Gender" means actual or perceived sex and includes a person's gender identity or expression (Education Law §11[6]).

"Harassment" and "Bullying" shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that either (1) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (2) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. Such definition includes acts of harassment or bullying that occur:

- on school property; and/or
- at a school function; or

- off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Such conduct shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.

"Emotional harm" that takes place in the context of "harassment or bullying" means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

"Hazing" is a form of harassment among students defined as any humiliating or dangerous activity expected of a student to join a group or be accepted by a formal or informal group, regardless of their willingness to participate. Hazing produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur. Hazing behaviors include, but are not limited to, the following general categories:

- a) Humiliation: socially offensive, isolating or uncooperative behaviors.
- b) Substance abuse: abuse of tobacco, alcohol or illegal/legal drugs.
- c) Dangerous hazing: hurtful, aggressive, destructive, and disruptive behaviors.

"Material Incident of Bullying, Discrimination and/or Harassment" means a single verified incident or a series of related verified incidents where a student is subjected to bullying, discrimination and/or harassment by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or a series of related incidents of harassment or bullying that occur off school property, where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property, and is the subject of a written or oral complaint to the Chief, Educational Leader, or their designee, or other school employee. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex; provided that nothing in this subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law sections 3201-a or 2854(2)(a) and Title IX of the Education Amendments of 1972 (20 U.S.C. section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under section 504 of the Rehabilitation Act of 1973.

"Parent" means the biological, adoptive or foster parent, guardian or person in parental relation to a student.

"Possess" includes carrying something on one's person, or having it located in one's belongings such as book bag, locker, vehicle, or other container belonging to the person.

"Sex" means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote "sex".)

"School Bus", otherwise referred to as **"School Transportation"** means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of students, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of students, children of students, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).

"School Function" means a school sponsored extracurricular event or activity (Education §11[2]).

"School Property" means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus (Education Law §11[1]).

"Sexual Orientation" means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11[5]). RCMCS Student Code of Conduct 06/11/13, 12/10/13, 8/12/14 6

"Sexual Violence" means physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including but not limited to rape, sexual assault, sexual battery, and sexual coercion. All acts of sexual violence are forms of sexual harassment covered under Title IX.

Policies and Guidelines

The Dignity Act emphasizes the creation and maintenance of a positive learning environment for all students. In addition, the amended Dignity Act requires the development of measured, balanced, progressive, and age-appropriate responses to discrimination, harassment, and bullying of students by students and/or employees. Remedial responses should be included in the Code of Conduct and place the focus of discipline on discerning and correcting the reasons why discrimination, harassment, and bullying occurred. The remedial responses should also be designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Appropriate remedial measures may include, but are not limited to:

- peer support groups;
- assignment of an adult mentor at school that the student checks in with at the beginning and end of each school day;
- corrective instruction that re-emphasizes behavioral expectations or other relevant learning or service experience;
- engagement of student in a reflective activity, such as writing an essay about the misbehavior and its impact on others and how the student might handle the situation differently in the future and/or make amends to those who have been harmed;
- supportive intervention and/or mediation where constructive conflict resolution is modeled;
- behavioral assessment or evaluation;
- behavioral management plans or behavior contracts, with benchmarks that are closely monitored;

- student counseling and parent conferences that focus on involving persons in parental relation in discipline issues.

Specific Policies

Whether a student is being bullied himself/herself or has witnessed another student being bullied, s/he needs to feel empowered, comfortable, and safe reporting such an incident to school faculty or staff. Specifically, the Dignity Act requires that RCMCS create policies, procedures and guidelines that enable students and parents to make oral and/or written reports of harassment, bullying or discrimination to teachers, administrators, and other school personnel that RCMCS deems appropriate (Education Law §13[1][b])

- School employees who witness harassment, bullying, and/or discrimination or receive an oral or written report of such acts shall promptly orally notify the Educational Leader or their designee not later than one school day after such employee witnesses or receives a report of such acts, and shall also file a written report with the Educational Leader or their designee no later than two school days after making an oral report.
- The Educational Leader or designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports.
- When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the Educational Leader or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.
- The Educational Leader or their designee shall notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct.
- The Educational Leader shall provide a regular report, at least once during each school year, on data and trends related to harassment, bullying, and/or discrimination to the superintendent.
- Pursuant to Education Law section 13, retaliation by any school employee or student shall be prohibited against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination.

CODE OF CONDUCT PUBLICATION AND TRAINING

Under Education Law §2801(4) and 8 NYCRR §100.2(1)(2)(iii)(b), districts and BOCES must ensure community awareness of the Code of Conduct provisions through various specified means. RCMCS shall post the current Code of Conduct in an easily accessible place on their Internet web site, if available. A summary of the Code of Conduct be mailed to all students, in an age-appropriate version, written in plain-language, to ensure that students understand the standards of respect and appropriate behavior that the school community expects from them.

As part of ensuring effective implementation of the Code of Conduct, RCMCS shall provide training to staff that specifically highlights the Dignity Act provisions, such as the prohibition against discrimination, harassment and bullying, reporting requirements and the availability of each school's DAC. Training shall address the social patterns of discrimination, harassment and bullying, the identification and mitigation of those behaviors, as well as strategies for effectively addressing problems of exclusion, bias and aggression in the school setting. The Dignity Act permits the denial of admission into, or exclusion from, a course of

instruction based on a person's gender that would be permissible under Education Law §§2854(2)(a), Education Law § 3201-a and Title IX of the Education Amendments of 1972 (20 USC §1681, et. seq.). Similarly, the Dignity act allows denial of admission or exclusion based on disability that would be permissible under §504 of the Rehabilitation Act of 1973.

Policy Concerning Drugs, Alcohol, Tobacco and Controlled Dangerous Substances

Policy Statement

Students are prohibited from possessing, consuming, or distributing drugs or alcohol in any form while at school, in co-curricular and extra-curricular programs, on school grounds, attending a school-related function on or off campus, and when coming to and going from school. Students are further prohibited from smoking cigarettes or using tobacco products in any form in school building.

Students suspected of being "under the influence" will be seen by support staff with potential subject to five-day suspension. Continued abuse on school grounds may potentially lead to a disciplinary hearing which could result in suspension longer than five days or expulsion.

RCMCS intends to use the disciplinary sanctions of this policy as a means of helping students recover from the debilitating effects of substance abuse.

Students Voluntarily Seeking Help

Students are encouraged to seek help for problems with or related to drug and/or alcohol use. Crisis Intervention Specialists are provided for direct assistance or confidential referral for students seeking help with an alcohol, drug or other problem related to their substance use or use by someone in a close relationship with them.

Voluntarily seeking help does not prevent the school staff from charging a student with suspicion of being under the influence at another time.

1. The Crisis Intervention Specialists will be allowed to maintain confidentiality of conversations with students meeting the following criteria:
 - a) The student's health is not in imminent danger
 - b) The information does not make the staff member an accessory to an illegal action
 - c) The information does not indicate that the health or safety of the student or individual is threatened.

Students Suspected of Being under the Influence of Substances

Staff members must immediately report any students exhibiting behavior, or a pattern of behavior, or whose physical condition is consistent with the signs and symptoms of being under the influence of alcohol or other drugs.

1. When a student is suspected of being under the influence of drugs or alcohol, the steps below will be followed:

- a) The staff member who expresses concern shall contact either the Educational Leader or the COA.
- b) Parent or Guardian will be contacted via phone
- c) The nurse, the Educational Leader, and/or Support Center Manager will meet with the student as soon as possible.
- d) It appropriate the parent/guardian shall be directed to take the student for an immediate examination by a physician of their own choosing, which shall be at the family's expense.
- e) When a student is in need of immediate medical attention, the Educational Leader will take appropriate action to ensure that emergency medical services or the police transport the student to the nearest hospital emergency room.

Students Returning From Treatment: Voluntary and Policy-Ordered

Students not-voluntarily attending a treatment program causing an extended absence will be readmitted only upon receipt of a written recommendation from the treatment program. The absences will be considered in the same manner as other "chronically ill" students.

Search and Seizure

NOTE: Lockers are school property and, therefore, subject to search by school administration at any time.

- 1. Searches conducted of students' possessions, lockers or vehicles must be warranted by "reasonable suspicion" in compliance with standards established in U.S. vs. TLO.
- 2. These searches shall include the following guidelines:
 - a. "Reasonable Suspicion" shall mean suspicion based on statements of concern by staff or students, and physical condition and behavior of a suspicious nature, which indicates a violation of the Code of Conduct.
 - b. Searches of a " cursory" nature may be conducted, including a visual inspection and request that students empty pockets, purses and other belongings.
- 3. Students refusing to cooperate in "searches" will have their parent/guardian contacted immediately to inform them of the student's refusal to cooperate, stressing possible police involvement in the incident.

Possession or Distribution of Alcohol and/or Other Drugs

When a student is found to be in possession of any quantity of illegal substances (drugs or alcohol) on school grounds or at a school activity the Rochester Police Department will be called.

- 1. When illegal substances are found, it will be the responsibility of the Police to complete their normal reporting procedures and any other legal actions, including arrest, depending on the quantity of substances.
- 2. Rochester Career Mentoring Charter School maintains the right to conduct an expulsion hearing on any student found selling, possessing or distributing illegal substances.
- 3. Students charged with distribution or intent to distribute drugs:
 - a. Out-of-School Suspension for a minimum of 5 days
 - b. Will be subject to a Disciplinary Hearing to determine if expulsion or suspension longer than 5 days is warranted

Upon the second, and any subsequent offenses, or those involving action by the Court due to the quantity of substances involved, an automatic Disciplinary Hearing by the COA shall be held. Students arrested for non-school related drug or alcohol violations shall be permitted to attend school unless it is demonstrated that the student is a danger to him/herself, or to other students in the school. Based on reports from local police, if the school Educational Leader determines that the student's continued attendance presents a danger to the health and safety of other students in the building, the offending student shall be suspended for a period of 5 days and be required to attend a Disciplinary Hearing that may result in expulsion or suspension longer than 5 days.

Procedures for Considering a Mental Hygiene Arrest

NYS Mental Hygiene Law permits certain individuals to arrange for people to be brought to a hospital for further evaluation (which could result in an inpatient psychiatric admission). Although the phrase "mental hygiene arrest" (or MHA) is often used to describe this process, it is important to note that it is not really an "arrest" per se (as there is no accusation of criminal behavior). A more accurate term would be "mental health intervention" - as it is an intervention that results in individuals being brought to a hospital, often contrary to their wishes.

Law enforcement can take someone to a hospital if the person appears to be suffering from a mental illness and there is some element of dangerous (to self or others). Certain mental health clinicians in the community have also been designated to be able to direct law enforcement to transport someone (or arrange for that transport via ambulance) to a hospital (if those same two criteria are met: mental illness and danger to self or others).

Police may be called in a psychiatric emergency for the following reasons:

- If there is immediate danger and other interventions have not been successful, calling 911 is recommended. However, other interventions should be tried prior to calling police (if at all possible).
- If the person who is distressed is already involved in the mental health system, attempting to reach the mental health professionals that are working with the child and family is recommended. Another option is requesting assistance from the Rochester Community Mobile Crisis Team (that can be accessed via Life Line by dialing 211).

The Mobile Crisis Team may be able to arrange for a visit to the person's home (or other location) to assess the situation and make recommendations for next steps to more thoroughly address the problem. Of course, family members are also able to bring their child(ren) to any of the three emergency rooms in Monroe County that conduct emergency mental health evaluations (Rochester General Hospital, St. Mary's also known as Unity Health Systems, and Strong.)

Once it has been determined that a MHA is warranted:

1. Administrator or his/her designee calls 911

2. School nurse is immediately contacted for all urgent medical issues and pertinent information.
3. The student's parent or guardian called, informed of situation and asked to come to school, if feasible.
4. If parent cannot come in or this is not a viable option then Mobile Crisis should be called, if feasible.
5. A recommendation for a Mental Health Arrest should be made by the mental health professional (school psychologist, school social worker, school nurse, appropriate health center staff member, or school counselor).
6. Area secured for ambulance arrival.
7. Student secured in the stretcher for transport with pertinent information.

The Educational Leader or his/her designee must follow or accompany the student to the hospital and wait for a parent/guardian to arrive.

Attendance

The Rochester Career Mentoring Charter School acknowledges the importance of regular attendance in an effective instructional program. To this end, it will observe and enforce the laws requiring the attendance of all children between the ages of six and sixteen and establish its own rules for the attendance of all students. Attendance shall be required of all students enrolled in the school during the days and hours that the school is in session. In accordance with statute, the school shall require from the parent/guardian of each child who has been absent from school a written statement of the reason for such absence. An excuse written by a parent/guardian does not necessarily constitute a legal absence. **RCMCS reserves the right to verify such statement and to investigate the cause of each absence or tardiness.**

Absences should be phoned in to the office (585.232.1045) by the parent/guardian before the start of school on that date. Parents who fail to report the absence ahead of time will receive a phone call from the school. It is imperative that parents/guardians keep all contact information up-to-date to facilitate this process. A student must be present in school and/or class 90 percent of the school days per semester in order to receive credit for the subjects enrolled. A student may be absent due to illness approximately nine days per semester, eighteen days per year. Any days beyond nine days per semester, eighteen days per year, or eighteen individual class periods, may result in loss of credit.

Absences

Regular attendance is an expectation at RCMCS to ensure that our students are afforded every opportunity to grow, learn and be successful. Absences should be avoided when reasonably possible.

1. Students are permitted to accumulate 18 unexcused illegal absences per school year without academic penalty. However, students are expected to meet with their teachers to make-up missed class work, homework and assessments. Failure to complete make-up work will have a negative effect on a student's grade.

Legal absences include:

- a. Medical excuse from a health care provider;
 - b. Medical, dental appointments;
 - c. Death in family;
 - d. College visits grades 10-12 (All college visits must be pre-approved by counselor and student must return with certification from college/university that student attended a specified day.) College visit days are limited to four per academic year;
 - e. Visits to government agencies including but not limited to: immigration, social security, child welfare etc.;
 - f. Mandated Court-Appearences- Documentation must be provided by the court and validated that the student appeared on that date;
 - g. Religious Holidays as stipulated by the State Board of Education.
2. After 5 unexcused illegal absences, a letter to parents is sent home; after 8 illegal absences, a parent meeting is held; after 10 illegal absences a home visit is conducted; after these three lines of communication and the above interventions have been conducted CPS may be called (after 10 unexcused absences). The 18th day letter will be sent informing the parent of the absences at which time the family must make contact with school administration to appeal the decision. Failure of the parents to respond within 5 school days of mailer will result in final denial with no opportunity for appeal.

Tardiness

A tardy is defined as any time in which a student does not arrive to a class at the time stipulated by the school schedule.

- 1. All students are to arrive to school on time, properly prepared with their required assignments, and personal belongings in their locker.
- 2. All period 1 classes, including Physical Education and Health classes begin at the same time. Their attendance period is considered part of the instructional time and is duly noted in the student's attendance.
- 3. Any student arriving to class may lose participation points for that class.

Early Dismissal

When a parent wishes to have their child dismissed early, the parent must provide the student with a note that is given to the office by 7:45 a.m. the morning of the excuse. At the time of the early dismissal, a parent/guardian must sign the student out.

In case of a family emergency, a parent/guardian may sign their child out through the Main Office. In this circumstance, the student is limited to two "early excuses" per year. All others after will be deemed unexcused.

Extracurricular Clubs, Athletic Practice, Game Participation, and School Attendance Policy

- 1. Extracurricular participants must have exceptional attendance. They must be in school to play, practice, or otherwise participate in extracurricular activities.

2. If absent or late, a student may not participate, practice, or otherwise participate in extracurricular activities unless the reason is legally excused. Written excuses from parents, guardians, or persons in parental relation must be turned into the main office upon arrival at school.
3. If the early dismissal is for excused reason, with the expectation of subparagraph (b) below, the student may return to play, practice, or other participation in extracurricular activities.
4. If the student goes home ill, is suspended, or is otherwise absent, then he or she may not return to activities or games occurring on that same day.

Family Vacations

The school calendar provides several possible vacation periods during the year at Thanksgiving, winter, and spring. Students should not take vacation trips outside of these periods. It is very important that students be present for all class meetings in each subject area. This ensures continuity of the learning experience and prevents long gaps, which are most difficult and, at times, impossible to make up. The school cannot approve any vacation time. Vacation absences will be considered as illegal/unexcused absences and work will be provided upon return to school.

Supervision

The school's responsibility for supervision of students begins at 7:45 a.m. and ends at 4:00 p.m. For students participating in extra-curricular activities, athletic and non-athletic, the school's responsibility for supervision begins at 4:00 p.m. and ends at the specific time each coach/moderator informs the student. Each coach/moderator will inform the students of the beginning and ending times of practice/meetings. A written policy from each coach/moderator who has consistent practices/meetings will be given to the student to take home. It is imperative for your child's safety that you are on time to pick them up at the end of a specific practice/activity. Failure to pick up your child promptly may result in his/her removal from extra-curricular activities. **Loitering in the hall or on campus after 4:00 p.m. is NOT permitted.**

Penalties

1. Students who exceed the maximum number of allowable absences will remain in scheduled classes in order to earn grades, but will be denied graduation credit for their course work. Graduation/promotion credits may be earned by retaking the course the following year or attending summer school.
2. Continued absences or failure to participate actively in classes in a positive manner may result in the student's reassignment of classes.
3. A zero will be given for missed class work as defined under class cuts. Parent/Guardian and student will be notified of the cut to class and the subsequent zero for a grade.

Religious Holidays

1. No pupil who is absent from school because of a religious holiday may be deprived of any award or eligibility or opportunity to compete for any award because of such absence.
2. A pupil who misses a test or examination because of a religious holiday has the right to make up all work missed.
3. To be entitled to the privileges set forth above, the pupil must present a written excuse signed by a parent or person standing in place of a parent.

4. Any absence because of a religious holiday must be recorded in the school register or in any group or class attendance record as a legal absence.
5. Such absence must NOT be recorded on any transcript, application, employment form, or any similar form.

School Work during Absences

1. All missed classwork and homework assignments are to be made up within a period specified by the classroom teacher or administrator, not to exceed 10 school days, unless there are extenuating circumstances.
2. Upon his/her return to school, the student is required to make up tests and missed assignments.
3. The student is expected to show initiative in seeking out each teacher to determine missed assignments and due dates.

[NOTE: SHOULD A STUDENT BE ABSENT DUE TO PARTICIPATION IN A FAMILY TRIP OR OTHER UNAUTHORIZED LEAVE FROM THE SCHEDULED SCHOOL CALENDAR, MISSED WORK WILL BE ASSIGNED AS HOMEWORK UPON RETURNING TO SCHOOL. NO WORK WILL BE PROVIDED PRIOR TO THE ABSENCE.]

Assignments For Absent Students

The policy for release of homework assignments for absent students is:

1. Students absent for one or two days are encouraged to obtain assignments from classmates.
2. Students who will be or are absent from school for three or more days may secure homework assignments through the main office using the following procedures:
 - a. Call the main office before 10:00 a.m. for homework assignments.
 - b. Be specific about whom, when, and where the assignments will be picked up.
 - c. Make sure assignments are returned to the subject teacher.

Withdrawal Policy

When a student must withdraw from RCMCS during the school term, the students should report to the office at least three days prior to the date of withdrawal stating the reason for withdrawal in writing. The student will receive a withdrawal form that will be signed by the Educational Leader. The withdrawal form must then be returned to the Data Clerk for official release. The Data Clerk will release student records signed by parents if student is cleared.

Student Rights and Responsibilities

Participation in School Activities

All Students have the following rights: To have the opportunity to take part in all school activities on an equal basis regardless of race, sex, national origin, creed or disability as a safe environment free of bullying, harassment, or discrimination.

Records

The school will not disclose any information from the student's permanent records except as authorized pursuant to The Family Education Rights and Privacy Act of 1974 (FERPA), or in response to a subpoena, as

required by law. The parent(s) for a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's school records by submitting a written request to the Director.

Freedom of Expression

Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the Code of Conduct and the school dress code, violations of which are punishable as stated in the Code of Conduct.

Student participation in the publication of school sponsored student newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. These publications, if any, shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, the content of such publications is controlled by school authorities.

Chain of Command for Questions or Concerns

The Rochester Career Mentoring Charter School's Board of Trustees wishes to emphasize that concerns regarding programs, personnel or other issues must be handled through a proper chain of command. Using this procedure, a citizen must first address the concern with the employee directly responsible. If satisfactory results are not achieved, the citizen may then address that employee's direct supervisor. As an example, a normal chain of command regarding a concern with a classroom teacher would begin with the classroom teacher; continue through the Educational Leader, then on to the Chief of Operations and Academics, and finally the RCMCS Board of trustees. Please use this chain of command until your concern is resolved or ask for guidance if you are not sure where to begin.

Requirements for Graduation with Regents Diploma or Regents Diploma with Advanced Designation:

Regents Diploma:			
REQUIRED CREDITS		REQUIRED EXAMS	
English	4	English Common Core	1
Social Studies	4	Social Studies	1 or 2*
Mathematics	3	Mathematics	1 or 2*
Science	3	Science	1*
Foreign Language	1	* One Social Studies exam (US History or Global II) may be replaced with one additional Math or Science Exam. Students must have 5 Regents Exams total.	
Health	0.5		
Art/Music	1		
Physical Education	2		
Career Development and Occupational Studies/Internships I and II	3.5		
TOTAL	22	TOTAL	5

Regents Diploma with ADVANCED DESIGNATION:			
REQUIRED CREDITS		REQUIRED EXAMS	
English	4	English Common Core	1
Social Studies	4	Social Studies	2
Mathematics	3	Mathematics	3
Science	3	Science	2
Foreign Language	1		
Health	0.5		
Art/Music	1		
Physical Education	2		
Career Development and Occupational Studies/Internships I and II	3.5		
TOTAL	22	TOTAL	8

Credits

1 unit credit is granted for each subject held five times a week for a full year. Semester courses receive .5 credits. For courses meeting more or less often, the credits are adjusted accordingly.

Grading Scale

All classes at RCMCS will follow this standard scale for assigning letter grades for quarter and semester work. Individual teachers will establish the grading policies and procedures for their classes, and their grades will correspond to this grade scale. Letter

Letter Grade	Standard GPA	Letter Grade	Standard GPA
98-100= A+	4.00	77-79= C+	2.33
93-97= A	4.00	75-76= C	2.00
90-92= A-	3.66	70-74= C-	1.66
87- 89= B+	3.33	67-69= D+	1.33
83-86= B	3.00	65-66= D	1.00
80-82= B-	2.66	0-64= F	0.00

For final grading purposes, Rochester Career Mentoring Charter School has established six distinct marking periods. These marking periods are:

- 1st Marking Period 15% of Final Grade
- 2nd Marking Period 15% of Final grade
- 3rd Marking Period 15% of Final grade
- 4th Marking Period 15% of Final grade
- 5th Marking Period 15% of Final grade
- 6th Marking Period 25% of Final grade*

*with combined averages scores Midterm and Final Examinations

Records and Transcripts

Viewing Records: A parent/guardian has the right to view his/her child's a) academic record, b) academic standardized test results, c) health records and d) emergency sheet (emergency phone numbers, etc.). These records can be made available upon request.

Government Records: Records attached to publicly funded services provided through the local Board of Trustees such as Child Study Team Reviews, Comp Ed, Speech, ESL, etc., are the property of the Board. A parent/guardian who wishes to examine these records or to procure additional copies for his/her own use must apply to the Board. The school is not permitted to distribute this information to anyone, not even to a parent/guardian.

Permanent Records: A permanent record is maintained for every student who attends or has attended the Rochester Career Mentoring Charter School. This record indicates all courses taken, grades, standardized test scores, and credits earned. Also included is a complete records of all absences as well as an account of tardiness (excuses and unexcused). This is especially important to future employers, who use this as an index of student reliability. Additional information relating to college entrances and scholarship as well as standardized test scores are also on file. Any student or parent wishing to see or forward a copy of the permanent record (transcript) to a college or employer should contact the Guidance Office.

Promotion and Retention

The school recognizes that the personal, social, emotional, and educational growth of students varies and therefore students should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

- a. Students in grades 9 and 10 may be promoted with one major subject failure and the recommendation that the subject be made up in summer school.
- b. Students failing two full-year core content area classes (Math, English Language Arts, Science and Social Studies), will be retained unless one subject is made up in summer school. If Reading/Literature or Mathematics is one of the failed subjects, it must be the elected summer school selection. However, it is also recommended that the other failed subject be made up in summer school.
- c. Students failing three subjects are required to make up two subjects in a summer school session.
- d. Any student failing four or more subjects will be retained in that grade level.

Rochester Career Mentoring Charter School is an educational experience where every student is treated fairly and equitably and is afforded academic and social guidance through a teacher advisor and personal career mentor.

Rochester Career Mentoring Charter School incorporates character development and citizenship and builds on positive interactions that develop student confidence and sense of well-being.

It is the charter school's responsibility to provide its students with countless opportunities within the community. However, in order for our students to succeed, we need to insure a partnership with our parents and/or guardians by having each of them pledge their commitment to their child enrolled in the charter school.

As an informed parent and/or guardian, I am committed to the education my child receives at Rochester Career Mentoring Charter School, and agree to the following conditions of my pledge:

- Remain a part of the charter school even if our place of residence changes in the city.
- Attend all parent/teacher conferences.
- Respond to correspondences sent to me by my child's teacher advisor.
- Take advantage of the charter schools open door policy.
- Become an active participant in my child's Individual Learning Plan with my child's teacher advisor.
- Participate on a review committee for student exhibition.
- Support the charter school by participating on at least one Parent Teacher Organization (PTO) committee.
- Have an active phone line or e-mail address and return calls or written responses timely.
- Make certain my child has average daily attendance over 92%.
- Collaborate with my child and his/her teachers to decide on specific learning goals.
- Allow the charter school to exchange information with support agencies to secure the most appropriate resources to ensure my child's success.

My signature indicates that I have read the conditions of this charter school pledge. I am committed to working both with my child and the charter school staff.

My child's name: _____

My name: _____

Relationship to child: _____

Signature: _____ Date: _____

Phone: _____ E-mail: _____

Student Information Sheet

Please be sure your child's Student Information Sheet is kept current with emergency contact names and phone numbers. Send a note to the main office when a change is necessary at any time during the school year. It is especially important that the school has current information when emergency closings are announced. In the event you cannot pick up your child in an emergency closing situation, call the school with the name of person your child may be released to and be sure that person is designated on the Student Information Sheet. Please be sure that the phone numbers you submit for designated emergency contacts are phone numbers where contacts can be reached during school hours. (Student Information sheet on next page)

Student Name _____

Address _____

Home Phone _____ **Gender** M / F **Date of Birth** _____

Name of Current School _____ **Current Grade** _____

Ethnicity: ☐ American Indian / Alaskan Native ☐ Asian Pacific Islander ☐ Black ☐ Hispanic ☐ White ☐ Other

Does the Student use English as their first language? ☐ Yes ☐ No

If no, please specify main language spoken at home: _____

Other primary language(s) spoken at home: _____

Students with Disabilities (does the student have an IEP) ☐ Yes ☐ No

English Language Learner (ELL or ESOL) Does your child receive this service? ☐ Yes ☐ No

Primary Contact – Mother / Father / Guardian (circle one)

Name _____

Primary Phone # _____

Secondary/Work Phone # _____

E-Mail Address _____

Home Address _____

Street

City

State

Zip

Secondary Contact – Mother / Father / Guardian (circle one)

Name _____

Primary Phone # _____

Secondary/Work Phone # _____

E-Mail Address _____

Home Address _____

Street

City

State

Zip

If the primary contact is the student's legal guardian, are you submitting proof of legal Guardianship today? ☐ Yes ☐ No

State Law requires that a Home Language Questionnaire be completed for all new entrants to the Rochester public schools. Remember to follow the directions on the Home Language questionnaire (separate form) relative to referring students to the Language Placement Center.

Parent/Guardian Signature _____ **Date** _____

Glossary

NON-VADIR Reportable "Discretionary"	VADIR Reportable "NON-Discretionary"	
	CODE	INCIDENT CATEGORY
Inappropriate Language	1	Homicide
Bullying	2.1	Forcible Sex Offense
Defiance/Non-compliance	2.2	Other Sex Offense
Disrespect	3	Robbery
Disruption	4	Assault with Physical Injury
Violation of Dress Code	5	Arson
Fight	6	Kidnapping
Theft	7	Assault with Physical Injury
Forgery/Plagiarism	8	Reckless Endangerment
Gang Display	9	Minor Altercations
Harassment	10	Intimidation, Harassment, Menacing or Bullying
Inappropriate Affection	11	Burglary
Out of Bounds	12	Criminal Mischief
Lying/Cheating	13	Larceny and other Theft
Physical Aggression	14	Bomb Threat
Property Damage	15	False Alarm
Skip	16	Riot
Tardy	17	Weapon Possession
Technology Violation	18	Use, Possession, Sale of Drugs
Truancy	19	Use, Possession, Sale of Alcohol
Use/Possession Tobacco	20	Other Disruptive Incidents
Other Behavior		

Each school is required to submit Violent and Disruptive Incident Reports (VADIR) on an annual basis.

Glossary of Terms Used in Reporting Violent and Disruptive Incidents - Posted August 5, 2008

INCIDENT CATEGORIES

1. **Homicide:** Any conduct which results in the death of another person, with or without a weapon.

2. **Sexual Offenses:**

2.1 Forcible Sex Offenses: involving forcible compulsion and completed or attempted sexual intercourse, oral sexual conduct, anal sexual conduct or aggravated sexual contact, with or without a weapon, including but not limited to, rape and sodomy. Pursuant to Penal Law §130.00(8), "**forcible compulsion**" means "to compel by either: (a) use of force; or (b) a threat, express or implied, which places a person in fear of immediate death or physical injury to himself, herself or another person, or in fear that he, she or another person will immediately be kidnapped." Pursuant to Penal Law §130.00(11), "**aggravated sexual contact**" means "inserting, other than for a valid medical purpose, a foreign object in the vagina, urethra, penis or rectum of a child, thereby causing physical injury to such child." "**Oral sexual conduct**" and "**anal sexual conduct**" mean oral or anal sex.

2.2 Other Sex Offenses: involving inappropriate sexual contact but no forcible compulsion, with or without a weapon. Other sex offenses include, but is not limited to, conduct that may be consensual or involve a child who is incapable of consent by reason of disability or because he or she is under 17 years of age. However, it does not include consensual conduct involving students and/or non-students 18 years of age or under, unless at least one of the individuals participating in the conduct is at least 4 years older than the youngest participant. Inappropriate sexual contact requires physical contact with another person but no forcible compulsion. It includes, but is not limited to, the following conduct:

- a. touching or grabbing another student on a part of the body that is generally regarded as private, such as buttocks, breast, genitalia, etc.
- b. removing another student's clothing to reveal underwear or private body parts
- c. brushing or rubbing against another person in a sexual or provocative manner
- d. a student first rubbing his/her own genitalia and then touching another person's body

Note: Verbal sexual harassment is reported in category 10 (Intimidation, Harassment, Menacing or Bullying). Self-exposure or "mooning," depending on the circumstances, are reported in either category 10 (Intimidation, Harassment, Menacing or Bullying) or category 20 (Other Disruptive Incident).

3. **Robbery:** Forcible stealing of property from a person by using or threatening the immediate use of physical force upon that person, with or without a weapon.

4. **Assault with Serious Physical Injury:** Intentionally or recklessly causing serious physical injury to another person, with or without a weapon, in violation of the school's Code of Conduct. Pursuant to Penal Law §10.00(10), "serious physical injury" means physical injury creating a substantial risk of death or serious and protracted disfigurement or protracted impairment of health or protracted loss or impairment of the function of any bodily organ. Serious physical injury requires hospitalization or treatment in an emergency room and includes but is not limited to, a bullet wound, a serious stab or puncture wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving risk of death or disfigurement.

5. **Arson:** Deliberately starting a fire with intent to damage or destroy property, with or without a weapon. The fire may be started by using matches, lighters or other devices capable of producing sufficient heat (i.e. magnifying glass) to ignite other combustible items, including, but not limited to, paper, linens, clothing, and aerosol cans, with or without a weapon. Property includes any object belonging to the school, students, school staff or visitors to the school, including personal items of the arsonist.

6. **Kidnapping:** To abduct, as defined in Penal Law §135.00, a person, so as to restrain such person with intent to prevent his or her liberation, by either: (a) secreting or holding him or her in a place where he or she is not likely to be found, or (b) using or threatening to use deadly physical force, with or without a weapon.

7. **Assault with Physical Injury:** Intentionally or recklessly causing physical injury (not serious) to another person, with or without a weapon, in violation of the school's code of conduct. Physical injury means impairment of physical condition or substantial pain. Physical injury includes, but is not limited to, black eyes, welts, abrasions, bruises, black and blue marks, cuts not requiring stitches, and swelling. Substantial pain includes, but is not limited to, severe headaches, joint, or muscle pain.

8. **Reckless Endangerment:** Subjecting individuals to danger by recklessly engaging in conduct that creates a grave risk of death or serious physical injury, but no actual physical injury, with or without a weapon. The following are examples of incidents that did not result in physical injury but should be reported as reckless endangerment:

- a. Throwing an object at another student. The object thrown must be capable of causing a grave risk of death or serious physical injury. A serious physical injury requires hospitalization or treatment in an emergency room and includes, but is not limited to, a bullet wound, a serious stab or puncture wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving risk of death or disfigurement.
- b. Incidents involving a person choking another individual including, but not limited to incidents where a student offender refuses to obey staff directives or interventions to stop choking his or her victim.
- c. Brandishing a weapon on a school bus threatening other students, bus driver and/or bus monitor with harm or injury.
- d. Driving a car erratically and recklessly in a school parking lot while other student(s), staff, or individuals are present.

9. **Minor Altercations:** involving physical contact and no physical injury, with or without a weapon. Striking, shoving, or kicking another person or subjecting another person to unwanted physical contact with intent to harass, alarm or seriously annoy another person, but no physical injury results. Fights that do not result in serious physical injury or physical injury are reported in this category.

10. **Intimidation, Harassment, Menacing, or Bullying Behavior and No Physical Contact:** Threatening, stalking, or seeking to coerce or compel a person to do something; intentionally placing or attempting to place another person in fear of imminent physical injury; or engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practices, gender, sexual orientation, age, or disability that substantially disrupts the educational process, with or without a weapon. Incidents not resulting in a

disciplinary or referral action are reported in Item 2 of the Summary of Violent and Disruptive Incidents Form. Incidents of harassment involving physical contact are reported in the Category 9 (Minor Altercations). **Verbal sexual harassment is also reported in category 10. Self-exposure or "mooning," depending on the circumstances, are reported in either category 10 (Intimidation, Harassment, Menacing or Bullying) or category 20 (Other Disruptive Incident).**

11. **Burglary:** Entering or remaining unlawfully on school property with intent to commit a crime, with or without a weapon.

12. **Criminal Mischief:** Intentional or reckless damaging of the property of the school or of another person, including, but not limited to vandalism and the defacing of property with graffiti, with or without a weapon.

13. **Larceny or Other Theft Offenses:** Unlawful taking and carrying away of personal property with intent to deprive the rightful owner of property permanently or unlawfully withholding property from another, with or without a weapon.

14. **Bomb Threat:** A telephoned, written, verbal or electronic message that a bomb, explosive, chemical, or biological weapon has been or will be placed on school property, with or without a weapon.

15. **False Alarm:** Causing a fire alarm or other disaster alarm to be activated by either falsely reporting or activating a fire alarm or other type of disaster alarm, with or without a weapon.

16. **Riot:** Four or more persons simultaneously engaging in tumultuous and violent conduct and thereby intentionally or recklessly causing or creating a grave risk of physical injury or substantial property damage or causing public alarm, with or without a weapon.

17. **Weapons Possession:** Possession of one or more of the weapons listed below, except possession in a classroom or laboratory as part of an instructional program or in a school-related activity under the supervision of a teacher or other school personnel as authorized by school officials. Possession includes bringing a weapon to or possessing a weapon at school.

Weapons:

- a. A firearm, including, but not limited to, a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, BB gun, or paint ball gun;
- b. A switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife, or any other dangerous knife;
- c. A billy club, blackjack, bludgeon, chukka stick, or metal knuckles;
- d. A sandbag or sandclub;
- e. A sling shot or slungshot;
- f. A martial arts instrument, including, but not limited to, a kung fu star, ninja star, nin-chuck, or shiriken;
- g. An explosive, including but not limited to, a firecracker or other fireworks;
- h. A deadly or dangerous chemical, including, but not limited to, a strong acid or base, mace, or pepper spray;
- i. An imitation gun;
- j. Loaded or blank cartridges or other ammunition; or any other deadly or dangerous instrument.

(17.1) Weapons Confiscated through Routine Security Checks at Building Entrances: As of July 1, 2006, weapons that are detected and confiscated as a result of a security screening process (scanners, metal detectors, and other devices) upon entry into the school building should be recorded in this category. The phrase "upon entry" into the school building means that the weapon(s) is detected as a result of students, staff or visitors passing through these devices in order to get into the school building proper. This category is to be used only for weapons possession incidents that are discovered as a result of scanning devices at entrances, not within the school building or as a result of random searches of individuals or lockers, etc.

(17.2) Weapons Found under Other Circumstances: Incidents where weapons were found other than through a routine security check at a building.

18. Drug Use, Possession, or Sale: Illegally using, possessing or being under the influence of a controlled substance or marijuana, on school property, with or without a weapon, including having such substance on a person or in a locker, vehicle, or other personal space; selling or distributing a controlled substance or marijuana on school property; finding a controlled substance or marijuana, on school property that is not in the possession of any person; provided that nothing herein shall be construed to apply to the lawful administration of a prescription drug on school property. Tobacco and tobacco products are not to be considered as drugs for the purposes of incident reporting.

19. Alcohol Use, Possession, or Sale: Illegally using or possessing alcohol on school property, including having such substance on a person or in a locker, vehicle, or other personal space, with or without a weapon; illegally selling or distributing alcohol on school property; finding alcohol on school property that is not in the possession of any person.

OTHER DISRUPTIVE INCIDENTS

Other incidents involving disruption of the educational process and that rise to the level of a consequence listed in the Summary of Violent and Disruptive Incidents Form (columns j-o).

Reportable incidents are limited to those resulting in disciplinary action or referral. **Self-exposure or "mooning," depending on the circumstances, are reported in either category 10 (Intimidation, Harassment, Menacing or Bullying) or category 20 (Other Disruptive Incident).**

OTHER VADIR-RELATED DEFINITIONS

Disciplinary or Referral Action: For purposes of reporting, a disciplinary or referral action includes a referral to: Counseling or Treatment Programs, Teacher Removal, Suspension from Class or Activities, Out-of-School Suspension, Involuntary Transfer to Alternative Education Program or Law Enforcement/Juvenile Justice (refer to definitions below).

Counseling or Treatment Programs: For purposes of reporting, referrals to counseling or treatment programs are formal multi-session interventions, provided by certified or licensed professionals, aimed at reducing risk factors and increasing protective factors linked to the identified problem area(s) (i.e., drug/alcohol rehabilitation programs, anger management programs, etc.). Note: Routine referrals of a student to a principal or assistant principal for possible disciplinary action should not be counted as a referral to counseling or treatment program.

Teacher Removal: For purposes of reporting, a "teacher removal" means the removal of a disruptive pupil from the teacher's classroom pursuant to the provisions of Education Law §3214(3-a). Routine referrals of a student to a principal or assistant principal for possible disciplinary action should not be counted as a teacher removal.

Suspension from Class or Activities: For purposes of reporting, suspension from class or activities includes in-school suspension and/or suspensions from school transportation or school/ extracurricular activities, such as band, choir, or athletics. All incidents resulting in an in-school suspension that lasts for the equivalent of one school day or more must be reported. Suspensions from activities or transportation for five or more consecutive school days must also be reported.

Out-of-School Suspension: The student is suspended from attending school for at least one day.

Transfer to Alternative Education Program: For purposes of reporting, a "transfer to an alternative education program" means any transfer to an educational program in a setting outside of the student's home school to which the student is referred as part of or in lieu of disciplinary action, i.e., as a consequence of the child's misconduct. This includes, but is not limited to, involuntary transfers pursuant to Education Law §3214(5) and placement of students with disabilities in interim alternative educational settings.

Transfer to Law Enforcement/Juvenile Justice: For purposes of reporting, referrals to law enforcement or juvenile justice include each incident whereby the perpetrator is referred to the police, law enforcement officers, or criminal justice services.

Gang Related: An incident is gang related if it is gang motivated or if gang membership caused the incident or contributed to actions that occurred during the incident. For example, an incident of vandalism or robbery might be part of an initiation into a gang, or a fight might be caused by gang rivalry. Report an incident as gang-related only if certain that gang membership contributed to the incident. A gang is an organized group characterized by turf concerns, symbols, special dress, and/or colors that engages in delinquent or illegal activity. This definition is from the National Center for Education Statistics.

Bias Related: An incident is bias related if it is motivated by hate due to some characteristics or perceived characteristics of the victim including race, gender, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference or disability. Any act or attempted act is bias-related if it is designed to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets; vandalism; force, or the threat of force, motivated all or in part by hostility to some real or perceived characteristic of the victim. This definition is from the National Center for Education Statistics.

NYS Education Department

Last Updated: April 14, 2016

We Care About Your Future

Rochester Career Mentoring Charter School

30 Hart Street, Door 3, 3rd Floor
Rochester, NY 14605
Phone: (585) 232-1045
Fax: (585) 232-1058
Web: www.rcmcs.org

BOARD OF TRUSTEES RESOLUTION OF: Revised Code of Conduct

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: April 20, 2016

Time: 5:30 p.m.

Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation for a revised RCMCS Code of Conduct as recommended by State Ed.

Therefore, it is resolved, that the charter school shall:

Grant the recommendation of this Board of Trustees to accept the revised RCMCS Code of Conduct.

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President
Jeanette Silvers, Vice-President
Dianne Spang, Secretary
Christine Hill
Albert Cabral
Peter Saxe
Brenda Beason, Parent Representative

The Secretary of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at the dated meeting of the Board of Trustees.

Signature of Secretary
Dianne Spang

Date

(Revised) Enrollment and Admissions Policy Revised

I. Admission Policy: In reference to Education Law 2851 – (2) (d)

Rochester Career Mentoring Charter School (RCMCS) will admit students without regard to race, creed, ethnicity, disability, or socio-economic background to the charter school that are eligible to enroll in grade nine according to the promotional policies of the NYS Board of Regents. Each January the school will implement its application and enrollment process for approximately 65 new 9th grade students, including seats for Students with Disabilities and English Language Learners. Additional vacant seats at the 10th and 11th grade will be open to lottery participants. Once seats have been set aside for ELL and students with disabilities, the remaining seats will be allocated equitably for other students.

Rochester Career Mentoring Charter School will draw the first 65 students equally through a lottery. If more than 65 students entering in grade nine in the first year, and grade nine each year thereafter, apply to the school, the school will conduct a lottery and create a waitlist in the order of the lottery results. The lottery is expected to be run each year the first Wednesday of April. Application deadline of April 1st (unless April 1st is on Good Friday we will need to extend our deadline to April 4th).

Non-discrimination policy: "A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school 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."

Application Process for the School

- **January:** It is the intent of RCMCS to directly mail an Information Packet to all 8th and 9th grade students residing in the City of Rochester. This packet will include information on the school's unique instructional model, its mission and vision, services provided, as well as the appropriate application materials. These materials will be provided in English, Spanish, and several other languages. The alternative method for recruitment of students includes utilization of local print and electronic media through stories on the school and advertising, appearances on local radio shows whose target audiences closely align with the applicant pool; collaborating with the County and City to have applications available at neighborhood libraries and recreation centers; and collaborating with neighborhood organizations to BOT make people aware of the school and have applications available at their offices. Additional recruitment efforts will be conducted as cited on page 4 of the prospectus.
- **April 1:** Applications are due according to Education Law 2854 (2) (b) as amended in 2010. Applicants must provide proof of residency in New York State via a legal mailing address of the student, excluding the homeless.
- **April:** One week prior to this date, written notice will be given to the public informing them of the enrollment lottery. Included in this notice will be the time of lottery and its location. We will have a

lottery to establish an enrollment list and a waiting list. Each valid student application will be entered into a drawing. Names will be randomly selected by an independent third party with no stake in the charter school.

- **April:** If applications received exceed available seats, a wait list will be created based on the sequence of the lottery results by zone and students will be offered admission should seats become available in the order they are listed. Each applicant placed on the wait list will be contacted by both by telephone/cell phone and in a written letter.
- **Late April:** Students should receive an acceptance letter to the charter school, with this letter will be the enrollment paperwork including student health form and release for transfer of student records. Students must remit their enrollment paperwork not later than June 1st. After this date, available seats will be offered to students on the waitlist in the order they are listed by attendance zone. Student health records may be submitted up to July 1st.
- **Early May:** Students who decline acceptance in Rochester Career Mentoring Charter School must do so by having their parents/guardians state clearly in writing their non-acceptance to enroll. Parents/Guardians signature and date must be notarized.
- **May:** A school "open house" will be held for parents, students and staff. This will be an opportunity for the students who received a seat and their parents to learn more about the school, its instructional model, expectations of students and parents, and to meet the staff.

Admission Preference: In reference to Education Law 2854

Rochester Career Mentoring Charter School has established the following enrollment preferences in accordance to the NYS Charter School Law:

1. Students involved in the lottery must be residents of New York State and must be able to legally prove this residency requirement.
2. Siblings whose biological parents with birth certificate or right to guardianship by court order of already enrolled students in the charter will be given first preference for enrollment in the school.
3. Students residing in the City of Rochester will get second absolute preference in the school. Students residing outside the city boundaries will receive secondary status.
4. Non city residents will receive preference to enroll if there are not enough city resident applications in the lottery pool.

BOARD OF TRUSTEES RESOLUTION OF: Admissions Policy

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: June 15, 2016

Time: 5:30 p.m.

Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation for updated Admissions Policy

Therefore, it is resolved, that the charter school shall:

Grant the recommendation of this Board of Trustees to accept the updated Admissions Policy

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President
Jeanette Silvers, Vice-President
Dianne Spang, Secretary
Christine Hill
Albert Cabral
Peter Saxe
Douglas Merrili
Brenda Beason, Parent Representative

The Secretary of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at the dated meeting of the Board of Trustees.

Signature of Secretary
Dianne Spang

Date

(Revised) Complaint Policy

Reporting a Concern

If a parent has a concern and/or complaint below please find the appropriate protocols established to address these matters. All matters of concern must be first addressed at the building level with the Chief of Operations and Academics.

Concern/Complaint Process:

- Request a meeting to discuss any concerns first with the Educational Leader or complete a formal Complaint Form that will be forwarded to the Educational Leader for review and follow up.
- Some concerns/ complaints may require documentation. Complaint forms can be requested at the Main Office in the school's main lobby.
- Educational Leader reviews concern/complaint and contacts the parents within 48 hours. Serious concerns are prioritized and responded to sooner.
- If the matter is not resolved to the satisfaction of the parent on the school level, a parent can contact, The Board President, via mail at 30 Hart street, 3rd floor, Rochester, NY 14605.
- The Board of Trustees will bring the complaint to the next regularly scheduled board meeting.
- If a parent is dissatisfied with the Board's decision, an appeal may be made to the NYSED Charter School Office.
- In efforts for building administrators to respond to any concerns, it is important that parents follow the appropriate protocol to address school-related matters.

BOARD OF TRUSTEES RESOLUTION OF: Complaint Policy & Procedures

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: June 15, 2016

Time: 5:30 p.m.

Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation for an updated Complaint Policy & Procedures

Therefore, it is resolved, that the charter school shall:

Grant the recommendation of this Board of Trustees to accept the updated Complaint Policy & Procedures.

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President
Jeanette Silvers, Vice-President
Dianne Spang, Secretary
Christine Hill
Albert Cabral
Peter Saxe
Douglas Merrill
Brenda Beason, Parent Representative

The Secretary of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at the dated meeting of the Board of Trustees.

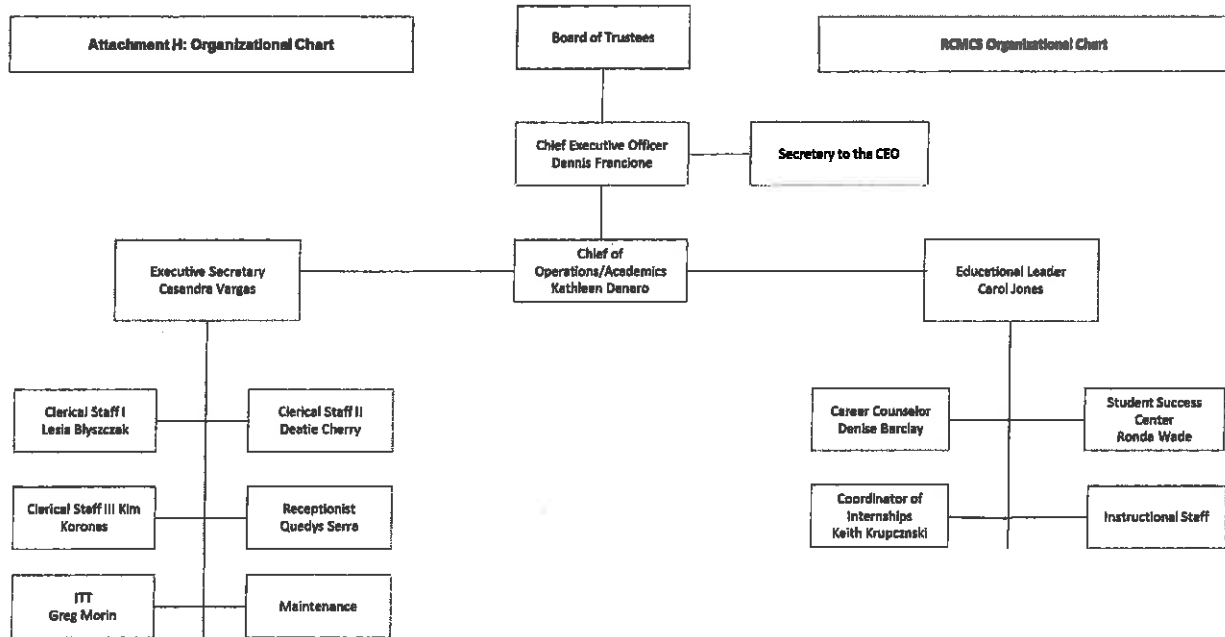
Signature of Secretary

Dianne Spang

Date

Rochester Career Mentoring Charter School

Revised Organization Chart 2016





We Care About Your Future

Rochester Career Mentoring Charter School
30 Hart Street, Door 3, 3rd Floor
Rochester, NY 14605
Phone: (585) 232-1045
Fax: (585) 232-1058
Web: www.rcmcs.org

BOARD OF TRUSTEES RESOLUTION OF: Organizational Chart

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: July 21, 2016

Time: 5:30 p.m.

Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation for updated Organizational Chart

Therefore, it is resolved, that the charter school shall:

Grant the recommendation of this Board of Trustees to accept the updated Organizational Chart

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President
Jeanette Silvers, Vice-President
Dianne Spang, Secretary
Christine Hill
Albert Cabral
Peter Saxe
Douglas Merrill
Brenda Beason, Parent Representative















The Secretary of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at the dated meeting of the Board of Trustees.

Signature of President
Kevin McCormick

7-21-2016

Date

Section 4 Charter Revisions

-  1 Charter Revision Board of Trustees By Laws
-  2 Charter Revision Code of Ethics
-  3 Charter Revisions Code of Conduct
-  4 Charter Revisions Enrollment and Admissions Policy
-  5 Charter Revision Complaint Policy and Procedure
-  ACFrOgAkypAQKOhagi4n9sbqQ4SI4sq3KnC6MPAiHE_RLR252n...
-  BOT Letter
-  Charter Resolutions BOT By Laws
-  Charter Resolutions Code of Conduct BOT
-  Charter Resolutions Complaint Policy & Procedures BOT
-  Charter Resolutions of Code of Ethics BOT
-  Charter Resolutions Enrollment and Admissions Policy BOT
-  Charter Resolutions Organizational Chart
-  Renewal Packet Resolution

(Revised) Board of Trustee's By Laws and Code of Ethics

ROCHESTER CAREER MENTORING CHARTER SCHOOL

BYLAWS

(as of August 1, 2016)

ARTICLE I

NAME

The name of the Corporation is Rochester Career Mentoring Charter School (referred to as RCMCS).

ARTICLE II

MEMBERSHIP

RCMCS has 8 members. The rights which would otherwise vest in the members vest in the School Leadership (the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (the "Board").

ARTICLE III

BOARD OF TRUSTEES

A. **Powers.** The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements of the School's Charter and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School 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 School; to prescribe powers and duties for them and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the School, 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 School;
5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;

6. To act as trustee under any trust incidental to the School'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, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws;

9. 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 New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. **Number of Trustees.** The number of Trustees of the School shall be not fewer than nine (9) and shall not exceed eleven (11) inclusive of one parent representative with a child currently enrolled in school. 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 or, in the event that only one Trustee remains, then by the sole remaining Trustee. Trustees-elect assume office subject to approval by the [Charter Entity].¹

2. **Eligibility.** The Board may elect any person who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

3. **Interested Persons.** Not more than forty percent (40%) of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person 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 (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.

4. **Term of Office.**

(a) The term of office for BOT members shall be three years except for the parent member who shall serve two (2) year terms; and the founding members of the BOT who shall serve through the development year and the five year start up period of the school unless they choose to resign or are removed in a manner in accordance with Education Law subdivision 226(8). Unless appointed to fill an existing vacancy and

excluding the founding members of the BOT whose official term begins with the approval of the charter request, terms of office begin on July 1 of the year in which the appointment was made and ends on June 30th of the year the term is to expire.

(b) The appointment of new or the reappointment of current members of the BOT whose terms are about to expire shall occur through a simple majority vote of the members of the BOT present in a properly called and publicly announced meeting unless a quorum is not present.

(1) Nominations for new or vacant positions may come from either a committee on nominations established by the BOT or from individual BOT members. Nominations from either means do not require a second to be proper and voted on.

(2) If multiple appointments are made to new or vacant positions on the BOT and if the number of nominees is greater than the positions to be filled, members of the BOT are to cast votes in a single secret ballot election for no more than the number of nominees than there are positions to be filled. Those nominees receiving the most votes shall be declared appointed, thus if there are three positions to be filled and five nominees then the three nominees with the most votes shall be declared appointed.

(3) Existing members of the BOT whose terms are about to expire and who request reappointment are to have their reappointment considered through a secret ballot election in which the present Board members vote yes or no on that reappointment. In any meeting where BOT reappointment and vacant positions are to be filled; each will be conducted as a separate election with the reappointment election occurring first.

(c) Parent Member: The parent member, who is a voting member of the BOT, shall be nominated and elected in a properly called and publicly announced meeting of all parents or legal guardians of students enrolled in the school. The meeting shall be held in the month of June but prior to June 30.

(1) Nominations are to be made from the "floor" of the meeting and do not require a second. However, the person nominated must be present to accept a nomination or have his/her designee bring to the nominating meeting a written statement that he/she will accept a nomination. Self-nominations are in order.

(2) The election is to be by secret ballot with the ballots counted at the meeting by a neutral party appointed by the Chief Executive Officer. In a multi-nominee election with more than two persons contesting, a nominee must win forty (40) percent of more of the vote to be declared appointed to the BOT. In the event no nominee receives a minimum of forty (40) percent then a runoff election is to be conducted immediately after the outcome is announced between the two nominees receiving the most votes. The nominee receiving the most votes in the runoff shall be declared appointed to the BOT.

(3) The parent member is eligible for reappointment (re-election) to the BOT as long as he/she has a child enrolled in the school. For the purposes of BOT membership, parent shall include grandparent or other relative, foster parent, or legal guardian.

(4) If vacancy occurs for any reason in the BOT membership set aside for a school parent, a new parent member will be chosen in the manner described above to serve the balance of the term.

(5) A vacancy will be considered in the BOT membership set aside for a school parent if the duly elected parent member can be shown to no longer have a child enrolled in the school, or chooses to resign their seat.

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 or Suspension of Trustees, Officers and Employees.** The Board may remove or suspend from office by vote of a 2/3 majority of the entire Board any Trustee, officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty (*provided*, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee), in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. **Resignation by Trustee.** A Trustee may resign by giving written notice to the Board President 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 President 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 School business.

ARTICLE IV **OFFICES**

The School's principal office shall be located at the school operated by the School (the "School Facility"), which shall be at such place as the Board may select from time to time by resolution of a majority of the Board. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

ARTICLE V
MEETINGS OF THE BOARD

A. **Place of Meetings.** Board Meetings shall be held at the School Facility or at any other reasonably convenient place as the Board may designate; *provided* that Board meetings shall be scheduled at least monthly at the School Facility.

B. **Annual Meeting.** 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. **Frequency of Meetings.** A minimum of twelve (12) meetings (inclusive of the June Annual Meeting and any Special Meetings) shall be scheduled each year on dates determined by the Board; *provided* that Board meetings shall be scheduled at least monthly at the School Facility.

D. **Special Meetings.** A Special Meeting shall be held at any time called by the President, 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. **Notice to Trustees.** Notices to Trustees of Board Meetings shall be given as follows:

1. If the Board fixes the dates of regular meetings (which may include the Annual Meeting) for the year, then such meetings may be held without further notice of time and place. In the event that the date of an Annual Meeting or regular meeting is changed (or a regular meeting is added), written notice of the new meeting date (or the date of the new regular meeting) will be provided at least ten (10) days in advance of the meeting.

2. Special Meetings shall be held upon reasonable notice (at least 48 hours, if practicable).²

3. 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 School'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.

4. Board Agenda Development will adhere to the following timeline:

(a) 10 days prior to the board meeting Agenda items requested by Executive Secretary

(b) 5 days prior to the board meeting Agenda items due

(c) 5 days prior to the board meeting Agenda ready for review by President and CEO.

(d) President approves Agenda and sends to all board members.

(e) Day of Board Meeting the Agenda is placed in every board member's folder, along with documentations for the meeting.

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.

H. **Public Notice.** Public notice of all Board meetings and of all meetings of Committees shall be given in accordance with the requirements of the Article 7 of the Public Officers Law (the "Open Meetings Law").

ARTICLE VI **ACTION BY THE BOARD**

A. **Quorum.** Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

B. **Action by the Board.**

1. **Actions Taken at Board Meetings.** Any business may be transacted and any corporate action may be taken at any annual, regular or special meeting of the Board at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. **Board Participation by Other Means.** In all events, a quorum of Trustees must be present to lawfully conduct a Board meeting. To the extent permitted by the Open Meetings Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, *provided* that all Trustees participating in such meeting can hear one another. Trustees shall not be entitled to vote unless they attend the meeting in person or, to the extent permitted by the Open Meetings Law, by live video-conferencing. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe. All meetings of the Board are subject to the provisions of the Open Meetings Law.

C. **Committees.**

1. **Appointment of Committees.** The Board may create committees of the Board (each, a "Committee") for any purpose, and the President of the Board shall appoint members to and designate the Presidents of such Committees, subject to the approval of the Board. A Committee will consist of not fewer than three Trustees (or not fewer than five Trustees in the case of the Executive Committee), who shall be appointed by the President, subject to the approval of the Board.

2. **Standing Committees.** The Board shall have three standing Committees: an Executive Committee (Presided by the President), a Finance Committee (Presided by the Treasurer) and an Education and Accountability Committee. Additional Committee members shall be appointed by the President, subject to the approval of the Board.

3. **Authority of Committees.** The Board may delegate to a Committee any of the authority of the Board, except with respect to:

- (a) The election of Trustees;
- (b) Filling vacancies on the Board or any Committee which has the authority of the Board;
- (c) The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- (d) The appointment of other Committees, or the members of the Committees.

4. **Procedures of Committees.** The Board may prescribe the manner in which the proceedings of any Committee are to be conducted. In the absence of such prescription, a Committee may prescribe the manner of conducting its proceedings, subject to the provisions of these Bylaws.

D. **Standard of Care.**

1. **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- (a) One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
- (b) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

(c) A Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, *provided* the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. **Investments.** In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1., and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, *provided* that those powers are exercised within the ultimate direction of the Board.

E. **Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, *provided* that such inspection is conducted at a reasonable time after reasonable notice, and *provided* that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. **Participation in Discussions and Voting.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving: (a) a conflict of interest for such Trustee (even if such conflict of interest does not constitute a prohibited transaction under applicable law); (b) indemnification of that Trustee uniquely; or (c) any other matter at the discretion of a majority of the Trustees then present.

G. **Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII

OFFICERS

A. **Officers.** The Officers of the School consist of a President (the "**President**"), Vice President (the "**Vice President**"), a Secretary and a Treasurer. The School also may have such other officers as the Board deems advisable.

1. **President.** Subject to Board control, the President has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and these bylaws may prescribe. If present, the President shall preside at Board meetings.

2. **Vice President.** If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.

3. **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the School's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the School's Charter and Bylaws, with amendments; (c) keep or cause to be kept a copy of the School's incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (e) have such other powers and perform such other duties as the Board may prescribe.

4. **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by any loan agreement; (g) President the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. **Election, Eligibility and Term of Office.**

1. **Election.** The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. **Eligibility.** A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the President.

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 School, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII

NO LIABILITY OF TRUSTEES; INDEMNIFICATION; INSURANCE

A. **No Liability of Trustees.** The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

B. **Indemnification.** The School shall (in the case of Trustees and Officers) and may (in the case of employees and agents), to the fullest extent permitted by law, indemnify any person made, or threatened to be made, a party or witness to any action, investigation or proceeding by reason of the fact that he or she (or his or her testator) is or was a Trustee, officer, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys'

fees. No indemnification may be made to or on behalf of any person if (a) his or her acts were committed in bad faith, or were the result of his or her deliberate dishonesty and were material to such action or proceeding, or (b) he or she personally gained a financial profit or other advantage to which he or she was not legally entitled in the transaction or matter in which indemnification is sought.

C. **Insurance.** The School shall have the power to purchase and maintain all insurance policies deemed to be in the best interest of the School, including insurance to indemnify the School for any obligation which it incurs as a result of its indemnification of Trustees, Officers, employees or agents, or to indemnify such persons in instances in which they may be so indemnified.

ARTICLE IX **CONFLICTS OF INTEREST**

A. **Code of Ethics.** The Board shall approve a Code of Ethics applicable to Trustees, officers and employees of the School, compliant with the General Municipal Law, which may be amended from time to time by the Board.

B. **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 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 School'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 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. These provisions will be consistent with the General Municipal Law.

ARTICLE X **OTHER PROVISIONS**

A. **Fiscal Year.** The fiscal year of the School 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 School to enter into any contract or

execute and deliver any instrument in the name of or on behalf of the School. 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 School by any contract or engagement, to pledge the School'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 School may be signed by the President of the Board, the Head of School, or Treasurer. Check requests for amounts of \$10,000.00 or greater must be signed by two (2) 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 School 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. **Interpretation of Charter.** To the extent of any conflict between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XI **AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these Bylaws, subject to approval by the Charter Entity, where applicable.

ARTICLE XII **REFERENCES TO DOCUMENTS**

References in these Bylaws to the certificate of incorporation of the School (the "Charter"), or to any other document, shall include all amendments thereto or changes thereof unless specifically excepted.

CERTIFICATE OF THE SECRETARY

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

Secretary of the School

**ROCHESTER CAREER MENTORING CHARTER SCHOOL
OFFICER AND EMPLOYEE**

(Revised) CODE OF ETHICS

Officers and employees of the Rochester Career Mentoring Charter School (RCMCS) shall hold their positions to serve and benefit the students and community, and not for personal gain or advantage. The Board of Trustees recognizes that, in order to implement this fundamental principle, there is a need for clear and reasonable standards of ethical conduct. This Code of Ethics establishes such standards by defining and prohibiting acts incompatible with the public interest.

The Board of Trustees also recognizes that compliance with ethical standards rests primarily on personal integrity, and further recognizes the integrity of RCMCS officers and employees generally. However, in order that the offending case be discerned with certainty and corrected quickly, this Code of Ethics utilizes the BOT Complaints & Ethics Committee, which shall render opinions with respect to the Code of Ethics and compliance with the ethical standards set forth herein.

Finally, the Board of Trustees recognizes that RCMCS officers and employees have a right of privacy. Therefore, this Code of Ethics is not intended and should not be interpreted to intrude unreasonably upon the privacy of any RCMCS officer or employee. However, when using school facilities or school-owned or provided equipment, including computers, telephones, telecommunications devices, etc, the school expressly reserves the right to monitor its facilities and its equipment, and that there is no expectation of privacy accruing to an individual.

I. Definitions

- a. Generally words in the singular number shall include the plural number, and words in the plural number shall include the singular number. The masculine gender shall include the feminine, and the feminine gender shall include the masculine.
- b. "Rochester Career Mentoring Charter School officer or employee" shall mean any person elected, appointed or hired to serve the RCMCS in any capacity, whether paid or unpaid, or for a term fixed or not fixed, including, without limit, persons serving on a temporary, part-time or seasonal basis, persons serving as consultants, persons paid with funds derived from other than RCMCS revenue sources, and persons serving on administrative or advisory boards, commissions, or committees, whether permanent or temporary.

- c. "Family" for purposes of the Code of Ethics shall mean the parent, sibling, spouse, child, household member, or any same sex civil union or marriage recognized in New York State, another state, or country, of a RCMCS officer or employee.
- d. "Gift" shall mean anything of value given to a RCMCS officer or employee. The value of a gift shall be defined as its fair market value. .
- e. "Person" shall mean any individual, corporation, partnership, or business entity, and shall include a RCMCS officer or employee.
- f. "Contract" shall mean an oral or written obligation to do an act, or to refrain from doing an act, arising from an exchange of promises between or among persons.
- g. An "interest" shall mean a benefit or advantage of an economic or tangible nature that a RCMCS officer or employee would gain or lose as a result of a decision or action, or an omission to decide or to act, on the part of the RCMCS or its Board of Trustees.
- h. "Claim" shall mean any demand, oral or written, made upon the Rochester Career Mentoring Charter School or its Board of Trustees, to fulfill an obligation arising from law or equity.
- i. "Public information and records" shall mean that information obtainable pursuant to the Family Educational Rights and Privacy Act (FERPA), Article 6 of the New York Public Officers Law (the Freedom of Information Law), and RCMCS guidelines adopted pursuant to those laws.

II. Generally

- a. A RCMCS officer or employee shall exercise independent judgment on behalf of the Rochester Career Mentoring Charter School, and shall pursue a course of conduct which will maintain parent, student and staff trust and confidence in the RCMCS.
- b. In no event shall a RCMCS officer or employee treat any person more favorably than it is the custom and practice to treat the general public.

- c. In no event shall a RCMCS officer or employee use his/her official position to secure unwarranted privileges or exemptions for himself/herself or others.
- d. In no event shall a RCMCS officer or employee allow any person to improperly influence him/her in the performance of his/her official duties.
- e. In no event shall a RCMCS Officer or Employee have any romantic, sexual or other unprofessional relationship with any student of the School even if the relationship is consensual. No officer or employee shall engage in any act, whether or not directly related to employment, and irrespective of the time and place of the incident, or of the connection or lack of connection between a child and the School, which would constitute a crime of physical or psychological abuse of a child; or sexual misconduct with a child; that arrest on such charges shall constitute grounds for suspension; and that indictment or conviction shall be deemed sufficient grounds for termination.

III. Use of Public Funds for a Private Purpose

- a. In no event shall a RCMCS officer or employee give loan or contribute RCMCS money, credit, property or services to any individual, or to any private or charitable corporation, association or undertaking, for a private purpose.
- b. In no event shall a RCMCS officer or employee use or permit the use of RCMCS property, equipment, materials or vehicles, for the convenience, advantage, benefit or profit of himself/herself or any other person.
- c. In no event shall a RCMCS officer or employee submit to the RCMCS a request to be reimbursed for the purchase of personalized items (other than approved stationery), or a request to be reimbursed for items which are for personal use.
- d. In no event shall a RCMCS officer or employee submit to the RCMCS a request to be reimbursed for the purchase of one or more meals unless:
 - i. The RCMCS officer or employee is traveling outside of his/her regular work area on official business for an extended period of time, exceeding a full work day, or
 - ii. The RCMCS is faced with business of such an immediate nature that it is essential for the School officer or employee to work at mealtime to complete the business at hand, or

iii. The purchase is specifically authorized by the Director of Operations.

- e. In no event shall a RCMCS officer or employee submit to the RCMCS a request to be reimbursed for the purchase of one or more alcoholic beverages or tobacco or tobacco products.

IV. Gifts and Contributions

- a. In no event shall a RCMCS officer or employee solicit, accept or receive a gift having a value in excess of the dollar value established by New York State Law in § 805-a of the General Municipal Law, whether in the form of money, property, services, loan, travel, entertainment, hospitality, promise, or any other form, from a person who has a contract with or an interest in a matter proposed or pending before the Rochester Career Mentoring Charter School or its Board of Trustees.
- b. The foregoing provision shall not apply to contributions solicited or received in accordance with the Election Law of the State of New York.

V. Public Information and Records

A RCMCS officer or employee may only disclose, with proper authorization, public information and records and shall be bound by the privacy requirements of State and Federal law, and the fiduciary duties imposed under the NYS General Municipal Law.

VI. Representing Persons in Transactions with the Rochester Career Mentoring Charter School

In no event shall a RCMCS officer or employee, whether paid or unpaid, represent any person, other than himself/herself, in business negotiations, or in actions or proceedings, whether judicial or administrative, to which the Rochester Career Mentoring Charter School or its Board of Trustees is a party, except when acting as an official for a duly recognized collective bargaining unit.

VII. Employment of Family Members

In no event shall any member of the family of a RCMCS officer or employee be appointed or hired to serve under the direct authority or supervision of that officer or employee.

In no event shall a RCMCS officer or employee participate in decision making by the Rochester Career Mentoring Charter School or its Board of Trustees regarding the employment of any member of the family of that officer or employee.

VIII. Private or Other Public Employment

In no event shall a RCMCS officer or employee have any employment, or engage in any business or commercial transaction, or engage in any professional activity, or incur any obligation, as a result of which, directly or indirectly, she/he would have an interest that would impair his/her independence of judgment or action in the performance of his/her official duties, or that would be in conflict with the performance of his/her official duties.

IX. Contracts with the Rochester Career Mentoring Charter School

In no event shall a RCMCS officer or employee have an interest in a contract between any person and the Rochester Career Mentoring Charter School or its Board of Trustees.

X. Disclosure of Interest

- a. With respect to a matter proposed or pending before the Rochester Career Mentoring Charter School or its Board of Trustees, in no event shall a RCMCS officer or employee discuss, vote on, decide, or take part in, formally or informally, a matter in which she/he has an interest.
- b. The foregoing provision shall not apply to a RCMCS officer or employee whose interest in a proposed or pending matter is minimal, provided that the RCMCS officer or employee makes disclosure of the matter, in accordance with the following procedures:
 - i. The RCMCS officer or employee shall identify his/her interest, that is, the benefit or advantage that would be gained or lost if the matter were to be acted on in various ways, and the underlying basis of it, such as ownership, investment, contract, claim, employment, or family relationship, and shall completely and specifically describe and disclose his/her interest, and its underlying basis, in writing, to his/her immediate supervisor and the chairperson of the Complaints and Ethics Review Committee.
 - ii. If the RCMCS officer or employee, his/her immediate supervisor, or the chairperson of the Complaints and Ethics Review Committee is of the opinion that the disclosure raises a question of whether the interest is minimal, so as to allow participation, the question shall be submitted to the Complaints and Ethics Review Committee for an opinion.
 - iii. The Complaints and Ethics Review Committee shall render an opinion whether the RCMCS officer or employee shall participate in the matter, and the RCMCS officer or employee shall abide by the opinion.

- iv. Failure to disclose properly or to abide by the opinion of the Complaints and Ethics Review Committee shall make any participation of the RCMCS officer or employee in the matter null and void.

XI. Penalties

- A. A RCMCS officer or employee who fails to perform an act which is required, or who performs an act which is prohibited by the Code of Ethics, or an opinion, rule or regulation issued pursuant thereto, may be subject to removal or disciplinary action in the manner provided by law and/or collective bargaining agreement.
- B. Any contract willfully entered into by the Rochester Career Mentoring Charter School or its Board of Trustees, in which there is an interest prohibited by the Code of Ethics, or an opinion, rule or regulation issued pursuant thereto, shall be null and void and wholly unenforceable.
- C. The Board of Trustees or its designee may seek an injunction to enforce the provisions of the Code of Ethics

XII. Complaints and Ethics Review Committee

There is hereby established a Complaints and Ethics Review Committee, the membership of which shall be comprised of the Director of Operations, the Vice President of the Board of Trustees and two other members of the Board of Trustees appointed by a majority vote. The panel may elect to engage the School's legal counsel as necessary. The position of chair shall be rotated annually.

A. Powers and Duties

- a. The Committee shall have the powers and duties prescribed by Article 18 of the General Municipal Law.
- b. The Committee may issue rules and regulations consistent with and in furtherance of the requirements set forth in the Code of Ethics, and may require such disclosure, financial or otherwise, as it deems appropriate or necessary. Any rules and regulations issued by the Complaints and Ethics Review Committee shall be formally communicated to the Board of Directors.

CODE OF CONDUCT

Rochester Career Mentoring **Charter School**



Revised April 2016

Rochester Career Mentoring Charter School (RCMCS)

Board of Trustees President

Kevin McCormick

Jeanette Silvers Dianne Spang

Christine Hill Brenda Beason

Albert Cabral Peter Saxe

Chief Executive Officer

Dennis Francione

Chief of Operations and Academics

Kathleen Denaro

Thank you, to each member of the discipline subcommittee.

Your hard work will benefit all constituencies and help to create a safe and academically successful school year.

Student Success Center Manager

Ronda Wade

Student Behavioral Specialist

Cory Gross

School Counselor

Denise Barclay

Hillside Youth Advocate

Keonna Brown

Center for Youth Services

Michael Blask

Center for Youth Service

TBD

RCMCS staff members responsibly participate in the daily operations by following procedures and policies which ensure a positive learning environment for all students.

Initiative and leadership are valued at RCMCS; all staff members, students and parents have opportunity to provide regular insight and input regarding school policies. The RCMCS Handbook and Code of Conduct are reviewed regularly for continuous improvement.

Rochester Career Mentoring Charter School does not discriminate against any member of its community on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities.

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Dear Parents/Guardians,

We welcome you and your child to the Rochester Career Mentoring Charter School family! We are committed to providing a solid pathway of success for your child's future. Our project-based approach to learning is designed to prepare your child for college and the career of their choice. Our team is caring, competent, dedicated and willing to assist you and your child to our fullest ability. We are accessible by phone, email and text at all times possible. We promise to work diligently to provide the best possible learning atmosphere for every one of our students.

We believe that education is a shared responsibility and depends on the cooperation and collaboration of everyone concerned: students, parents, community and staff. The mission of the Rochester Career Mentoring Charter School is to exemplify a model secondary school that offers a multitude of learning opportunities for the diverse students we serve. We believe that each one of us is responsible for doing our part to make our school a place where we can work effectively and achieve successes together.

Rochester Career Mentoring Charter School (RCMCS) is a reflection of all of us; we celebrate our differences and respect every member's individual strengths. Our policies are intended to provide a safe and positive environment that will be conducive to rigorous teaching and learning. Our staff members look forward to sharing their expertise in academics, special programs, clubs and extracurricular activities. We will encourage every child and parent/guardian to get to know our school through a strong advisory program. Our programs, activities, and unique schedule are designed to promote college and career readiness. We encourage our parents/guardians to become active participants in our school in any capacity. Students and families can get involved through a multitude of opportunities including the Parent-Teacher Organization, classes, clubs, Leaving to Learn Activities, and Advisement.

This handbook is an overview of our school's goals, services, and expectations. It is an essential reference book describing our unified policies and procedures. It has been designed to provide you and your students with the information that will make your time at RCMCS purposeful and rewarding in every aspect. Keep this handbook because you will use this information throughout your enrollment to graduation.

On behalf of the entire Rochester Career Mentoring Charter School staff and community, best wishes for a great school year! Please call upon us for any questions, considerations or suggestions you may have at any time.

With highest regards,

Your RCMCS Family

Rochester Career Mentoring Charter School does not discriminate against any member of its community on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities.

Mission

Rochester Career Mentoring Charter School (RCMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college.

Our Beliefs:

- Every Child can learn and reach high levels of academic achievement by participating in a project-based learning environment
- Humanities and Math, Science, and Technology are critical for participation in civic and economic life
- A personalized learning environment is vital for success
- Families are integral to our students' successes
- Students learn when teachers continuously participate in professional development opportunities
- Every child can make a significant contribution to the school and community
- All of us grow when we embrace diversity
- Exploring career interests and choices is important to our students

Our Key Features:

- Provide students with the skills and project-based learning experience necessary that will help them master the knowledge detailed in the New York State Core Curriculum Content Standards
- Provide a strong focus on the Humanities and MST
- Use national competitions and science fairs to motivate students
- Build a strong advisory program and mentoring system that will provide individual attention to each student, "One Student at a Time"
- Provide broad tutoring services that will help students address learning needs and/or issues with specific content.
- Build strong parent/student/school relationships
- Require enhanced professional development for staff members
- Build partnerships with community organizations and other educational institutions
- Connect with the district in residence to share "best practices"

General Information

RCMCS Email System

Parents or guardians who wish to contact any Rochester Career Mentoring Charter School staff member may do so via email. Simply type the first initial and the last name followed by @rcmcs.org to send an email directly to that person. For example, Kathleen Denaro would be kdenaro@rcmcs.org. All Staff emails are also accessible on our website: rcmcs.org.

Parent Portal

Rochester Career Mentoring Charter School offers all parents and/or guardians the opportunity to access their child's school-related data such as grades, progress reports, and attendance by using the Internet. In order to access this information you will need an assigned **SchoolTool** account and password. To do so please contact the school's main office to give us your email address.

School Closing Announcements

If the Rochester City School District is closed due to inclement weather then the Rochester Career Mentoring Charter School will also be closed. Parents should watch Channel 13, Channel 8, or YNN for notification of school closings or consult the school website as www.rcmcs.org. Suggested viewing time is from 5:00 am through 7:45 am.

Emergency School Closing

Parents should arrange with neighbors or other responsible individuals to receive and care for their children in the event of an emergency early dismissal or an emergency closing. Children are to be instructed by the parents exactly what they are to do if this should occur.

Early Dismissal Due To Inclement Weather

In this situation, we strongly recommend parents wait for the dismissal of their children at the times prescribed by the school. This will allow for the smooth, efficient and safe release of all students. Harsh weather conditions do not always result in early dismissal. Please consult the school web page at www.rcmcs.org for early dismissal information.

Emergency Pick-Up Procedures

In case of an emergency, where a parent must pick up their child during the school day, the parent or guardian must complete the appropriate sign out form in the office. Parents are then to wait in the office until their child is called from class. No student will be released unless a parent or guardian is present. Please see attendance policy for details.

General Student Information

Dress Code

RCMCS students are required to wear "Business Casual" attire. Through student, parent and staff input and support, we will uphold a uniform policy that is consistent with college and career readiness.

Security Video Surveillance

During your days here at Rochester Career Mentoring Charter School, expect to be under video security surveillance once you enter school grounds. Cameras circumnavigate the entire building/grounds and are at key positions inside the building itself. Not only are you on camera often during the day, but you are also recorded for playback as the need arises. If necessary, in an extreme case, be aware we could use this film as evidence in a court of law. Our objective is simply to conduct a safe school in a safe environment. Anything other than peace, tranquility, and pursuit of academic success is not acceptable at Rochester Career Mentoring Charter school.

Photographs/Video Tape—Public Relations

There may be occasions when your child may be photographed or videotaped participating in school functions. If you DO NOT WISH TO HAVE YOUR CHILD PHOTOGRAPHED OR VIDEO TAPED, please notify the school principal in writing.

Electronic Devices

Electronic devices such as hand held video games, MP3 players, iPods, tablets, and CD players etc. are not permitted in school. Not only do they interrupt classes, but they also may be lost or stolen at one's own personal expense. Any electronic device found in the student's possession will be confiscated and turned over to the leadership team. Only parents or guardians may pick up the item from the office and disciplinary action will be imposed at the discretion of the administration.

Audio Video Recording Devices

The use of audio and video recording devices of any type is prohibited, and will result in disciplinary consequences. Any audio and video device found in the possession of a student will be immediately confiscated. Only parents or guardians may pick up the item from the office and disciplinary action will be imposed at the discretion of the administration.

Laser Pointing Devices

These devices project a powerful, intense and potentially damaging point of light. They are not permitted on school property at any time. Any student found to be in possession of a laser pointing device will have the device immediately confiscated. Only parents or guardians may pick up the item from the office and disciplinary action will be imposed at the discretion of the administration.

Loitering

Students are prohibited from congregating or loitering anywhere in or around the school. Repeat loitering offenders are subject to specific consequences and parents or guardian will always be notified.

Lockers

Each student is assigned a locker, which must be kept clean, orderly, and locked at all times. Students will receive locker numbers from their advisor. The serial numbers and combinations are on file with the office of the building administrator. Students are cautioned not to give out locker combinations to anyone since the locker is to be used only by the individual to whom it is assigned.

Please note:

- A. A maximum of two students are assigned to a locker.
- B. Students must utilize the assigned lockers.
- C. Lockers must be closed and must not be left on pre-set.
- D. Combinations must not be given to other students.
- E. Malfunctioning lockers must be reported to the main office immediately.
- F. Allowing others into your locker not only is a violation of the above school regulations but, more seriously, sacrifices your own security. Protect your valuables.
- G. We strongly recommend that valuables frequently left in lockers (i.e. coats, jackets, calculators, back packs, etc.) be marked in an inconspicuous place so that identification (if need be) is swift and undeniably accurate. Indelible ink is best suited for this purpose (not sewn/ironed on labels!).
- H. Carrying large amounts of money to school is not necessary or recommended. Talking about it or "flashing" bills is both foolish and irresponsible.
- I. Students should come to class prepared with all materials before the start of class. Lockers may be used at the beginning and end of the day. Teachers will not issue locker passes to students during class time except in emergency situations (not for instructional materials).

LOCKERS ARE SUPPLIED AS A CONVENIENCE TO STUDENTS. SCHOOL OFFICIALS, HOWEVER, RESERVE THE RIGHT TO INSPECT STUDENT LOCKERS BASED ON REASONABLE SUSPICION OF A CODE OF CONDUCT VIOLATION. STUDENTS SHOULD EXPECT THAT THEIR LOCKERS MAY BE OPENED FOR INSPECTION.

Advisement Regulations

Every student is a member of an advisement group under the direction of an advisor. During advisement, students will engage in character education, current events, and review of attendance, behavior and academic success, with students Individualized learning plans (ILP).

It is essential to recognize that advisement period is as important as every other class. Therefore, it is imperative to attend school regularly, and be an active participant in the school community.

Pupil Records

Parents/guardians and adult students are advised that they have the right to review student records. Such requests must be directed to the building Enrollment Specialist for prior approval.

Lost and Found

The school is not responsible for lost articles. Books and other items which are found, are to be taken to the Main Office. All inquiries about missing items should be directed to the main office.

Hall Movement Expectations

RCMCS students transition to their classes in an orderly and timely manner. Running and/or horse-playing in the halls undermines RCMCS commitment to a safe environment. Once students have reached their classroom, they are to enter the room and remain there until the start of class. No student is to be permitted out of his/her classroom after opening projects, lessons, or activities have begun.

Leaving the Building without Permission

Students are not permitted to leave the building or any assigned period during the day without the permission of the parent/guardian and the Educational Leader. Leaving the building without permission is a serious violation of school rules and this action is subject to disciplinary consequences. Returning to school will not be permitted except through the Student Support Center, accompanied by one or both parents or guardians. Makeup work and/or tests missed during this time will not be allowed.

Fire Drills

Staff is responsible for the explanation of directions students follow during fire and lock down drills. These directions are placed in a conspicuous place in each room of the school. For one's own safety and that of other fellow students, follow all instructions carefully. Follow the following simple rules during all drills:

1. Do not talk from the time the alarm is sounded until you have returned to your room or place of instruction.
2. Follow direction from your assigned teacher. All rooms have designated reporting areas.
3. Move quickly; DO NOT PUSH OR RUN.
4. Form lines without any confusion.
5. Meet unusual situations with calmness and clear thinking.
6. In case an exit is blocked, proceed in orderly formation to the nearest exit.
7. In the event of smoke, stay low to the floor.
8. Attendance is taken. Students must remain with their teacher during the drill and report back to their assigned location immediately following.
9. Failure to comply with the emergency procedures puts one's self and others at risk. Defiance of authority may result in disciplinary consequences.

Telephone

Generally, telephone use is prohibited during the school day. In case of a problem or an emergency during the school day, the student may check with a secretary in the office who will make the call on the office phone.

Cell Phones

Students may not use their cell phones in the building at any time during school hours (7:45 am – 3:56 pm). Cell phones, including any communication device, must be powered off and handed to staff members when entering the building in the morning. Staff will place the phone in a labeled baggie and take them to a secured room. Cell phones will be distributed to the students in the last five minutes of their last period class. Cell phones may be turned on after school has concluded for the day.

Internet Access/Computer Access/Laptop Access

RCMCS recognizes that as telecommunications and other technologies shift the manner in which information is accessed, communicated and transferred, that those changes will alter the nature of teaching and listening. Access to telecommunications will allow pupils to explore database, libraries, Internet sites, bulletin boards, etc. while exchanging information with individuals throughout the world. RCMCS supports access by pupils to information sources but reserves the right to limit in school use to materials appropriate to educational purposes.

RCMCS also recognizes that telecommunications will allow pupils access to information sources that have not been pre-screened by educators using school-approved standards. RCMCS therefore adopts the following standards of conduct for the use of computer networks and declare unethical, unacceptable or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges and/or instituting legal action.

RCMCS provides access to computer network/computers/laptops for educational purposes only. RCMCS retains the right to restrict or terminate pupil access to the computer network/laptops/computers at any time, for any reason. RCMCS retains the right to have school personnel monitor network activity, in any form necessary, to maintain the integrity of the network and ensure its proper use.

Standards for Use of Computer Networks

Any individual engaging in the following actions when using computer networks/computers/ laptops shall be subject to discipline or legal action:

- A. Using the computer network(s)/computers/laptops for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
- B. Using the computer network(s)/computers/laptops to forge documents, print illegal copies, violate copyrights, institutional or third party copyrights, license agreements or other contracts.
- C. Using the computer network(s) in a manner that:
 1. Intentionally disrupts network traffic or crashes the network;
 2. Degrades or disrupts equipment or system performance;
 3. Constitutes a commercial purpose, financial gain or fraud;
 4. Steals data or other intellectual property;
 5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
 6. Gains or seeks unauthorized access to resources or entities;
 7. Forges electronic mail messages or uses an account owned by others;
 8. Invade privacy of others;
 9. Posts anonymous messages;
 10. Facilitates the possession of any data which is a violation of this policy;
 11. Circumvents school content filtering and/or security systems (including, but not limited to the use of proxy servers, anonymizers, circumventors).

12. Engages in other activities that do not advance the educational purposes for which computer networks/computers/laptops are provided.
13. Use of computers as a tool of harassment, bullying, and/or discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (which includes a person's actual or perceived sex, as well as gender identity and expression).

Internet Safety Protection

RCMCS is in compliance with the Children's Internet Protection Act and has installed technology protection measures for all computers in the school, including computers in media centers that block/filter visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image files or other visual depictions that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. RCMCS will certify on an annual basis that the school is in compliance with the Children's Internet Protection Act and RCMCS enforces the requirements of this policy.

This policy also establishes internet safety policies and procedures in the charter school as required in the Neighborhood Children's Internet Protection Act. Policy 2361 addresses access by minors to inappropriate material on the internet and world wide web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including "hacking" and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Violations

Individuals violating this policy shall be subject to the consequences which include, but are not limited to:

1. Use of network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of Laptop/Computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities

Parent-Teacher Conferences

Frequently throughout the school year informal conferences between parent and teacher can take place via home visits; telephone; face-to-face conversations, written messages or email; and scheduled meetings at mutually agreeable times. In most instances, conferences should be initiated by the teacher

advisor on a monthly basis. Keeping parents up to date about their child's school progress is a priority of our advisement program.

To initiate a conference with a teacher, parents/guardians should write a note to the teacher or email the teacher indicating the nature of the request and convenient times for a conference. Upon receipt of the written request, the teacher will contact the parent/guardian by return letter or telephone call whereby the time and the location of the conference can be mutually agreed upon. Parents/Guardians are asked not to come to school expecting to meet with a teacher without an appointment. Our teacher's first priority is to teach students and with that in mind, we ask parents/guardians to refrain from contacting teachers during the teaching hours of the school day.

Fund Raising

No person may solicit contributions or collect funds for any purpose from students or school personnel on school property, at school-sponsored events, or on school transportation unless he or she has the written permission of the Educational Leader.

Sales

Advertising may be permitted for approved school-related activities such as school newspapers, yearbooks, and other fund-raising projects. Advertising materials that promote the use of alcohol, tobacco, and paraphernalia are strictly prohibited. No person may display, offer to sell, or sell any item or service to students or school personnel on school property, at school-sponsored events, or on school transportation unless he/she has the written permission of the school Educational Leader.

Emergency Procedures

Fire, lock-down, evacuation, and shelter-in-place drill instructions will be discussed in each class during the first week of the semester. Students need to understand and follow these instructions keeping in mind if there was an actual emergency it could be a life or death matter. The instructions will be posted in each teacher's room near the door and students should be familiar with the assigned drill areas. When the alarm is sounded for a fire drill or evacuation drill, everyone is required to respond in a prompt and orderly manner, leaving the school building by a prescribed route as directed by the teachers. Every teacher is expected to have their class roster in hand when exiting the building; Fire Drill folders and located in every classroom containing student rosters procedures and references.

Cafeteria Privileges and Procedures

Students are required to stay in the cafeteria during the established breakfast and lunch periods. Students who have failed to report to the cafeteria will be considered to have cut a class period. Use of the cafeteria is considered a privilege and, therefore, each pupil is responsible for keeping his/her place clean and neat.

Students are **NOT permitted to order food from outside vendors or leave school grounds for lunch**. Any student who is found off school grounds during their scheduled lunch period, will face a suspension from school. Each student is expected to conscientiously follow each of the following regulations:

1. In order to maintain a pleasant mealtime atmosphere, it is necessary for students to conduct themselves in a quiet manner.
2. Enter the cafeteria through designated entrances.

3. Never leave the cafeteria without permission from one of the teachers in charge.
4. NO FOOD IS TO BE TAKEN OUT OF THE CAFETERIA.

Consent Requirement

No pupil shall be allowed to use the computer network and the Internet unless they have filed a consent form signed by his/her parent(s) or legal guardian(s).

Visitor Expectations

Visitors for educational reasons are welcome to RCMCS. Visitors must register with the office when they arrive. Approved visitors will be issued a visitors pass. Parents also must check in at the office. Students wishing to bring visitors to RCMCS must complete the Student Visitor Form and receive approval from the office at least (1) school day in advance. Do not bring guests to school without prior arrangements. No visitors will be allowed the last two weeks of each semester and during testing days. Also, no visitors will be allowed during the week prior to any school holiday. These procedures are designed to help keep our students as safe and secure as reasonably possible during the day and after school while in the building.

VISITORS ARE NOT PERMITTED BEYOND THE SCHOOL OFFICES TO DROP OFF FOOD, DRINKS, HOMEWORK, PROJECTS, NOTES, OR TO ACCOMPANY LATE STUDENTS TO A CLASSROOM.

School Property

The appearance of your school grounds and corridors reflects upon the entire school, particularly the students. All waste paper is to be placed in the receptacles provided for that purpose. Marking or marring doors, walls, floors, lockers, desks, or any other school property is prohibited. Students caught defacing school property will be subject to disciplinary action and parents/guardians may be held liable.

Public Areas: Hallways, Stairwells, and Lavatories

Hallways, stairwells, and lavatories are areas used by all members of RCMCS. Since everyone uses these areas, there are rules of conduct that students must follow:

- You may not loiter in the halls, lunchroom, in the lavatories, or on the staircases
- You may not eat in halls, lavatories, or staircases
- You may not run, roughhouse, push, or wrestle in the halls, lunchroom, lavatories or on the staircases.
- You may not yell, scream, hit lockers, or otherwise make excessive noise while in these areas.
- Don't not leave belongings on the floor outside of your locker.

During class time, students are not to be in the halls, stairwells, or lavatories without a pass from their teacher or the main office. Teachers and Student Support Staff will monitor student requests for bathroom passes and will limit student passes to those students who are out of class frequently.

Laptops and Supplies

RCMCS will provide students with laptops for each of their classes. RCMCS will hold each student responsible for the condition of the laptop issued to him or her. Each student should take care to see that these laptops are not lost, stolen, damaged, or defaced. Students will have to pay to replace any laptops that are damaged or not returned.

School Activities

Field Trips

Field trips are a privilege and attendance may be denied for behavioral or academic reasons. The safety of students is very important to us and specific rules will apply to these activities.

Field trips offer exciting ways to learn. RCMCS students will have the opportunity to go on field trips at various times throughout the school year. For field trips, students will be expected to follow protocols for school expectations:

- Students must bring the Field Trip Permission slip signed by parents or guardians to school by the specified date. No phone calls will be accepted as permission.
- Students must wear school dress unless otherwise specified.
- Students must abide by RCMCS code of student conduct while on the field trip. By doing so, students will become proud ambassadors of our charter school.
- Chaperones: Only teachers and approved chaperones are permitted on field trips. The principal shall approve all chaperones.

Return to School: Please plan to meet your child at the scheduled time of return. If a field trip returns prior to dismissal time and school is still in session, students will be sent to their appropriate class.

Overnight Field Trips: There is a separate set of guidelines for these trips. They will be issued by the Educational Leader if such overnight event is scheduled.

After-School Activities

There is no better way for students to enrich their education than by taking part in clubs and after-school activities or working with a teacher. These opportunities will allow students to explore more in-depth activities, and they will be expected to follow these rules:

- Students must be with a teacher or other staff member at all times.
- Students must arrange for their own transportation to arrive promptly at the end of the activity.
- Students must abide by the RCMCS Code of Student Conduct while participating in the activity.
- Students may not stay after school to wait for other students.

A full list and description of after school clubs and activities will be posted after school starts and students will have an opportunity to explore each one that interest them.

Clubs & Interscholastic Activities

The RCMCS program offers diverse clubs and intramural/interscholastic programs. The clubs serve to broaden interest and encourage development of well-rounded students. They also provide enjoyment and variety to the school day. Each student may select one club of his/her choice at the beginning of the school year. Sheets summarizing the activities of each club enable you to make your decision.

CLUBS are provided to broaden the interests through participation with their peers in a variety of areas.

INTERSCHOLASTIC ATHLETICS are now sanctioned by Section V of the New York State Public High School Athletic Association (NYSPHSAA), Eligible students will compete at the Varsity Level against students

from other charter schools of similar size. Varsity Athletics are highly competitive and playing time is based on skill and hard work. Tryouts are held and medical physicals are required for participation. Practice will occur outside the school day and may occur in a building at another school.

Town Meetings

Town Meetings are periodically scheduled throughout the school year which provide students with information and input regarding issues that affect their lives at school. Students are instructed on appropriate behavior, seating, and entrance and exit prior to the town meeting. Students are expected to report to seats quickly and orderly. Student opinions are important. Proper behavior is expected at all times.

Student's Bill of Rights

Since all students have elected to apply to Rochester Career Mentoring Charter School, we anticipate that all students will not only accept their rights as members of our school community, but also their responsibilities to the school community. RCMCS is based on a foundation of values including the following:

Respect/Responsibility.

I will be responsible and give respect to all persons, property, education, and expectations of the school.

Communication.

I will use appropriate language and communicate with my teachers, peers, and other staff in an appropriate manner.

Motivation.

I will be self-motivated in completing all assignments and focusing on my dreams and aspirations.

Career Goals.

I will manage my time wisely, attend all scheduled community service and internship hours, and maintain a positive work ethic.

Safety.

I will assist in maintaining a positive school culture that is free of bullying, drugs, and physical altercations.

We ask each of you to carefully read over and sign the student contract and do your best behave in ways that will enhance your own and others' ability to learn.

ROCHESTER CAREER MENTORING CHARTER SCHOOL STUDENT CONTRACT

As a student of Rochester Career Mentoring Charter School, I will do my best to do the following:

- I will show consideration for the rights and feelings of others, being careful not to hurt them physically or make them feel bad.
- I will speak to others respectfully, not using profanity or uncomplimentary names.
- I will show respect for all people working or helping in the school.
- I will show careful regard for both my property and the property of others.
- I will always ask permission before I borrow other people's things, and I will return them promptly and in good condition when I am finished.
- I will attend school regularly.
- I will be in class on time with all necessary materials.
- I will make good use of class time, complete, and turn in assignments/projects/activities on time.
- I understand that I must make up assignments I missed due to absences.
- I will remain on campus during school time, including the lunch period. I will not leave the school grounds without permission of the Educational Leader and or my parent/guardian.
- I will do my best in my school work, and I will let others do their best,
- I will ask for help if I do not understand.
- I will not bring any contraband items to school.
- I will help keep the school building and grounds clean and tidy.
- I will complete my community service and internship successfully
- I will follow the dress code, arrive, and leave school in the proper attire.
- I will not participate in any behavior prohibited by the school.
- I will be responsible in my use of technology in the school.
- I will contribute to the RCMCS mission of maintaining a school free from harassment, bullying, and discrimination.
- I will be an exemplary ambassador of RCMCS

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Students must sign this agreement and return it to the main office.

Student Peer Review

Students from each grade-level advisement class elect one student from each group to participate on the Student Peer Review. After advisement class elections, each grade-level will then elect one representative to participate on the Student Peer Review. Student Peer Review will be made up of no more than four students.

The function of the peer review is to review student behavior as it pertains to the school community for minor offenses. Student Peer Review members should represent the good character of a student as a role model. These students will also help facilitate town meetings that will be held on the second Friday of each month. Students will define in more detail the governing bylaws of Student Peer Review. In addition, the student representative will be expected to be trained in mediation.

Alternative Disciplinary Methods (ADM)

Student Support Services: Community agencies and services play an active role in proactively diminishing student misconduct. RCMCS will seek the assistance and support from agencies throughout Monroe County to help guide and counsel students who require additional support or who repeatedly violate the Code of Conduct. Center for Youth Services and Hillside Work-Scholarship Connection will also play an active role in securing community agency services and supports.

Student Success Center

The Student Success Team Members are professional educators with mental health expertise trained to understand and respond to the challenges presented by today's diverse student population. The Student Success Manager, Student Behavioral Specialist, Crisis Intervention Specialist, Hillside Advocate and the Secondary School Counselor do not work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help the student achieve success in school.

The purpose of the Rochester Career Mentoring Charter School Student Success Center is to address students who are in physical, academic, emotional, behavioral, or social crisis at any given time in the day, and to address their needs in a manner which can allow them to return to class. When a student is returned to the classroom it is at the discretion of the Student Success Center personnel. The Student Success Center is not a classroom management tool, but is rather a place to address severe and specific student needs.

STUDENT SUCCESS CENTER REFERRAL PROCESS

SchoolTool is the main student management system used at RCMCS to house student information. SchoolTool tracks attendance, student performance and student needs. There is a three tiered referral system for staff to submit referrals for any of these areas of concern:

1. Academic
2. Social-Emotional
3. Disciplinary

Staff submit referrals via SchoolTool. Referrals are reviewed daily by the Student Support Center Manager who channels the referral to the appropriate Student Support staff member. Academic referrals are triaged by the School Counselor and subsequent RtI Team (Response to Intervention is a process for students to receive additional academic support, in addition to classroom instruction). Behavioral referrals are disseminated to the Behavioral Specialist team comprised of Center for Youth and RCMCS Student

Behavioral Specialists. Any social-emotional referrals are triaged by the Student Support Manager in conjunction with in-house or community agencies.

Students also have the ability to self-refer to the Student Support Center either through SchoolTool or by notifying their Advisor, or any other staff member.

Discipline Consequence Guide

All violations of the Code of Conduct will be investigated by both the Educational Leader and Student Support Center, and a student will be questioned prior to being assigned a consequence. This guide is an outline only; administration reserves the right to adjust consequences based on professional judgement and the severity of the situation. More than one infraction type can be combined when assigning a consequence.

Referral Process

Student referrals are made for 3 reasons: (1) Academic, (2) Social-Emotional, and (3) Disciplinary. All referrals are processed to the Student Support Center for dissemination to the appropriate channels. Disciplinary referrals follow the guidelines as set forth herein for violations of the Code of Conduct.

All violations of the Code of Conduct will be investigated by both the Educational Leader and Student Success Center Team, and a student will be questioned prior to being assigned a consequence. This guide is an outline only; administration reserves the right to adjust consequences based on professional judgement and the severity of the situation. More than one infraction type can be combined when assigning a consequence.

LEVEL 1 INFRACTIONS

INFRACTION	RECOMMENDED CONSEQUENCE
Antagonistic behavior/ Insubordination/Disrespect to Adults	Restorative Practice
Disrupting learning (includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class, insubordination, and/or selling or trading personal possessions to other students.)	Restorative Practice
Excessive Talking	Restorative Practice
Failure to Comply with School Regulations	Restorative Practice
Horseplay	Restorative Practice
Inappropriate Computer Use	Restorative Practice
Leaving the classroom without permission	Restorative Practice
Loitering	1 st offense Warning 2 nd offense Restorative Practice
Public Display of Affection (which are not appropriate for public places such as kissing, hugging, etc.)	1 st offense Warning 2 nd offense Restorative Practice
Unexcused tardy	Restorative Practice
Use of Obscene and Profane Language	Restorative Practice
Skipping class	Restorative Practice
Violation of Cell Phone/Electronic Device Policy	Restorative Practice (Cell phone taking away and parent called. 1 st offense: student will receive phone at the end of day. 2 nd offense: parent needs to pick up phone from administrator)
Violation of the Dress Code	Restorative Practice (Office phone call home for parent/guardian to bring proper attire in)
Other Offenses of Similar Seriousness	Restorative Practice

Level 2 Infractions

Infraction	RECOMMENDED Consequence
Engaging in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others	Minimum Restorative Practice Maximum 1st offense 1 day Community Service based on the severity and results of behavior.
Leaving the School Building or Grounds	1 day of OSS
Bringing inappropriate materials such as but not limited to pornographic, criminal, hate related, laser pointer(s), lighter(s), water balloon(s) etc.	1st Offense: 1 day Community Service 2nd Offense: 1 day OSS 3rd Offense: 3 days of OSS and disciplinary hearing
Cheat on exams or quizzes, or commit plagiarism.	1 day Community Service and automatic (0) on the assignment
Encourage or urging other students to violate school rules.	1 day Community Service
Failure to identify self properly	1 day Community Service
Failure to follow instructions during an emergency drill	1st Incident: 1 day OSS 2nd Incident: 3 day OSS 3rd Incident: 5 day OSS and disciplinary hearing
Failure to follow instructions or directions on a field trip	1st Incident: 1 day of Community Service and suspension from next field trip 2nd Incident: 2 days of Community Service and suspension from all field trips for remainder of the year
Forgery	1st Offense: 1 day OSS 2nd Offense: 3 day OSS 3rd Offense: 5 day OSS and disciplinary hearing
Open Defiance of Authority/Continued Willful Disobedience	1st Incident: 1 day OSS 2nd Incident: 3 day OSS 3rd Incident: 5 day OSS 4th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Participation in an Unauthorized Occupancy	1 day OSS
Skipping Detention	2 Detentions
Possession, consumption or distribution of cigarettes or tobacco products	1st offense 3 days OSS 2nd offense 5 days OSS and disciplinary hearing
Truancy	Parent/Teacher Conference

Level 3 Infractions

Infraction	RECOMMENDED Consequence
Possession, consumption, or distribution of alcohol, illegal drugs, prescription medications or drug paraphernalia	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion
Assault a Teacher or other school employee	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion
Arson	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion Police 311 report made
Bullying or Cyberbullying: unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can occur before and after school hours, in a school building, or on the internet. See the attachment for the school policy.	<div>1st Incident: 1 day OSS</div> <div>2nd Incident: 3 day OSS</div> <div>3rd Incident: 5 day OSS</div> <div>4th Incident: Disciplinary hearing resulting in long term suspension, or expulsion</div>
Harassment: creation of a hostile environment by conduct or by verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (which includes a person's actual or perceived sex, as well as gender identity expression)	<div>1st Incident: 1 day OSS</div> <div>2nd Incident: 3 day OSS</div> <div>3rd Incident: 5 day OSS</div> <div>4th Incident: Disciplinary hearing resulting in long term suspension, or expulsion</div>
Destruction of School Property	<div>1st Offense up to 5 days OSS. Pay cost of damage to fix.</div> <div>2nd Offense: Disciplinary hearing resulting in long term suspension, expulsion. Pay cost of damage or fix.</div>
Engage in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments.	<div>1st Incident: 2 day OSS</div> <div>2nd Incident: 3 day OSS</div> <div>3rd Incident: 5 day OSS</div> <div>4th Incident: Disciplinary hearing resulting in long term suspension, or expulsion</div>
Extortion	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion. Police 311 report may be made
False Fire Alarm, Bomb Scare, Terrorist Action	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion, police report made. (Violation of state law subject to legal authorities. Subject to fines from \$1,000 to \$10,000 and jail terms)

Fighting/Assaulting another Student or Person	1st Incident: 3 days OSS 2nd Incident: 5 days OSS 3rd Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Gambling for profit/actual money	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion police report may be made
Larceny or Other Theft Offenses and/or threatening to take another person's belongings	1st Incident: Up to 3 day OSS; Parent notified, police report may be made 2nd Incident: Up to 5 days OSS with disciplinary hearing resulting in long term suspension, or expulsion
Possession of a Weapon/Intentional Use of Instrument for Harm	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion, police report will be made
Riot: four or more persons simultaneously engaging in tumultuous and violent conduct and thereby intentionally or recklessly causing or creating a grave risk of physical injury or substantial property damage or causing alarm.	5 day OSS with disciplinary hearing resulting in long term suspension or expulsion
Threatening/Intimidation	1st Incident: 1 day OSS 2nd Incident: 2 day OSS 3rd Incident: 5 day OSS 4th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Under the influence of drugs or alcohol	Call parent immediately to remove the student. Consequences for "Alcohol/tobacco/drug related" will apply
Verbal or Physical Menacing of a Staff Member	1st Incident: 3 days OSS 2nd Incident: 5 days OSS and disciplinary hearing resulting in long term suspension, or expulsion
Other Offenses of Similar Seriousness	Administrative discretion

Repeated Infractions

Infraction	Definition	Explanation
Repeated minor infractions	Level 1 or 2 infractions that are repeated five, six, or seven times within a semester	Restorative Practice and mandatory parent meeting
Repeated minor infractions	Level 1 or 2 infractions that are repeated eight or more times within a semester	OSS and mandatory parent meeting or disciplinary hearing
Repeated major infractions	Level 2 or 3 infractions that are repeated two or more times within a semester	OSS and mandatory parent meeting or disciplinary hearing
Repeated missing of Community Service	When a student reaches 5 total unserved Community Service	1 day of OSS; students Service Learning is removed after day is served

***Students start fresh each year or per SSC Staff discretion.**

Multiple Referrals

Infraction	Definition	Actions
3 - 5 Referrals	Any Type of Disciplinary Referral	Parent Contact will be made. Letter will be sent home. Consequences will be appropriate based on the infraction level.
6 - 20 Referrals	Any type of Disciplinary Referral	Mandatory parent meeting required and behavior contract completed in addition to appropriate based on the infraction level.
20 or more Referrals	Despite restorative practices, multiple repeated Disciplinary Referrals.	Mandatory parent meeting required and behavior contract completed in addition to appropriate consequences based on the infraction level including long term suspension referral including consequences up to an expulsion.

*** Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices have been applied at RCMCS to address youth behavior, rule violations, and to improve school climate and culture. Restorative practices can improve relationships between students, between students and teachers, and even between teachers, whose behavior often serves as a role model for students. They allow each member of the school community to develop and implement a school's adopted core values.**

***OSS- Out of School Suspension**

***Community Service is an assignment intended to correct a behavior. Community service is given to a student who has received a Level 2 infraction. Services consist of the following:**

- **Assisting a staff member with classroom duties**
- **Assisting in the cafeteria service line**
- **Assisting with the janitorial duties of the school**

Disciplinary Responses

The following discipline responses must be effectuated in accordance with all the procedural requirements of RCMCS policy, the RCMCS Regulations of Intervention and Discipline, New York State and Federal Law.

Detention

Teachers, and school leaders may use before/during/after school detention as a penalty for student misconduct in situations where restorative practice was ineffective and removal from the classroom would be appropriate. Detention must be served within the week of issuance and parent/guardian notification. Detention takes precedence over extra-curricular activities, athletic practices or events. Detention will be imposed as a penalty only after the student's parent/guardian has been notified to confirm there is no parental objection to the penalty and that the student has appropriate transportation home following the detention. Failure to serve detention will result in another day of detention or out of school suspension unless an exception to extenuating circumstances applies.

Removal from a Classroom by a Teacher

Teachers have the power to remove a disruptive student. A disruptive student is a student who substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom. The student may be removed for up to two (2) classes (where the daily schedule is so arranged) or up to 1.5 hours, where the student ordinarily remains in the same classroom.

1. The teacher must inform the student, parent and the Educational Leader of the reason(s) for the student's removal:
 - a. If the student's continued presence in the classroom does not pose a continuing danger to people or property, and does not present an ongoing threat of disruption to the academic process, then the teacher will, prior to removing the student from the classroom, explain the basis for the removal and allow the student to informally present his/her version of events with a parent/guardian present.
 - b. In all other cases, the teacher must explain to the student the basis for the student's removal and provide an informal opportunity for the student to present his/her version of events within twenty-four hours of the student's removal. If the twenty-fourth hour occurs on a non-school day, the opportunity shall be carried over until the corresponding hour on the next school day.
 - c. No teacher may remove a student with a disability from his or her class until he or she has exercised due diligence to verify with the Educational leader or his/her designee, that the removal will not violate the student's rights under state or federal law or regulation.
 - d. The teacher must complete a school-established disciplinary removal form and meet with the Educational Leader or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form; and must make a reasonable effort to personally contact the parent/guardian. If the Educational Leader or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the Educational Leader or designee prior to the beginning of classes on the next school day.

- e. Removed students will be sent to a location at school where they will be provided with continued educational services, including class work and homework.
2. The Educational Leader (or designee) must inform the student's parent/guardian of the student's removal and the basis for the removal within twenty-four hours and must provide the parent with a copy of the disciplinary removal form which was completed by the teacher. If the twenty-fourth hour occurs on a non-school day, the deadline for notification shall be carried over until the corresponding hour on the next school day.
 - a. The student and parent, upon request, will be given the opportunity for an informal conference with the Educational Leader (or designee) and the teacher to discuss the reasons for the student's removal from class, and allow the student and parent to present the student's version of events. The informal conference must be held within forty-eight hours of the student's removal. If the forty-eighth hour occurs on a non-school day, the time for conference shall be carried over until the corresponding hour on the next school day.
3. The Educational Leader (or designee) shall not set aside the discipline imposed by the teacher unless he/she finds that the charge(s) is not supported by substantial evidence, that the student's removal violates the law, or that the student's conduct warrants suspension. If suspension is warranted, then the Educational Leader (or designee) shall then impose an appropriate period of suspension.
 - a. The Educational Leader (or designee's) determination must be made by the end of the day on the day after the informal conference.
 - b. The student cannot return to the classroom until the Educational Leader (or designee) makes a final determination or the period of removal expires, whichever is sooner.
4. The Educational Leader (or designee) must input disciplinary action into SchoolTool within twenty-four hours.

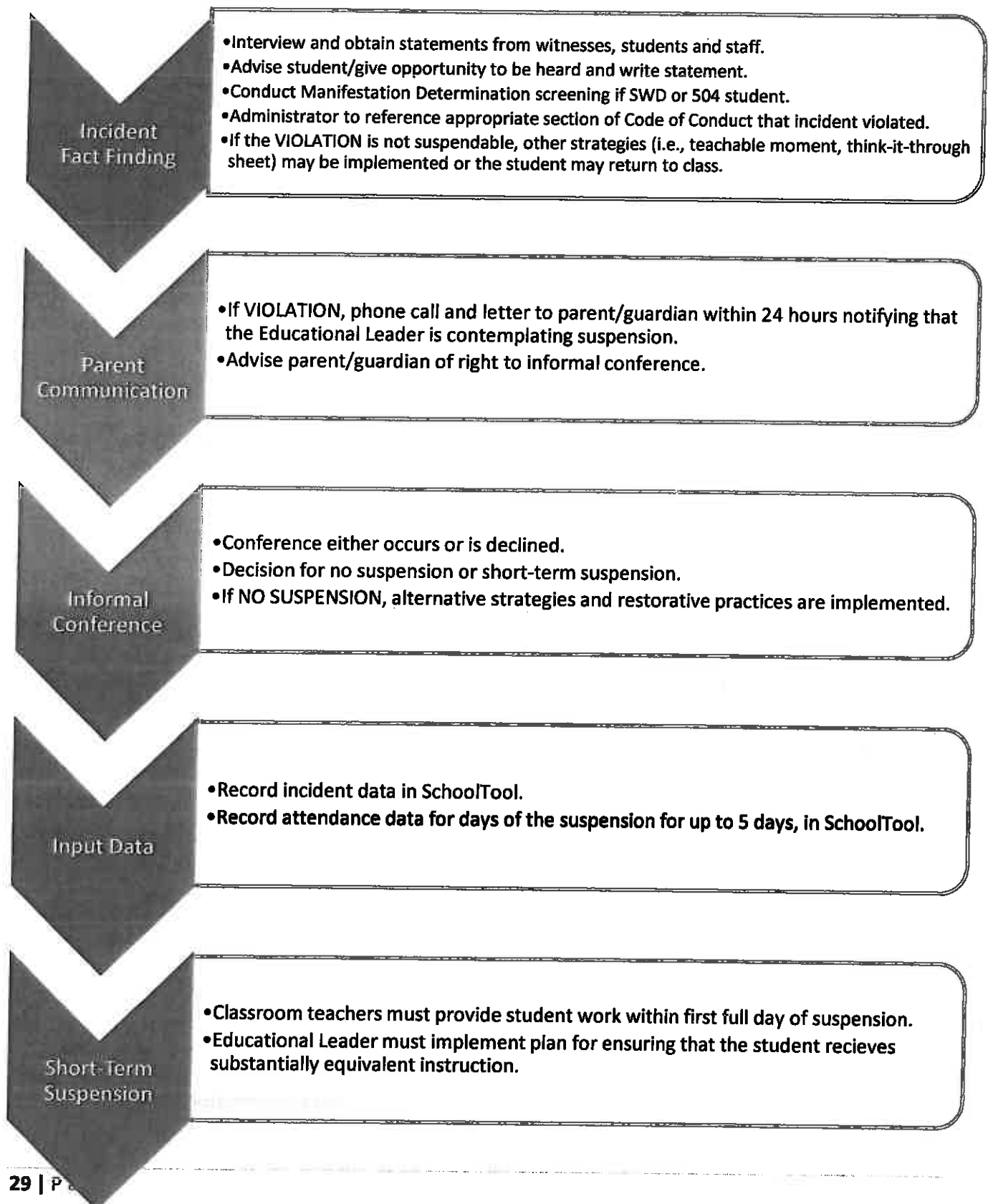
Short-Term Suspension

Short-Term Suspension Definition:

A short-term suspension is the term often used to refer to the suspension of a student from school for five days or less in accordance with the provisions of section 3214 of the Education Law. The Board of Trustees, the Chief Executive Officer, the Chief of Operations and Academics or the Educational Leader of the school may suspend the following students from required attendance upon instruction: a student who is insubordinate or disorderly or violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. At RCMCS, the Chief Executive Officer is equivalent with the role of Superintendent. The Chief of Operations and the Educational Leader have roles, duties and responsibilities similar with the role of Principal.

Short-Term Suspension Process:

1. Prior to imposition of the short-term suspension of a student with a disability the Educational Leader (or designee) shall follow the procedures for Students with Disabilities regarding the necessary information.
2. After conducting an investigation, the Educational Leader (or designee) must reference the appropriate section of Code of Conduct that the incident violated, provide the student with notice of the charged misconduct, and give the student the opportunity to provide his/her version of events. If the student denies the misconduct, the Educational Leader (or designee) must provide an explanation of the basis for the suspension.
3. The Educational Leader (or designee) must send the RCMCS-approved short-term suspension letter to the parent/guardian in parent/guardian's dominant language by either personal delivery, express mail or any other means which ensures that the parent receives the letter within 24 hours of the suspension decision.
4. The letter must describe the incident for which the suspension is proposed, must inform the parent/guardian of his/her right to request an immediate informal conference with the Educational Leader (or designee), and that the parent/guardian and student have a right to question the complaining witness at the conference.
5. Upon request of the parent/guardian, the student and parent/guardian must be provided with an informal conference with the Educational Leader (or designee), at which the parent/guardian and student can present the student's version of events and question the complaining witness in the presence of the Educational Leader (or designee). In circumstances wherein witness safety is a concern, the Educational Leader (or designee) will contact school counsel for direction on how to proceed.
6. The Educational Leader (or designee) must notify the parent/guardian and student of the determination either at the conclusion of the conference, or within twenty-four hours thereafter. If the twenty-fourth hour occurs on a non-school day, the time for communication of the determination shall be carried over until the corresponding hour on the next school day.
7. The Educational Leader (or designee) must input suspension into SchoolTool within twenty-four hours and attendance data for days of the suspension (up to 5 days) must be recorded in SchoolTool as well.
8. Classroom teachers must provide student work within the first full day of suspension.
9. If the student will be suspended out-of-school, a plan must be in place to provide the student with substantially equivalent instruction. This plan will be supplied by the Chief of Operations and Academics or the Educational Leader (or designee) of the school.
10. Appeal from a short-term suspension can be made by the parent/guardian or student directly to the New York State Commissioner of Education.

Short-Term Suspension Process (grades 9-12)

RE: Short-Term Suspension**Student Name****Student ID Number****Name****Address****City, State****Dear (insert Parent/Guardian's name):**

The purpose of this letter is to notify you that your child, _____, will be suspended from his/her regular program as of __ (date) __ because on _____, he/she engaged in the following behavior: ____ (include factual description of conduct) __. You and your child have a right to an informal conference with the Educational Leader and have the right to question a complaining witness in this matter.

Your child will be suspended for ____ school day(s) and assigned to:

In-School Suspension room for the full day.

Instruction at school from _____ (am/pm) to _____ (am/pm).

Instruction at _____ from _____ (am/pm) to _____ (am/pm).

Your child is scheduled to return to his/her regular program on _____.

If you would like to meet to discuss this incident, please feel free to contact me at _____ to arrange for an appointment to meet.

Sincerely,

Educational Leader**Chief of Operations and Academics**

cc: Hand delivered to student
Hand delivered to parent/guardian
Mailed to parent/guardian
Student cumulative file

Long-Term Suspension**Long-Term Suspension Definition:**

A long-term suspension is the term most often used to refer to the suspension of a student from school in excess of five days in accordance with the provisions of Section 3214 of the Education Law.

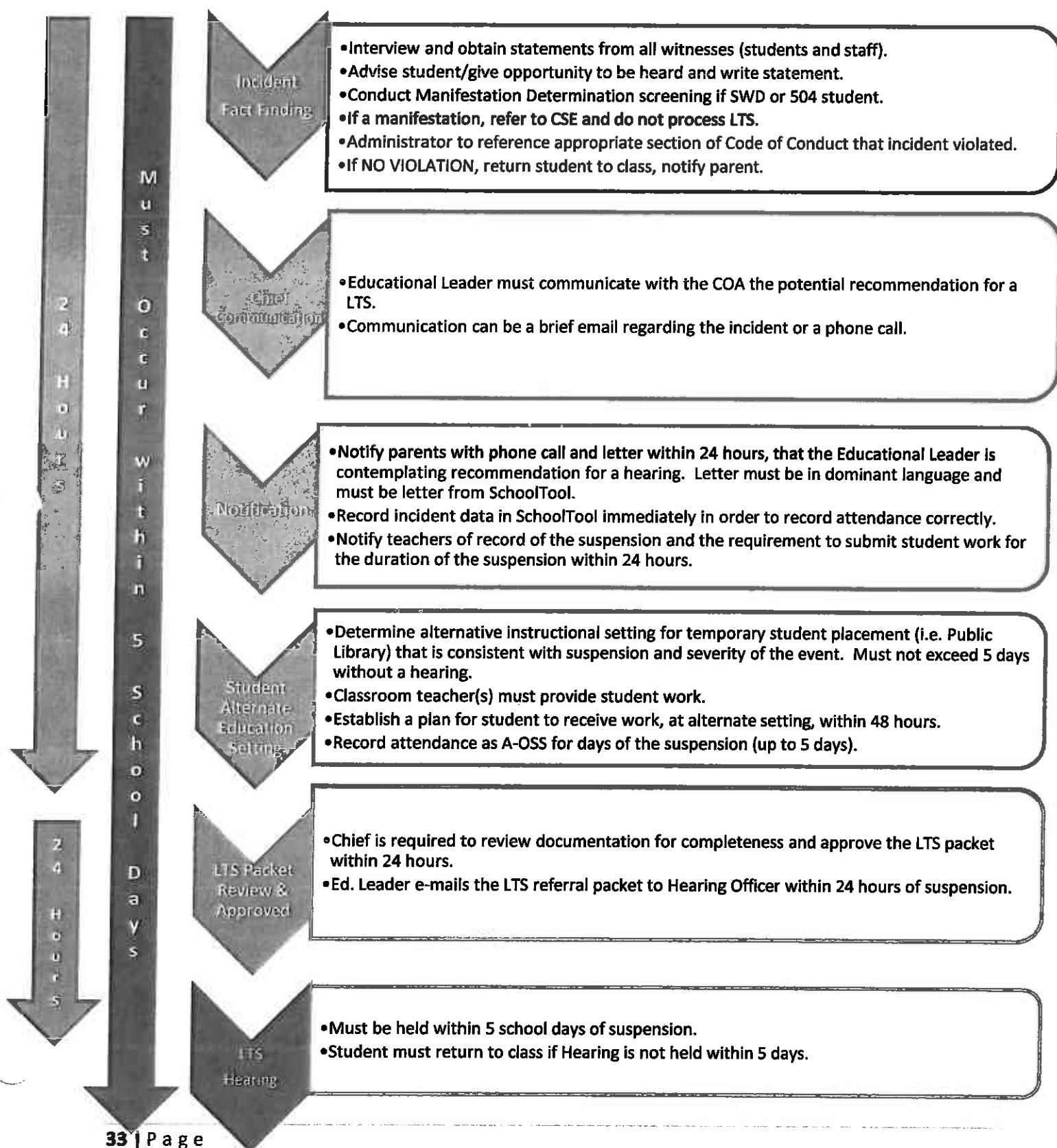
- New York State's Education Law provides that no student may be suspended in excess of five school days unless the student and the student's parents/guardians have had an opportunity for a hearing on reasonable notice.
- At such hearing, students may bring their parents/guardians, and also have the right to be represented by an attorney or other advocate, to testify on their own behalf and present witnesses and other evidence on their own behalf, and to cross-examine witnesses against them.

Requesting a Long-Term Suspension Hearing (Process):

1. The Educational Leader should ensure that the following has been established, prior to communicating with the Chief of Operations and Academics.
2. If a student with a disability is being considered for a long-term suspension, building level staff with knowledge of the incident and understanding of the student's disability must conduct a manifestation determination screening. The results of the manifestation determination screening must be submitted to the Educational Leader and included in the long-term suspension packet.
3. The Educational Leader communicates with the Chief of Operations and Academics the potential recommendation for long-term suspension. Communication can be a brief email regarding the incident or a telephone call. The Chief of Operations and Academics may decide that the incident should not be recommended for a hearing, based on the information received. If the Chief of Operations and Academics disagrees with the hearing recommendation, the student is only eligible for a short-term suspension for up to 5 days.
4. The Educational Leader shall inform the student of the referral for a long-term suspension hearing and the reason therefor.
5. The Educational Leader will notify the parent/guardian by telephone or email to inform the parent/guardian of the student's referral for a long-term suspension hearing and the reason therefor and to explain where the student is to report for alternative instruction while awaiting the long-term suspension hearing.
6. The Educational Leader MUST send the RCMCS-approved letter in the parent/guardian's dominant language to the parent/guardian within twenty-four hours of the long-term suspension referral informing parent/guardian of the student's referral for a long-term suspension. The letter shall include an explanation of the basis for the long-term suspension referral, as well as an explanation of where the student is to report for instruction while awaiting the fact finding hearing.
7. The Educational Leader (or designee) must input the long-term suspension referral into SchoolTool within twenty-four hours.

8. The Educational Leader must provide a complete long-term suspension packet to the Chief of Operations and Academics and the long-term suspension Hearing Office through the long-term suspension mailbox within 24 hours of the suspension.
9. The Educational Leader must determine alternate student placement for student that is consistent with suspension and severity of the event. This placement **MUST** not exceed 5 days without a hearing.
10. There must be an established plan for the student to receive work within 48 hours of the suspension occurring. The classroom teacher(s) must provide student work. Attendance for the student must be recorded as A-OSS for the days of the suspension (up to 5 days).
11. Once the completed long-term suspension packet is received (within 24 hours of approval), the Chief of Operations and Academics or their designee shall conduct a review of the long-term suspension packet in order to ensure that the packet is complete.
12. Upon approval of the long-term suspension packet, the Chief of Operations and Academics submits a referral to an approved Hearing Officer. The hearing must be held within five days of suspension. Upon approval of the long-term suspension packet, the Chief of Operations and Academics submits the referral to an approved Hearing Officer. The hearing must be held within five days of the suspension. Students referred for long-term suspension will be placed on short-term suspension until the time of the hearing. In the event a student is found guilty, the time served during the short-term suspension will be included in the final disposition.

RCMCS Long-Term Suspension Flow Chart (grades 9-12)



Sample Long-Term Suspension Hearing Letter

RE: Long-Term Suspension
Student Name
Student Number

Name

Address

City, State

Dear (insert Parent/Guardian's name):

The purpose of this letter is to notify you that I have suspended your child, **(insert student's name)** because he/she engaged in the following behavior:

(Factual description of incident: Date, time, location and specific description of incident/behavior).

I have referred **(insert student's name)** for a long-term suspension. You will soon receive a letter informing you that a fact finding hearing will be held at which time the School will present evidence and witnesses to show that **(insert student's name)** in fact engaged in the above described conduct. You and your child have a right to present evidence and bring witnesses to discuss what occurred. Additionally, you may bring an advocate or attorney to assist you.

The hearing officer will make findings of fact and, if your child is found guilty, the hearing officer will recommend to the Chief of Operations and Academics the appropriate measure of discipline. The Chief or her designee will decide whether to accept all or part of the hearing officer's recommendation.

Until further notice, **(insert student's name)** will receive instruction at **(insert location, date(s), instructional times, and alternative instructor's name)**.

While your student is assigned out-of-school suspension, he/she is not allowed on school property for any reason, except for the time and location your child is scheduled to report for instruction. If you have any questions about this process, please contact the Educational Leader at (585) 232-1045.

Sincerely,

Chief of Operations and Academics

Chief Executive Officer

Educational Leader

LONG TERM SUSPENSION REFERRAL 2016-2017**Date of Incident:****Date of Suspension:****Student Name:****Grade:****Address:****Student ID:****DOB:****Parent or Guardian:****Telephone Number:****Address (if different):****Zip:****PLEASE CHECK MARK REQUIRED DOCUMENTS TO BE INCLUDED IN THE Long-Term Referral Packet:**

- ☐ Long-Term Suspension Referral Form
- ☐ Long-Term Suspension Referral Letter to Parent/Guardian
- ☐ Interventions and Outcomes
- ☐ Attendance Record (year-to-date)
- ☐ Academic Record (year-to-date)
- ☐ Discipline History
- ☐ Manifestation Determination (students w/special needs)
- ☐ Individual Education Plan with Summary (students w/special needs)
- ☐ Functional Behavior Assessment (students w/special needs)
- ☐ Behavior Intervention Plan *(required if student has a BIP)
- ☐ Eye Witness Statement(s) *** Each must be signed and dated***
- ☐ Victim Statement
- ☐ Photographs (injuries, property damage), when available
- ☐ Other pertinent documents (i.e. police report), when available

1. Factual Statement/Summary of the Incident (describe):

a) Has the student been disciplined for this behavior in the past? Yes ☐ No ☐
If yes, how was the incident previously handled?

b) Has the student been disciplined for other types of behavior in the past? Yes ☐ No ☐
If yes, please summarize:

2. What interventions have been utilized prior to this referral? (check all that apply AND provide documentation)

- | | |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Parent/Guardian Outreach | <input type="checkbox"/> Intervention by Counseling Staff |
| <input type="checkbox"/> Guidance Conference | <input type="checkbox"/> Individual/Group Counseling |
| <input type="checkbox"/> Peer Mediation | <input type="checkbox"/> Mentoring Program |
| <input type="checkbox"/> Conflict Resolution | <input type="checkbox"/> Short-term Behavioral Progress Reports |
| <input type="checkbox"/> Community Service | <input type="checkbox"/> Referral/Community-based Organization |
| <input type="checkbox"/> Substance Abuse Counseling Services | <input type="checkbox"/> Referral/Youth Relationship Abuse or Sexual Violence Counseling |
| <input type="checkbox"/> Other (explain) | |

Were these interventions successful? Yes ☐ No ☐

3. What contacts with the student's parent/guardian have been made?

What were the outcomes of those contacts?

4. Additional comments from Educational Leader (if any):**5. Number of school days in alternative instruction proposed by Chief of Operations and Academics: (Consistent with the Intervention and Discipline Guide)
(Note: this is a *recommendation*):****6. Is student classified as a student with a disability? Yes: ☐ No: ☐**

If yes, classification: program:

7. Parent/Guardian notified of suspension by:**8. Name and Title (i.e., teacher, administrator, student) of at least one eye-witness available to testify at hearing:****9. Interpreter Required: Yes ☐ No ☐ If Yes, Language:****10. Referral is being made by:
Chief of Operations and Academics: Yes ☐ No ☐
If not, name of Acting Chief:**

(Chief must be on approved leave (illness, personal, conference) and not reporting to school on the day of the suspension.)

Students with Disabilities

SUSPENSION PROCESS FOR STUDENTS WITH DISABILITIES			
When	Responsibility	What	Education Services
Short-Term Suspension 1-10 Total School Days: A suspension or removal that does not exceed five school days is imposed 11 or more total school days: A series of short-term suspensions that accumulate to 11 or more school days in a school year are imposed	Educational Leader	Determines the setting for suspension and alternative instruction to be provided	Alternative instruction must be provided to the same extent as is provided to nondisabled students (Minimum 1 hour per day for elementary students; minimum 2 hours per day for secondary students).
	Educational Leader	Determines the setting for suspension and alternative instruction to be provided	Alternative instruction must be provided to the same extent as is provided to nondisabled students (Minimum 1 hour per day for elementary students; minimum 2 hours per day for secondary students).
	Coordinating Administrator of Special Education (CASE)	Manifestation Determination: School's Manifestation team must, in a meeting, review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents and then Determine if: (1) the conduct in question was caused by	

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<p>The manifestation screening identifies that the <u>behavior is potentially not a result of the student's disability</u></p> <p>or</p> <p>The manifestation screening identifies that the <u>behavior is potentially a result of the student's disability</u></p>	Educational Leader	Provides screening outcome to Educational Leader	student's IEP.
	CASE	LTS process proceeds	See Section 6 for LTS process
	Educational Leader	Provides screening outcome to Principal	
	Educational Leader and CASE	<p>LTS process ends.</p> <p>A request for a CSE program review may be initiated to review the student's current special education program and services.</p>	The student returns to current placement

The LTS process for students with disabilities must include the following components in addition to the LTS Superintendent's Hearing.

What	Who	When	Where
<p>Manifestation Determination:</p> <p>The Manifestation Team must, in a meeting, review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents</p>	<p>Central Manifestation Determination Team (MDT), which must include: a representative of the school knowledgeable about the student and the interpretation of information about child behavior; and</p>	<p>Immediately following the LTS Hearing</p>	<p>Same site as LTS Hearing.</p>

and then: Determine if: (1) the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or (2) the conduct in question was the direct result of a failure to implement the IEP.	the parent/guardian and relevant members of the CSE as determined by the parent and the District.		
CSE Meeting:	Central CSE to include relevant staff from the student's school building	Immediately following the MDT meeting	Same site as LTS Hearing

Manifestation Questionnaire

(For Students with IEPs, 504 Plans or Students Presumed to Have a Disability)

To be completed prior to LTS Referral Weapons, drugs or serious injury? Yes ____ No: ____

Student Name: _____ Date: _____

School: _____ Grade: _____ ID #: _____

Based on a review of the circumstances surrounding the incident, your personal knowledge of the student and relevant information from the student's file, IEP and teacher observations, answer ALL of the following questions:

QUESTION	YES	NO
1. Was the student's IEP being fully implemented at the time of the behavior?		
2. If NO to #1, was the student's conduct the <i>direct result</i> of the school's failure to implement the IEP? [If YES, then the behavior is a manifestation of the student's disability.]		
3. Did the student have a behavior intervention plan (BIP) in place at the time of the incident? (If YES, go to Question #6.)		
4. If NO to #3, should there have been a BIP in place at the time of the incident?		
5. If YES to #4, was the student's behavior the <i>direct result</i> of the school's failure to develop a BIP? [If YES, then the behavior is a manifestation of the student's disability.]		
6. Is the BIP meaningful? Are the behavioral goals both observable and measurable?		
7. If NO to #6, was the student's behavior the <i>direct result</i> of the school's failure to implement a meaningful BIP? [If YES, then the behavior is a manifestation of the student's disability.]		
8. If YES to #3, was the behavior intervention plan being implemented with fidelity?		
9. If NOT to #8, was the student's conduct the <i>direct result</i> of the school's failure to implement the behavior intervention plan? [If YES, then the behavior is a manifestation of the student's disability.]		
10. Was the student's behavior <i>caused by</i> his/her disability? [If YES, then the behavior is a manifestation of the student's disability.]		
11. Did the student's behavior have a <i>direct and substantial</i> relationship to the student's disability? [If YES, then the behavior is a manifestation of the student's disability.]		

The student's behavior: ____ WAS / ____ WAS NOT a manifestation of his/her disability.

If it is determined that the behavior was a manifestation of the student's disability, then no discipline can be imposed AND a CSE must be convened to review the student's program.

Name and Title of Administrator Completing This Form:

Print Name

Title

Sign Name

Title

Alternative Disciplinary Methods (ADM):

Student Success Center: Community agencies and services will play an active role in diminishing student misconduct. RCMCS will seek the assistance and support from agencies throughout Monroe County to help guide and counsel students who repeatedly violate the Learning Code of Conduct.

The Center for Youth Services and Hillside Work-Scholarship Connection will also play an active role in securing community agency and service support. Center for Youth Services youth advocates will be located on-site to aid our students in improving their behavior. A referral process has been created whereby a classroom teacher and/or teacher advisor may write a referral on a student and then send it to the Student Success Center for review and approval.

The Educational Leader is kept informed about every referral sent to the Student Success Center. It also the primary objective of the Student Success Center to keep student issues confidential and to keep parents well informed when deemed necessary.

Hillside Work-Scholarship Connection (HWSC) provides academic and behavioral assistance to 33 at-risk students per HWSC advocate. Students are selected by the advocate according to grade point average and conduct in the classroom. (HWSC) provides students with tutorials, youth employment opportunities, and a monitoring system to ensure that each student graduates on time. The Educational Leader is kept informed monthly on the progress the students are making in the program.

Expulsion

The decision to expel any student will be made in writing and will include the reasons for the expulsion by the Chief of Operations and Academics after hearing about the events involved in a situation.

The parent/guardian may appeal an expulsion within two (2) school days of the expulsion being issued. This appeal will be made to the Chief of Operations and Academics in writing. The student may not attend classes until the appeal is heard, but will be able to turn in school for the classes missed while waiting for the appeal and receive credit for that work. All disciplinary hearing on expulsions will be held within for (4) school days of the appeal being made. The decision of Chief of Operations and Academics is final.

Introduction to Dignity for All Students Act

The New York State Dignity for All Students Act (Dignity Act, or "DASA") was signed into law on Sept. 13, 2010 and became effective July 1, 2012. This legislation amended State Education Law by creating a new Article 2 - Dignity for All Students. The intent of the Dignity for All Students Act (Dignity Act) is to provide all public school students with an environment free from discrimination and harassment, as well as to foster civility in public schools. It focuses on prevention of harassment and discriminatory behaviors through the promotion of educational measures meant to positively impact school culture and climate. The Dignity Act states that NO student shall be subjected to harassment or discrimination by employees or students on school property (including school bus) or at a school function based on their actual or perceived (including, but not limited to) race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

Rochester Career Mentoring Charter School will not tolerate incidents of discrimination, intimidation, taunting, harassment, or bullying on school property, a school bus and/or at a school function by students and/or school employees.

There is one identified staff member at every school that is thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex (Education Law § 13[3]).

Dignity Act Coordinator: Ronda Wade, SSC Manager rwade@rcmcs.org
or: Chief Executive Secretary, Casandra Vargas cvargas@rcmcs.org

"The Dignity Act emphasizes the importance of tolerance and respect for others by students and staff alike."

DISCRIMINATION AND HARASSMENT PROHIBITED

RCMCS has set expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board of Trustees recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. It is also our right according to New York State Education Law to impose disciplinary sanctions for incidents occurring off school property that substantially disrupt the educational process or that constitute threats of violence. To this end, the Board of Trustees has adopted this Code of Conduct. Unless otherwise indicated, this code applies to all students, school personnel, parents/guardians and other visitors when on school property or attending a school function.

PROHIBITION OF RETALIATION

Any person having reasonable cause to suspect that a student has been subjected to discrimination or harassment by an employee or student, on school grounds or at a school function, who acting reasonably and in good faith, either reports such information to school officials, to the commissioner, or to law enforcement authorities or otherwise initiates, testifies, participates or assists in any formal or informal

proceedings under this subdivision, shall have immunity from any civil liability that may arise from the making of such report or from initiating, testifying, participating or assisting in such formal or informal proceedings. Relatedly, neither the school, nor an employee or student thereof shall take, request or cause a retaliatory action against any such person who, acting reasonably and in good faith, either makes a report or initiates, testifies, participates or assists in such formal or informal proceedings.

DEFINITIONS: for purposes of this code, the following definitions apply:

“Cyber-bullying” is “harassment” or “bullying”, where such harassment or bullying occurs through any form of electronic communication. Cyber-bullying may occur via electronic communication on the Internet, on cellular phones or other electronic media. Cyber-bullying includes, but is not limited to, the following misuses of technology: harassing, discriminating, teasing, taunting, intimidating, threatening, bullying, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs). Cyber-bullying can involve, but is not limited to: sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person; impersonating someone else in order to embarrass, humiliate or ruin the reputation of that individual. Cyber-bullying involving students may occur both on campus and off school grounds and may involve student use of the Internet system or student use of personal digital devices including but not limited to: cell phones, digital cameras, personal computers, electronic tools. Cyber-bullying or harassment has or could have the effect of:

- Causing physical, social/relational, emotional or mental harm to a student;
- Placing a student in reasonable fear of physical, emotional or mental harm;
- Placing a student in reasonable fear of damage to or loss of personal property; or
- Interfering with a student’s educational performance and/or denying or limiting a student's ability to participate in or to receive benefits, services or opportunities in the school’s programs.

“Disability” means: (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques; or (b) a record of such an impairment; or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).

“Discrimination” is bias based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. Sexual assault is a violation of the victim’s civil rights and is considered an act of discrimination.

“Disruptive student” means a student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

“Employee” means any person receiving compensation from the school or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to Title Nine B of Article Five of the Social Services Law, and consistent with the provisions of such title for the

provision of services to such school, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §§11[4] and 1125[3]).

"Gender" means actual or perceived sex and includes a person's gender identity or expression (Education Law §11[6]).

"Harassment" and "Bullying" shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that either (1) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (2) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. Such definition includes acts of harassment or bullying that occur:

- on school property; and/or
- at a school function; or
- off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Such conduct shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.

"Emotional harm" that takes place in the context of "harassment or bullying" means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

"Hazing" is a form of harassment among students defined as any humiliating or dangerous activity expected of a student to join a group or be accepted by a formal or informal group, regardless of their willingness to participate. Hazing produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur. Hazing behaviors include, but are not limited to, the following general categories:

- a) Humiliation: socially offensive, isolating or uncooperative behaviors.
- b) Substance abuse: abuse of tobacco, alcohol or illegal/legal drugs.
- c) Dangerous hazing: hurtful, aggressive, destructive, and disruptive behaviors.

"Material Incident of Bullying, Discrimination and/or Harassment" means a single verified incident or a series of related verified incidents where a student is subjected to bullying, discrimination and/or harassment by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or a series of related incidents of harassment or bullying that occur off school property, where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property, and is the subject of a written or oral complaint to the Chief, Educational Leader, or their designee, or other school employee. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex; provided that nothing in this

subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law sections 3201-a or 2854(2)(a) and Title IX of the Education Amendments of 1972 (20 U.S.C. section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under section 504 of the Rehabilitation Act of 1973.

"Parent" means the biological, adoptive or foster parent, guardian or person in parental relation to a student.

"Possess" includes carrying something on one's person, or having it located in one's belongings such as book bag, locker, vehicle, or other container belonging to the person.

"Sex" means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote "sex".)

"School Bus", otherwise referred to as **"School Transportation"** means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of students, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of students, children of students, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).

"School Function" means a school sponsored extracurricular event or activity (Education §11[2]).

"School Property" means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus (Education Law §11[1]).

"Sexual Orientation" means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11[5]). RCMCS Student Code of Conduct 06/11/13, 12/10/13, 8/12/14 6

"Sexual Violence" means physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including but not limited to rape, sexual assault, sexual battery, and sexual coercion. All acts of sexual violence are forms of sexual harassment covered under Title IX.

Policies and Guidelines

The Dignity Act emphasizes the creation and maintenance of a positive learning environment for all students. In addition, the amended Dignity Act requires the development of measured, balanced, progressive, and age-appropriate responses to discrimination, harassment, and bullying of students by students and/or employees. Remedial responses should be included in the Code of Conduct and place the focus of discipline on discerning and correcting the reasons why discrimination, harassment, and bullying occurred. The remedial responses should also be designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Appropriate remedial measures may include, but are not limited to:

- peer support groups;
- assignment of an adult mentor at school that the student checks in with at the beginning and end of each school day;
- corrective instruction that re-emphasizes behavioral expectations or other relevant learning or service experience;
- engagement of student in a reflective activity, such as writing an essay about the misbehavior and its impact on others and how the student might handle the situation differently in the future and/or make amends to those who have been harmed;
- supportive intervention and/or mediation where constructive conflict resolution is modeled;
- behavioral assessment or evaluation;
- behavioral management plans or behavior contracts, with benchmarks that are closely monitored;
- student counseling and parent conferences that focus on involving persons in parental relation in discipline issues.

Specific Policies

Whether a student is being bullied himself/herself or has witnessed another student being bullied, s/he needs to feel empowered, comfortable, and safe reporting such an incident to school faculty or staff. Specifically, the Dignity Act requires that RCMCS create policies, procedures and guidelines that enable students and parents to make oral and/or written reports of harassment, bullying or discrimination to teachers, administrators, and other school personnel that RCMCS deems appropriate (Education Law §13[1][b])

- School employees who witness harassment, bullying, and/or discrimination or receive an oral or written report of such acts shall promptly orally notify the Educational Leader or their designee not later than one school day after such employee witnesses or receives a report of such acts, and shall also file a written report with the Educational Leader or their designee no later than two school days after making an oral report.
- The Educational Leader or designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports.
- When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the Educational Leader or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.
- The Educational Leader or their designee shall notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct.
- The Educational Leader shall provide a regular report, at least once during each school year, on data and trends related to harassment, bullying, and/or discrimination to the superintendent.
- Pursuant to Education Law section 13, retaliation by any school employee or student shall be prohibited against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination.

CODE OF CONDUCT PUBLICATION AND TRAINING

Under Education Law §2801(4) and 8 NYCRR §100.2(i)(2)(iii)(b), districts and BOCES must ensure community awareness of the Code of Conduct provisions through various specified means. RCMCS shall post the current Code of Conduct in an easily accessible place on their Internet web site, if available. A summary of the Code of Conduct be mailed to all students, in an age-appropriate version, written in plain-language, to ensure that students understand the standards of respect and appropriate behavior that the school community expects from them.

As part of ensuring effective implementation of the Code of Conduct, RCMCS shall provide training to staff that specifically highlights the Dignity Act provisions, such as the prohibition against discrimination, harassment and bullying, reporting requirements and the availability of each school's DAC. Training shall address the social patterns of discrimination, harassment and bullying, the identification and mitigation of those behaviors, as well as strategies for effectively addressing problems of exclusion, bias and aggression in the school setting. The Dignity Act permits the denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law §§2854(2)(a), Education Law § 3201-a and Title IX of the Education Amendments of 1972 (20 USC §1681, et. seq.). Similarly, the Dignity act allows denial of admission or exclusion based on disability that would be permissible under §504 of the Rehabilitation Act of 1973.

Policy Concerning Drugs, Alcohol, Tobacco and Controlled Dangerous Substances**Policy Statement**

Students are prohibited from possessing, consuming, or distributing drugs or alcohol in any form while at school, in co-curricular and extra-curricular programs, on school grounds, attending a school-related function on or off campus, and when coming to and going from school. Students are further prohibited from smoking cigarettes or using tobacco products in any form in school building.

Students suspected of being "under the influence" will be seen by support staff with potential subject to five-day suspension. Continued abuse on school grounds may potentially lead to a disciplinary hearing which could result in suspension longer than five days or expulsion.

RCMCS intends to use the disciplinary sanctions of this policy as a means of helping students recover from the debilitating effects of substance abuse.

Students Voluntarily Seeking Help

Students are encouraged to seek help for problems with or related to drug and/or alcohol use. Crisis Intervention Specialists are provided for direct assistance or confidential referral for students seeking help with an alcohol, drug or other problem related to their substance use or use by someone in a close relationship with them.

Voluntarily seeking help does not prevent the school staff from charging a student with suspicion of being under the influence at another time.

1. The Crisis Intervention Specialists will be allowed to maintain confidentiality of conversations with students meeting the following criteria:
 - a) The student's health is not in imminent danger

- b) The information does not make the staff member an accessory to an illegal action
- c) The information does not indicate that the health or safety of the student or individual is threatened.

Students Suspected of Being under the Influence of Substances

Staff members must immediately report any students exhibiting behavior, or a pattern of behavior, or whose physical condition is consistent with the signs and symptoms of being under the influence of alcohol or other drugs.

1. When a student is suspected of being under the influence of drugs or alcohol, the steps below will be followed:
 - a) The staff member who expresses concern shall contact either the Educational Leader or the COA.
 - b) Parent or Guardian will be contacted via phone
 - c) The nurse, the Educational Leader, and/or Support Center Manager will meet with the student as soon as possible.
 - d) It appropriate the parent/guardian shall be directed to take the student for an immediate examination by a physician of their own choosing, which shall be at the family's expense.
 - e) When a student is in need of immediate medical attention, the Educational Leader will take appropriate action to ensure that emergency medical services or the police transport the student to the nearest hospital emergency room.

Students Returning From Treatment: Voluntary and Policy-Ordered

Students not-voluntarily attending a treatment program causing an extended absence will be readmitted only upon receipt of a written recommendation from the treatment program. The absences will be considered in the same manner as other "chronically ill" students.

Search and Seizure

NOTE: Lockers are school property and, therefore, subject to search by school administration at any time.

1. Searches conducted of students' possessions, lockers or vehicles must be warranted by "reasonable suspicion" in compliance with standards established in U.S. vs. TLO.
2. These searches shall include the following guidelines:
 - a. "Reasonable Suspicion" shall mean suspicion based on statements of concern by staff or students, and physical condition and behavior of a suspicious nature, which indicates a violation of the Code of Conduct.
 - b. Searches of a " cursory" nature may be conducted, including a visual inspection and request that students empty pockets, purses and other belongings.
3. Students refusing to cooperate in "searches" will have their parent/guardian contacted immediately to inform them of the student's refusal to cooperate, stressing possible police involvement in the incident.

Possession or Distribution of Alcohol and/or Other Drugs

When a student is found to be in possession of any quantity of illegal substances (drugs or alcohol) on school grounds or at a school activity the Rochester Police Department will be called.

1. When illegal substances are found, it will be the responsibility of the Police to complete their normal reporting procedures and any other legal actions, including arrest, depending on the quantity of substances.
2. Rochester Career Mentoring Charter School maintains the right to conduct an expulsion hearing on any student found selling, possessing or distributing illegal substances.
3. Students charged with distribution or intent to distribute drugs:
 - a. Out-of-School Suspension for a minimum of 5 days
 - b. Will be subject to a Disciplinary Hearing to determine if expulsion or suspension longer than 5 days is warranted

Upon the second, and any subsequent offenses, or those involving action by the Court due to the quantity of substances involved, an automatic Disciplinary Hearing by the COA shall be held. Students arrested for non-school related drug or alcohol violations shall be permitted to attend school unless it is demonstrated that the student is a danger to him/herself, or to other students in the school. Based on reports from local police, if the school Educational Leader determines that the student's continued attendance presents a danger to the health and safety of other students in the building, the offending student shall be suspended for a period of 5 days and be required to attend a Disciplinary Hearing that may result in expulsion or suspension longer than 5 days.

Procedures for Considering a Mental Hygiene Arrest

NYS Mental Hygiene Law permits certain individuals to arrange for people to be brought to a hospital for further evaluation (which could result in an inpatient psychiatric admission). Although the phrase "mental hygiene arrest" (or MHA) is often used to describe this process, it is important to note that it is not really an "arrest" per se (as there is no accusation of criminal behavior). A more accurate term would be "mental health intervention" - as it is an intervention that results in individuals being brought to a hospital, often contrary to their wishes.

Law enforcement can take someone to a hospital if the person appears to be suffering from a mental illness and there is some element of dangerous (to self or others). Certain mental health clinicians in the community have also been designated to be able to direct law enforcement to transport someone (or arrange for that transport via ambulance) to a hospital (if those same two criteria are met: mental illness and danger to self or others).

Police may be called in a psychiatric emergency for the following reasons:

- If there is immediate danger and other interventions have not been successful, calling 911 is recommended. However, other interventions should be tried prior to calling police (if at all possible).
- If the person who is distressed is already involved in the mental health system, attempting to reach the mental health professionals that are working with the child and family is recommended.

Another option is requesting assistance from the Rochester Community Mobile Crisis Team (that can be accessed via Life Line by dialing 211).

The Mobile Crisis Team may be able to arrange for a visit to the person's home (or other location) to assess the situation and make recommendations for next steps to more thoroughly address the problem. Of course, family members are also able to bring their child(ren) to any of the three emergency rooms in Monroe County that conduct emergency mental health evaluations (Rochester General Hospital, St. Mary's also known as Unity Health Systems, and Strong.)

Once it has been determined that a MHA is warranted:

1. Administrator or his/her designee calls 911
2. School nurse is immediately contacted for all urgent medical issues and pertinent information.
3. The student's parent or guardian called, informed of situation and asked to come to school, if feasible.
4. If parent cannot come in or this is not a viable option then Mobile Crisis should be called, if feasible.
5. A recommendation for a Mental Health Arrest should be made by the mental health professional (school psychologist, school social worker, school nurse, appropriate health center staff member, or school counselor).
6. Area secured for ambulance arrival.
7. Student secured in the stretcher for transport with pertinent information.

The Educational Leader or his/her designee must follow or accompany the student to the hospital and wait for a parent/guardian to arrive.

Attendance

The Rochester Career Mentoring Charter School acknowledges the importance of regular attendance in an effective instructional program. To this end, it will observe and enforce the laws requiring the attendance of all children between the ages of six and sixteen and establish its own rules for the attendance of all students. Attendance shall be required of all students enrolled in the school during the days and hours that the school is in session. In accordance with statute, the school shall require from the parent/guardian of each child who has been absent from school a written statement of the reason for such absence. An excuse written by a parent/guardian does not necessarily constitute a legal absence. **RCMCS reserves the right to verify such statement and to investigate the cause of each absence or tardiness.**

Absences should be phoned in to the office (585.232.1045) by the parent/guardian before the start of school on that date. Parents who fail to report the absence ahead of time will receive a phone call from the school. It is imperative that parents/guardians keep all contact information up-to-date to facilitate this process. A student must be present in school and/or class 90 percent of the school days per semester in order to receive credit for the subjects enrolled. A student may be absent due to illness approximately nine days per semester, eighteen days per year. Any days beyond nine days per semester, eighteen days per year, or eighteen individual class periods, may result in loss of credit.

Absences

Regular attendance is an expectation at RCMCS to ensure that our students are afforded every opportunity to grow, learn and be successful. Absences should be avoided when reasonably possible.

1. Students are permitted to accumulate 18 unexcused illegal absences per school year without academic penalty. However, students are expected to meet with their teachers to make-up missed class work, homework and assessments. Failure to complete make-up work will have a negative effect on a student's grade.

Legal absences include:

- a. Medical excuse from a health care provider;
 - b. Medical, dental appointments;
 - c. Death in family;
 - d. College visits grades 10-12 (All college visits must be pre-approved by counselor and student must return with certification from college/university that student attended a specified day.) College visit days are limited to four per academic year;
 - e. Visits to government agencies including but not limited to: immigration, social security, child welfare etc.;
 - f. Mandated Court-Appearances- Documentation must be provided by the court and validated that the student appeared on that date;
 - g. Religious Holidays as stipulated by the State Board of Education.
2. After 5 unexcused illegal absences, a letter to parents is sent home; after 8 illegal absences, a parent meeting is held; after 10 illegal absences a home visit is conducted; after these three lines of communication and the above interventions have been conducted CPS may be called (after 10 unexcused absences). The 18th day letter will be sent informing the parent of the absences at which time the family must make contact with school administration to appeal the decision. Failure of the parents to respond within 5 school days of mailer will result in final denial with no opportunity for appeal.

Tardiness

A tardy is defined as any time in which a student does not arrive to a class at the time stipulated by the school schedule.

1. All students are to arrive to school on time, properly prepared with their required assignments, and personal belongings in their locker.
2. All period 1 classes, including Physical Education and Health classes begin at the same time. Their attendance period is considered part of the instructional time and is duly noted in the student's attendance.
3. Any student arriving to class may lose participation points for that class.

Early Dismissal

When a parent wishes to have their child dismissed early, the parent must provide the student with a note that is given to the office by 7:45 a.m. the morning of the excuse. At the time of the early dismissal, a parent/guardian must sign the student out.

In case of a family emergency, a parent/guardian may sign their child out through the Main Office. In this circumstance, the student is limited to two "early excuses" per year. All others after will be deemed unexcused.

Extracurricular Clubs, Athletic Practice, Game Participation, and School Attendance Policy

1. Extracurricular participants must have exceptional attendance. They must be in school to play, practice, or otherwise participate in extracurricular activities.
2. If absent or late, a student may not participate, practice, or otherwise participate in extracurricular activities unless the reason is legally excused. Written excuses from parents, guardians, or persons in parental relation must be turned into the main office upon arrival at school.
3. If the early dismissal is for excused reason, with the expectation of subparagraph (b) below, the student may return to play, practice, or other participation in extracurricular activities.
4. If the student goes home ill, is suspended, or is otherwise absent, then he or she may not return to activities or games occurring on that same day.

Family Vacations

The school calendar provides several possible vacation periods during the year at Thanksgiving, winter, and spring. Students should not take vacation trips outside of these periods. It is very important that students be present for all class meetings in each subject area. This ensures continuity of the learning experience and prevents long gaps, which are most difficult and, at times, impossible to make up. The school cannot approve any vacation time. Vacation absences will be considered as illegal/unexcused absences and work will be provided upon return to school.

Supervision

The school's responsibility for supervision of students begins at 7:45 a.m. and ends at 4:00 p.m. For students participating in extra-curricular activities, athletic and non-athletic, the school's responsibility for supervision begins at 4:00 p.m. and ends at the specific time each coach/moderator informs the student. Each coach/moderator will inform the students of the beginning and ending times of practice/meetings. A written policy from each coach/moderator who has consistent practices/meetings will be given to the student to take home. It is imperative for your child's safety that you are on time to pick them up at the end of a specific practice/activity. Failure to pick up your child promptly may result in his/her removal from extra-curricular activities. **Loitering in the hall or on campus after 4:00 p.m. is NOT permitted.**

Penalties

1. Students who exceed the maximum number of allowable absences will remain in scheduled classes in order to earn grades, but will be denied graduation credit for their course work. Graduation/promotion credits may be earned by retaking the course the following year or attending summer school.
2. Continued absences or failure to participate actively in classes in a positive manner may result in the student's reassignment of classes.

3. A zero will be given for missed class work as defined under class cuts. Parent/Guardian and student will be notified of the cut to class and the subsequent zero for a grade.

Religious Holidays

1. No pupil who is absent from school because of a religious holiday may be deprived of any award or eligibility or opportunity to compete for any award because of such absence.
2. A pupil who misses a test or examination because of a religious holiday has the right to make up all work missed.
3. To be entitled to the privileges set forth above, the pupil must present a written excuse signed by a parent or person standing in place of a parent.
4. Any absence because of a religious holiday must be recorded in the school register or in any group or class attendance record as a legal absence.
5. Such absence must NOT be recorded on any transcript, application, employment form, or any similar form.

School Work during Absences

1. All missed classwork and homework assignments are to be made up within a period specified by the classroom teacher or administrator, not to exceed 10 school days, unless there are extenuating circumstances.
2. Upon his/her return to school, the student is required to make up tests and missed assignments.
3. The student is expected to show initiative in seeking out each teacher to determine missed assignments and due dates.

[NOTE: SHOULD A STUDENT BE ABSENT DUE TO PARTICIPATION IN A FAMILY TRIP OR OTHER UNAUTHORIZED LEAVE FROM THE SCHEDULED SCHOOL CALENDAR, MISSED WORK WILL BE ASSIGNED AS HOMEWORK UPON RETURNING TO SCHOOL. NO WORK WILL BE PROVIDED PRIOR TO THE ABSENCE.]

Assignments For Absent Students

The policy for release of homework assignments for absent students is:

1. Students absent for one or two days are encouraged to obtain assignments from classmates.
2. Students who will be or are absent from school for three or more days may secure homework assignments through the main office using the following procedures:
 - a. Call the main office before 10:00 a.m. for homework assignments.
 - b. Be specific about whom, when, and where the assignments will be picked up.
 - c. Make sure assignments are returned to the subject teacher.

Withdrawal Policy

When a student must withdraw from RCMCS during the school term, the students should report to the office at least three days prior to the date of withdrawal stating the reason for withdrawal in writing. The student will receive a withdrawal form that will be signed by the Educational Leader. The withdrawal form must then be returned to the Data Clerk for official release. The Data Clerk will release student records signed by parents if student is cleared.

Student Rights and Responsibilities

Participation in School Activities

All Students have the following rights: To have the opportunity to take part in all school activities on an equal basis regardless of race, sex, national origin, creed or disability as a safe environment free of bullying, harassment, or discrimination.

Records

The school will not disclose any information from the student's permanent records except as authorized pursuant to The Family Education Rights and Privacy Act of 1974 (FERPA), or in response to a subpoena, as required by law. The parent(s) for a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's school records by submitting a written request to the Director.

Freedom of Expression

Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the Code of Conduct and the school dress code, violations of which are punishable as stated in the Code of Conduct.

Student participation in the publication of school sponsored student newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. These publications, if any, shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, the content of such publications is controlled by school authorities.

Chain of Command for Questions or Concerns

The Rochester Career Mentoring Charter School's Board of Trustees wishes to emphasize that concerns regarding programs, personnel or other issues must be handled through a proper chain of command. Using this procedure, a citizen must first address the concern with the employee directly responsible. If satisfactory results are not achieved, the citizen may then address that employee's direct supervisor. As an example, a normal chain of command regarding a concern with a classroom teacher would begin with the classroom teacher; continue through the Educational Leader, then on to the Chief of Operations and Academics, and finally the RCMCS Board of trustees. Please use this chain of command until your concern is resolved or ask for guidance if you are not sure where to begin.

**Requirements for Graduation with
Regents Diploma or Regents Diploma with Advanced Designation:**

Regents Diploma:			
REQUIRED CREDITS		REQUIRED EXAMS	
English	4	English Common Core	1
Social Studies	4	Social Studies	1 or 2*
Mathematics	3	Mathematics	1 or 2*
Science	3	Science	1*
Foreign Language	1	* One Social Studies exam (US History or Global II) may be replaced with one additional Math or Science Exam. Students must have 5 Regents Exams total.	
Health	0.5		
Art/Music	1		
Physical Education	2		
Career Development and Occupational Studies/Internships I and II	3.5		
TOTAL	22	TOTAL	5

Regents Diploma with ADVANCED DESIGNATION:			
REQUIRED CREDITS		REQUIRED EXAMS	
English	4	English Common Core	1
Social Studies	4	Social Studies	2
Mathematics	3	Mathematics	3
Science	3	Science	2
Foreign Language	1		
Health	0.5		
Art/Music	1		
Physical Education	2		
Career Development and Occupational Studies/Internships I and II	3.5		
TOTAL	22	TOTAL	8

Credits

1 unit credit is granted for each subject held five times a week for a full year. Semester courses receive .5 credits. For courses meeting more or less often, the credits are adjusted accordingly.

Grading Scale

All classes at RCMCS will follow this standard scale for assigning letter grades for quarter and semester work. Individual teachers will establish the grading policies and procedures for their classes, and their grades will correspond to this grade scale. Letter

Letter Grade	Standard GPA	Letter Grade	Standard GPA
98-100= A+	4.00	77-79= C+	2.33
93-97= A	4.00	75-76= C	2.00
90-92= A-	3.66	70-74= C-	1.66
87- 89= B+	3.33	67-69= D+	1.33
83-86= B	3.00	65-66= D	1.00
80-82= B-	2.66	0-64= F	0.00

For final grading purposes, Rochester Career Mentoring Charter School has established six distinct marking periods. These marking periods are:

- 1st Marking Period 15% of Final Grade**
- 2nd Marking Period 15% of Final grade**
- 3rd Marking Period 15% of Final grade**
- 4th Marking Period 15% of Final grade**
- 5th Marking Period 15% of Final grade**
- 6th Marking Period 25% of Final grade***

*with combined averages scores Midterm and Final Examinations

Records and Transcripts

Viewing Records: A parent/guardian has the right to view his/her child's a) academic record, b) academic standardized test results, c) health records and d) emergency sheet (emergency phone numbers, etc.). These records can be made available upon request.

Government Records: Records attached to publicly funded services provided through the local Board of Trustees such as Child Study Team Reviews, Comp Ed, Speech, ESL, etc., are the property of the Board. A parent/guardian who wishes to examine these records or to procure additional copies for his/her own use must apply to the Board. The school is not permitted to distribute this information to anyone, not even to a parent/guardian.

Permanent Records: A permanent record is maintained for every student who attends or has attended the Rochester Career Mentoring Charter School. This record indicates all courses taken, grades, standardized test scores, and credits earned. Also included is a complete records of all absences as well as an account of tardiness (excuses and unexcused). This is especially important to future employers, who use this as an index of student reliability. Additional information relating to college entrances and scholarship as well as standardized test scores are also on file. Any student or parent wishing to see or forward a copy of the permanent record (transcript) to a college or employer should contact the Guidance Office.

Promotion and Retention

The school recognizes that the personal, social, emotional, and educational growth of students varies and therefore students should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

- a. Students in grades 9 and 10 may be promoted with one major subject failure and the recommendation that the subject be made up in summer school.
- b. Students failing two full-year core content area classes (Math, English Language Arts, Science and Social Studies), will be retained unless one subject is made up in summer school. If Reading/Literature or Mathematics is one of the failed subjects, it must be the elected summer school selection. However, it is also recommended that the other failed subject be made up in summer school.
- c. Students failing three subjects are required to make up two subjects in a summer school session.
- d. Any student failing four or more subjects will be retained in that grade level.

Code of Conduct

Rochester Career Mentoring Charter School

ROCHESTER CAREER MENTORING CHARTER SCHOOL

PARENT PLEDGE

Rochester Career Mentoring Charter School is an educational experience where every student is treated fairly and equitably and is afforded academic and social guidance through a teacher advisor and personal career mentor.

Rochester Career Mentoring Charter School incorporates character development and citizenship and builds on positive interactions that develop student confidence and sense of well-being.

It is the charter school's responsibility to provide its students with countless opportunities within the community. However, in order for our students to succeed, we need to insure a partnership with our parents and/or guardians by having each of them pledge their commitment to their child enrolled in the charter school.

As an informed parent and/or guardian, I am committed to the education my child receives at Rochester Career Mentoring Charter School, and agree to the following conditions of my pledge:

- Remain a part of the charter school even if our place of residence changes in the city.
- Attend all parent/teacher conferences.
- Respond to correspondences sent to me by my child's teacher advisor.
- Take advantage of the charter schools open door policy.
- Become an active participant in my child's Individual Learning Plan with my child's teacher advisor.
- Participate on a review committee for student exhibition.
- Support the charter school by participating on at least one Parent Teacher Organization (PTO) committee.
- Have an active phone line or e-mail address and return calls or written responses timely.
- Make certain my child has average daily attendance over 92%.
- Collaborate with my child and his/her teachers to decide on specific learning goals.
- Allow the charter school to exchange information with support agencies to secure the most appropriate resources to ensure my child's success.

My signature indicates that I have read the conditions of this charter school pledge. I am committed to working both with my child and the charter school staff.

My child's name: _____

My name: _____

Relationship to child: _____

Signature: _____ Date: _____

Phone: _____ E-mail: _____

Student Information Sheet

Please be sure your child's Student Information Sheet is kept current with emergency contact names and phone numbers. Send a note to the main office when a change is necessary at any time during the school year. It is especially important that the school has current information when emergency closings are announced. In the event you cannot pick up your child in an emergency closing situation, call the school with the name of person your child may be released to and be sure that person is designated on the Student Information Sheet. Please be sure that the phone numbers you submit for designated emergency contacts are phone numbers where contacts can be reached during school hours. (Student Information sheet on next page)

Code of Conduct

Rochester Career Mentoring Charter School

2015-2016 School Year

[ROCHESTER CAREER MENTORING CHARTER SCHOOL – REGISTRATION]

Student Name _____

Address _____

Home Phone _____ Gender M / F Date of Birth _____

Name of Current School _____ Current Grade _____

Ethnicity: ☐ American Indian / Alaskan Native ☐ Asian Pacific Islander ☐ Black ☐ Hispanic ☐ White ☐ Other

Does the Student use English as their first language? ☐ Yes ☐ No

If no, please specify main language spoken at home: _____

Other primary language(s) spoken at home: _____

Students with Disabilities (does the student have an IEP) ☐ Yes ☐ No

English Language Learner (ELL or ESOL) Does your child receive this service? ☐ Yes ☐ No

Primary Contact – Mother / Father / Guardian (circle one)

Name _____

Primary Phone # _____

Secondary/Work Phone # _____

E-Mail Address _____

Home Address _____

Street City State Zip

Secondary Contact – Mother / Father / Guardian (circle one)

Name _____

Primary Phone # _____

Secondary/Work Phone # _____

E-Mail Address _____

Home Address _____

Street City State Zip

If the primary contact is the student's legal guardian, are you submitting proof of legal Guardianship today? ☐ Yes ☐ No

State Law requires that a Home Language Questionnaire be completed for all new entrants to the Rochester public schools. Remember to follow the directions on the Home Language questionnaire (separate form) relative to referring students to the Language Placement Center.

Parent/Guardian Signature _____ Date _____

Glossary

NON-VADIR Reportable “Discretionary”	VADIR Reportable “NON-Discretionary”	
	CODE	INCIDENT CATEGORY
Inappropriate Language	1	Homicide
Bullying	2.1	Forcible Sex Offense
Defiance/Non-compliance	2.2	Other Sex Offense
Disrespect	3	Robbery
Disruption	4	Assault with Physical Injury
Violation of Dress Code	5	Arson
Fight	6	Kidnapping
Theft	7	Assault with Physical Injury
Forgery/Plagiarism	8	Reckless Endangerment
Gang Display	9	Minor Altercations
Harassment	10	Intimidation, Harassment, Menacing or Bullying
Inappropriate Affection	11	Burglary
Out of Bounds	12	Criminal Mischief
Lying/Cheating	13	Larceny and other Theft
Physical Aggression	14	Bomb Threat
Property Damage	15	False Alarm
Skip	16	Riot
Tardy	17	Weapon Possession
Technology Violation	18	Use, Possession, Sale of Drugs
Truancy	19	Use, Possession, Sale of Alcohol
Use/Possession Tobacco	20	Other Disruptive Incidents
Other Behavior		

Each school is required to submit Violent and Disruptive Incident Reports (VADIR) on an annual basis.

Glossary of Terms Used in Reporting Violent and Disruptive Incidents - Posted August 5, 2008

INCIDENT CATEGORIES

1. **Homicide:** Any conduct which results in the death of another person, with or without a weapon.

2. **Sexual Offenses:**

2.1 Forcible Sex Offenses: Involving forcible compulsion and completed or attempted sexual intercourse, oral sexual conduct, anal sexual conduct or aggravated sexual contact, with or without a weapon, including but not limited to, rape and sodomy. Pursuant to Penal Law §130.00(8), "**forcible compulsion**" means "to compel by either: (a) use of force; or (b) a threat, express or implied, which places a person in fear of immediate death or physical injury to himself, herself or another person, or in fear that he, she or another person will immediately be kidnapped." Pursuant to Penal Law §130.00(11), "**aggravated sexual contact**" means "inserting, other than for a valid medical purpose, a foreign object in the vagina, urethra, penis or rectum of a child, thereby causing physical injury to such child." "**Oral sexual conduct**" and "**anal sexual conduct**" mean oral or anal sex.

2.2 Other Sex Offenses: involving inappropriate sexual contact but no forcible compulsion, with or without a weapon. Other sex offenses include, but is not limited to, conduct that may be consensual or involve a child who is incapable of consent by reason of disability or because he or she is under 17 years of age. However, it does not include consensual conduct involving students and/or non-students 18 years of age or under, unless at least one of the individuals participating in the conduct is at least 4 years older than the youngest participant. Inappropriate sexual contact requires physical contact with another person but no forcible compulsion. It includes, but is not limited to, the following conduct:

- a. touching or grabbing another student on a part of the body that is generally regarded as private, such as buttocks, breast, genitalia, etc.
- b. removing another student's clothing to reveal underwear or private body parts
- c. brushing or rubbing against another person in a sexual or provocative manner
- d. a student first rubbing his/her own genitalia and then touching another person's body

Note: Verbal sexual harassment is reported in category 10 (Intimidation, Harassment, Menacing or Bullying). Self-exposure or "mooning," depending on the circumstances, are reported in either category 10 (Intimidation, Harassment, Menacing or Bullying) or category 20 (Other Disruptive Incident).

3. **Robbery:** Forcible stealing of property from a person by using or threatening the immediate use of physical force upon that person, with or without a weapon.

4. **Assault with Serious Physical Injury:** Intentionally or recklessly causing serious physical injury to another person, with or without a weapon, in violation of the school's Code of Conduct. Pursuant to Penal Law §10.00(10), "serious physical injury" means physical injury creating a substantial risk of death or serious and protracted disfigurement or protracted impairment of health or protracted loss or impairment of the function of any bodily organ. Serious physical injury requires hospitalization or treatment in an emergency room and includes but is not limited to, a bullet wound, a serious stab or puncture wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving risk of death or disfigurement.

5. **Arson:** Deliberately starting a fire with intent to damage or destroy property, with or without a weapon. The fire may be started by using matches, lighters or other devices capable of producing sufficient heat (i.e. magnifying glass) to ignite other combustible items, including, but not limited to, paper, linens, clothing, and aerosol cans, with or without a weapon. Property includes any object belonging to the school, students, school staff or visitors to the school, including personal items of the arsonist.

6. **Kidnapping:** To abduct, as defined in Penal Law §135.00, a person, so as to restrain such person with intent to prevent his or her liberation, by either: (a) secreting or holding him or her in a place where he or she is not likely to be found, or (b) using or threatening to use deadly physical force, with or without a weapon.

7. **Assault with Physical Injury:** Intentionally or recklessly causing physical injury (not serious) to another person, with or without a weapon, in violation of the school's code of conduct. Physical injury means impairment of physical condition or substantial pain. Physical injury includes, but is not limited to, black eyes, welts, abrasions, bruises, black and blue marks, cuts not requiring stitches, and swelling. Substantial pain includes, but is not limited to, severe headaches, joint, or muscle pain.

8. **Reckless Endangerment:** Subjecting individuals to danger by recklessly engaging in conduct that creates a grave risk of death or serious physical injury, but no actual physical injury, with or without a weapon. The following are examples of incidents that did not result in physical injury but should be reported as reckless endangerment:

- a. Throwing an object at another student. The object thrown must be capable of causing a grave risk of death or serious physical injury. A serious physical injury requires hospitalization or treatment in an emergency room and includes, but is not limited to, a bullet wound, a serious stab or puncture wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving risk of death or disfigurement.
- b. Incidents involving a person choking another individual including, but not limited to incidents where a student offender refuses to obey staff directives or interventions to stop choking his or her victim.
- c. Brandishing a weapon on a school bus threatening other students, bus driver and/or bus monitor with harm or injury.
- d. Driving a car erratically and recklessly in a school parking lot while other student(s), staff, or individuals are present.

9. **Minor Altercations:** involving physical contact and no physical injury, with or without a weapon. Striking, shoving, or kicking another person or subjecting another person to unwanted physical contact with intent to harass, alarm or seriously annoy another person, but no physical injury results. Fights that do not result in serious physical injury or physical injury are reported in this category.

10. **Intimidation, Harassment, Menacing, or Bullying Behavior and No Physical Contact:** Threatening, stalking, or seeking to coerce or compel a person to do something; intentionally placing or attempting to place another person in fear of imminent physical injury; or engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of

epithets or slurs involving race, ethnicity, national origin, religion, religious practices, gender, sexual orientation, age, or disability that substantially disrupts the educational process, with or without a weapon. Incidents not resulting in a disciplinary or referral action are reported in Item 2 of the Summary of Violent and Disruptive Incidents Form. Incidents of harassment involving physical contact are reported in the Category 9 (Minor Altercations). **Verbal sexual harassment is also reported in category 10. Self-exposure or "mooning," depending on the circumstances, are reported in either category 10 (Intimidation, Harassment, Menacing or Bullying) or category 20 (Other Disruptive Incident).**

11. **Burglary:** Entering or remaining unlawfully on school property with intent to commit a crime, with or without a weapon.

12. **Criminal Mischief:** Intentional or reckless damaging of the property of the school or of another person, including, but not limited to vandalism and the defacing of property with graffiti, with or without a weapon.

13. **Larceny or Other Theft Offenses:** Unlawful taking and carrying away of personal property with intent to deprive the rightful owner of property permanently or unlawfully withholding property from another, with or without a weapon.

14. **Bomb Threat:** A telephoned, written, verbal or electronic message that a bomb, explosive, chemical, or biological weapon has been or will be placed on school property, with or without a weapon.

15. **False Alarm:** Causing a fire alarm or other disaster alarm to be activated by either falsely reporting or activating a fire alarm or other type of disaster alarm, with or without a weapon.

16. **Riot:** Four or more persons simultaneously engaging in tumultuous and violent conduct and thereby intentionally or recklessly causing or creating a grave risk of physical injury or substantial property damage or causing public alarm, with or without a weapon.

17. **Weapons Possession:** Possession of one or more of the weapons listed below, except possession in a classroom or laboratory as part of an instructional program or in a school-related activity under the supervision of a teacher or other school personnel as authorized by school officials. Possession includes bringing a weapon to or possessing a weapon at school.

Weapons:

- a. A firearm, including, but not limited to, a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, BB gun, or paint ball gun;
- b. A switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife, or any other dangerous knife;
- c. A billy club, blackjack, bludgeon, chukka stick, or metal knuckles;
- d. A sandbag or sandclub;
- e. A sling shot or slungshot;
- f. A martial arts instrument, including, but not limited to, a kung fu star, ninja star, nin-chuck, or shirken;
- g. An explosive, including but not limited to, a firecracker or other fireworks;

- h. A deadly or dangerous chemical, including, but not limited to, a strong acid or base, mace, or pepper spray;
- i. An imitation gun;
- j. Loaded or blank cartridges or other ammunition; or any other deadly or dangerous instrument.

(17.1) Weapons Confiscated through Routine Security Checks at Building Entrances: As of July 1, 2006, weapons that are detected and confiscated as a result of a security screening process (scanners, metal detectors, and other devices) upon entry into the school building should be recorded in this category. The phrase "upon entry" into the school building means that the weapon(s) is detected as a result of students, staff or visitors passing through these devices in order to get into the school building proper. This category is to be used only for weapons possession incidents that are discovered as a result of scanning devices at entrances, not within the school building or as a result of random searches of individuals or lockers, etc.

(17.2) Weapons Found under Other Circumstances: Incidents where weapons were found other than through a routine security check at a building.

18. Drug Use, Possession, or Sale: Illegally using, possessing or being under the influence of a controlled substance or marijuana, on school property, with or without a weapon, including having such substance on a person or in a locker, vehicle, or other personal space; selling or distributing a controlled substance or marijuana on school property; finding a controlled substance or marijuana, on school property that is not in the possession of any person; provided that nothing herein shall be construed to apply to the lawful administration of a prescription drug on school property. Tobacco and tobacco products are not to be considered as drugs for the purposes of incident reporting.

19. Alcohol Use, Possession, or Sale: Illegally using or possessing alcohol on school property, including having such substance on a person or in a locker, vehicle, or other personal space, with or without a weapon; illegally selling or distributing alcohol on school property; finding alcohol on school property that is not in the possession of any person.

OTHER DISRUPTIVE INCIDENTS

Other incidents involving disruption of the educational process and that rise to the level of a consequence listed in the Summary of Violent and Disruptive Incidents Form (columns j-o).

Reportable incidents are limited to those resulting in disciplinary action or referral. **Self-exposure or "mooning," depending on the circumstances, are reported in either category 10 (Intimidation, Harassment, Menacing or Bullying) or category 20 (Other Disruptive Incident).**

OTHER VADIR-RELATED DEFINITIONS

Disciplinary or Referral Action: For purposes of reporting, a disciplinary or referral action includes a referral to: Counseling or Treatment Programs, Teacher Removal, Suspension from Class or Activities, Out-of-School Suspension, Involuntary Transfer to Alternative Education Program or Law Enforcement/Juvenile Justice (refer to definitions below).

Counseling or Treatment Programs: For purposes of reporting, referrals to counseling or treatment programs are formal multi-session interventions, provided by certified or licensed professionals,

aimed at reducing risk factors and increasing protective factors linked to the identified problem area(s) (i.e., drug/alcohol rehabilitation programs, anger management programs, etc.). Note: Routine referrals of a student to a principal or assistant principal for possible disciplinary action should not be counted as a referral to counseling or treatment program.

Teacher Removal: For purposes of reporting, a "teacher removal" means the removal of a disruptive pupil from the teacher's classroom pursuant to the provisions of Education Law §3214(3-a). Routine referrals of a student to a principal or assistant principal for possible disciplinary action should not be counted as a teacher removal.

Suspension from Class or Activities: For purposes of reporting, suspension from class or activities includes in-school suspension and/or suspensions from school transportation or school/extracurricular activities, such as band, choir, or athletics. All incidents resulting in an in-school suspension that lasts for the equivalent of one school day or more must be reported. Suspensions from activities or transportation for five or more consecutive school days must also be reported.

Out-of-School Suspension: The student is suspended from attending school for at least one day.

Transfer to Alternative Education Program: For purposes of reporting, a "transfer to an alternative education program" means any transfer to an educational program in a setting outside of the student's home school to which the student is referred as part of or in lieu of disciplinary action, i.e., as a consequence of the child's misconduct. This includes, but is not limited to, involuntary transfers pursuant to Education Law §3214(5) and placement of students with disabilities in interim alternative educational settings.

Transfer to Law Enforcement/Juvenile Justice: For purposes of reporting, referrals to law enforcement or juvenile justice include each incident whereby the perpetrator is referred to the police, law enforcement officers, or criminal justice services.

Gang Related: An incident is gang related if it is gang motivated or if gang membership caused the incident or contributed to actions that occurred during the incident. For example, an incident of vandalism or robbery might be part of an initiation into a gang, or a fight might be caused by gang rivalry. Report an incident as gang-related only if certain that gang membership contributed to the incident. A gang is an organized group characterized by turf concerns, symbols, special dress, and/or colors that engages in delinquent or illegal activity. This definition is from the National Center for Education Statistics.

Bias Related: An incident is bias related if it is motivated by hate due to some characteristics or perceived characteristics of the victim including race, gender, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference or disability. Any act or attempted act is bias-related if it is designed to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets; vandalism; force, or the threat of force, motivated all or in part by hostility to some real or perceived characteristic of the victim. This definition is from the National Center for Education Statistics.

(Revised) Enrollment and Admissions Policy Revised

I. Admission Policy: In reference to Education Law 2851 – (2) (d)

Rochester Career Mentoring Charter School (RCMCS) will admit students without regard to race, creed, ethnicity, disability, or socio-economic background to the charter school that are eligible to enroll in grade nine according to the promotional policies of the NYS Board of Regents. Each January the school will implement its application and enrollment process for approximately 65 new 9th grade students, including seats for Students with Disabilities and English Language Learners. Additional vacant seats at the 10th and 11th grade will be open to lottery participants. Once seats have been set aside for ELL and students with disabilities, the remaining seats will be allocated equitably for other students.

Rochester Career Mentoring Charter School will draw the first 65 students equally through a lottery. If more than 65 students entering in grade nine in the first year, and grade nine each year thereafter, apply to the school, the school will conduct a lottery and create a waitlist in the order of the lottery results. The lottery is expected to be run each year the first Wednesday of April. Application deadline of April 1st (unless April 1st is on Good Friday we will need to extend our deadline to April 4th).

Non-discrimination policy: "A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school 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."

Application Process for the School

- **January:** It is the intent of RCMCS to directly mail an Information Packet to all 8th and 9th grade students residing in the City of Rochester. This packet will include information on the school's unique instructional model, its mission and vision, services provided, as well as the appropriate application materials. These materials will be provided in English, Spanish, and several other languages. The alternative method for recruitment of students includes utilization of local print and electronic media through stories on the school and advertising, appearances on local radio shows whose target audiences closely align with the applicant pool; collaborating with the County and City to have applications available at neighborhood libraries and recreation centers; and collaborating with neighborhood organizations to BOT make people aware of the school and have applications available at their offices. Additional recruitment efforts will be conducted as cited on page 4 of the prospectus.
- **April 1:** Applications are due according to Education Law 2854 (2) (b) as amended in 2010. Applicants must provide proof of residency in New York State via a legal mailing address of the student, excluding the homeless.
- **April:** One week prior to this date, written notice will be given to the public informing them of the enrollment lottery. Included in this notice will be the time of lottery and its location. We will have a lottery to establish an enrollment list and a waiting list. Each valid student application will be

entered into a drawing. Names will be randomly selected by an independent third party with no stake in the charter school.

- **April:** If applications received exceed available seats, a wait list will be created based on the sequence of the lottery results by zone and students will be offered admission should seats become available in the order they are listed. Each applicant placed on the wait list will be contacted by both by telephone/cell phone and in a written letter.
- **Late April:** Students should receive an acceptance letter to the charter school, with this letter will be the enrollment paperwork including student health form and release for transfer of student records. Students must remit their enrollment paperwork not later than June 1st. After this date, available seats will be offered to students on the waitlist in the order they are listed by attendance zone. Student health records may be submitted up to July 1st.
- **Early May:** Students who decline acceptance in Rochester Career Mentoring Charter School must do so by having their parents/guardians state clearly in writing their non acceptance to enroll. Parents/Guardians signature and date must be notarized.
- **May:** A school "open house" will be held for parents, students and staff. This will be an opportunity for the students who received a seat and their parents to learn more about the school, its instructional model, expectations of students and parents, and to meet the staff.

Admission Preference: In reference to Education Law 2854

Rochester Career Mentoring Charter School has established the following enrollment preferences in accordance to the NYS Charter School Law:

1. Students involved in the lottery must be residents of New York State and must be able to legally prove this residency requirement.
2. Siblings whose biological parents with birth certificate or right to guardianship by court order of already enrolled students in the charter will be given first preference for enrollment in the school.
3. Students residing in the City of Rochester will get second absolute preference in the school. Students residing outside the city boundaries will receive secondary status.
4. Non city residents will receive preference to enroll if there are not enough city resident applications in the lottery pool.

(Revised) Complaint Policy

Reporting a Concern

If a parent has a concern and/or complaint below please find the appropriate protocols established to address these matters. All matters of concern must be first addressed at the building level with the Chief of Operations and Academics.

Concern/Complaint Process:

- Request a meeting to discuss any concerns first with the Educational Leader or complete a formal Complaint Form that will be forwarded to the Educational Leader for review and follow up.
- Some concerns/ complaints may require documentation. Complaint forms can be requested at the Main Office in the school's main lobby.
- Educational Leader reviews concern/complaint and contacts the parents within 48 hours. Serious concerns are prioritized and responded to sooner.
- If the matter is not resolved to the satisfaction of the parent on the school level, a parent can contact, The Board President, via mail at 30 Hart street, 3rd floor, Rochester, NY 14605.
- The Board of Trustees will bring the complaint to the next regularly scheduled board meeting.
- If a parent is dissatisfied with the Board's decision, an appeal may be made to the NYSED Charter School Office.
- In efforts for building administrators to respond to any concerns, it is important that parents follow the appropriate protocol to address school-related matters.

To NYSED Charter School Office:

On behalf of the Board of Trustees of Rochester Career Mentoring Charter School (RCMCS), I am writing to request your thoughtful review of our school's Application for Charter Renewal. RCMCS is the only standalone charter high school in the City of Rochester serving students through grades 9th through 12th. While we have faced some initial startup challenges the school has made steady progress in developing its program and supporting student academic growth.

RCMCS opened for operation in 2012 with its first Cohort of only ninth grade students. During the 2015-2016 school year the charter served 240 students grades 9th through 12th. From here forward, the school will be serving approximately 260 students. We graduated 71% of our first Cohort in 2016 with of our graduates 53% receiving a NYS Regents diploma and 47% receiving a Local Regents Diploma. Our first graduating class outperformed the Rochester City School District's June's 2014-2015 graduation rate of 46%.

We attribute our graduation success to many factors. First, RCMCS staff developed strong relationships with our students by actively becoming teacher advisors to them. This invested our teachers deeply in the future success of each of our student, one student at a time, and pushing them to reach their college and career goals. Second, we increasingly used data to produce the right instructional interventions and supports to combat any skill deficiency students faced. Third, we created the appropriate support systems and enrichment classes to help accelerate student learning. Lastly, students demonstrated their knowledge about and awareness of the career interest they had chosen over the past four years by participated in Senior Exhibition held in May 2016.

In our original charter, RCMCS committed itself to establishing a connection with the district-of-residence, Rochester City School District (RCSD). This connection will continue and will flourish during our renewal of our charter school. In fact, the CEO, Dennis Francione, who was the founder of the charter and has been with the school since its inception, was invited to speak about the charter's and district's partnership at their February 25, 2016 board meeting,. His talk was well received by all seven board members and they instructed RCSD's interim Superintendent to sign an affidavit, which allowed our charter to partner with a similar small high school in the district. Additionally, RCSD's Board of Education President Van White was so encouraged of having the district and charter partner, he accepted an invitation to speak at RCMCS' first graduation ceremony, June 28, 2016.

Our first ninth grade cohort came to us with many academic challenges. Reviewing student data from their middle school, we found a high percentage of incoming students had very low literacy and mathematics test result, which presented instructional challenges to our staff. We initially lacked the appropriate resources and support systems to make our desired impact on improving overall student academic performance. Yet RCMCS' Board of Trustees in dialog with the CEO continued to investigate fitting changes to the school organization to enable the Leadership and

staff to receive foremost support and resources. As a result, student literacy and mathematics increased over the latest three year period.

A fundamental pillar of the success we have begun to achieve at RCMCS is supported by our internship program and the integrated community relationships we have established. One hundred percent of our graduating seniors in 2016 enjoyed a minimum of 150 hours in work based learning activities outside of the classroom in a career cluster of their choice. In addition to the WBL activities, students were given 483 hours of supported classroom instruction aligned with NYS CDOS, WBL, and CCR standards. The success of the career internship program has been solidified by the integrated instruction, and consistent one-on-one student advisement through career planning and employment eligibility processes, planning, and forecasting. These procedures allotted 98% of our graduating seniors a career path, as well as a college/military destination secured for the fall of 2016.

In addition to the above, RCMCS has maintained and continues to maintain a sound, healthy, and well-balanced financial environment.

We are proud to present you with our 2016 NYS Charter Schools Office Application and its Attachments for your review and approval.

Respectfully submitted by,

Kevin McCormick
President of the Board of Trustees
Rochester Career Mentoring Charter School

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We Care About Your Future

Rochester Career Mentoring Charter School
30 Hart Street, Door 3, 3rd Floor
Rochester, NY 14605
Phone: (585) 232-1045
Fax: (585) 232-1058
Web: www.rcmcs.org

BOARD OF TRUSTEES RESOLUTION OF: Updated Bylaws

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: June 15, 2016

Time: 5:30 p.m.

Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation for updated Bylaws

Therefore, it is resolved, that the charter school shall:

Grant the recommendation of this Board of Trustees to accept updated Bylaws

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President

Jeanette Silvers, Vice-President

Dianne Spang, Secretary

Christine Hill

Albert Cabral

Peter Saxe

Douglas Merrill

Brenda Beason, Parent Representative

The Secretary of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at the dated meeting of the Board of Trustees.

Signature of Secretary
Dianne Spang

Date



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BOARD OF TRUSTEES RESOLUTION OF: Revised Code of Conduct

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: April 20, 2016

Time: 5:30 p.m.

Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation for a revised RCMCS Code of Conduct as recommended by State Ed.

Therefore, it is resolved, that the charter school shall:

Grant the recommendation of this Board of Trustees to accept the revised RCMCS Code of Conduct.

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President

Jeanette Silvers, Vice-President

Dianne Spang, Secretary

Christine Hill

Albert Cabral

Peter Saxe

Brenda Beason, Parent Representative

The Secretary of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at the dated meeting of the Board of Trustees.

Signature of Secretary

Dianne Spang

Date



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BOARD OF TRUSTEES RESOLUTION OF: Complaint Policy & Procedures

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: June 15, 2016

Time: 5:30 p.m.

Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation for an updated Complaint Policy & Procedures

Therefore, it is resolved, that the charter school shall:

Grant the recommendation of this Board of Trustees to accept the updated Complaint Policy & Procedures.

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President

Jeanette Silvers, Vice-President

Dianne Spang, Secretary

Christine Hill

Albert Cabral

Peter Saxe

Douglas Merrill

Brenda Beason, Parent Representative

The Secretary of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at the dated meeting of the Board of Trustees.

Signature of Secretary
Dianne Spang

Date



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BOARD OF TRUSTEES RESOLUTION OF: Revision of Complaints and Ethics Review Committee By-Laws

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: October 21, 2015

Time: 5:30 p.m.

Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation to accept the new Complaints and Ethics Review Committee By-Laws

Therefore, it is resolved, that the charter school shall:

Grant the recommendation of this Board of Trustees to accept the revised Complaints and Ethics Review Committee By-Laws.

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President

Dianne Spang, Secretary

Christine Hill

Jeanette Silvers

Brenda Beason, Parent Representative

The Secretary of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at a meeting of the dated meeting of the Board of Trustees.

Signature of Secretary
Dianne Spang

Date



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BOARD OF TRUSTEES RESOLUTION OF: Admissions Policy

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: June 15, 2016

Time: 5:30 p.m.

Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation for updated Admissions Policy

Therefore, it is resolved, that the charter school shall:

Grant the recommendation of this Board of Trustees to accept the updated Admissions Policy

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President

Jeanette Silvers, Vice-President

Dianne Spang, Secretary

Christine Hill

Albert Cabral

Peter Saxe

Douglas Merrill

Brenda Beason, Parent Representative

The Secretary of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at the dated meeting of the Board of Trustees.

Signature of Secretary
Dianne Spang

Date



We Care About Your Future

Rochester Career Mentoring Charter School
30 Hart Street, Door 3, 3rd Floor
Rochester, NY 14605
Phone: (585) 232-1045
Fax: (585) 232-1058
Web: www.rcmcs.org

BOARD OF TRUSTEES RESOLUTION OF: Organizational Chart

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: July 21, 2016

Time: 5:30 p.m.

Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation for updated Organizational Chart

Therefore, it is resolved, that the charter school shall:

Grant the recommendation of this Board of Trustees to accept the updated Organizational Chart

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President

Jeanette Silvers, Vice-President

Dianne Spang, Secretary

Christine Hill

Albert Cabral

Peter Saxe

Douglas Merrill

Brenda Beason, Parent Representative

The Secretary of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at the dated meeting of the Board of Trustees.

Signature of President
Kevin McCormick

7-21-2016

Date



We Care About Your Future

Rochester Career Mentoring Charter School
30 Hart Street, Door 3, 3rd Floor
Rochester, NY 14605
Phone: (585) 232-1045
Fax: (585) 232-1058
Web: www.rcmcs.org

BOARD OF TRUSTEES RESOLUTION OF: 2016 – 2017 Charter School Renewal Application Packet

We being all the Trustees of this charter school consent and agree that the following resolution was made on:

Date: July 26, 2016

Time: 4:00 p.m.

Location: Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the Board of Trustees of this charter. In accordance with New York State Charter Law and the Bylaws of this charter school, by unanimous consent, the Board of Trustees decided that:

Accept the recommendation for entire 2016 – 2017 Charter School Renewal Application Packet

Along with the renewal packet, it was also resolved, that the following previously approved resolutions will be included:

- Admission Policy (approved on 6-15-16)
- BOT BY Laws (approved on 6-15-16)
- Code of Conduct (approved on 4-20-16)
- Complaint Policy (approved on 6-15-16)
- Code of Ethics (approved on 10-21-16)
- Organizational Chart (approved on 6-15-16)

Grant the recommendation of this Board of Trustees to accept the entire 2016 – 2017 Charter School Renewal Application Packet, and its inclusion of the previously approved resolutions as part of the packet.

The Trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present):

Kevin McCormick, President

Jeanette Silvers, Vice-President

Dianne Spang, Secretary

Christine Hill

Albert Cabral

Peter Saxe

Douglas Merrill

Brenda Beason, Parent Representative





















The President of this charter school's Board of Trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at the dated meeting of the Board of Trustees.


Signature of Board of Trustees President

Kevin McCormick

7-26-2016
Date

Section 5 Charter Revisions

-  Attachment A School Calender
-  Attachment B School Schedule
-  Attachment B School Schedule
-  Attachment C Complaint Policy
-  Attachment D Student Discipline Policy and/or Code of Conduct
-  Attachment E Proposed Budget
-  Attachment F Board of Trustees By Laws and Code of Ethics
-  Attachment G Board of Trustees Membership Table
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-  Attachment J Proposed Contract with Educational Service Provider, Charter Management Organizatio...
-  Attachment K Staff Turnover Table
-  Attachment L Transportation Policy
-  Attachment M Detailed Explanation of Enrollment and Retention Targets
-  Attachment N Enrollment and Admissions Policydt7.29
-  Attachment O Projected Enrollment Table
-  Attachment P Student Enrollment and Retention Targets Plandt
-  Attachment Q Students Retention Table
-  Attachment R Certificate of Occupancy
-  Attachment S Application for Charter Renewal Certification

ROCHESTER CAREER MENTORING CHARTER SCHOOL
SCHOOL CALENDAR 2016-2017

First Day of School for 9th Grade: August 22-23, 2016 (Bridge Program)

First Day of School for ALL grades: August 29, 2016

July 2016

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August 2016**(7)**

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

September 2016**(21)**

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October 2016**(19)**

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November 2016**(18)**

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December 2016**(14)**

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January 2 - NO SCHOOL - New Year Holiday

January 16 - NO SCHOOL - Martin Luther King Jr. Day

JANUARY REGENTS: January 24, 25, 26, 27

Staff Professional Development: July 25, 2016 thru August 19, 2016

August 26 - NO SCHOOL

AUGUST REGENTS: August 17, 18

February 20, 21, 22 - NO SCHOOL - Mid-Winter Recess

September 5 - NO SCHOOL - Labor Day

March 17 - NO SCHOOL - Professional Development

October 7 - NO SCHOOL - Professional Development

October 10 - NO SCHOOL - Columbus Day

April 14, 17, 18, 19, 20, 21 - NO SCHOOL - Spring Recess

November 11 - NO SCHOOL - Veteran's Day

November 23, 24, 25 - NO SCHOOL - Thanksgiving Holiday

May 29 - NO SCHOOL - Memorial Day

JUNE REGENTS: June 14, 15, 16, 19, 20, 21, 22, 23

December 21, 22, 23, 26, 27, 28, 29, 30, 31 - NO SCHOOL - Christmas Holiday

LAST DAY OF SCHOOL FOR ALL GRADES: June 20, 2017 (196 SCHOOL DAYS)

January 2017**(20)**

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

February 2017**(17)**

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

March 2017**(22)**

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

April 2017**(14)**

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

May 2017**(22)**

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

June 2017**(22)**

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

ROCHESTER CAREER MENTORING CHARTER SCHOOL
SCHOOL CALENDAR 2017-2018

First Day of School for 9th Grade: August 21, 2018 (Bridge Program)

First Day of School for ALL grades: August 28, 2018

July 2017**-7**

Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

August 2017**(4)**

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September 2017**(20)**

Mon	Tue	Wed	Thu	Fri
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 2017**(22)**

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2017**(19)**

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December 2017**(13)**

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January 1, 2 - NO SCHOOL - New Years Holiday

January 16 - NO SCHOOL - Staff Professional Development

July 24, 25, 26, 27, 28, 31 - Staff Professional Development

January 22, 23, 24, 25 - MID-TERM EXAMS

August 1, 2, 3, 4 - Staff Professional Development

August 7, 8, 9, 10, 11 - Staff Professional Development

August 14, 15, 16, 17, 18 - Staff Professional Development

February 19, 20, 21 - NO SCHOOL - Mid-Winter Recess

March 16 - NO SCHOOL - Staff Professional Development

March 30 - NO SCHOOL - Spring Recess

April 2, 3, 4, 5, 6 - NO SCHOOL - Spring Recess

November 22, 23, 24 - NO SCHOOL - Thanksgiving Holiday

May 29 - NO SCHOOL - Staff Professional Development

June 13 - Beginning of Final Exams

December 20, 21, 22, 25, 26, 27, 28, 29 - NO SCHOOL - Christmas Holiday

January 2018**(16)**

Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February 2018**(17)**

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

March 2018**(20)**

Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April 2018**(16)**

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May 2018**(22)**

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June 2018**(15)**

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**RCMCS 2016 -2017 Class SCHEDULE**

Monday, Tuesday, Thursday, Friday					
PERIOD	START		END		
1 ST	8:00		8:45		
2 ND	8:49		9:33		
3 RD	9:37		10:21		
4 TH	10:25		11:10		
5 th (Dismissal 1)	11:14		11:58		
6 TH	12:02		12:46		
7 TH (LUNCH)	12:50		1:35		
8 th (Dismissal 2)	1:39		2:23		
9 TH	2:27		3:11		
10 TH	3:15		4:00		

Wednesday Rotation:	START	END	Week 1	Week 2	Week 3
1 st Class	8:00	9:00	Period 1	Period 4	Period 8
2 nd Class	9:04	10:04	Period 2	Period 5	Period 9
3 rd Class	10:08	11:08	Period 3	Period 6	Period 10
4 th Class	11:11	12:00	Advisement	Advisement	Advisement
Wednesday Rotation Dates:			August 31 September 21 October 12 November 2 December 14 January 11 February 8 March 8	September 7 September 28 October 19 November 9 November 30 January 18 February 15 March 15	September 14 October 3 October 26 November 16 December 7 January 4 February 1 March 22

Attachment B: School Schedule**ROCHESTER CAREER MENTORING CHARTER SCHOOL
SECTION 5. A**

	March 29 April 26 May 17 June 7	April 5 May 3 May 24	April 12 May 10 May 31
Leaving to Learn Dates:	September 2 November 22 January 13 June 9	December 20 February 17 March 16 May 26 June 12	October 6 November 10 April 13 June 13

9th Grade Sample Schedule

Period	Times	Monday	Tuesday	Thursday	Friday
1	8:00-8:45	MST Block	MST Block	MST Block	MST Block
2	8:49-9:33				
3	9:37-10:21	PSAT PREP	PSAT PREP	PSAT PREP	PSAT PREP
4	10:25-11:10	Health	PE	Health	PE
5	11:14-11:58	Living Env. Lab	Living Env. Lab	Living Env. Lab	Living Env. Lab
6	12:02-12:46	FL	FL	FL	FL
7	12:50-1:35	Lunch	Lunch	Lunch	Lunch
8	1:39-2:23	Humanities	Humanities	Humanities	Humanities
9	2:27-3:11				
10	3:15-4:00	QDM	QDM	QDM	QDM

Period	Times	Wednesday "W1"	Wednesday "W2"	Wednesday "W3"
1	8:00-9:00	Period 1	Period 4	Period 8
2	9:04-10:04	Period 2	Period 5	Period 9
3	10:08-11:08	Period 3	Period 6	Period 10
4	11-11-12:01	Advisement	Advisement	Advisement

10 Grade Sample Schedule

Period	Times	Monday	Tuesday	Thursday	Friday
1	8:00-8:45	PE	QDM	PE	QDM
2	8:49-9:33	Geometry CC	Geometry CC	Geometry CC	Geometry CC
3	9:37-10:21	SAT Prep	SAT Prep	SAT Prep	SAT Prep
4	10:25-11:10	Humanities Block	Humanities Block	Humanities Block	Humanities Block
5	11:14-11:58				
6	12:02-12:46				
7	12:50-1:35				
8	1:39-2:23	Lunch	Lunch	Lunch	Lunch
9	2:27-3:11	Chem Lab	Chem Lab	Chem Lab	Chem Lab
10	3:15-4:00	Chemistry	Chemistry	Chemistry	Chemistry
		FL	FL	FL	FL

Period	Times	Wednesday "W1"	Wednesday "W2"	Wednesday "W3"
1	8:00-9:00	Period 1	Period 4	Period 8
2	9:04-10:04	Period 2	Period 5	Period 9
3	10:08-11:08	Period 3	Period 6	Period 10
4	11:11-12:01	Advisement	Advisement	Advisement

230 minute/week
161 hours /year

11th Grade Sample Student Schedule

Period	Times	Monday	Tuesday	Thursday	Friday
1	8:00-8:45	Eng Comp	Eng Comp	Eng Comp	Eng Comp
2	8:49-9:33	Living Env.	Living Env.	Living Env.	Living Env.
3	9:37-10:21	PE	Skills USA	PE	Skills USA
4	10:25-11:10	FL	FL	FL	FL
5	11:14-11:58	US History	US History	US History	US History
6	12:02-12:46	English III	English III	English III	English III
7	12:50-1:35	Lunch	Lunch	Lunch	Lunch
8	1:39-2:23	CCD	CCD	CCD	CCD
Periods 9-10	2:27-4:00	Internships			

Period	Times	Wednesday "W1"	Wednesday "W2"	Wednesday "W3"
1	8:00-9:00	Period 1	Period 4	Period 8
2	9:04-10:04	Period 2	Period 5	Period 9
3	10:08-11:08	Period 3	Period 6	Period 10
4	11-11-12:01	Advisement	Advisement	Advisement

12th Grade Sample Schedule

230 minute/week
161 hours /year

Period	Times	Monday	Tuesday	Thursday	Friday
1	8:00-8:45	Eng IV	Eng IV	Eng IV	Eng IV
2	8:49-9:33	PE	Exam Prep	PE	Exam Prep
3	9:37-10:21	PIG/ECO	PIG/ECO	PIG/ECO	PIG/ECO
4	10:25-11:10	CCR	CCR	CCR	CCR
5	11:14-11:58	Senior Project	Senior Project	Senior Project	Senior Project
Periods 6-10	12:02-4:00	Internship			

Period	Times	Wednesday
1	8:00-9:00	Internship Seniors out of the building
2	9:04-10:04	
3	10:08-11:08	
4	11:11-12:01	

Teacher	1	2	3	4	5	6	8	9	10
Mathematics									
Lawrence		MST 9	Alg 2 CC (315)						
DiNoto		Alg1 CC	Alg1 CC		Alg1 CC	Math Test Prep	Math Test Prep		MST 9
Jackson	QDM	Geometry		QDM		Geometry		Geometry	ODM
Hoch	Pr. Alg/Geo		Skills USA (309)	Skills USA	Pr. Alg/Geo (325)		Skills USA (325)		Pr. Alg/Geo
ELA									
O'Connell		Humanities 9			Humanities 9			Humanities 9	
Alexyn		Humanities 10			Humanities 10			Humanities 10	
Turner	SAT Prep		SAT Prep	Eng III					
Gentles	Eng IV	Eng IV	PIG/ECO		PIG/ECO			Eng III	Eng III
Social Studies									
Sasso		Humanities 9			Humanities 9			Eng Comp	Eng Comp (303)
Vacant Glo II		Humanities 10			Humanities 10				
Johnson		Enrichment 9	US Hist		US Hist	US Hist		Enrichment 9	Enrichment 9
Vacant PREP		Global Prep	Global Prep		Global Prep		Global Prep	Global I	Global Prep
Science									
Hornquist		MST 9			MST 9				
Demko		Living Env	Living Env		Liv. Env. LAB		Chem LAB	Chemistry	Chemistry
Fregoe		Env. Sci.	E.S. LAB		Earth Science	Living Env.	Env. Sci.		Liv. Env. LAB
Careers									
Spano	DDP								
Russell			CCR "C3"	CCR "C4" (202)	CCR "C4"	ITC "C2"	DDP	ITC "C2"	DDP
SPED / ELL									
Whitey	English I (311)						US Test Prep (305)		
Balme									
McCoy					MST 9				
Jennerson			Sci Exam Prep (315)			Sci Exam Prep			
Health/PE									
McCormick	Health			Health		Health	Health	Health	
Hinchcliffe	PE			PE		PE	PE	PE	
Burns		PE	PE						
F.L.									
Sections									
Matkosky		Spanish 2	Spanish 1	Spanish 3		Spanish 1	Spanish 1	Spanish 1	Spanish 1
Sections	11	12	12	12	11	11	12	12	12

Attachment C: Complaint Policy

Reporting a Concern

If a parent has a concern and/or complaint below please find the appropriate protocols established to address these matters. All matters of concern must be first addressed at the building level with the Chief of Operations and Academics.

Concern/Complaint Process:

- Request a meeting to discuss any concerns first with the Educational Leader or complete a formal Complaint Form that will be forwarded to the Educational Leader for review and follow up.
- Some concerns/ complaints may require documentation. Complaint forms can be requested at the Main Office in the school's main lobby.
- Educational Leader reviews concern/complaint and contacts the parents within 48 hours. Serious concerns are prioritized and responded to sooner.
- If the matter is not resolved to the satisfaction of the parent on the school level, a parent can contact, The Board President, via mail at 30 Hart street, 3rd floor, Rochester, NY 14605.
- The Board of Trustees will bring the complaint to the next regularly scheduled board meeting.
- If a parent is dissatisfied with the Board's decision, an appeal may be made to the NYSED Charter School Office.
- In efforts for building administrators to respond to any concerns, it is important that parents follow the appropriate protocol to address school-related matters.

CODE OF CONDUCT

Rochester Career Mentoring Charter School



Revised April 2016

Rochester Career Mentoring Charter School (RCMCS)

Board of Trustees President

Kevin McCormick

Jeanette Silvers Dianne Spang

Christine Hill Brenda Beason

Albert Cabral Peter Saxe

**Chief Executive Officer
Dennis Francione**

**Chief of Operations and Academics
Kathleen Denaro**

Thank you, to each member of the discipline subcommittee.
Your hard work will benefit all constituencies and help to create a safe and academically successful school year.

Student Success Center Manager

Ronda Wade

Student Behavioral Specialist

Cory Gross

**School Counselor
Denise Barclay**

**Hillside Youth Advocate
Keonna Brown**

**Center for Youth Services
Michael Blask**

**Center for Youth Service
TBD**

RCMCS staff members responsibly participate in the daily operations by following procedures and policies which ensure a positive learning environment for all students.

Initiative and leadership are valued at RCMCS; all staff members, students and parents have opportunity to provide regular insight and input regarding school policies. The RCMCS Handbook and Code of Conduct are reviewed regularly for continuous improvement.

Rochester Career Mentoring Charter School does not discriminate against any member of its community on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities.

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Dear Parents/Guardians,

We welcome you and your child to the Rochester Career Mentoring Charter School family! We are committed to providing a solid pathway of success for your child's future. Our project-based approach to learning is designed to prepare your child for college and the career of their choice. Our team is caring, competent, dedicated and willing to assist you and your child to our fullest ability. We are accessible by phone, email and text at all times possible. We promise to work diligently to provide the best possible learning atmosphere for every one of our students.

We believe that education is a shared responsibility and depends on the cooperation and collaboration of everyone concerned: students, parents, community and staff. The mission of the Rochester Career Mentoring Charter School is to exemplify a model secondary school that offers a multitude of learning opportunities for the diverse students we serve. We believe that each one of us is responsible for doing our part to make our school a place where we can work effectively and achieve successes together.

Rochester Career Mentoring Charter School (RCMCS) is a reflection of all of us; we celebrate our differences and respect every member's individual strengths. Our policies are intended to provide a safe and positive environment that will be conducive to rigorous teaching and learning. Our staff members look forward to sharing their expertise in academics, special programs, clubs and extracurricular activities. We will encourage every child and parent/guardian to get to know our school through a strong advisory program. Our programs, activities, and unique schedule are designed to promote college and career readiness. We encourage our parents/guardians to become active participants in our school in any capacity. Students and families can get involved through a multitude of opportunities including the Parent-Teacher Organization, classes, clubs, Leaving to Learn Activities, and Advisement.

This handbook is an overview of our school's goals, services, and expectations. It is an essential reference book describing our unified policies and procedures. It has been designed to provide you and your students with the information that will make your time at RCMCS purposeful and rewarding in every aspect. Keep this handbook because you will use this information throughout your enrollment to graduation.

On behalf of the entire Rochester Career Mentoring Charter School staff and community, best wishes for a great school year! Please call upon us for any questions, considerations or suggestions you may have at any time.

With highest regards,

Your RCMCS Family

Rochester Career Mentoring Charter School does not discriminate against any member of its community on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities.

Mission

Rochester Career Mentoring Charter School (RCMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college.

Our Beliefs:

- Every Child can learn and reach high levels of academic achievement by participating in a project-based learning environment
- Humanities and Math, Science, and Technology are critical for participation in civic and economic life
- A personalized learning environment is vital for success
- Families are integral to our students' successes
- Students learn when teachers continuously participate in professional development opportunities
- Every child can make a significant contribution to the school and community
- All of us grow when we embrace diversity
- Exploring career interests and choices is important to our students

Our Key Features:

- Provide students with the skills and project-based learning experience necessary that will help them master the knowledge detailed in the New York State Core Curriculum Content Standards
- Provide a strong focus on the Humanities and MST
- Use national competitions and science fairs to motivate students
- Build a strong advisory program and mentoring system that will provide individual attention to each student, "One Student at a Time"
- Provide broad tutoring services that will help students address learning needs and/or issues with specific content.
- Build strong parent/student/school relationships
- Require enhanced professional development for staff members
- Build partnerships with community organizations and other educational institutions
- Connect with the district in residence to share "best practices"

General Information

RCMCS Email System

Parents or guardians who wish to contact any Rochester Career Mentoring Charter School staff member may do so via email. Simply type the first initial and the last name followed by @ rcmcs.org to send an email directly to that person. For example, Kathleen Denaro would be kdenaro@rcmcs.org. All Staff emails are also accessible on our website: rcmcs.org.

Parent Portal

Rochester Career Mentoring Charter School offers all parents and/or guardians the opportunity to access their child's school-related data such as grades, progress reports, and attendance by using the Internet. In order to access this information you will need an assigned **SchoolTool** account and password. To do so please contact the school's main office to give us your email address.

School Closing Announcements

If the Rochester City School District is closed due to inclement weather then the Rochester Career Mentoring Charter School will also be closed. Parents should watch Channel 13, Channel 8, or YNN for notification of school closings or consult the school website as www.rcmcs.org. Suggested viewing time is from 5:00 am through 7:45 am.

Emergency School Closing

Parents should arrange with neighbors or other responsible individuals to receive and care for their children in the event of an emergency early dismissal or an emergency closing. Children are to be instructed by the parents exactly what they are to do if this should occur.

Early Dismissal Due To Inclement Weather

In this situation, we strongly recommend parents wait for the dismissal of their children at the times prescribed by the school. This will allow for the smooth, efficient and safe release of all students. Harsh weather conditions do not always result in early dismissal. Please consult the school web page at www.rcmcs.org for early dismissal information.

Emergency Pick-Up Procedures

In case of an emergency, where a parent must pick up their child during the school day, the parent or guardian must complete the appropriate sign out form in the office. Parents are then to wait in the office until their child is called from class. No student will be released unless a parent or guardian is present. Please see attendance policy for details.

General Student Information

Dress Code

RCMCS students are required to wear “Business Casual” attire. Through student, parent and staff input and support, we will uphold a uniform policy that is consistent with college and career readiness.

Security Video Surveillance

During your days here at Rochester Career Mentoring Charter School, expect to be under video security surveillance once you enter school grounds. Cameras circumnavigate the entire building/grounds and are at key positions inside the building itself. Not only are you on camera often during the day, but you are also recorded for playback as the need arises. If necessary, in an extreme case, be aware we could use this film as evidence in a court of law. Our objective is simply to conduct a safe school in a safe environment. Anything other than peace, tranquility, and pursuit of academic success is not acceptable at Rochester Career Mentoring Charter school.

Photographs/Video Tape—Public Relations

There may be occasions when your child may be photographed or videotaped participating in school functions. If you DO NOT WISH TO HAVE YOUR CHILD PHOTOGRAPHED OR VIDEO TAPED, please notify the school principal in writing.

Electronic Devices

Electronic devices such as hand held video games, MP3 players, iPods, tablets, and CD players etc. are not permitted in school. Not only do they interrupt classes, but they also may be lost or stolen at one’s own personal expense. Any electronic device found in the student’s possession will be confiscated and turned over to the leadership team. Only parents or guardians may pick up the item from the office and disciplinary action will be imposed at the discretion of the administration.

Audio Video Recording Devices

The use of audio and video recording devices of any type is prohibited, and will result in disciplinary consequences. Any audio and video device found in the possession of a student will be immediately confiscated. Only parents or guardians may pick up the item from the office and disciplinary action will be imposed at the discretion of the administration.

Laser Pointing Devices

These devices project a powerful, intense and potentially damaging point of light. They are not permitted on school property at any time. Any student found to be in possession of a laser pointing device will have the device immediately confiscated. Only parents or guardians may pick up the item from the office and disciplinary action will be imposed at the discretion of the administration.

Loitering

Students are prohibited from congregating or loitering anywhere in or around the school. Repeat loitering offenders are subject to specific consequences and parents or guardian will always be notified.

Lockers

Each student is assigned a locker, which must be kept clean, orderly, and locked at all times. Students will receive locker numbers from their advisor. The serial numbers and combinations are on file with the office of the building administrator. Students are cautioned not to give out locker combinations to anyone since the locker is to be used only by the individual to whom it is assigned.

Please note:

- A. A maximum of two students are assigned to a locker.
- B. Students must utilize the assigned lockers.
- C. Lockers must be closed and must not be left on pre-set.
- D. Combinations must not be given to other students.
- E. Malfunctioning lockers must be reported to the main office immediately.
- F. Allowing others into your locker not only is a violation of the above school regulations but, more seriously, sacrifices your own security. Protect your valuables.
- G. We strongly recommend that valuables frequently left in lockers (i.e. coats, jackets, calculators, back packs, etc.) be marked in an inconspicuous place so that identification (if need be) is swift and undeniably accurate. Indelible ink is best suited for this purpose (not sewn/ironed on labels!).
- H. Carrying large amounts of money to school is not necessary or recommended. Talking about it or "flashing" bills is both foolish and irresponsible.
- I. Students should come to class prepared with all materials before the start of class. Lockers may be used at the beginning and end of the day. Teachers will not issue locker passes to students during class time except in emergency situations (not for instructional materials).

LOCKERS ARE SUPPLIED AS A CONVENIENCE TO STUDENTS. SCHOOL OFFICIALS, HOWEVER, RESERVE THE RIGHT TO INSPECT STUDENT LOCKERS BASED ON REASONABLE SUSPICION OF A CODE OF CONDUCT VIOLATION. STUDENTS SHOULD EXPECT THAT THEIR LOCKERS MAY BE OPENED FOR INSPECTION.

Advisement Regulations

Every student is a member of an advisement group under the direction of an advisor. During advisement, students will engage in character education, current events, and review of attendance, behavior and academic success, with students Individualized learning plans (ILP).

It is essential to recognize that advisement period is as important as every other class. Therefore, it is imperative to attend school regularly, and be an active participant in the school community.

Pupil Records

Parents/guardians and adult students are advised that they have the right to review student records. Such requests must be directed to the building Enrollment Specialist for prior approval.

Lost and Found

The school is not responsible for lost articles. Books and other items which are found, are to be taken to the Main Office. All inquiries about missing items should be directed to the main office.

Hall Movement Expectations

RCMCS students transition to their classes in an orderly and timely manner. Running and/or horse-playing in the halls undermines RCMCS commitment to a safe environment. Once students have reached their classroom, they are to enter the room and remain there until the start of class. No student is to be permitted out of his/her classroom after opening projects, lessons, or activities have begun.

Leaving the Building without Permission

Students are not permitted to leave the building or any assigned period during the day without the permission of the parent/guardian and the Educational Leader. Leaving the building without permission is a serious violation of school rules and this action is subject to disciplinary consequences. Returning to school will not be permitted except through the Student Support Center, accompanied by one or both parents or guardians. Makeup work and/or tests missed during this time will not be allowed.

Fire Drills

Staff is responsible for the explanation of directions students follow during fire and lock down drills. These directions are placed in a conspicuous place in each room of the school. For one's own safety and that of other fellow students, follow all instructions carefully. Follow the following simple rules during all drills:

1. Do not talk from the time the alarm is sounded until you have returned to your room or place of instruction.
2. Follow direction from your assigned teacher. All rooms have designated reporting areas.
3. Move quickly; DO NOT PUSH OR RUN.
4. Form lines without any confusion.
5. Meet unusual situations with calmness and clear thinking.

6. In case an exit is blocked, proceed in orderly formation to the nearest exit.
7. In the event of smoke, stay low to the floor.
8. Attendance is taken. Students must remain with their teacher during the drill and report back to their assigned location immediately following.
9. Failure to comply with the emergency procedures puts one's self and others at risk. Defiance of authority may result in disciplinary consequences.

Telephone

Generally, telephone use is prohibited during the school day. In case of a problem or an emergency during the school day, the student may check with a secretary in the office who will make the call on the office phone.

Cell Phones

Students may not use their cell phones in the building at any time during school hours (7:45 am – 3:56 pm). Cell phones, including any communication device, must be powered off and handed to staff members when entering the building in the morning. Staff will place the phone in a labeled baggie and take them to a secured room. Cell phones will be distributed to the students in the last five minutes of their last period class. Cell phones may be turned on after school has concluded for the day.

Internet Access/Computer Access/Laptop Access

RCMCS recognizes that as telecommunications and other technologies shift the manner in which information is accessed, communicated and transferred, that those changes will alter the nature of teaching and listening. Access to telecommunications will allow pupils to explore database, libraries, Internet sites, bulletin boards, etc. while exchanging information with individuals throughout the world. RCMCS supports access by pupils to information sources but reserves the right to limit in school use to materials appropriate to educational purposes.

RCMCS also recognizes that telecommunications will allow pupils access to information sources that have not been pre-screened by educators using school-approved standards. RCMCS therefore adopts the following standards of conduct for the use of computer networks and declare unethical, unacceptable or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges and/or instituting legal action.

RCMCS provides access to computer network/computers/laptops for educational purposes only. RCMCS retains the right to restrict or terminate pupil access to the computer network/laptops/computers at any time, for any reason. RCMCS retains the right to have school personnel monitor network activity, in any form necessary, to maintain the integrity of the network and ensure its proper use.

Standards for Use of Computer Networks

Any individual engaging in the following actions when using computer networks/computers/ laptops shall be subject to discipline or legal action:

- A. Using the computer network(s)/computers/laptops for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
- B. Using the computer network(s)/computers/laptops to forge documents, print illegal copies, violate copyrights, institutional or third party copyrights, license agreements or other contracts.
- C. Using the computer network(s) in a manner that:
 - 1. Intentionally disrupts network traffic or crashes the network;
 - 2. Degrades or disrupts equipment or system performance;
 - 3. Constitutes a commercial purpose, financial gain or fraud;
 - 4. Steals data or other intellectual property;
 - 5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another user;
 - 6. Gains or seeks unauthorized access to resources or entities;
 - 7. Forges electronic mail messages or uses an account owned by others;
 - 8. Invade privacy of others;
 - 9. Posts anonymous messages;
 - 10. Facilitates the possession of any data which is a violation of this policy;
 - 11. Circumvents school content filtering and/or security systems (including, but not limited to the use of proxy servers, anonymizers, circumventors).
 - 12. Engages in other activities that do not advance the educational purposes for which computer networks/computers/laptops are provided.
 - 13. Use of computers as a tool of harassment, bullying, and/or discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (which includes a person's actual or perceived sex, as well as gender identity and expression).

Internet Safety Protection

RCMCS is in compliance with the Children's Internet Protection Act and has installed technology protection measures for all computers in the school, including computers in media centers that block/filter visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image files or other visual depictions that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. RCMCS will

certify on an annual basis that the school is in compliance with the Children's Internet Protection Act and RCMCS enforces the requirements of this policy.

This policy also establishes internet safety policies and procedures in the charter school as required in the Neighborhood Children's Internet Protection Act. Policy 2361 addresses access by minors to inappropriate material on the internet and world wide web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including "hacking" and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Violations

Individuals violating this policy shall be subject to the consequences which include, but are not limited to:

1. Use of network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of Laptop/Computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities

Parent-Teacher Conferences

Frequently throughout the school year informal conferences between parent and teacher can take place via home visits; telephone; face-to-face conversations, written messages or email; and scheduled meetings at mutually agreeable times. In most instances, conferences should be initiated by the teacher advisor on a monthly basis. Keeping parents up to date about their child's school progress is a priority of our advisement program.

To initiate a conference with a teacher, parents/guardians should write a note to the teacher or email the teacher indicating the nature of the request and convenient times for a conference. Upon receipt of the written request, the teacher will contact the parent/guardian by return letter or telephone call whereby the time and the location of the conference can be mutually agreed upon. Parents/Guardians are asked not to come to school expecting to meet with a teacher without an appointment. Our teacher's first priority is to teach students and with that in mind, we ask parents/guardians to refrain from contacting teachers during the teaching hours of the school day.

Fund Raising

No person may solicit contributions or collect funds for any purpose from students or school personnel on school property, at school-sponsored events, or on school transportation unless he or she has the written permission of the Educational Leader.

Sales

Advertising may be permitted for approved school-related activities such as school newspapers, yearbooks, and other fund-raising projects. Advertising materials that promote the use of alcohol, tobacco, and paraphernalia are strictly prohibited. No person may display, offer to sell, or sell any item or service to students or school personnel on school property, at school-sponsored events, or on school transportation unless he/she has the written permission of the school Educational Leader.

Emergency Procedures

Fire, lock-down, evacuation, and shelter-in-place drill instructions will be discussed in each class during the first week of the semester. Students need to understand and follow these instructions keeping in mind if there was an actual emergency it could be a life or death matter. The instructions will be posted in each teacher's room near the door and students should be familiar with the assigned drill areas. When the alarm is sounded for a fire drill or evacuation drill, everyone is required to respond in a prompt and orderly manner, leaving the school building by a prescribed route as directed by the teachers. Every teacher is expected to have their class roster in hand when exiting the building; Fire Drill folders and located in every classroom containing student rosters procedures and references.

Cafeteria Privileges and Procedures

Students are required to stay in the cafeteria during the established breakfast and lunch periods. Students who have failed to report to the cafeteria will be considered to have cut a class period. Use of the cafeteria is considered a privilege and, therefore, each pupil is responsible for keeping his/her place clean and neat.

Students are **NOT permitted to order food from outside vendors or leave school grounds for lunch**. Any student who is found off school grounds during their scheduled lunch period, will face a suspension from school. Each student is expected to conscientiously follow each of the following regulations:

1. In order to maintain a pleasant mealtime atmosphere, it is necessary for students to conduct themselves in a quiet manner.
2. Enter the cafeteria through designated entrances.
3. Never leave the cafeteria without permission from one of the teachers in charge.
4. **NO FOOD IS TO BE TAKEN OUT OF THE CAFETERIA.**

Consent Requirement

No pupil shall be allowed to use the computer network and the Internet unless they have filed a consent form signed by his/her parent(s) or legal guardian(s).

Visitor Expectations

Visitors for educational reasons are welcome to RCMCS. Visitors must register with the office when they arrive. Approved visitors will be issued a visitors pass. Parents also must check in at the office. Students wishing to bring visitors to RCMCS must complete the Student Visitor Form and receive approval from the office at least (1) school day in advance. Do not bring guests to school without prior arrangements. No visitors will be allowed the last two weeks of each semester and during testing days. Also, no visitors will be allowed during the week prior to any school holiday. These procedures are designed to help keep our students as safe and secure as reasonably possible during the day and after school while in the building.

VISITORS ARE NOT PERMITTED BEYOND THE SCHOOL OFFICES TO DROP OFF FOOD, DRINKS, HOMEWORK, PROJECTS, NOTES, OR TO ACCOMPANY LATE STUDENTS TO A CLASSROOM.

School Property

The appearance of your school grounds and corridors reflects upon the entire school, particularly the students. All waste paper is to be placed in the receptacles provided for that purpose. Marking or marring doors, walls, floors, lockers, desks, or any other school property is prohibited. Students caught defacing school property will be subject to disciplinary action and parents/guardians may be held liable.

Public Areas: Hallways, Stairwells, and Lavatories

Hallways, stairwells, and lavatories are areas used by all members of RCMCS. Since everyone uses these areas, there are rules of conduct that students must follow:

- You may not loiter in the halls, lunchroom, in the lavatories, or on the staircases
- You may not eat in halls, lavatories, or staircases
- You may not run, roughhouse, push, or wrestle in the halls, lunchroom, lavatories or on the staircases.
- You may not yell, scream, hit lockers, or otherwise make excessive noise while in these areas.
- Don't not leave belongings on the floor outside of your locker.

During class time, students are not to be in the halls, stairwells, or lavatories without a pass from their teacher or the main office. Teachers and Student Support Staff will monitor student requests for bathroom passes and will limit student passes to those students who are out of class frequently.

Laptops and Supplies

RCMCS will provide students with laptops for each of their classes. RCMCS will hold each student responsible for the condition of the laptop issued to him or her. Each student should take care to see that these laptops are not lost, stolen, damaged, or defaced. Students will have to pay to replace any laptops that are damaged or not returned.

School Activities

Field Trips

Field trips are a privilege and attendance may be denied for behavioral or academic reasons. The safety of students is very important to us and specific rules will apply to these activities.

Field trips offer exciting ways to learn. RCMCS students will have the opportunity to go on field trips at various times throughout the school year. For field trips, students will be expected to follow protocols for school expectations:

- Students must bring the Field Trip Permission slip signed by parents or guardians to school by the specified date. No phone calls will be accepted as permission.
- Students must wear school dress unless otherwise specified.
- Students must abide by RCMCS code of student conduct while on the field trip. By doing so, students will become proud ambassadors of our charter school.
- Chaperones: Only teachers and approved chaperones are permitted on field trips. The principal shall approve all chaperones.

Return to School: Please plan to meet your child at the scheduled time of return. If a field trip returns prior to dismissal time and school is still in session, students will be sent to their appropriate class.

Overnight Field Trips: There is a separate set of guidelines for these trips. They will be issued by the Educational Leader if such overnight event is scheduled.

After-School Activities

There is no better way for students to enrich their education than by taking part in clubs and after-school activities or working with a teacher. These opportunities will allow students to explore more in-depth activities, and they will be expected to follow these rules:

- Students must be with a teacher or other staff member at all times.
- Students must arrange for their own transportation to arrive promptly at the end of the activity.
- Students must abide by the RCMCS Code of Student Conduct while participating in the activity.
- Students may not stay after school to wait for other students.

A full list and description of after school clubs and activities will be posted after school starts and students will have an opportunity to explore each one that interest them.

Clubs & Interscholastic Activities

The RCMCS program offers diverse clubs and intramural/interscholastic programs. The clubs serve to broaden interest and encourage development of well-rounded students. They also provide enjoyment and variety to the school day. Each student may select one club of his/her choice at the beginning of the school year. Sheets summarizing the activities of each club enable you to make your decision.

CLUBS are provided to broaden the interests through participation with their peers in a variety of areas.

INTERSCHOLASTIC ATHLETICS are now sanctioned by Section V of the New York State Public High School Athletic Association (NYSPHSAA). Eligible students will compete at the Varsity Level against students from other charter schools of similar size. Varsity Athletics are highly competitive and playing time is based on skill and hard work. Tryouts are held and medical physicals are required for participation. Practice will occur outside the school day and may occur in a building at another school.

Town Meetings

Town Meetings are periodically scheduled throughout the school year which provide students with information and input regarding issues that affect their lives at school. Students are instructed on appropriate behavior, seating, and entrance and exit prior to the town meeting. Students are expected to report to seats quickly and orderly. Student opinions are important. Proper behavior is expected at all times.

Student's Bill of Rights

Since all students have elected to apply to Rochester Career Mentoring Charter School, we anticipate that all students will not only accept their rights as members of our school community, but also their responsibilities to the school community. RCMCS is based on a foundation of values including the following:

Respect/Responsibility.

I will be responsible and give respect to all persons, property, education, and expectations of the school.

Communication.

I will use appropriate language and communicate with my teachers, peers, and other staff in an appropriate manner.

Motivation.

I will be self-motivated in completing all assignments and focusing on my dreams and aspirations.

Career Goals.

I will manage my time wisely, attend all scheduled community service and internship hours, and maintain a positive work ethic.

Safety.

I will assist in maintaining a positive school culture that is free of bullying, drugs, and physical altercations.

We ask each of you to carefully read over and sign the student contract and do your best behave in ways that will enhance your own and others' ability to learn.

ROCHESTER CAREER MENTORING CHARTER SCHOOL STUDENT CONTRACT

As a student of Rochester Career Mentoring Charter School, I will do my best to do the following:

- I will show consideration for the rights and feelings of others, being careful not to hurt them physically or make them feel bad.
- I will speak to others respectfully, not using profanity or uncomplimentary names.
- I will show respect for all people working or helping in the school.
- I will show careful regard for both my property and the property of others.
- I will always ask permission before I borrow other people's things, and I will return them promptly and in good condition when I am finished.
- I will attend school regularly.
- I will be in class on time with all necessary materials.
- I will make good use of class time, complete, and turn in assignments/projects/activities on time.
- I understand that I must make up assignments I missed due to absences.
- I will remain on campus during school time, including the lunch period. I will not leave the school grounds without permission of the Educational Leader and or my parent/guardian.
- I will do my best in my school work, and I will let others do their best,
- I will ask for help if I do not understand.
- I will not bring any contraband items to school.
- I will help keep the school building and grounds clean and tidy.
- I will complete my community service and internship successfully
- I will follow the dress code, arrive, and leave school in the proper attire.
- I will not participate in any behavior prohibited by the school.
- I will be responsible in my use of technology in the school.
- I will contribute to the RCMCS mission of maintaining a school free from harassment, bullying, and discrimination.
- I will be on exemplary ambassador of RCMCS

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Students must sign this agreement and return it to the main office.

Student Peer Review

Students from each grade-level advisement class elect one student from each group to participate on the Student Peer Review. After advisement class elections, each grade-level will then elect one representative to participate on the Student Peer Review. Student Peer Review will be made up of no more than four students.

The function of the peer review is to review student behavior as it pertains to the school community for minor offenses. Student Peer Review members should represent the good character of a student as a role model. These students will also help facilitate town meetings that will be held on the second Friday of each month. Students will define in more detail the governing bylaws of Student Peer Review. In addition, the student representative will be expected to be trained in mediation.

Alternative Disciplinary Methods (ADM)

Student Support Services: Community agencies and services play an active role in proactively diminishing student misconduct. RCMCS will seek the assistance and support from agencies throughout Monroe County to help guide and counsel students who require additional support or who repeatedly violate the Code of Conduct. Center for Youth Services and Hillside Work-Scholarship Connection will also play an active role in securing community agency services and supports.

Student Success Center

The Student Success Team Members are professional educators with mental health expertise trained to understand and respond to the challenges presented by today's diverse student population. The Student Success Manager, Student Behavioral Specialist, Crisis Intervention Specialist, Hillside Advocate and the Secondary School Counselor do not work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help the student achieve success in school.

The purpose of the Rochester Career Mentoring Charter School Student Success Center is to address students who are in physical, academic, emotional, behavioral, or social crisis at any given time in the day, and to address their needs in a manner which can allow them to return to class. When a student is returned to the classroom it is at the discretion of the Student Success Center personnel. The Student Success Center is not a classroom management tool, but is rather a place to address severe and specific student needs.

STUDENT SUCCESS CENTER REFERRAL PROCESS

SchoolTool is the main student management system used at RCMCS to house student information. SchoolTool tracks attendance, student performance and student needs. There is a three tiered referral system for staff to submit referrals for any of these areas of concern:

1. Academic
2. Social-Emotional
3. Disciplinary

Staff submit referrals via SchoolTool. Referrals are reviewed daily by the Student Support Center Manager who channels the referral to the appropriate Student Support staff member. Academic referrals are triaged by the School Counselor and subsequent RtI Team (Response to Intervention is a process for students to receive additional academic support, in addition to classroom instruction). Behavioral referrals are disseminated to the Behavioral Specialist team comprised of Center for Youth and RCMCS Student Behavioral Specialists. Any social-emotional referrals are triaged by the Student Support Manager in conjunction with in-house or community agencies.

Students also have the ability to self-refer to the Student Support Center either through SchoolTool or by notifying their Advisor, or any other staff member.

Discipline Consequence Guide

All violations of the Code of Conduct will be investigated by both the Educational Leader and Student Support Center, and a student will be questioned prior to being assigned a consequence. This guide is an outline only; administration reserves the right to adjust consequences based on professional judgement and the severity of the situation. More than one infraction type can be combined when assigning a consequence.

Referral Process

Student referrals are made for 3 reasons: (1) Academic, (2) Social-Emotional, and (3) Disciplinary. All referrals are processed to the Student Support Center for dissemination to the appropriate channels. Disciplinary referrals follow the guidelines as set forth herein for violations of the Code of Conduct.

All violations of the Code of Conduct will be investigated by both the Educational Leader and Student Success Center Team, and a student will be questioned prior to being assigned a consequence. This guide is an outline only; administration reserves the right to adjust consequences based on professional judgement and the severity of the situation. More than one infraction type can be combined when assigning a consequence.

LEVEL 1 INFRACTIONS

INFRACTION	RECOMMENDED CONSEQUENCE
Antagonistic behavior/ Insubordination/Disrespect to Adults	Restorative Practice
Disrupting learning (includes any behavior that prevents other students from learning. It may include but is not limited to inappropriate language, eating or drinking during class, insubordination, and/or selling or trading personal possessions to other students.)	Restorative Practice
Excessive Talking	Restorative Practice
Failure to Comply with School Regulations	Restorative Practice
Horseplay	Restorative Practice
Inappropriate Computer Use	Restorative Practice
Leaving the classroom without permission	Restorative Practice
Loitering	1 st offense Warning 2 nd offense Restorative Practice
Public Display of Affection (which are not appropriate for public places such as kissing, hugging, etc.)	1 st offense Warning 2 nd offense Restorative Practice
Unexcused tardy	Restorative Practice
Use of Obscene and Profane Language	Restorative Practice
Skiping class	Restorative Practice
Violation of Cell Phone/Electronic Device Policy	Restorative Practice (Cell phone taking away and parent called. 1 st offense: student will receive phone at the end of day. 2 nd offense: parent needs to pick up phone from administrator)
Violation of the Dress Code	Restorative Practice (Office phone call home for parent/guardian to bring proper attire in)
Other Offenses of Similar Seriousness	Restorative Practice

Level 2 Infractions

Infraction	RECOMMENDED Consequence
Engaging in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others	Minimum Restorative Practice Maximum 1st offense 1 day Community Service based on the severity and results of behavior.
Leaving the School Building or Grounds	1 day of OSS
Bringing inappropriate materials such as but not limited to pornographic, criminal, hate related, laser pointer(s), lighter(s), water balloon(s) etc.	1st Offense: 1 day Community Service 2nd Offense: 1 day OSS 3rd Offense: 3 days of OSS and disciplinary hearing
Cheat on exams or quizzes, or commit plagiarism.	1 day Community Service and automatic (0) on the assignment
Encourage or urging other students to violate school rules.	1 day Community Service
Failure to identify self properly	1 day Community Service
Failure to follow instructions during an emergency drill	1st Incident: 1 day OSS 2nd Incident: 3 day OSS 3rd Incident: 5 day OSS and disciplinary hearing
Failure to follow instructions or directions on a field trip	1st Incident: 1 day of Community Service and suspension from next field trip 2nd Incident: 2 days of Community Service and suspension from all field trips for remainder of the year
Forgery	1st Offense: 1 day OSS 2nd Offense: 3 day OSS 3rd Offense: 5 day OSS and disciplinary hearing
Open Defiance of Authority/Continued Willful Disobedience	1st Incident: 1 day OSS 2nd Incident: 3 day OSS 3rd Incident: 5 day OSS 4th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Participation in an Unauthorized Occupancy	1 day OSS
Skipping Detention	2 Detentions

Possession, consumption or distribution of cigarettes or tobacco products	1st offense 3 days OSS
Truancy	2nd offense 5 days OSS and disciplinary hearing Parent/Teacher Conference

Level 3 Infractions

Infraction	RECOMMENDED Consequence
Possession, consumption, or distribution of alcohol, illegal drugs, prescription medications or drug paraphernalia	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion
Assault a Teacher or other school employee	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion
Arson	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion Police 311 report made
Bullying or Cyberbullying: unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can occur before and after school hours, in a school building, or on the internet. See the attachment for the school policy.	1st Incident: 1 day OSS
	2nd Incident: 3 day OSS
	3rd Incident: 5 day OSS
	4th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Harassment: creation of a hostile environment by conduct or by verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (which includes a person's actual or perceived sex, as well as gender identity expression)	1st Incident: 1 day OSS
	2nd Incident: 3 day OSS
	3rd Incident: 5 day OSS
	4th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Destruction of School Property	1st Offense up to 5 days OSS. Pay cost of damage to fix.
	2nd Offense: Disciplinary hearing resulting in long term suspension, expulsion. Pay cost of damage or fix.
Engage in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments.	1st Incident: 2 day OSS
	2nd Incident: 3 day OSS
	3rd Incident: 5 day OSS
	4th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Extortion	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion. Police 311 report may be made

False Fire Alarm, Bomb Scare, Terrorist Action	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion, police report made. (Violation of state law subject to legal authorities. Subject to fines from \$1,000 to \$10,000 and jail terms)
Fighting/Assaulting another Student or Person	<hr/> 1 st Incident: 3 days OSS <hr/> 2 nd Incident: 5 days OSS <hr/> 3 rd Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Gambling for profit/actual money	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion police report may be made
Larceny or Other Theft Offenses and/or threatening to take another person's belongings	1 st Incident: Up to 3 day OSS; Parent notified, police report may be made <hr/> 2 nd Incident: Up to 5 days OSS with disciplinary hearing resulting in long term suspension, or expulsion
Possession of a Weapon/Intentional Use of Instrument for Harm	5 day OSS with disciplinary hearing resulting in long term suspension, or expulsion, police report will be made
Riot: four or more persons simultaneously engaging in tumultuous and violent conduct and thereby intentionally or recklessly causing or creating a grave risk of physical injury or substantial property damage or causing alarm.	5 day OSS with disciplinary hearing resulting in long term suspension or expulsion
Threatening/Intimidation	<hr/> 1 st Incident: 1 day OSS <hr/> 2 nd Incident: 2 day OSS <hr/> 3 rd Incident: 5 day OSS <hr/> 4 th Incident: Disciplinary hearing resulting in long term suspension, or expulsion
Under the influence of drugs or alcohol	Call parent immediately to remove the student. Consequences for "Alcohol/tobacco/drug related" will apply
Verbal or Physical Menacing of a Staff Member	1 st Incident: 3 days OSS <hr/> 2 nd Incident: 5 days OSS and disciplinary hearing resulting in long term suspension, or expulsion
Other Offenses of Similar Seriousness	Administrative discretion

Repeated infractions

Infraction	Definition	Explanation
Repeated minor infractions	Level 1 or 2 infractions that are repeated five, six, or seven times within a semester	Restorative Practice and mandatory parent meeting
Repeated minor infractions	Level 1 or 2 infractions that are repeated eight or more times within a semester	OSS and mandatory parent meeting or disciplinary hearing
Repeated major infractions	Level 2 or 3 infractions that are repeated two or more times within a semester	OSS and mandatory parent meeting or disciplinary hearing
Repeated missing of Community Service	When a student reaches 5 total unserved Community Service	1 day of OSS; students Service Learning is removed after day is served

*Students start fresh each year or per SSC Staff discretion.

Multiple Referrals

Infraction	Definition	Actions
3 - 5 Referrals	Any Type of Disciplinary Referral	Parent Contact will be made. Letter will be sent home. Consequences will be appropriate based on the infraction level.
6 - 20 Referrals	Any type of Disciplinary Referral	Mandatory parent meeting required and behavior contract completed in addition to appropriate based on the infraction level.
20 or more Referrals	Despite restorative practices, multiple repeated Disciplinary Referrals.	Mandatory parent meeting required and behavior contract completed in addition to appropriate consequences based on the infraction level including long term suspension referral including consequences up to an expulsion.

* Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices have been applied at RCMCS to address youth behavior, rule violations, and to improve school climate and culture. Restorative practices can improve relationships between students, between students and teachers, and even between teachers, whose behavior often serves as a role model for students. They allow each member of the school community to develop and implement a school's adopted core values.

*OSS- Out of School Suspension

***Community Service is an assignment intended to correct a behavior. Community service is given to a student who has received a Level 2 infraction. Services consist of the following:**

- Assisting a staff member with classroom duties
- Assisting in the cafeteria service line
- Assisting with the janitorial duties of the school

Disciplinary Responses

The following discipline responses must be effectuated in accordance with all the procedural requirements of RCMCS policy, the RCMCS Regulations of Intervention and Discipline, New York State and Federal Law.

Detention

Teachers, and school leaders may use before/during/after school detention as a penalty for student misconduct in situations where restorative practice was ineffective and removal from the classroom would be appropriate. Detention must be served within the week of issuance and parent/guardian notification. Detention takes precedence over extra-curricular activities, athletic practices or events. Detention will be imposed as a penalty only after the student's parent/guardian has been notified to confirm there is no parental objection to the penalty and that the student has appropriate transportation home following the detention. Failure to serve detention will result in another day of detention or out of school suspension unless an exception to extenuating circumstances applies.

Removal from a Classroom by a Teacher

Teachers have the power to remove a disruptive student. A disruptive student is a student who substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom. The student may be removed for up to two (2) classes (where the daily schedule is so arranged) or up to 1.5 hours, where the student ordinarily remains in the same classroom.

1. The teacher must inform the student, parent and the Educational Leader of the reason(s) for the student's removal:
 - a. If the student's continued presence in the classroom does not pose a continuing danger to people or property, and does not present an ongoing threat of disruption to the academic process, then the teacher will, prior to removing the student from the classroom, explain the basis for the removal and allow the student to informally present his/her version of events with a parent/guardian present.
 - b. In all other cases, the teacher must explain to the student the basis for the student's removal and provide an informal opportunity for the student to present his/her version of events within twenty-four hours of the student's removal. If the twenty-fourth hour occurs on a non-school day, the opportunity shall be carried over until the corresponding hour on the next school day.

- c. No teacher may remove a student with a disability from his or her class until he or she has exercised due diligence to verify with the Educational leader or his/her designee, that the removal will not violate the student's rights under state or federal law or regulation.
 - d. The teacher must complete a school-established disciplinary removal form and meet with the Educational Leader or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form; and must make a reasonable effort to personally contact the parent/guardian. If the Educational Leader or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the Educational Leader or designee prior to the beginning of classes on the next school day.
 - e. Removed students will be sent to a location at school where they will be provided with continued educational services, including class work and homework.
2. The Educational Leader (or designee) must inform the student's parent/guardian of the student's removal and the basis for the removal within twenty-four hours and must provide the parent with a copy of the disciplinary removal form which was completed by the teacher. If the twenty-fourth hour occurs on a non-school day, the deadline for notification shall be carried over until the corresponding hour on the next school day.
 - a. The student and parent, upon request, will be given the opportunity for an informal conference with the Educational Leader (or designee) and the teacher to discuss the reasons for the student's removal from class, and allow the student and parent to present the student's version of events. The informal conference must be held within forty-eight hours of the student's removal. If the forty-eighth hour occurs on a non-school day, the time for conference shall be carried over until the corresponding hour on the next school day.
3. The Educational Leader (or designee) shall not set aside the discipline imposed by the teacher unless he/she finds that the charge(s) is not supported by substantial evidence, that the student's removal violates the law, or that the student's conduct warrants suspension. If suspension is warranted, then the Educational Leader (or designee) shall then impose an appropriate period of suspension.
 - a. The Educational Leader (or designee's) determination must be made by the end of the day on the day after the informal conference.
 - b. The student cannot return to the classroom until the Educational Leader (or designee) makes a final determination or the period of removal expires, whichever is sooner.
4. The Educational Leader (or designee) must input disciplinary action into SchoolTool within twenty-four hours.

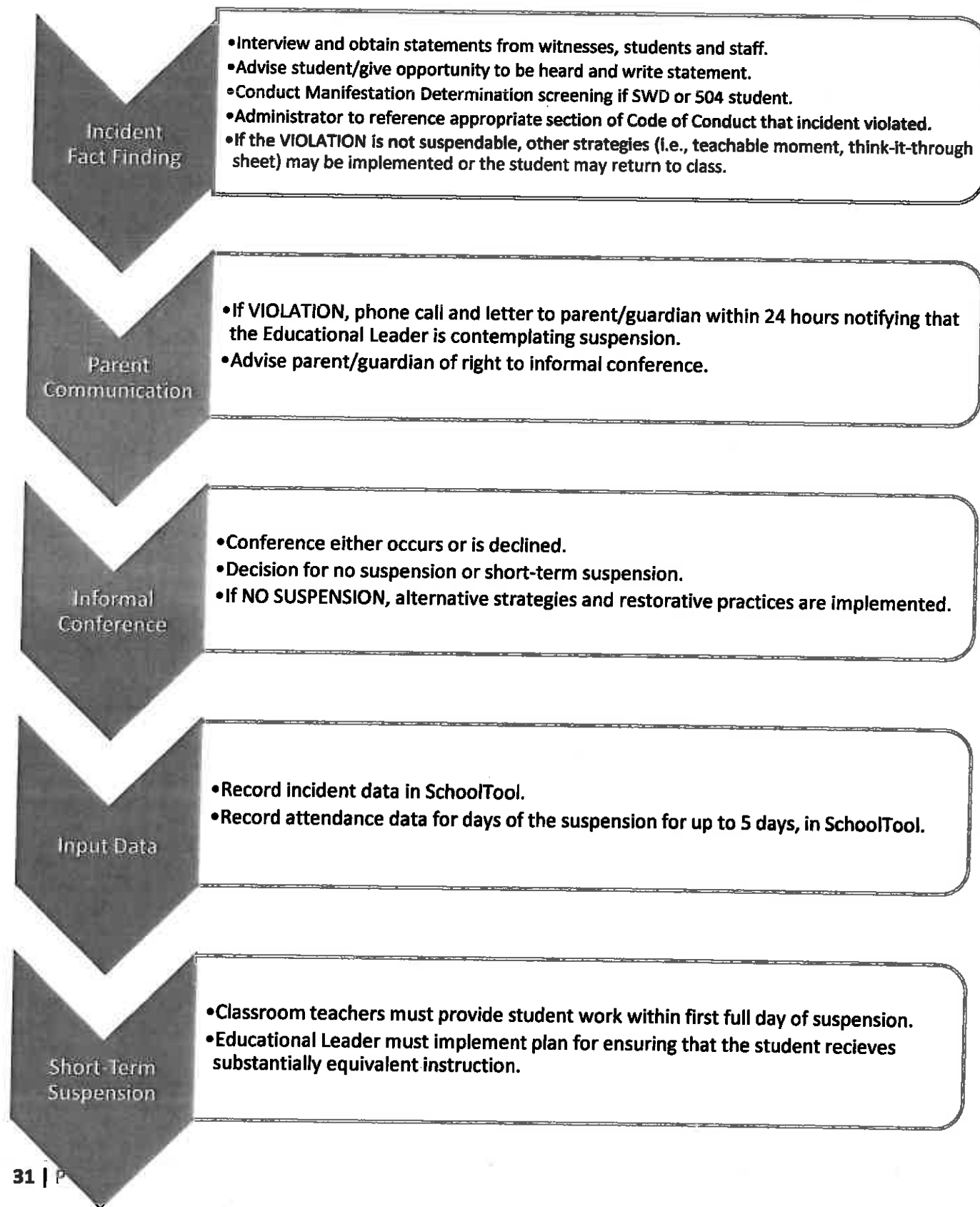
Short-Term Suspension**Short-Term Suspension Definition:**

A short-term suspension is the term often used to refer to the suspension of a student from school for five days or less in accordance with the provisions of section 3214 of the Education Law. The Board of Trustees, the Chief Executive Officer, the Chief of Operations and Academics or the Educational Leader of the school may suspend the following students from required attendance upon instruction: a student who is insubordinate or disorderly or violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. At RCMCS, the Chief Executive Officer is equivalent with the role of Superintendent. The Chief of Operations and the Educational Leader have roles, duties and responsibilities similar with the role of Principal.

Short-Term Suspension Process:

1. Prior to imposition of the short-term suspension of a student with a disability the Educational Leader (or designee) shall follow the procedures for Students with Disabilities regarding the necessary information.
2. After conducting an investigation, the Educational Leader (or designee) must reference the appropriate section of Code of Conduct that the incident violated, provide the student with notice of the charged misconduct, and give the student the opportunity to provide his/her version of events. If the student denies the misconduct, the Educational Leader (or designee) must provide an explanation of the basis for the suspension.
3. The Educational Leader (or designee) must send the RCMCS-approved short-term suspension letter to the parent/guardian in parent/guardian's dominant language by either personal delivery, express mail or any other means which ensures that the parent receives the letter within 24 hours of the suspension decision.
4. The letter must describe the incident for which the suspension is proposed, must inform the parent/guardian of his/her right to request an immediate informal conference with the Educational Leader (or designee), and that the parent/guardian and student have a right to question the complaining witness at the conference.
5. Upon request of the parent/guardian, the student and parent/guardian must be provided with an informal conference with the Educational Leader (or designee), at which the parent/guardian and student can present the student's version of events and question the complaining witness in the presence of the Educational Leader (or designee). In circumstances wherein witness safety is a concern, the Educational Leader (or designee) will contact school counsel for direction on how to proceed.

6. The Educational Leader (or designee) must notify the parent/guardian and student of the determination either at the conclusion of the conference, or within twenty-four hours thereafter. If the twenty-fourth hour occurs on a non-school day, the time for communication of the determination shall be carried over until the corresponding hour on the next school day.
7. The Educational Leader (or designee) must input suspension into SchoolTool within twenty-four hours and attendance data for days of the suspension (up to 5 days) must be recorded in SchoolTool as well.
8. Classroom teachers must provide student work within the first full day of suspension.
9. If the student will be suspended out-of-school, a plan must be in place to provide the student with substantially equivalent instruction. This plan will be supplied by the Chief of Operations and Academics or the Educational Leader (or designee) of the school.
10. Appeal from a short-term suspension can be made by the parent/guardian or student directly to the New York State Commissioner of Education.

Short-Term Suspension Process (grades 9-12)

Sample Short-Term Suspension Letter

RE: Short-Term Suspension

Student Name
Student ID Number

Name

Address

City, State

Dear (insert Parent/Guardian's name):

The purpose of this letter is to notify you that your child, _____, will be suspended from his/her regular program as of ___ (date) ___ because on _____, he/she engaged in the following behavior: ___ (include factual description of conduct) ___. You and your child have a right to an informal conference with the Educational Leader and have the right to question a complaining witness in this matter.

Your child will be suspended for ___ school day(s) and assigned to:

In-School Suspension room for the full day.

Instruction at school from _____ (am/pm) to _____ (am/pm).

Instruction at _____ from _____ (am/pm) to _____ (am/pm).

Your child is scheduled to return to his/her regular program on _____.

If you would like to meet to discuss this incident, please feel free to contact me at _____ to arrange for an appointment to meet.

Sincerely,

Educational Leader

Chief of Operations and Academics

cc: Hand delivered to student
Hand delivered to parent/guardian
Mailed to parent/guardian

Student cumulative file

Long-Term Suspension**Long-Term Suspension Definition:**

A long-term suspension is the term most often used to refer to the suspension of a student from school in excess of five days in accordance with the provisions of Section 3214 of the Education Law.

- New York State's Education Law provides that no student may be suspended in excess of five school days unless the student and the student's parents/guardians have had an opportunity for a hearing on reasonable notice.
- At such hearing, students may bring their parents/guardians, and also have the right to be represented by an attorney or other advocate, to testify on their own behalf and present witnesses and other evidence on their own behalf, and to cross-examine witnesses against them.

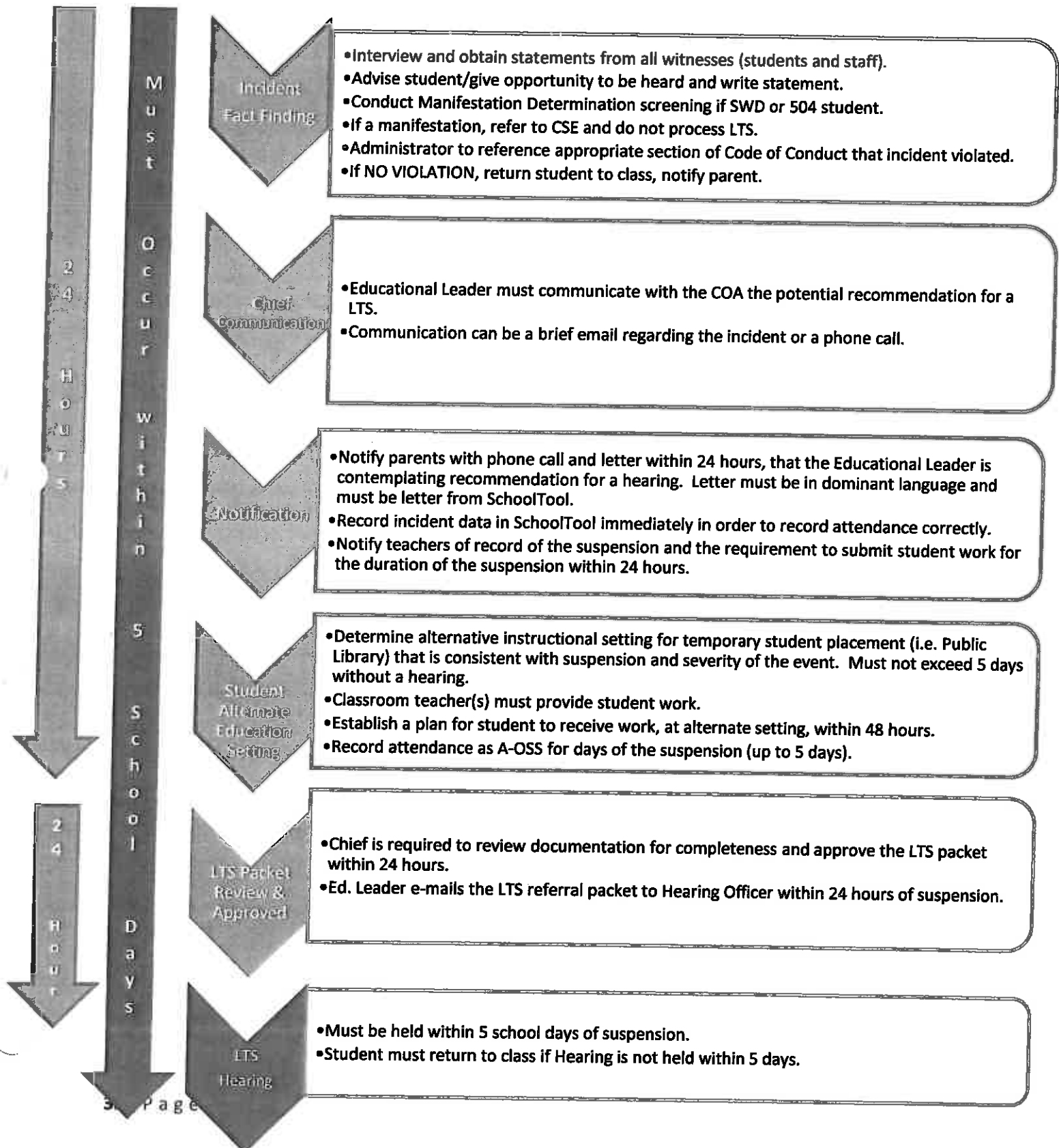
Requesting a Long-Term Suspension Hearing (Process):

1. The Educational Leader should ensure that the following has been established, prior to communicating with the Chief of Operations and Academics.
2. If a student with a disability is being considered for a long-term suspension, building level staff with knowledge of the incident and understanding of the student's disability must conduct a manifestation determination screening. The results of the manifestation determination screening must be submitted to the Educational Leader and included in the long-term suspension packet.
3. The Educational Leader communicates with the Chief of Operations and Academics the potential recommendation for long-term suspension. Communication can be a brief email regarding the incident or a telephone call. The Chief of Operations and Academics may decide that the incident should not be recommended for a hearing, based on the information received. If the Chief of Operations and Academics disagrees with the hearing recommendation, the student is only eligible for a short-term suspension for up to 5 days.
4. The Educational Leader shall inform the student of the referral for a long-term suspension hearing and the reason therefor.
5. The Educational Leader will notify the parent/guardian by telephone or email to inform the parent/guardian of the student's referral for a long-term suspension hearing and the reason therefor and to explain where the student is to report for alternative instruction while awaiting the long-term suspension hearing.
6. The Educational Leader MUST send the RCMCS-approved letter in the parent/guardian's dominant language to the parent/guardian within twenty-four hours of the long-term suspension referral informing parent/guardian of the student's referral for a long-term suspension. The letter shall

include an explanation of the basis for the long-term suspension referral, as well as an explanation of where the student is to report for instruction while awaiting the fact finding hearing.

7. The Educational Leader (or designee) must input the long-term suspension referral into SchoolTool within twenty-four hours.
8. The Educational Leader must provide a complete long-term suspension packet to the Chief of Operations and Academics and the long-term suspension Hearing Office through the long-term suspension mailbox within 24 hours of the suspension.
9. The Educational Leader must determine alternate student placement for student that is consistent with suspension and severity of the event. This placement **MUST** not exceed 5 days without a hearing.
10. There must be an established plan for the student to receive work within 48 hours of the suspension occurring. The classroom teacher(s) must provide student work. Attendance for the student must be recorded as A-OSS for the days of the suspension (up to 5 days).
11. Once the completed long-term suspension packet is received (within 24 hours of approval), the Chief of Operations and Academics or their designee shall conduct a review of the long-term suspension packet in order to ensure that the packet is complete.
12. Upon approval of the long-term suspension packet, the Chief of Operations and Academics submits a referral to an approved Hearing Officer. The hearing must be held within five days of suspension. Upon approval of the long-term suspension packet, the Chief of Operations and Academics submits the referral to an approved Hearing Officer. The hearing must be held within five days of the suspension. Students referred for long-term suspension will be placed on short-term suspension until the time of the hearing. In the event a student is found guilty, the time served during the short-term suspension will be included in the final disposition.

RCMCS Long-Term Suspension Flow Chart (grades 9-12)



Sample Long-Term Suspension Hearing Letter

RE: Long-Term Suspension
Student Name
Student Number

Name

Address

City, State

Dear (insert Parent/Guardian's name):

The purpose of this letter is to notify you that I have suspended your child, (insert student's name) because he/she engaged in the following behavior:

(Factual description of incident: Date, time, location and specific description of incident/behavior).

I have referred (Insert student's name) for a long-term suspension. You will soon receive a letter informing you that a fact finding hearing will be held at which time the School will present evidence and witnesses to show that (insert student's name) in fact engaged in the above described conduct. You and your child have a right to present evidence and bring witnesses to discuss what occurred. Additionally, you may bring an advocate or attorney to assist you.

The hearing officer will make findings of fact and, if your child is found guilty, the hearing officer will recommend to the Chief of Operations and Academics the appropriate measure of discipline. The Chief or her designee will decide whether to accept all or part of the hearing officer's recommendation.

Until further notice, (insert student's name) will receive instruction at (insert location, date(s), instructional times, and alternative instructor's name).

While your student is assigned out-of-school suspension, he/she is not allowed on school property for any reason, except for the time and location your child is scheduled to report for instruction. If you have any questions about this process, please contact the Educational Leader at (585) 232-1045.

Sincerely,

Chief of Operations and Academics

Chief Executive Officer

Educational Leader

LONG TERM SUSPENSION REFERRAL 2016-2017

Date of Incident:

Date of Suspension:

Student Name:

Grade:

Address:

Student ID:

DOB:

Parent or Guardian:

Telephone Number:

Address (if different):

Zip:

PLEASE CHECK MARK REQUIRED DOCUMENTS TO BE INCLUDED IN THE Long-Term Referral Packet:

- ☐ Long-Term Suspension Referral Form
- ☐ Long-Term Suspension Referral Letter to Parent/Guardian
- ☐ Interventions and Outcomes
- ☐ Attendance Record (year-to-date)
- ☐ Academic Record (year-to-date)
- ☐ Discipline History
- ☐ Manifestation Determination (students w/special needs)
- ☐ Individual Education Plan with Summary (students w/special needs)
- ☐ Functional Behavior Assessment (students w/special needs)
- ☐ Behavior Intervention Plan *(required if student has a BIP)
- ☐ Eye Witness Statement(s) *** Each must be signed and dated***
- ☐ Victim Statement
- ☐ Photographs (injuries, property damage), when available
- ☐ Other pertinent documents (i.e. police report), when available

1. Factual Statement/Summary of the Incident (describe):

a) Has the student been disciplined for this behavior in the past? Yes ☐ No ☐
If yes, how was the incident previously handled?

b) Has the student been disciplined for other types of behavior in the past? Yes ☐ No ☐
If yes, please summarize:

2. What interventions have been utilized prior to this referral? (check all that apply AND provide documentation)

- ☐ Parent/Guardian Outreach
- ☐ Guidance Conference
- ☐ Peer Mediation
- ☐ Conflict Resolution
- ☐ Community Service
- ☐ Substance Abuse Counseling Services
- ☐ Other (explain)

- ☐ Intervention by Counseling Staff
- ☐ Individual/Group Counseling
- ☐ Mentoring Program
- ☐ Short-term Behavioral Progress Reports
- ☐ Referral/Community-based Organization
- ☐ Referral/Youth Relationship Abuse or Sexual Violence Counseling

Were these interventions successful? Yes ☐ No ☐

3. What contacts with the student's parent/guardian have been made?

What were the outcomes of those contacts?

4. Additional comments from Educational Leader (if any):**5. Number of school days in alternative instruction proposed by Chief of Operations and Academics: (Consistent with the Intervention and Discipline Guide)
(Note: this is a *recommendation*):****6. Is student classified as a student with a disability? Yes: ☐ No: ☐**

If yes, classification: program:

7. Parent/Guardian notified of suspension by:**8. Name and Title (i.e., teacher, administrator, student) of at least one eye-witness available to testify at hearing:****9. Interpreter Required: Yes ☐ No ☐ If Yes, Language:****10. Referral is being made by:**

Chief of Operations and Academics: Yes ☐ No ☐

If not, name of Acting Chief:

(Chief must be on approved leave (illness, personal, conference) and not reporting to school on the day of the suspension.)

Students with Disabilities

SUSPENSION PROCESS FOR STUDENTS WITH DISABILITIES			
When	Responsibility	What	Education Services
Short-Term Suspension 1-10 Total School Days: A suspension or removal that does not exceed five school days is imposed	Educational Leader	Determines the setting for suspension and alternative instruction to be provided	Alternative instruction must be provided to the same extent as is provided to nondisabled students (Minimum 1 hour per day for elementary students; minimum 2 hours per day for secondary students).
11 or more total school days: A series of short-term suspensions that accumulate to 11 or more school days in a school year are imposed	Educational Leader Coordinating Administrator of Special Education (CASE)	Determines the setting for suspension and alternative instruction to be provided Manifestation Determination: School's Manifestation team must, in a meeting, review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents and then Determine if: (1) the conduct in question was caused by	Alternative instruction must be provided to the same extent as is provided to nondisabled students (Minimum 1 hour per day for elementary students; minimum 2 hours per day for secondary students). Alternative instruction must be provided to the same extent as is provided to nondisabled students (Minimum 1 hour per day for elementary students; minimum 2 hours per day for secondary students).

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<p>The manifestation screening identifies that <u>the behavior is potentially not a result of the student's disability</u></p> <p>or</p> <p>The manifestation screening identifies that <u>the behavior is potentially a result of the student's disability</u></p>	Educational Leader	Provides screening outcome to Educational Leader	student's IEP.
	CASE	LTS process proceeds	See Section 6 for LTS process
	<p>Educational Leader</p> <p>Educational Leader and CASE</p>	<p>Provides screening outcome to Principal</p> <p>LTS process ends.</p> <p>A request for a CSE program review may be initiated to review the student's current special education program and services.</p>	The student returns to current placement
<p>The LTS process for students with disabilities must include the following components in addition to the LTS Superintendent's Hearing.</p>			
What	Who	When	Where
<p>Manifestation Determination:</p> <p>The Manifestation Team must, in a meeting, review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information</p>	<p>Central Manifestation Determination Team (MDT), which must include: a representative of the school knowledgeable about the student and the interpretation of information about child</p>	<p>Immediately following the LTS Hearing</p>	<p>Same site as LTS Hearing.</p>

<p>provided by the parents and then: Determine if: (1) the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or (2) the conduct in question was the direct result of a failure to implement the IEP.</p>	<p>behavior; and the parent/guardian and relevant members of the CSE as determined by the parent and the District.</p>		
<p>CSE Meeting:</p>	<p>Central CSE to include relevant staff from the student's school building</p>	<p>Immediately following the MDT meeting</p>	<p>Same site as LTS Hearing</p>

Manifestation Questionnaire

(For Students with IEPs, 504 Plans or Students Presumed to Have a Disability)

To be completed prior to LTS Referral Weapons, drugs or serious injury? Yes ____ No: ____

Student Name: _____ Date: _____

School: _____ Grade: _____ ID #: _____

Based on a review of the circumstances surrounding the incident, your personal knowledge of the student and relevant information from the student's file, IEP and teacher observations, answer ALL of the following questions:

QUESTION	YES	NO
1. Was the student's IEP being fully implemented at the time of the behavior?		
2. If NO to #1, was the student's conduct the <i>direct result</i> of the school's failure to implement the IEP? [If YES, then the behavior is a manifestation of the student's disability.]		
3. Did the student have a behavior Intervention plan (BIP) in place at the time of the incident? (If YES, go to Question #6.)		
4. If NO to #3, should there have been a BIP in place at the time of the incident?		
5. If YES to #4, was the student's behavior the <i>direct result</i> of the school's failure to develop a BIP? [If YES, then the behavior is a manifestation of the student's disability.]		
6. Is the BIP meaningful? Are the behavioral goals both observable and measurable?		
7. If NO to #6, was the student's behavior the <i>direct result</i> of the school's failure to implement a meaningful BIP? [If YES, then the behavior is a manifestation of the student's disability.]		
8. If YES to #3, was the behavior intervention plan being implemented with fidelity?		
9. If NOT to #8, was the student's conduct the <i>direct result</i> of the school's failure to implement the behavior intervention plan? [If YES, then the behavior is a manifestation of the student's disability.]		
10. Was the student's behavior <i>caused by</i> his/her disability? [If YES, then the behavior is a manifestation of the student's disability.]		
11. Did the student's behavior have a <i>direct and substantial</i> relationship to the student's disability? [If YES, then the behavior is a manifestation of the student's disability.]		

The student's behavior: ____ WAS / ____ WAS NOT a manifestation of his/her disability.

If it is determined that the behavior was a manifestation of the student's disability, then no discipline can be imposed AND a CSE must be convened to review the student's program.

Name and Title of Administrator Completing This Form:

Print Name

Title

Sign Name

Title

Alternative Disciplinary Methods (ADM):

Student Success Center: Community agencies and services will play an active role in diminishing student misconduct. RCMCS will seek the assistance and support from agencies throughout Monroe County to help guide and counsel students who repeatedly violate the Learning Code of Conduct.

The Center for Youth Services and Hillside Work-Scholarship Connection will also play an active role in securing community agency and service support. Center for Youth Services youth advocates will be located on-site to aid our students in improving their behavior. A referral process has been created whereby a classroom teacher and/or teacher advisor may write a referral on a student and then send it to the Student Success Center for review and approval.

The Educational Leader is kept informed about every referral sent to the Student Success Center. It also the primary objective of the Student Success Center to keep student issues confidential and to keep parents well informed when deemed necessary.

Hillside Work-Scholarship Connection (HWSC) provides academic and behavioral assistance to 33 at-risk students per HWSC advocate. Students are selected by the advocate according to grade point average and conduct in the classroom. (HWSC) provides students with tutorials, youth employment opportunities, and a monitoring system to ensure that each student graduates on time. The Educational Leader is kept informed monthly on the progress the students are making in the program.

Expulsion

The decision to expel any student will be made in writing and will include the reasons for the expulsion by the Chief of Operations and Academics after hearing about the events involved in a situation.

The parent/guardian may appeal an expulsion within two (2) school days of the expulsion being issued. This appeal will be made to the Chief of Operations and Academics in writing. The student may not attend classes until the appeal is heard, but will be able to turn in school for the classes missed while waiting for the appeal and receive credit for that work. All disciplinary hearing on expulsions will be held within for (4) school days of the appeal being made. The decision of Chief of Operations and Academics is final.

Introduction to Dignity for All Students Act

The New York State Dignity for All Students Act (Dignity Act, or "DASA") was signed into law on Sept. 13, 2010 and became effective July 1, 2012. This legislation amended State Education Law by creating a new Article 2 - Dignity for All Students. The intent of the Dignity for All Students Act (Dignity Act) is to provide all public school students with an environment free from discrimination and harassment, as well as to foster civility in public schools. It focuses on prevention of harassment and discriminatory behaviors through the promotion of educational measures meant to positively impact school culture and climate. The Dignity Act states that NO student shall be subjected to harassment or discrimination by employees or students on school property (including school bus) or at a school function based on their actual or perceived (including, but not limited to) race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

Rochester Career Mentoring Charter School will not tolerate incidents of discrimination, intimidation, taunting, harassment, or bullying on school property, a school bus and/or at a school function by students and/or school employees.

There is one identified staff member at every school that is thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex (Education Law § 13[3]).

Dignity Act Coordinator: Ronda Wade, SSC Manager rwade@rcmcs.org
or: Chief Executive Secretary, Casandra Vargas cvargas@rcmcs.org

"The Dignity Act emphasizes the importance of tolerance and respect for others by students and staff alike."

DISCRIMINATION AND HARASSMENT PROHIBITED

RCMCS has set expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board of Trustees recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. It is also our right according to New York State Education Law to impose disciplinary sanctions for incidents occurring off school property that substantially disrupt the educational process or that constitute threats of violence. To this end, the Board of Trustees has adopted this Code of Conduct. Unless otherwise indicated, this code applies to all students, school personnel, parents/guardians and other visitors when on school property or attending a school function.

PROHIBITION OF RETALIATION

Any person having reasonable cause to suspect that a student has been subjected to discrimination or harassment by an employee or student, on school grounds or at a school function, who acting reasonably and in good faith, either reports such information to school officials, to the commissioner, or to law enforcement authorities or otherwise initiates, testifies, participates or assists in any formal or informal proceedings under this subdivision, shall have immunity from any civil liability that may arise from the making of such report or from initiating, testifying, participating or assisting in such formal or informal proceedings. Relatedly, neither the school, nor an employee or student thereof shall take, request or cause a retaliatory action against any such person who, acting reasonably and in good faith, either makes a report or initiates, testifies, participates or assists in such formal or informal proceedings.

DEFINITIONS: for purposes of this code, the following definitions apply:

“Cyber-bullying” is “harassment” or “bullying”, where such harassment or bullying occurs through any form of electronic communication. Cyber-bullying may occur via electronic communication on the Internet, on cellular phones or other electronic media. Cyber-bullying includes, but is not limited to, the following misuses of technology: harassing, discriminating, teasing, taunting, intimidating, threatening, bullying, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs). Cyber-bullying can involve, but is not limited to: sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person; impersonating someone else in order to embarrass, humiliate or ruin the reputation of that individual. Cyber-bullying involving students may occur both on campus and off school grounds and may involve student use of the internet system or student use of personal digital devices including but not limited to: cell phones, digital cameras, personal computers, electronic tools. Cyber-bullying or harassment has or could have the effect of:

- Causing physical, social/relational, emotional or mental harm to a student;
- Placing a student in reasonable fear of physical, emotional or mental harm;
- Placing a student in reasonable fear of damage to or loss of personal property; or
- Interfering with a student’s educational performance and/or denying or limiting a student’s ability to participate in or to receive benefits, services or opportunities in the school’s programs.

“Disability” means: (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques; or (b) a record of such an impairment; or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).

“Discrimination” is bias based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. Sexual assault is a violation of the victim’s civil rights and is considered an act of discrimination.

“Disruptive student” means a student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

"Employee" means any person receiving compensation from the school or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to Title Nine B of Article Five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such school, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §§11[4] and 1125[3]).

"Gender" means actual or perceived sex and includes a person's gender identity or expression (Education Law §11[6]).

"Harassment" and "Bullying" shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that either (1) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (2) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. Such definition includes acts of harassment or bullying that occur:

- on school property; and/or
- at a school function; or
- off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Such conduct shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.

"Emotional harm" that takes place in the context of "harassment or bullying" means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

"Hazing" is a form of harassment among students defined as any humiliating or dangerous activity expected of a student to join a group or be accepted by a formal or informal group, regardless of their willingness to participate. Hazing produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur. Hazing behaviors include, but are not limited to, the following general categories:

- a) Humiliation: socially offensive, isolating or uncooperative behaviors.
- b) Substance abuse: abuse of tobacco, alcohol or illegal/legal drugs.
- c) Dangerous hazing: hurtful, aggressive, destructive, and disruptive behaviors.

"Material Incident of Bullying, Discrimination and/or Harassment" means a single verified incident or a series of related verified incidents where a student is subjected to bullying, discrimination and/or harassment by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or a series of related incidents of harassment or bullying that occur off school property, where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might

reach school property, and is the subject of a written or oral complaint to the Chief, Educational Leader, or their designee, or other school employee. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex; provided that nothing in this subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law sections 3201-a or 2854(2)(a) and Title IX of the Education Amendments of 1972 (20 U.S.C. section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under section 504 of the Rehabilitation Act of 1973.

"Parent" means the biological, adoptive or foster parent, guardian or person in parental relation to a student.

"Possess" includes carrying something on one's person, or having it located in one's belongings such as book bag, locker, vehicle, or other container belonging to the person.

"Sex" means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote "sex".)

"School Bus", otherwise referred to as **"School Transportation"** means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of students, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of students, children of students, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).

"School Function" means a school sponsored extracurricular event or activity (Education §11[2]).

"School Property" means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus (Education Law §11[1]).

"Sexual Orientation" means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11[5]). RCMCS Student Code of Conduct 06/11/13, 12/10/13, 8/12/14 6

"Sexual Violence" means physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including but not limited to rape, sexual assault, sexual battery, and sexual coercion. All acts of sexual violence are forms of sexual harassment covered under Title IX.

Policies and Guidelines

The Dignity Act emphasizes the creation and maintenance of a positive learning environment for all students. In addition, the amended Dignity Act requires the development of measured, balanced, progressive, and age-appropriate responses to discrimination, harassment, and bullying of students by students and/or employees. Remedial responses should be included in the Code of Conduct and place the focus of discipline on discerning and correcting the reasons why discrimination, harassment, and bullying

occurred. The remedial responses should also be designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Appropriate remedial measures may include, but are not limited to:

- peer support groups;
- assignment of an adult mentor at school that the student checks in with at the beginning and end of each school day;
- corrective instruction that re-emphasizes behavioral expectations or other relevant learning or service experience;
- engagement of student in a reflective activity, such as writing an essay about the misbehavior and its impact on others and how the student might handle the situation differently in the future and/or make amends to those who have been harmed;
- supportive intervention and/or mediation where constructive conflict resolution is modeled;
- behavioral assessment or evaluation;
- behavioral management plans or behavior contracts, with benchmarks that are closely monitored;
- student counseling and parent conferences that focus on involving persons in parental relation in discipline issues.

Specific Policies

Whether a student is being bullied himself/herself or has witnessed another student being bullied, s/he needs to feel empowered, comfortable, and safe reporting such an incident to school faculty or staff. Specifically, the Dignity Act requires that RCMCS create policies, procedures and guidelines that enable students and parents to make oral and/or written reports of harassment, bullying or discrimination to teachers, administrators, and other school personnel that RCMCS deems appropriate (Education Law §13[1][b])

- School employees who witness harassment, bullying, and/or discrimination or receive an oral or written report of such acts shall promptly orally notify the Educational Leader or their designee not later than one school day after such employee witnesses or receives a report of such acts, and shall also file a written report with the Educational Leader or their designee no later than two school days after making an oral report.
- The Educational Leader or designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports.
- When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the Educational Leader or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.
- The Educational Leader or their designee shall notify promptly the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct.
- The Educational Leader shall provide a regular report, at least once during each school year, on data and trends related to harassment, bullying, and/or discrimination to the superintendent.

- Pursuant to Education Law section 13, retaliation by any school employee or student shall be prohibited against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination.

CODE OF CONDUCT PUBLICATION AND TRAINING

Under Education Law §2801(4) and 8 NYCRR §100.2(l)(2)(iii)(b), districts and BOCES must ensure community awareness of the Code of Conduct provisions through various specified means. RCMCS shall post the current Code of Conduct in an easily accessible place on their Internet web site, if available. A summary of the Code of Conduct be mailed to all students, in an age-appropriate version, written in plain-language, to ensure that students understand the standards of respect and appropriate behavior that the school community expects from them.

As part of ensuring effective implementation of the Code of Conduct, RCMCS shall provide training to staff that specifically highlights the Dignity Act provisions, such as the prohibition against discrimination, harassment and bullying, reporting requirements and the availability of each school's DAC. Training shall address the social patterns of discrimination, harassment and bullying, the identification and mitigation of those behaviors, as well as strategies for effectively addressing problems of exclusion, bias and aggression in the school setting. The Dignity Act permits the denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law §§2854(2)(a), Education Law § 3201-a and Title IX of the Education Amendments of 1972 (20 USC §1681, et. seq.). Similarly, the Dignity act allows denial of admission or exclusion based on disability that would be permissible under §504 of the Rehabilitation Act of 1973.

Policy Concerning Drugs, Alcohol, Tobacco and Controlled Dangerous Substances**Policy Statement**

Students are prohibited from possessing, consuming, or distributing drugs or alcohol in any form while at school, in co-curricular and extra-curricular programs, on school grounds, attending a school-related function on or off campus, and when coming to and going from school. Students are further prohibited from smoking cigarettes or using tobacco products in any form in school building.

Students suspected of being "under the influence" will be seen by support staff with potential subject to five-day suspension. Continued abuse on school grounds may potentially lead to a disciplinary hearing which could result in suspension longer than five days or expulsion.

RCMCS intends to use the disciplinary sanctions of this policy as a means of helping students recover from the debilitating effects of substance abuse.

Students Voluntarily Seeking Help

Students are encouraged to seek help for problems with or related to drug and/or alcohol use. Crisis Intervention Specialists are provided for direct assistance or confidential referral for students seeking help with an alcohol, drug or other problem related to their substance use or use by someone in a close relationship with them.

Voluntarily seeking help does not prevent the school staff from charging a student with suspicion of being under the influence at another time.

1. The Crisis Intervention Specialists will be allowed to maintain confidentiality of conversations with students meeting the following criteria:
 - a) The student's health is not in imminent danger
 - b) The information does not make the staff member an accessory to an illegal action
 - c) The information does not indicate that the health or safety of the student or individual is threatened.

Students Suspected of Being under the Influence of Substances

Staff members must immediately report any students exhibiting behavior, or a pattern of behavior, or whose physical condition is consistent with the signs and symptoms of being under the influence of alcohol or other drugs.

1. When a student is suspected of being under the influence of drugs or alcohol, the steps below will be followed:
 - a) The staff member who expresses concern shall contact either the Educational Leader or the COA.
 - b) Parent or Guardian will be contacted via phone
 - c) The nurse, the Educational Leader, and/or Support Center Manager will meet with the student as soon as possible.
 - d) It appropriate the parent/guardian shall be directed to take the student for an immediate examination by a physician of their own choosing, which shall be at the family's expense.
 - e) When a student is in need of immediate medical attention, the Educational Leader will take appropriate action to ensure that emergency medical services or the police transport the student to the nearest hospital emergency room.

Students Returning From Treatment: Voluntary and Policy-Ordered

Students not-voluntarily attending a treatment program causing an extended absence will be readmitted only upon receipt of a written recommendation from the treatment program. The absences will be considered in the same manner as other "chronically ill" students.

Search and Seizure

NOTE: Lockers are school property and, therefore, subject to search by school administration at any time.

1. Searches conducted of students' possessions, lockers or vehicles must be warranted by "reasonable suspicion" in compliance with standards established in U.S. vs. TLO.
2. These searches shall include the following guidelines:
 - a. "Reasonable Suspicion" shall mean suspicion based on statements of concern by staff or students, and physical condition and behavior of a suspicious nature, which indicates a violation of the Code of Conduct.
 - b. Searches of a "cursory" nature may be conducted, including a visual inspection and request that students empty pockets, purses and other belongings.
3. Students refusing to cooperate in "searches" will have their parent/guardian contacted immediately to inform them of the student's refusal to cooperate, stressing possible police involvement in the incident.

Possession or Distribution of Alcohol and/or Other Drugs

When a student is found to be in possession of any quantity of illegal substances (drugs or alcohol) on school grounds or at a school activity the Rochester Police Department will be called.

1. When illegal substances are found, it will be the responsibility of the Police to complete their normal reporting procedures and any other legal actions, including arrest, depending on the quantity of substances.
2. Rochester Career Mentoring Charter School maintains the right to conduct an expulsion hearing on any student found selling, possessing or distributing illegal substances.
3. Students charged with distribution or intent to distribute drugs:
 - a. Out-of-School Suspension for a minimum of 5 days
 - b. Will be subject to a Disciplinary Hearing to determine if expulsion or suspension longer than 5 days is warranted

Upon the second, and any subsequent offenses, or those involving action by the Court due to the quantity of substances involved, an automatic Disciplinary Hearing by the COA shall be held. Students arrested for non-school related drug or alcohol violations shall be permitted to attend school unless it is demonstrated that the student is a danger to him/herself, or to other students in the school. Based on reports from local police, if the school Educational Leader determines that the student's continued attendance presents a danger to the health and safety of other students in the building, the offending student shall be suspended for a period of 5 days and be required to attend a Disciplinary Hearing that may result in expulsion or suspension longer than 5 days.

Procedures for Considering a Mental Hygiene Arrest

NYS Mental Hygiene Law permits certain individuals to arrange for people to be brought to a hospital for further evaluation (which could result in an inpatient psychiatric admission). Although the phrase "mental hygiene arrest" (or MHA) is often used to describe this process, it is important to note that it is not really an "arrest" per se (as there is no accusation of criminal behavior). A more accurate term would be "mental health intervention" - as it is an intervention that results in individuals being brought to a hospital, often contrary to their wishes.

Law enforcement can take someone to a hospital if the person appears to be suffering from a mental illness and there is some element of dangerous (to self or others). Certain mental health clinicians in the community have also been designated to be able to direct law enforcement to transport someone (or arrange for that transport via ambulance) to a hospital (if those same two criteria are met: mental illness and danger to self or others).

Police may be called in a psychiatric emergency for the following reasons:

- If there is immediate danger and other interventions have not been successful, calling 911 is recommended. However, other interventions should be tried prior to calling police (if at all possible).
- If the person who is distressed is already involved in the mental health system, attempting to reach the mental health professionals that are working with the child and family is recommended. Another option is requesting assistance from the Rochester Community Mobile Crisis Team (that can be accessed via Life Line by dialing 211).

The Mobile Crisis Team may be able to arrange for a visit to the person's home (or other location) to assess the situation and make recommendations for next steps to more thoroughly address the problem. Of course, family members are also able to bring their child(ren) to any of the three emergency rooms in Monroe County that conduct emergency mental health evaluations (Rochester General Hospital, St. Mary's also known as Unity Health Systems, and Strong.)

Once it has been determined that a MHA is warranted:

1. Administrator or his/her designee calls 911
2. School nurse is immediately contacted for all urgent medical issues and pertinent information.
3. The student's parent or guardian called, informed of situation and asked to come to school, if feasible.
4. If parent cannot come in or this is not a viable option then Mobile Crisis should be called, if feasible.
5. A recommendation for a Mental Health Arrest should be made by the mental health professional (school psychologist, school social worker, school nurse, appropriate health center staff member, or school counselor).
6. Area secured for ambulance arrival.
7. Student secured in the stretcher for transport with pertinent information.

The Educational Leader or his/her designee must follow or accompany the student to the hospital and wait for a parent/guardian to arrive.

Attendance

The Rochester Career Mentoring Charter School acknowledges the importance of regular attendance in an effective instructional program. To this end, it will observe and enforce the laws requiring the attendance of all children between the ages of six and sixteen and establish its own rules for the attendance of all students. Attendance shall be required of all students enrolled in the school during the days and hours that the school is in session. In accordance with statute, the school shall require from the parent/guardian of each child who has been absent from school a written statement of the reason for such absence. An excuse written by a parent/guardian does not necessarily constitute a legal absence. **RCMCS reserves the right to verify such statement and to investigate the cause of each absence or tardiness.**

Absences should be phoned in to the office (585.232.1045) by the parent/guardian before the start of school on that date. Parents who fail to report the absence ahead of time will receive a phone call from the school. It is imperative that parents/guardians keep all contact information up-to-date to facilitate this process. A student must be present in school and/or class 90 percent of the school days per semester in order to receive credit for the subjects enrolled. A student may be absent due to illness approximately nine days per semester, eighteen days per year. Any days beyond nine days per semester, eighteen days per year, or eighteen individual class periods, may result in loss of credit.

Absences

Regular attendance is an expectation at RCMCS to ensure that our students are afforded every opportunity to grow, learn and be successful. Absences should be avoided when reasonably possible.

1. Students are permitted to accumulate 18 unexcused illegal absences per school year without academic penalty. However, students are expected to meet with their teachers to make-up missed class work, homework and assessments. Failure to complete make-up work will have a negative effect on a student's grade.

Legal absences include:

- a. Medical excuse from a health care provider;
- b. Medical, dental appointments;
- c. Death in family;
- d. College visits grades 10-12 (All college visits must be pre-approved by counselor and student must return with certification from college/university that student attended a specified day.) College visit days are limited to four per academic year;

- e. Visits to government agencies including but not limited to: immigration, social security, child welfare etc.;
 - f. Mandated Court-Appearances- Documentation must be provided by the court and validated that the student appeared on that date;
 - g. Religious Holidays as stipulated by the State Board of Education.
2. After 5 unexcused illegal absences, a letter to parents is sent home; after 8 illegal absences, a parent meeting is held; after 10 illegal absences a home visit is conducted; after these three lines of communication and the above interventions have been conducted CPS may be called (after 10 unexcused absences). The 18th day letter will be sent informing the parent of the absences at which time the family must make contact with school administration to appeal the decision. Failure of the parents to respond within 5 school days of mailer will result in final denial with no opportunity for appeal.

Tardiness

A tardy is defined as any time in which a student does not arrive to a class at the time stipulated by the school schedule.

- 1. All students are to arrive to school on time, properly prepared with their required assignments, and personal belongings in their locker.
- 2. All period 1 classes, including Physical Education and Health classes begin at the same time. Their attendance period is considered part of the instructional time and is duly noted in the student's attendance.
- 3. Any student arriving to class may lose participation points for that class.

Early Dismissal

When a parent wishes to have their child dismissed early, the parent must provide the student with a note that is given to the office by 7:45 a.m. the morning of the excuse. At the time of the early dismissal, a parent/guardian must sign the student out.

In case of a family emergency, a parent/guardian may sign their child out through the Main Office. In this circumstance, the student is limited to two "early excuses" per year. All others after will be deemed unexcused.

Extracurricular Clubs, Athletic Practice, Game Participation, and School Attendance Policy

1. Extracurricular participants must have exceptional attendance. They must be in school to play, practice, or otherwise participate in extracurricular activities.
2. If absent or late, a student may not participate, practice, or otherwise participate in extracurricular activities unless the reason is legally excused. Written excuses from parents, guardians, or persons in parental relation must be turned into the main office upon arrival at school.
3. If the early dismissal is for excused reason, with the expectation of subparagraph (b) below, the student may return to play, practice, or other participation in extracurricular activities.
4. If the student goes home ill, is suspended, or is otherwise absent, then he or she may not return to activities or games occurring on that same day.

Family Vacations

The school calendar provides several possible vacation periods during the year at Thanksgiving, winter, and spring. Students should not take vacation trips outside of these periods. It is very important that students be present for all class meetings in each subject area. This ensures continuity of the learning experience and prevents long gaps, which are most difficult and, at times, impossible to make up. The school cannot approve any vacation time. Vacation absences will be considered as illegal/unexcused absences and work will be provided upon return to school.

Supervision

The school's responsibility for supervision of students begins at 7:45 a.m. and ends at 4:00 p.m. For students participating in extra-curricular activities, athletic and non-athletic, the school's responsibility for supervision begins at 4:00 p.m. and ends at the specific time each coach/moderator informs the student. Each coach/moderator will inform the students of the beginning and ending times of practice/meetings. A written policy from each coach/moderator who has consistent practices/meetings will be given to the student to take home. It is imperative for your child's safety that you are on time to pick them up at the end of a specific practice/activity. Failure to pick up your child promptly may result in his/her removal from extra-curricular activities. **Loitering in the hall or on campus after 4:00 p.m. is NOT permitted.**

Penalties

1. Students who exceed the maximum number of allowable absences will remain in scheduled classes in order to earn grades, but will be denied graduation credit for their course work. Graduation/promotion credits may be earned by retaking the course the following year or attending summer school.
2. Continued absences or failure to participate actively in classes in a positive manner may result in the student's reassignment of classes.
3. A zero will be given for missed class work as defined under class cuts. Parent/Guardian and student will be notified of the cut to class and the subsequent zero for a grade.

Religious Holidays

1. No pupil who is absent from school because of a religious holiday may be deprived of any award or eligibility or opportunity to compete for any award because of such absence.
2. A pupil who misses a test or examination because of a religious holiday has the right to make up all work missed.
3. To be entitled to the privileges set forth above, the pupil must present a written excuse signed by a parent or person standing in place of a parent.
4. Any absence because of a religious holiday must be recorded in the school register or in any group or class attendance record as a legal absence.
5. Such absence must NOT be recorded on any transcript, application, employment form, or any similar form.

School Work during Absences

1. All missed classwork and homework assignments are to be made up within a period specified by the classroom teacher or administrator, not to exceed 10 school days, unless there are extenuating circumstances.
2. Upon his/her return to school, the student is required to make up tests and missed assignments.
3. The student is expected to show initiative in seeking out each teacher to determine missed assignments and due dates.

[NOTE: SHOULD A STUDENT BE ABSENT DUE TO PARTICIPATION IN A FAMILY TRIP OR OTHER UNAUTHORIZED LEAVE FROM THE SCHEDULED SCHOOL CALENDAR, MISSED WORK WILL BE ASSIGNED AS HOMEWORK UPON RETURNING TO SCHOOL. NO WORK WILL BE PROVIDED PRIOR TO THE ABSENCE.]

Assignments For Absent Students

The policy for release of homework assignments for absent students is:

1. Students absent for one or two days are encouraged to obtain assignments from classmates.
2. Students who will be or are absent from school for three or more days may secure homework assignments through the main office using the following procedures:
 - a. Call the main office before 10:00 a.m. for homework assignments.
 - b. Be specific about whom, when, and where the assignments will be picked up.
 - c. Make sure assignments are returned to the subject teacher.

Withdrawal Policy

When a student must withdraw from RCMCS during the school term, the students should report to the office at least three days prior to the date of withdrawal stating the reason for withdrawal in writing. The student will receive a withdrawal form that will be signed by the Educational Leader. The withdrawal form must then be returned to the Data Clerk for official release. The Data Clerk will release student records signed by parents if student is cleared.

Student Rights and Responsibilities

Participation in School Activities

All Students have the following rights: To have the opportunity to take part in all school activities on an equal basis regardless of race, sex, national origin, creed or disability as a safe environment free of bullying, harassment, or discrimination.

Records

The school will not disclose any information from the student's permanent records except as authorized pursuant to The Family Education Rights and Privacy Act of 1974 (FERPA), or in response to a subpoena, as required by law. The parent(s) for a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's school records by submitting a written request to the Director.

Freedom of Expression

Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the Code of Conduct and the school dress code, violations of which are punishable as stated in the Code of Conduct.

Student participation in the publication of school sponsored student newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. These publications, if any, shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, the content of such publications is controlled by school authorities.

Chain of Command for Questions or Concerns

The Rochester Career Mentoring Charter School's Board of Trustees wishes to emphasize that concerns regarding programs, personnel or other issues must be handled through a proper chain of command. Using this procedure, a citizen must first address the concern with the employee directly responsible. If satisfactory results are not achieved, the citizen may then address that employee's direct supervisor. As an example, a normal chain of command regarding a concern with a classroom teacher would begin with the classroom teacher; continue through the Educational Leader, then on to the Chief of Operations and Academics, and finally the RCMCS Board of trustees. Please use this chain of command until your concern is resolved or ask for guidance if you are not sure where to begin.

**Requirements for Graduation with
Regents Diploma or Regents Diploma with Advanced Designation:**

Regents Diploma:			
REQUIRED CREDITS		REQUIRED EXAMS	
English	4	English Common Core	1
Social Studies	4	Social Studies	1 or 2*
Mathematics	3	Mathematics	1 or 2*
Science	3	Science	1*
Foreign Language	1	* One Social Studies exam (US History or Global II) may be replaced with one additional Math or Science Exam. Students must have 5 Regents Exams total.	
Health	0.5		
Art/Music	1		
Physical Education	2		
Career Development and Occupational Studies/Internships I and II	3.5		
TOTAL	22	TOTAL	5

Regents Diploma with ADVANCED DESIGNATION:			
REQUIRED CREDITS		REQUIRED EXAMS	
English	4	English Common Core	1
Social Studies	4	Social Studies	2
Mathematics	3	Mathematics	3
Science	3	Science	2
Foreign Language	1		
Health	0.5		
Art/Music	1		
Physical Education	2		
Career Development and Occupational Studies/Internships I and II	3.5		
TOTAL	22	TOTAL	8

Credits

1 unit credit is granted for each subject held five times a week for a full year. Semester courses receive .5 credits. For courses meeting more or less often, the credits are adjusted accordingly.

Grading Scale

All classes at RCMCS will follow this standard scale for assigning letter grades for quarter and semester work. Individual teachers will establish the grading policies and procedures for their classes, and their grades will correspond to this grade scale. Letter

Letter Grade	Standard GPA	Letter Grade	Standard GPA
98-100= A+	4.00	77-79= C+	2.33
93-97= A	4.00	75-76= C	2.00
90-92= A-	3.66	70-74= C-	1.66
87- 89= B+	3.33	67-69= D+	1.33
83-86= B	3.00	65-66= D	1.00
80-82= B-	2.66	0-64= F	0.00

For final grading purposes, Rochester Career Mentoring Charter School has established six distinct marking periods. These marking periods are:

- 1st Marking Period 15% of Final Grade
- 2nd Marking Period 15% of Final grade
- 3rd Marking Period 15% of Final grade
- 4th Marking Period 15% of Final grade
- 5th Marking Period 15% of Final grade
- 6th Marking Period 25% of Final grade*

*with combined averages scores Midterm and Final Examinations

Records and Transcripts

Viewing Records: A parent/guardian has the right to view his/her child's a) academic record, b) academic standardized test results, c) health records and d) emergency sheet (emergency phone numbers, etc.). These records can be made available upon request.

Government Records: Records attached to publicly funded services provided through the local Board of Trustees such as Child Study Team Reviews, Comp Ed, Speech, ESL, etc., are the property of the Board. A parent/guardian who wishes to examine these records or to procure additional copies for his/her own use must apply to the Board. The school is not permitted to distribute this information to anyone, not even to a parent/guardian.

Permanent Records: A permanent record is maintained for every student who attends or has attended the Rochester Career Mentoring Charter School. This record indicates all courses taken, grades, standardized test scores, and credits earned. Also included is a complete records of all absences as well as an account of tardiness (excuses and unexcused). This is especially important to future employers, who use this as an index of student reliability. Additional information relating to college entrances and scholarship as well as standardized test scores are also on file. Any student or parent wishing to see or forward a copy of the permanent record (transcript) to a college or employer should contact the Guidance Office.

Promotion and Retention

The school recognizes that the personal, social, emotional, and educational growth of students varies and therefore students should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

- a. Students in grades 9 and 10 may be promoted with one major subject failure and the recommendation that the subject be made up in summer school.
- b. Students failing two full-year core content area classes (Math, English Language Arts, Science and Social Studies), will be retained unless one subject is made up in summer school. If Reading/Literature or Mathematics is one of the failed subjects, it must be the elected summer school selection. However, it is also recommended that the other failed subject be made up in summer school.
- c. Students failing three subjects are required to make up two subjects in a summer school session.
- d. Any student failing four or more subjects will be retained in that grade level.

ROCHESTER CAREER MENTORING CHARTER SCHOOL**PARENT PLEDGE**

Rochester Career Mentoring Charter School is an educational experience where every student is treated fairly and equitably and is afforded academic and social guidance through a teacher advisor and personal career mentor.

Rochester Career Mentoring Charter School incorporates character development and citizenship and builds on positive interactions that develop student confidence and sense of well-being.

It is the charter school's responsibility to provide its students with countless opportunities within the community. However, in order for our students to succeed, we need to insure a partnership with our parents and/or guardians by having each of them pledge their commitment to their child enrolled in the charter school.

As an informed parent and/or guardian, I am committed to the education my child receives at Rochester Career Mentoring Charter School, and agree to the following conditions of my pledge:

- Remain a part of the charter school even if our place of residence changes in the city.
- Attend all parent/teacher conferences.
- Respond to correspondences sent to me by my child's teacher advisor.
- Take advantage of the charter schools open door policy.
- Become an active participant in my child's Individual Learning Plan with my child's teacher advisor.
- Participate on a review committee for student exhibition.
- Support the charter school by participating on at least one Parent Teacher Organization (PTO) committee.
- Have an active phone line or e-mail address and return calls or written responses timely.
- Make certain my child has average daily attendance over 92%.
- Collaborate with my child and his/her teachers to decide on specific learning goals.
- Allow the charter school to exchange information with support agencies to secure the most appropriate resources to ensure my child's success.

My signature indicates that I have read the conditions of this charter school pledge. I am committed to working both with my child and the charter school staff.

My child's name: _____

My name: _____

Relationship to child: _____

Signature: _____ Date: _____

Phone: _____ E-mail: _____

Student Information Sheet

Please be sure your child's Student Information Sheet is kept current with emergency contact names and phone numbers. Send a note to the main office when a change is necessary at any time during the school year. It is especially important that the school has current information when emergency closings are announced. In the event you cannot pick up your child in an emergency closing situation, call the school with the name of person your child may be released to and be sure that person is designated on the Student Information Sheet. Please be sure that the phone numbers you submit for designated emergency contacts are phone numbers where contacts can be reached during school hours. (Student Information sheet on next page)

2015-2016 School Year [ROCHESTER CAREER MENTORING CHARTER SCHOOL – REGISTRATION]**Student Name** _____**Address** _____**Home Phone** _____ **Gender** M / F **Date of Birth** _____**Name of Current School** _____ **Current Grade** _____**Ethnicity:** ☐ American Indian / Alaskan Native ☐ Asian Pacific Islander ☐ Black ☐ Hispanic ☐ White ☐ Other**Does the Student use English as their first language?** ☐ Yes ☐ No**If no, please specify main language spoken at home:** _____**Other primary language(s) spoken at home:** _____**Students with Disabilities (does the student have an IEP)** ☐ Yes ☐ No**English Language Learner (ELL or ESOL) Does your child receive this service?** ☐ Yes ☐ No**Primary Contact – Mother / Father / Guardian (circle one)****Name** _____**Primary Phone #** _____**Secondary/Work Phone #** _____ E-**Mail Address** _____**Home Address** _____
Street City State Zip**Secondary Contact – Mother / Father / Guardian (circle one)****Name** _____**Primary Phone #** _____**Secondary/Work Phone #** _____ E-**Mail Address** _____**Home Address** _____
Street City State Zip**If the primary contact is the student's legal guardian, are you submitting proof of legal Guardianship today?** ☐ Yes ☐ No**State Law requires that a Home Language Questionnaire be completed for all new entrants to the Rochester public schools. Remember to follow the directions on the Home Language questionnaire (separate form) relative to referring students to the Language Placement Center.****Parent/Guardian Signature** _____ **Date** _____

Glossary

NON-VADIR Reportable “Discretionary”	VADIR Reportable “NON-Discretionary”	
	CODE	INCIDENT CATEGORY
Inappropriate Language	1	Homicide
Bullying	2.1	Forcible Sex Offense
Defiance/Non-compliance	2.2	Other Sex Offense
Disrespect	3	Robbery
Disruption	4	Assault with Physical Injury
Violation of Dress Code	5	Arson
Fight	6	Kidnapping
Theft	7	Assault with Physical Injury
Forgery/Plagiarism	8	Reckless Endangerment
Gang Display	9	Minor Altercations
Harassment	10	Intimidation, Harassment, Menacing or Bullying
Inappropriate Affection	11	Burglary
Out of Bounds	12	Criminal Mischief
Lying/Cheating	13	Larceny and other Theft
Physical Aggression	14	Bomb Threat
Property Damage	15	False Alarm
Skip	16	Riot
Tardy	17	Weapon Possession
Technology Violation	18	Use, Possession, Sale of Drugs
Truancy	19	Use, Possession, Sale of Alcohol
Use/Possession Tobacco	20	Other Disruptive Incidents
Other Behavior		

Each school is required to submit Violent and Disruptive Incident Reports (VADIR) on an annual basis.

Glossary of Terms Used in Reporting Violent and Disruptive Incidents - Posted August 5, 2008**INCIDENT CATEGORIES**

1. **Homicide:** Any conduct which results in the death of another person, with or without a weapon.

2. **Sexual Offenses:**

2.1 **Forcible Sex Offenses:** Involving forcible compulsion and completed or attempted sexual intercourse, oral sexual conduct, anal sexual conduct or aggravated sexual contact, with or without a weapon, including but not limited to, rape and sodomy. Pursuant to Penal Law §130.00(8), "**forcible compulsion**" means "to compel by either: (a) use of force; or (b) a threat, express or implied, which places a person in fear of immediate death or physical injury to himself, herself or another person, or in fear that he, she or another person will immediately be kidnapped." Pursuant to Penal Law §130.00(11), "**aggravated sexual contact**" means "inserting, other than for a valid medical purpose, a foreign object in the vagina, urethra, penis or rectum of a child, thereby causing physical injury to such child." "**Oral sexual conduct**" and "**anal sexual conduct**" mean oral or anal sex.

2.2 **Other Sex Offenses:** involving inappropriate sexual contact but no forcible compulsion, with or without a weapon. Other sex offenses include, but is not limited to, conduct that may be consensual or involve a child who is incapable of consent by reason of disability or because he or she is under 17 years of age. However, it does not include consensual conduct involving students and/or non-students 18 years of age or under, unless at least one of the individuals participating in the conduct is at least 4 years older than the youngest participant. Inappropriate sexual contact requires physical contact with another person but no forcible compulsion. It includes, but is not limited to, the following conduct:

- a. touching or grabbing another student on a part of the body that is generally regarded as private, such as buttocks, breast, genitalia, etc.
- b. removing another student's clothing to reveal underwear or private body parts
- c. brushing or rubbing against another person in a sexual or provocative manner
- d. a student first rubbing his/her own genitalia and then touching another person's body

Note: Verbal sexual harassment is reported in category 10 (Intimidation, Harassment, Menacing or Bullying). Self-exposure or "mooning," depending on the circumstances, are reported in either category 10 (Intimidation, Harassment, Menacing or Bullying) or category 20 (Other Disruptive Incident).

3. **Robbery:** Forcible stealing of property from a person by using or threatening the immediate use of physical force upon that person, with or without a weapon.

4. **Assault with Serious Physical Injury:** Intentionally or recklessly causing serious physical injury to another person, with or without a weapon, in violation of the school's Code of Conduct. Pursuant to Penal Law §10.00(10), "serious physical injury" means physical injury creating a substantial risk of death or serious and protracted disfigurement or protracted impairment of health or protracted loss or impairment of the function of any bodily organ. Serious physical injury requires hospitalization or treatment in an emergency room and includes but is not limited to, a bullet wound, a serious stab or puncture wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving risk of death or disfigurement.

5. **Arson:** Deliberately starting a fire with intent to damage or destroy property, with or without a weapon. The fire may be started by using matches, lighters or other devices capable of producing sufficient heat (i.e. magnifying glass) to ignite other combustible items, including, but not limited to, paper, linens, clothing, and aerosol cans, with or without a weapon. Property includes any object belonging to the school, students, school staff or visitors to the school, including personal items of the arsonist.
6. **Kidnapping:** To abduct, as defined in Penal Law §135.00, a person, so as to restrain such person with intent to prevent his or her liberation, by either: (a) secreting or holding him or her in a place where he or she is not likely to be found, or (b) using or threatening to use deadly physical force, with or without a weapon.
7. **Assault with Physical Injury:** Intentionally or recklessly causing physical injury (not serious) to another person, with or without a weapon, in violation of the school's code of conduct. Physical injury means impairment of physical condition or substantial pain. Physical injury includes, but is not limited to, black eyes, welts, abrasions, bruises, black and blue marks, cuts not requiring stitches, and swelling. Substantial pain includes, but is not limited to, severe headaches, joint, or muscle pain.
8. **Reckless Endangerment:** Subjecting individuals to danger by recklessly engaging in conduct that creates a grave risk of death or serious physical injury, but no actual physical injury, with or without a weapon. The following are examples of incidents that did not result in physical injury but should be reported as reckless endangerment:
- Throwing an object at another student. The object thrown must be capable of causing a grave risk of death or serious physical injury. A serious physical injury requires hospitalization or treatment in an emergency room and includes, but is not limited to, a bullet wound, a serious stab or puncture wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving risk of death or disfigurement.
 - Incidents involving a person choking another individual including, but not limited to incidents where a student offender refuses to obey staff directives or interventions to stop choking his or her victim.
 - Brandishing a weapon on a school bus threatening other students, bus driver and/or bus monitor with harm or injury.
 - Driving a car erratically and recklessly in a school parking lot while other student(s), staff, or individuals are present.
9. **Minor Altercations:** involving physical contact and no physical injury, with or without a weapon. Striking, shoving, or kicking another person or subjecting another person to unwanted physical contact with intent to harass, alarm or seriously annoy another person, but no physical injury results. Fights that do not result in serious physical injury or physical injury are reported in this category.
10. **Intimidation, Harassment, Menacing, or Bullying Behavior and No Physical Contact:** Threatening, stalking, or seeking to coerce or compel a person to do something; intentionally placing or attempting to place another person in fear of imminent physical injury; or engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practices, gender, sexual orientation, age, or disability that substantially disrupts the educational process, with or without a weapon. Incidents not resulting in a disciplinary or referral action are reported in Item 2 of the Summary of Violent and Disruptive Incidents Form. Incidents of harassment involving physical contact are reported in the Category 9 (Minor

Altercations). Verbal sexual harassment is also reported in category 10. Self-exposure or "mooning," depending on the circumstances, are reported in either category 10 (Intimidation, Harassment, Menacing or Bullying) or category 20 (Other Disruptive Incident).

11. **Burglary:** Entering or remaining unlawfully on school property with intent to commit a crime, with or without a weapon.

12. **Criminal Mischief:** Intentional or reckless damaging of the property of the school or of another person, including, but not limited to vandalism and the defacing of property with graffiti, with or without a weapon.

13. **Larceny or Other Theft Offenses:** Unlawful taking and carrying away of personal property with intent to deprive the rightful owner of property permanently or unlawfully withholding property from another, with or without a weapon.

14. **Bomb Threat:** A telephoned, written, verbal or electronic message that a bomb, explosive, chemical, or biological weapon has been or will be placed on school property, with or without a weapon.

15. **False Alarm:** Causing a fire alarm or other disaster alarm to be activated by either falsely reporting or activating a fire alarm or other type of disaster alarm, with or without a weapon.

16. **Riot:** Four or more persons simultaneously engaging in tumultuous and violent conduct and thereby intentionally or recklessly causing or creating a grave risk of physical injury or substantial property damage or causing public alarm, with or without a weapon.

17. **Weapons Possession:** Possession of one or more of the weapons listed below, except possession in a classroom or laboratory as part of an instructional program or in a school-related activity under the supervision of a teacher or other school personnel as authorized by school officials. Possession includes bringing a weapon to or possessing a weapon at school.

Weapons:

- a. A firearm, including, but not limited to, a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, BB gun, or paint ball gun;
- b. A switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife, or any other dangerous knife;
- c. A billy club, blackjack, bludgeon, chukka stick, or metal knuckles;
- d. A sandbag or sandclub;
- e. A sling shot or slungshot;
- f. A martial arts instrument, including, but not limited to, a kung fu star, ninja star, nin-chuck, or shirken;
- g. An explosive, including but not limited to, a firecracker or other fireworks;
- h. A deadly or dangerous chemical, including, but not limited to, a strong acid or base, mace, or pepper spray;
- i. An imitation gun;
- j. Loaded or blank cartridges or other ammunition; or any other deadly or dangerous instrument.

(17.1) **Weapons Confiscated through Routine Security Checks at Building Entrances:** As of July 1, 2006, weapons that are detected and confiscated as a result of a security screening process (scanners, metal detectors, and other devices) upon entry into the school building should be recorded in this category. The

phrase "upon entry" into the school building means that the weapon(s) is detected as a result of students, staff or visitors passing through these devices in order to get into the school building proper. This category is to be used only for weapons possession incidents that are discovered as a result of scanning devices at entrances, not within the school building or as a result of random searches of individuals or lockers, etc.

(17.2) Weapons Found under Other Circumstances: Incidents where weapons were found other than through a routine security check at a building.

18. Drug Use, Possession, or Sale: Illegally using, possessing or being under the influence of a controlled substance or marijuana, on school property, with or without a weapon, including having such substance on a person or in a locker, vehicle, or other personal space; selling or distributing a controlled substance or marijuana on school property; finding a controlled substance or marijuana, on school property that is not in the possession of any person; provided that nothing herein shall be construed to apply to the lawful administration of a prescription drug on school property. Tobacco and tobacco products are not to be considered as drugs for the purposes of incident reporting.

19. Alcohol Use, Possession, or Sale: Illegally using or possessing alcohol on school property, including having such substance on a person or in a locker, vehicle, or other personal space, with or without a weapon; illegally selling or distributing alcohol on school property; finding alcohol on school property that is not in the possession of any person.

OTHER DISRUPTIVE INCIDENTS

Other incidents involving disruption of the educational process and that rise to the level of a consequence listed in the Summary of Violent and Disruptive Incidents Form (columns j-o).

Reportable incidents are limited to those resulting in disciplinary action or referral. **Self-exposure or "mooning," depending on the circumstances, are reported in either category 10 (Intimidation, Harassment, Menacing or Bullying) or category 20 (Other Disruptive Incident).**

OTHER VADIR-RELATED DEFINITIONS

Disciplinary or Referral Action: For purposes of reporting, a disciplinary or referral action includes a referral to: Counseling or Treatment Programs, Teacher Removal, Suspension from Class or Activities, Out-of-School Suspension, Involuntary Transfer to Alternative Education Program or Law Enforcement/Juvenile Justice (refer to definitions below).

Counseling or Treatment Programs: For purposes of reporting, referrals to counseling or treatment programs are formal multi-session interventions, provided by certified or licensed professionals, aimed at reducing risk factors and increasing protective factors linked to the identified problem area(s) (i.e., drug/alcohol rehabilitation programs, anger management programs, etc.). Note: Routine referrals of a student to a principal or assistant principal for possible disciplinary action should not be counted as a referral to counseling or treatment program.

Teacher Removal: For purposes of reporting, a "teacher removal" means the removal of a disruptive pupil from the teacher's classroom pursuant to the provisions of Education Law §3214(3-a). Routine referrals of a student to a principal or assistant principal for possible disciplinary action should not be counted as a teacher removal.

Suspension from Class or Activities: For purposes of reporting, suspension from class or activities includes in-school suspension and/or suspensions from school transportation or school/ extracurricular activities, such as band, choir, or athletics. All incidents resulting in an in-school suspension that lasts for the equivalent of one school day or more must be reported. Suspensions from activities or transportation for five or more consecutive school days must also be reported.

Out-of-School Suspension: The student is suspended from attending school for at least one day.

Transfer to Alternative Education Program: For purposes of reporting, a "transfer to an alternative education program" means any transfer to an educational program in a setting outside of the student's home school to which the student is referred as part of or in lieu of disciplinary action, i.e., as a consequence of the child's misconduct. This includes, but is not limited to, involuntary transfers pursuant to Education Law §3214(5) and placement of students with disabilities in interim alternative educational settings.

Transfer to Law Enforcement/Juvenile Justice: For purposes of reporting, referrals to law enforcement or juvenile justice include each incident whereby the perpetrator is referred to the police, law enforcement officers, or criminal justice services.

Gang Related: An incident is gang related if it is gang motivated or if gang membership caused the incident or contributed to actions that occurred during the incident. For example, an incident of vandalism or robbery might be part of an initiation into a gang, or a fight might be caused by gang rivalry. Report an incident as gang-related only if certain that gang membership contributed to the incident. A gang is an organized group characterized by turf concerns, symbols, special dress, and/or colors that engages in delinquent or illegal activity. This definition is from the National Center for Education Statistics.

Bias Related: An incident is bias related if it is motivated by hate due to some characteristics or perceived characteristics of the victim including race, gender, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference or disability. Any act or attempted act is bias-related if it is designed to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets; vandalism; force, or the threat of force, motivated all or in part by hostility to some real or perceived characteristic of the victim. This definition is from the National Center for Education Statistics.

NYS Education Department

Last Updated: April 14, 2016

Rochester Career Mentoring Charter School

Contact Name: Dennis Pansone
 Contact Email: charter@rochestermentoring.org
 Contact Phone: (585) 232-1046

Proposed Renewal Charter Term: July 1, 2017 to June 30, 2022

PROJECTED BUDGET FOR RENEWAL CHARTER PERIOD

Total Revenue

Total Expenses
 Net Income (Before Cash Flow Adjustments)
 Actual Student Enrollment
 Total Paid Student Enrollment

Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-2021	Year 5 2021-22
3,545,973	3,551,630	3,583,236	3,588,521	3,648,264
3,341,098	3,398,650	3,448,867	3,526,013	3,616,526
204,875	152,980	134,369	62,507	31,739
258	265	265	265	265
258	265	265	265	265

planned attrition at end of school year

Note: Please insert additional detail lines as appropriate.

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue:	CY Per Pupil Rate
Rochester City School District (Y1-Y2)	12,800
Rochester City School District (Y3-Y4)	12,800
Rochester City School District (Y5)	12,800
School District 4 (Elmer Nunn)	
School District 5 (Elmer Nunn)	
School District 6 (Elmer Nunn)	
School District - ALL OTHER	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	

Special Education Revenue

Grants

Other

TOTAL REVENUE FROM STATE SOURCES

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

TOTAL REVENUE FROM FEDERAL SOURCES

LOCAL and OTHER REVENUE

Contributions and Donations

Fundraising

Erate Reimbursement

Earnings on Investments

Interest Income

Food Service (Income from meals)

Text Book

OTHER

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

TOTAL REVENUE

DESCRIPTION OF ASSUMPTIONS

Y1 and Y2 current rate.
 Y3 and Y4 increase of \$100
 Y5 increase of \$200 per students

Assumes 100% of SMD are 30-50% to be conservative, and no increase in YOY

3 % increase YOY

Fully grown in 2016-17; assumes same allocation for remaining years with similar FRPL to be conservative 3% increase YOY
 Fully grown in 2016-17; assumes same allocation with similar FRPL

BOY target amount
 90% discount of high speed internet

Currently saving account averages \$250 per month

Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-2021	Year 5 2021-22
0.0%	0.0%	0.0%	0.0%	0.0%
3,248,220	3,248,220	3,274,020	3,274,020	3,325,620
87,500	87,500	87,500	87,500	87,500
3,335,720	3,335,720	3,361,520	3,361,520	3,413,120
11,000	11,300	11,670	12,020	12,393
149,953	154,462	158,085	163,658	168,773
5,100	5,253	5,411	5,573	5,740
166,053	171,035	176,166	181,451	186,894
25,000	25,000	25,000	25,000	25,000
16,200	16,875	17,550	17,550	20,250
3,000	3,000	3,000	3,000	3,000
44,200	44,875	45,550	45,550	48,250
3,545,973	3,551,630	3,583,236	3,588,521	3,648,264

EXPENSE

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	151,340	155,880	160,357	165,373	170,335	3% COLA increases for returning staff each year for all positions
Instructional Management	75,000	77,250	79,500	81,750	84,000	3% COLA increases for returning staff each year for all positions
Deans, Directors & Coordinators	48,173	50,466	52,759	55,052	57,345	3% COLA increases for returning staff each year for all positions
CFO / Director of Finance	46,907	48,397	49,887	51,377	52,867	Part Time Accountant is included in other consulting expense
Operation / Business Manager	189,700	194,361	199,022	203,683	208,344	3% COLA increases for returning staff each year for all positions
Administrative Staff	511,200	526,536	541,872	557,208	572,544	3% COLA increases for returning staff each year for all positions
TOTAL ADMINISTRATIVE STAFF						

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	1,214,371	1,250,802	1,287,236	1,323,670	1,360,104	3% COLA increases for returning staff each year for all positions
Teachers - SPED	156,577	161,275	165,973	170,671	175,369	3% COLA increases for returning staff each year for all positions
Substitute Teachers	25,750	26,525	27,300	28,075	28,850	3% COLA increases for returning staff each year for all positions
Teaching Assistants	-	-	-	-	-	
Specialty Teachers	-	-	-	-	-	
Aides	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL INSTRUCTIONAL						

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	1,396,698	1,437,827	1,478,956	1,520,085	1,561,214	RCSD supplies this position at no cost
Librarian	-	-	-	-	-	
Custodian	-	-	-	-	-	
Security	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL						

SUBTOTAL PERSONNEL SERVICE COSTS

	1,947,898	2,005,583	2,064,957	2,124,906	2,184,850	
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	149,014	153,485	157,956	162,427	166,898	
Fringe / Employee Benefits	126,570	130,367	134,164	137,961	141,758	
Retirement / Pension	38,862	39,860	40,858	41,856	42,854	
TOTAL PAYROLL TAXES AND BENEFITS						

TOTAL PERSONNEL SERVICE COSTS

	2,258,545	2,325,515	2,394,494	2,466,329	2,540,318	
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CONTRACTED SERVICES

Accounting / Audit	20,969	22,000	23,000	24,000	25,000	Estimates per the Auditing firm
Legal	41,582	31,167	23,390	17,542	13,157	Assumes decrease of 25% per year
Management Company Fee	-	-	-	-	-	
Nurse Services	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	
Payroll Services	-	-	-	-	-	
Special Ed Services	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	-	-	-	
TOTAL CONTRACTED SERVICES						

SCHOOL OPERATIONS

Board Expenses	342,661	340,937	341,688	336,039	339,009	Normal increase from Paychex
Classroom / Teaching Supplies & Materials	1,647	1,700	1,700	1,700	1,700	3 % increase
Special Ed Supplies & Materials	26,876	27,882	28,888	29,894	30,899	3 % increase
Textbooks / Workbooks	2,965	3,000	3,000	3,000	3,000	using more on-line should be just regents review books
Supplies & Materials other	10,373	10,594	11,000	11,325	11,650	3 % increase
Equipment / Furniture	18,800	14,400	11,520	9,216	7,373	Reduced expenditures of 20% as fully grown; only replacements assumed
Telephone	24,000	25,000	26,000	26,000	27,000	Expense to support an increase for Internet speed 50 meg - 200meg
Technology	38,609	27,026	18,918	15,000	15,000	New laptops and then cycled annual replacement
Student Testing & Assessment	2,000	2,000	2,500	3,000	3,000	Estimate increase YOY
Field Trips	1,580	1,500	1,750	2,000	2,250	Estimate increase YOY
Transportation (student)	22,549	23,800	25,000	26,000	27,000	Estimate increase in fuel
Student Services - other	8,940	10,000	11,000	12,000	13,000	Estimate increase YOY
Office Expense	12,400	13,000	14,000	15,000	16,000	Estimate increase YOY
Staff Development	26,476	30,000	34,000	38,000	42,000	Estimate increase YOY
Staff Recruitment	1,211	5,000	5,000	5,000	5,000	Estimate increase YOY
Student Recruitment / Marketing	9,735	10,000	11,000	12,000	13,000	
School Meals / Lunch	5,971	5,000	5,000	5,000	5,000	
Travel (staff)	8,642	8,901	9,168	9,435	9,702	Days that RCSD is closed and don't supply free lunches to RCMS
Fundraising	1,250	1,250	1,250	1,250	1,250	year 1 same as current year year 2-5 3% increase

TOTAL SCHOOL OPERATIONS

Building and Land Rent / Lease
Repairs & Maintenance
Equipment / Furniture
Security
Utilities

TOTAL FACILITY OPERATION & MAINTENANCE

DEPRECIATION & AMORTIZATION

Insert Detail as Applicable

TOTAL DEPRECIATION AND AMORTIZATION

DISSOLUTION ESCROW & RESERVES / CONTINGENCY**TOTAL EXPENSES**

NET INCOME

ENROLLMENT - *School Districts Are Linked To Above Entries*

Rochester City School District (Y1-Y2)

Rochester City School District (Y3-Y4)

Rochester City School District (Y5)

School District 4 (Enter Name)

School District 5 (Enter Name)

School District 6 (Enter Name)

School District - ALL OTHER

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES

Old Book Demonstration

207

Operating Activities

STUDENT ACTIVITIES

Order - Subject Price

1997

Investment Activities

FINANCING ACTIVITIES

Circle - 844 America

that

Financing Activities

... ..

2011 CASH FLOW Adjustments

NET INCOME

Beginning Cash Balance

ENDING CASH BALANCE

100

ROCHESTER CAREER MENTORING CHARTER SCHOOL

BYLAWS

(as of August 1, 2016)

ARTICLE I

NAME

The name of the Corporation is Rochester Career Mentoring Charter School (referred to as RCMCS).

ARTICLE II

MEMBERSHIP

RCMCS has 8 members. The rights which would otherwise vest in the members vest in the School Leadership (the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (the "Board").

ARTICLE III

BOARD OF TRUSTEES

A. **Powers.** The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements of the School's Charter and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School 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 School; to prescribe powers and duties for them and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the School, 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 School;
5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;

6. To act as trustee under any trust incidental to the School'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, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws;

9. 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 New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. **Number of Trustees.** The number of Trustees of the School shall be not fewer than nine (9) and shall not exceed eleven (11) inclusive of one parent representative with a child currently enrolled in school. 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 or, in the event that only one Trustee remains, then by the sole remaining Trustee. Trustees-elect assume office subject to approval by the [Charter Entity].¹

2. **Eligibility.** The Board may elect any person who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

3. **Interested Persons.** Not more than forty percent (40%) of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person 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 (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.

4. **Term of Office.**

(a) The term of office for BOT members shall be three years except for the parent member who shall serve two (2) year terms; and the founding members of the BOT who shall serve through the development year and the five year start up period of the school unless they choose to resign or are removed in a manner in accordance with Education Law subdivision 226(8). Unless appointed to fill an existing vacancy and

excluding the founding members of the BOT whose official term begins with the approval of the charter request, terms of office begin on July 1 of the year in which the appointment was made and ends on June 30th of the year the term is to expire.

(b) The appointment of new or the reappointment of current members of the BOT whose terms are about to expire shall occur through a simple majority vote of the members of the BOT present in a properly called and publicly announced meeting unless a quorum is not present.

(1) Nominations for new or vacant positions may come from either a committee on nominations established by the BOT or from individual BOT members. Nominations from either means do not require a second to be proper and voted on.

(2) If multiple appointments are made to new or vacant positions on the BOT and if the number of nominees is greater than the positions to be filled, members of the BOT are to cast votes in a single secret ballot election for no more than the number of nominees than there are positions to be filled. Those nominees receiving the most votes shall be declared appointed, thus if there are three positions to be filled and five nominees then the three nominees with the most votes shall be declared appointed.

(3) Existing members of the BOT whose terms are about to expire and who request reappointment are to have their reappointment considered through a secret ballot election in which the present Board members vote yes or no on that reappointment. In any meeting where BOT reappointment and vacant positions are to be filled; each will be conducted as a separate election with the reappointment election occurring first.

(c) Parent Member: The parent member, who is a voting member of the BOT, shall be nominated and elected in a properly called and publicly announced meeting of all parents or legal guardians of students enrolled in the school. The meeting shall be held in the month of June but prior to June 30.

(1) Nominations are to be made from the "floor" of the meeting and do not require a second. However, the person nominated must be present to accept a nomination or have his/her designee bring to the nominating meeting a written statement that he/she will accept a nomination. Self-nominations are in order.

(2) The election is to be by secret ballot with the ballots counted at the meeting by a neutral party appointed by the Chief Executive Officer. In a multi-nominee election with more than two persons contesting, a nominee must win forty (40) percent of more of the vote to be declared appointed to the BOT. In the event no nominee receives a minimum of forty (40) percent then a runoff election is to be conducted immediately after the outcome is announced between the two nominees receiving the most votes. The nominee receiving the most votes in the runoff shall be declared appointed to the BOT.

(3) The parent member is eligible for reappointment (re-election) to the BOT as long as he/she has a child enrolled in the school. For the purposes of BOT membership, parent shall include grandparent or other relative, foster parent, or legal guardian.

(4) If vacancy occurs for any reason in the BOT membership set aside for a school parent, a new parent member will be chosen in the manner described above to serve the balance of the term.

(5) A vacancy will be considered in the BOT membership set aside for a school parent if the duly elected parent member can be shown to no longer have a child enrolled in the school, or chooses to resign their seat.

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 or Suspension of Trustees, Officers and Employees.** The Board may remove or suspend from office by vote of a 2/3 majority of the entire Board any Trustee, officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty (*provided*, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee), in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. **Resignation by Trustee.** A Trustee may resign by giving written notice to the Board President 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 President 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 School business.

ARTICLE IV **OFFICES**

The School's principal office shall be located at the school operated by the School (the "School Facility"), which shall be at such place as the Board may select from time to time by resolution of a majority of the Board. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

ARTICLE V
MEETINGS OF THE BOARD

A. **Place of Meetings.** Board Meetings shall be held at the School Facility or at any other reasonably convenient place as the Board may designate; *provided* that Board meetings shall be scheduled at least monthly at the School Facility.

B. **Annual Meeting.** 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. **Frequency of Meetings.** A minimum of twelve (12) meetings (inclusive of the June Annual Meeting and any Special Meetings) shall be scheduled each year on dates determined by the Board; *provided* that Board meetings shall be scheduled at least monthly at the School Facility.

D. **Special Meetings.** A Special Meeting shall be held at any time called by the President, 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. **Notice to Trustees.** Notices to Trustees of Board Meetings shall be given as follows:

1. If the Board fixes the dates of regular meetings (which may include the Annual Meeting) for the year, then such meetings may be held without further notice of time and place. In the event that the date of an Annual Meeting or regular meeting is changed (or a regular meeting is added), written notice of the new meeting date (or the date of the new regular meeting) will be provided at least ten (10) days in advance of the meeting.

2. Special Meetings shall be held upon reasonable notice (at least 48 hours, if practicable).²

3. 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 School'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.

4. Board Agenda Development will adhere to the following timeline:

(a) 10 days prior to the board meeting Agenda items requested by Executive Secretary

(b) 5 days prior to the board meeting Agenda items due

(c) 5 days prior to the board meeting Agenda ready for review by President and CEO.

(d) President approves Agenda and sends to all board members.

(e) Day of Board Meeting the Agenda is placed in every board member's folder, along with documentations for the meeting.

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.

H. **Public Notice.** Public notice of all Board meetings and of all meetings of Committees shall be given in accordance with the requirements of the Article 7 of the Public Officers Law (the "Open Meetings Law").

ARTICLE VI **ACTION BY THE BOARD**

A. **Quorum.** Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

B. **Action by the Board.**

1. **Actions Taken at Board Meetings.** Any business may be transacted and any corporate action may be taken at any annual, regular or special meeting of the Board at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. **Board Participation by Other Means.** In all events, a quorum of Trustees must be present to lawfully conduct a Board meeting. To the extent permitted by the Open Meetings Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, *provided* that all Trustees participating in such meeting can hear one another. Trustees shall not be entitled to vote unless they attend the meeting in person or, to the extent permitted by the Open Meetings Law, by live video-conferencing. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe. All meetings of the Board are subject to the provisions of the Open Meetings Law.

C. Committees.

1. Appointment of Committees. The Board may create committees of the Board (each, a "Committee") for any purpose, and the President of the Board shall appoint members to and designate the Presidents of such Committees, subject to the approval of the Board. A Committee will consist of not fewer than three Trustees (or not fewer than five Trustees in the case of the Executive Committee), who shall be appointed by the President, subject to the approval of the Board.

2. Standing Committees. The Board shall have three standing Committees: an Executive Committee (Presided by the President), a Finance Committee (Presided by the Treasurer) and an Education and Accountability Committee. Additional Committee members shall be appointed by the President, subject to the approval of the Board.

3. Authority of Committees. The Board may delegate to a Committee any of the authority of the Board, except with respect to:

- (a) The election of Trustees;
- (b) Filling vacancies on the Board or any Committee which has the authority of the Board;
- (c) The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- (d) The appointment of other Committees, or the members of the Committees.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Committee are to be conducted. In the absence of such prescription, a Committee may prescribe the manner of conducting its proceedings, subject to the provisions of these Bylaws.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- (a) One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
- (b) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

(c) A Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, *provided* the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. **Investments.** In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1., and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, *provided* that those powers are exercised within the ultimate direction of the Board.

E. **Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, *provided* that such inspection is conducted at a reasonable time after reasonable notice, and *provided* that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. **Participation in Discussions and Voting.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving: (a) a conflict of interest for such Trustee (even if such conflict of interest does not constitute a prohibited transaction under applicable law); (b) indemnification of that Trustee uniquely; or (c) any other matter at the discretion of a majority of the Trustees then present.

G. **Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII **OFFICERS**

A. **Officers.** The Officers of the School consist of a President (the "President"), Vice President (the "Vice President"), a Secretary and a Treasurer. The School also may have such other officers as the Board deems advisable.

1. **President.** Subject to Board control, the President has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and these bylaws may prescribe. If present, the President shall preside at Board meetings.

2. **Vice President.** If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.

3. **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the School's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the School's Charter and Bylaws, with amendments; (c) keep or cause to be kept a copy of the School's incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (e) have such other powers and perform such other duties as the Board may prescribe.

4. **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by any loan agreement; (g) President the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. **Election, Eligibility and Term of Office.**

1. **Election.** The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. **Eligibility.** A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the President.

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 School, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII

NO LIABILITY OF TRUSTEES; INDEMNIFICATION; INSURANCE

A. **No Liability of Trustees.** The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

B. **Indemnification.** The School shall (in the case of Trustees and Officers) and may (in the case of employees and agents), to the fullest extent permitted by law, indemnify any person made, or threatened to be made, a party or witness to any action, investigation or proceeding by reason of the fact that he or she (or his or her testator) is or was a Trustee, officer, employee or agent of the School,

against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. No indemnification may be made to or on behalf of any person if (a) his or her acts were committed in bad faith, or were the result of his or her deliberate dishonesty and were material to such action or proceeding, or (b) he or she personally gained a financial profit or other advantage to which he or she was not legally entitled in the transaction or matter in which indemnification is sought.

C. **Insurance.** The School shall have the power to purchase and maintain all insurance policies deemed to be in the best interest of the School, including insurance to indemnify the School for any obligation which it incurs as a result of its indemnification of Trustees, Officers, employees or agents, or to indemnify such persons in instances in which they may be so indemnified.

ARTICLE IX **CONFLICTS OF INTEREST**

A. **Code of Ethics.** The Board shall approve a Code of Ethics applicable to Trustees, officers and employees of the School, compliant with the General Municipal Law, which may be amended from time to time by the Board.

B. **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 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 School'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 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. These provisions will be consistent with the General Municipal Law.

ARTICLE X **OTHER PROVISIONS**

A. **Fiscal Year.** The fiscal year of the School 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 School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. 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 School by any contract or engagement, to pledge the School'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 School may be signed by the President of the Board, the Head of School, or Treasurer. Check requests for amounts of \$10,000.00 or greater must be signed by two (2) 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 School 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. **Interpretation of Charter.** To the extent of any conflict between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XI **AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these Bylaws, subject to approval by the Charter Entity, where applicable.

ARTICLE XII **REFERENCES TO DOCUMENTS**

References in these Bylaws to the certificate of incorporation of the School (the "Charter"), or to any other document, shall include all amendments thereto or changes thereof unless specifically excepted.

CERTIFICATE OF THE SECRETARY

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

Secretary of the School

ROCHESTER CAREER MENTORING CHARTER SCHOOL

OFFICER AND EMPLOYEE

CODE OF ETHICS

Officers and employees of the Rochester Career Mentoring Charter School (CMCS) shall hold their positions to serve and benefit the students and community, and not for personal gain or advantage. The Board of Trustees recognizes that, in order to implement this fundamental principle, there is a need for clear and reasonable standards of ethical conduct. This Code of Ethics establishes such standards by defining and prohibiting acts incompatible with the public interest.

The Board of Trustees also recognizes that compliance with ethical standards rests primarily on personal integrity, and further recognizes the integrity of CMCS officers and employees generally. However, in order that the offending case be discerned with certainty and corrected quickly, this Code of Ethics utilizes the BOT Complaints & Ethics Committee, which shall render opinions with respect to the Code of Ethics and compliance with the ethical standards set forth herein.

Finally, the Board of Trustees recognizes that CMCS officers and employees have a right of privacy. Therefore, this Code of Ethics is not intended and should not be interpreted to intrude unreasonably upon the privacy of any CMCS officer or employee. However, when using school facilities or school-owned or provided equipment, including computers, telephones, telecommunications devices, etc, the school expressly reserves the right to monitor its facilities and its equipment, and that there is no expectation of privacy accruing to an individual.

I. Definitions

- a. Generally words in the singular number shall include the plural number, and words in the plural number shall include the singular number. The masculine gender shall include the feminine, and the feminine gender shall include the masculine.
- b. "Rochester Career Mentoring Charter School officer or employee" shall mean any person elected, appointed or hired to serve the CMCS in any capacity, whether paid or unpaid, or for a term fixed or not fixed, including, without limit, persons serving on a temporary, part-time or seasonal basis, persons serving as consultants, persons paid with funds derived from other than CMCS revenue sources, and persons serving on administrative or advisory boards, commissions, or committees, whether permanent or temporary.

- c. "Family" for purposes of the Code of Ethics shall mean the parent, sibling, spouse, child, household member, or any same sex civil union or marriage recognized in New York State, another state, or country, of a CMCS officer or employee.
 - d. "Gift" shall mean anything of value given to a CMCS officer or employee. The value of a gift shall be defined as its fair market value. .
 - e. "Person" shall mean any individual, corporation, partnership, or business entity, and shall include a CMCS officer or employee.
 - f. "Contract" shall mean an oral or written obligation to do an act, or to refrain from doing an act, arising from an exchange of promises between or among persons.
 - g. An "interest" shall mean a benefit or advantage of an economic or tangible nature that a CMCS officer or employee would gain or lose as a result of a decision or action, or an omission to decide or to act, on the part of the CMCS or its Board of Trustees.
 - h. "Claim" shall mean any demand, oral or written, made upon the Rochester Career Mentoring Charter School or its Board of Trustees, to fulfill an obligation arising from law or equity.
 - i. "Public information and records" shall mean that information obtainable pursuant to the Family Educational Rights and Privacy Act (FERPA), Article 6 of the New York Public Officers Law (the Freedom of Information Law), and CMCS guidelines adopted pursuant to those laws.
- II. Generally**
- a. A CMCS officer or employee shall exercise independent judgment on behalf of the Rochester Career Mentoring Charter School, and shall pursue a course of conduct which will maintain parent, student and staff trust and confidence in the CMCS.
 - b. In no event shall a CMCS officer or employee treat any person more favorably than it is the custom and practice to treat the general public.

- c. In no event shall a CMCS officer or employee use his/her official position to secure unwarranted privileges or exemptions for himself/herself or others.
- d. In no event shall a CMCS officer or employee allow any person to improperly influence him/her in the performance of his/her official duties.
- e. In no event shall a CMCS Officer or Employee have any romantic, sexual or other unprofessional relationship with any student of the School even if the relationship is consensual. No officer or employee shall engage in any act, whether or not directly related to employment, and irrespective of the time and place of the incident, or of the connection or lack of connection between a child and the School, which would constitute a crime of physical or psychological abuse of a child; or sexual misconduct with a child; that arrest on such charges shall constitute grounds for suspension; and that indictment or conviction shall be deemed sufficient grounds for termination.

III. Use of Public Funds for a Private Purpose

- a. In no event shall a CMCS officer or employee give loan or contribute CMCS money, credit, property or services to any individual, or to any private or charitable corporation, association or undertaking, for a private purpose.
- b. In no event shall a CMCS officer or employee use or permit the use of CMCS property, equipment, materials or vehicles, for the convenience, advantage, benefit or profit of himself/herself or any other person.
- c. In no event shall a CMCS officer or employee submit to the CMCS a request to be reimbursed for the purchase of personalized items (other than approved stationery), or a request to be reimbursed for items which are for personal use.
- d. In no event shall a CMCS officer or employee submit to the CMCS a request to be reimbursed for the purchase of one or more meals unless:
 - i. The CMCS officer or employee is traveling outside of his/her regular work area on official business for an extended period of time, exceeding a full work day, or
 - ii. The CMCS is faced with business of such an immediate nature that it is essential for the School officer or employee to work at mealtime to complete the business at hand, or

iii. The purchase is specifically authorized by the Director of Operations.

e. In no event shall a CMCS officer or employee submit to the CMCS a request to be reimbursed for the purchase of one or more alcoholic beverages or tobacco or tobacco products.

IV. Gifts and Contributions

a. In no event shall a CMCS officer or employee solicit, accept or receive a gift having a value in excess of the dollar value established by New York State Law in § 805-a of the General Municipal Law, whether in the form of money, property, services, loan, travel, entertainment, hospitality, promise, or any other form, from a person who has a contract with or an interest in a matter proposed or pending before the Rochester Career Mentoring Charter School or its Board of Trustees.

b. The foregoing provision shall not apply to contributions solicited or received in accordance with the Election Law of the State of New York.

V. Public Information and Records

A CMCS officer or employee may only disclose, with proper authorization, public information and records and shall be bound by the privacy requirements of State and Federal law, and the fiduciary duties imposed under the NYS General Municipal Law.

VI. Representing Persons In Transactions with the Rochester Career Mentoring Charter School

In no event shall a CMCS officer or employee, whether paid or unpaid, represent any person, other than himself/herself, in business negotiations, or in actions or proceedings, whether judicial or administrative, to which the Rochester Career Mentoring Charter School or its Board of Trustees is a party, except when acting as an official for a duly recognized collective bargaining unit.

VII. Employment of Family Members

In no event shall any member of the family of a CMCS officer or employee be appointed or hired to serve under the direct authority or supervision of that officer or employee.

In no event shall a CMCS officer or employee participate in decision making by the Rochester Career Mentoring Charter School or its Board of Trustees regarding the employment of any member of the family of that officer or employee.

VIII. Private or Other Public Employment

In no event shall a CMCS officer or employee have any employment, or engage in any business or commercial transaction, or engage in any professional activity, or incur any obligation, as a result of which, directly or indirectly, she/he would have an interest that would impair his/her independence of judgment or action in the performance of his/her official duties, or that would be in conflict with the performance of his/her official duties.

IX. Contracts with the Rochester Career Mentoring Charter School

In no event shall a CMCS officer or employee have an interest in a contract between any person and the Rochester Career Mentoring Charter School or its Board of Trustees.

X. Disclosure of Interest

- a. With respect to a matter proposed or pending before the Rochester Career Mentoring Charter School or its Board of Trustees, in no event shall a CMCS officer or employee discuss, vote on, decide, or take part in, formally or informally, a matter in which she/he has an interest.
- b. The foregoing provision shall not apply to a CMCS officer or employee whose interest in a proposed or pending matter is minimal, provided that the CMCS officer or employee makes disclosure of the matter, in accordance with the following procedures:
 - i. The CMCS officer or employee shall identify his/her interest, that is, the benefit or advantage that would be gained or lost if the matter were to be acted on in various ways, and the underlying basis of it, such as ownership, investment, contract, claim, employment, or family relationship, and shall completely and specifically describe and disclose his/her interest, and its underlying basis, in writing, to his/her immediate supervisor and the chairperson of the Complaints and Ethics Review Committee.
 - ii. If the CMCS officer or employee, his/her immediate supervisor, or the chairperson of the Complaints and Ethics Review Committee is of the opinion that the disclosure raises a question of whether the interest is minimal, so as to allow participation, the question shall be submitted to the Complaints and Ethics Review Committee for an opinion.

- iii. The Complaints and Ethics Review Committee shall render an opinion whether the CMCS officer or employee shall participate in the matter, and the CMCS officer or employee shall abide by the opinion.
- iv. Failure to disclose properly or to abide by the opinion of the Complaints and Ethics Review Committee shall make any participation of the CMCS officer or employee in the matter null and void.

XI. Penalties

- A. A CMCS officer or employee who fails to perform an act which is required, or who performs an act which is prohibited by the Code of Ethics, or an opinion, rule or regulation issued pursuant thereto, may be subject to removal or disciplinary action in the manner provided by law and/or collective bargaining agreement.
- B. Any contract willfully entered into by the Rochester Career Mentoring Charter School or its Board of Trustees, in which there is an interest prohibited by the Code of Ethics, or an opinion, rule or regulation issued pursuant thereto, shall be null and void and wholly unenforceable.
- C. The Board of Trustees or its designee may seek an injunction to enforce the provisions of the Code of Ethics

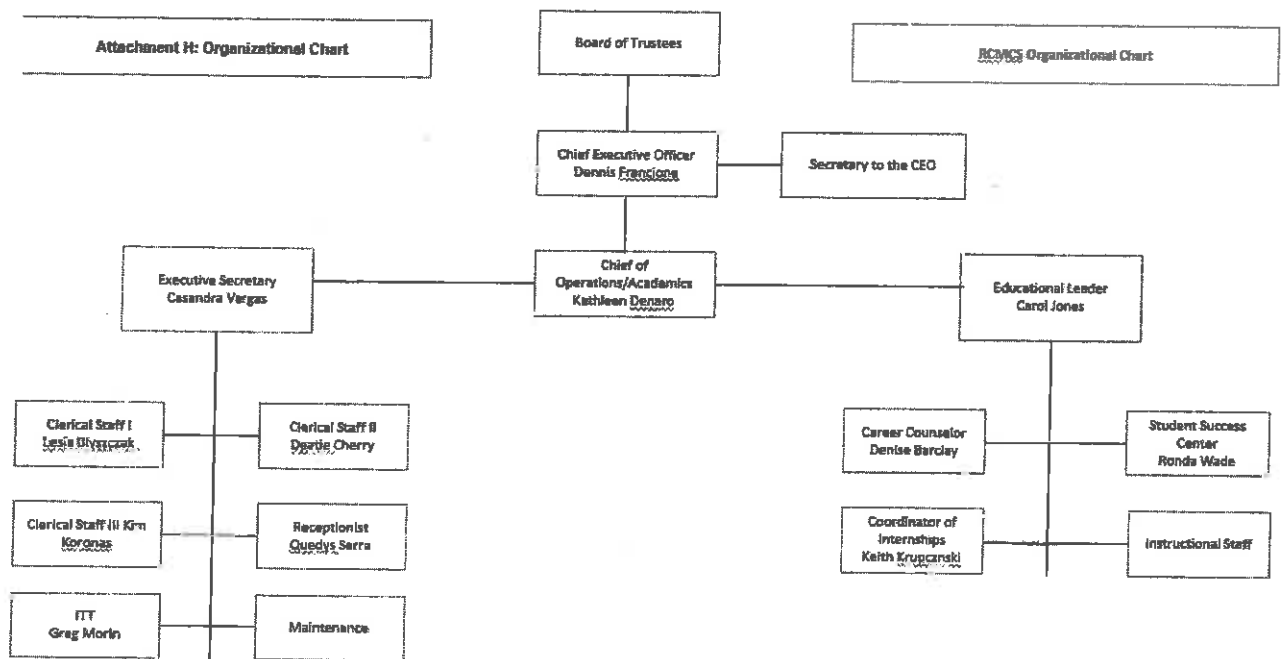
XII. Complaints and Ethics Review Committee

There is hereby established a Complaints and Ethics Review Committee, the membership of which shall be comprised of the Director of Operations, the Vice President of the Board of Trustees and two other members of the Board of Trustees appointed by a majority vote. The panel may elect to engage the School's legal counsel as necessary. The position of chair shall be rotated annually.

A. Powers and Duties

- a. The Committee shall have the powers and duties prescribed by Article 18 of the General Municipal Law.
- b. The Committee may issue rules and regulations consistent with and in furtherance of the requirements set forth in the Code of Ethics, and may require such disclosure, financial or otherwise, as it deems appropriate or necessary. Any rules and regulations issued by the Complaints and Ethics Review Committee shall be formally communicated to the Board of Directors.

Current Board Members				
Trustee Name and Email Address	Position on the Board (e.g., officers or constituent representatives)	Committee Affiliation(s)	Area of Expertise	Number of Terms Served and Duration of Each Term (include term's starting and ending date formatted MM/YYYY)
Kevin McCormick	President	Financial, Executive	Financial, Executive	09/2011-06/2018
Jeanette Silvers	Vice President	Curriculum and Assessments, Ethics, Executive	Curriculum and Assessments, Ethics, Executive	09/2014-06/2017
Dianne Spang	Secretary	Building, Personnel, Curriculum, Executive	Building, Personnel, Curriculum, Executive	09/2011-06/2018
Brenda Beason	Parent Representative	Ethics, Financial	Ethics, Financial	03/2015-6/2017
Christine Hill	Officer	Ethics, Building, personnel and Curriculum	Ethics, Building, personnel and Curriculum	09/2011-6/2017
Albert Cabral	Officer	Personnel and Hiring, Ethics	Personnel and Hiring, Ethics	07/2015-6/2017
Peter Saxe	Officer	Personnel and Hiring	Personnel and Hiring	09/2015-6/2017
Douglas Merrill	Officer	Curriculum and Assessment Committee	Curriculum and Assessment	3/2016-6/2017
Total members joining the board over the charter term				17
Total members leaving the board over the charter term				9
Total members at beginning of charter term				5
Total members at end of charter term				8



Attachment J: Proposed Contract with Educational Service Provider, Charter Management Organization or other entity that provides comprehensive management services (if applicable)

ROCHESTER CAREER MENTORING CHARTER SCHOOL
SECTION 5.J

Not applicable

	School Year			
	Year 1	Year 2	Year 3	Year 4
	2013	2014	2015	2016
Administrators				
Number and FTEs	3	3	3.5	3.5
Departures during school year	0	0	1	1
Departures at end of school year	1	1	1	0
Explanation:	Resignation, Employment Promotion, and Dismissal due to low performance.			
Teachers				
Number and FTEs	14	21	36	39
Departures during school year	3	6	15	16
Departures at end of school year	0	2	4	6
Explanation:	Resignation due to moving out of district and/or State, job related-relocation, Career change, Employment Promotion, and Dismissal due to low performance. (Due to the approved reduction in enrollment, we reduced the number of staff member in year 2015 by 7)			
Other Staff				
Number and FTEs	6	14	15	16
Departures during school year	2	2	4	4
Departures at end of school year	0	0	1	1
Explanation:	Resignation due to moving, job related-relocation, career change, and also dismissal due to low performance.			

Attachment L: Transportation Policy

All students are eligible for transportation provided by the Rochester City School District (RCSD) under Education Law, except in the case of a student living within 1.5 miles of the charter school's location. RCSD utilizes public transportation for its high school students and would thereby provide transportation for RCMCS students on Rochester Genesee Regional Transit Authority (RGRTA) buses as well. Students will receive a bus pass that may be used on RGRTA buses.

Since the school year schedule for RCMCS will differ from that of RCSD, the Board of Trustees will work with RGRTA to reach a Memorandum of Understanding that stipulates the bus passes provided to RCMCS students through RCSD will be honored on all days that RCMCS is in session whether or not those dates coincide with the RCSD calendar. This will address any possible need for supplemental transportation.

Attachment M: Detailed Explanation of Enrollment and Retention Targets

ROCHESTER CAREER MENTORING CHARTER SCHOOL

SECTION 5.M

ACADEMIC YEAR	TYPE OF OUTREACH			RESULTS
	SWD	ELL	FRPL	
2012-13	<p>Mailing sent to all 8th graders living in the City of Rochester</p> <p>Promotional materials distributed to public libraries, grocery stores, drug stores, churches, local businesses and recreational centers.</p>	<p>Mailing sent to all 8th graders living in the City of Rochester</p> <p>Promotional materials distributed to public libraries, grocery stores, drug stores, churches, local businesses and recreational centers.</p>	<p>Mailing sent to all 8th graders living in the City of Rochester</p> <p>Promotional materials distributed to public libraries, grocery stores, drug stores, churches, local businesses and recreational centers.</p>	96 ninth grade students recruited
2013-14	<p>Mailing sent to all 8th graders living in the City of Rochester</p> <p>Promotional materials distributed to public libraries, grocery stores, drug stores, churches, local businesses and recreational centers.</p> <p>Construction of RCMCS website, promotional materials translated into Spanish</p> <p>RCSD Recruitment Fair</p> <p>Information provided to District Committees on Special Education</p>	<p>Mailing sent to all 8th graders living in the City of Rochester</p> <p>Promotional materials distributed to public libraries, grocery stores, drug stores, churches, local businesses and recreational centers.</p> <p>Construction of RCMCS website, promotional materials translated into Spanish</p> <p>RCSD Recruitment Fair</p> <p>Information provided to District Committees on Special Education</p> <p>Visited and met with 8th grade students at Eugenio Maria</p>	<p>Mailing sent to all 8th graders living in the City of Rochester</p> <p>Promotional materials distributed to public libraries, grocery stores, drug stores, churches, local businesses and recreational centers.</p> <p>Construction of RCMCS website, promotional materials translated into Spanish</p> <p>RCSD Recruitment Fair</p> <p>Information provided to District Committees on Special Education</p>	120 ninth grade students recruited

Attachment M: Detailed Explanation of Enrollment and Retention Targets

ROCHESTER CAREER MENTORING CHARTER SCHOOL

SECTION 5.M

		DeHostas Charter School		
2014-15	<p>Home visits introduced and carried out.</p> <p>Presented at both RCSD and Charter School Fairs</p> <p>Advertising on Rochester Regional Transit System billboards, bus shelters and buses</p> <p>Information provided to District Committees on Special Education</p>	<p>Home visits introduced and carried out.</p> <p>Presented at both RCSD and Charter School Fairs</p> <p>Advertising on Rochester Regional Transit System billboards, bus shelters and buses</p> <p>Information provided to District Committees on Special Education</p>	<p>Home visits introduced and carried out.</p> <p>Presented at both RCSD and Charter School Fairs</p> <p>Advertising on Rochester Regional Transit System billboards, bus shelters and buses.</p> <p>Information provided to District Committees on Special Education</p>	92 ninth grade students recruited
2015-16	<p>Construction and implementation of RCMCS Facebook site</p>	<p>Created and distributed multi-language brochures.</p> <p>Continued to reach out to 8th grade students at Eugenio Maria DeHostos Charter School</p>	<p>Advertising on Rochester Transit System billboards, bus shelters, and buses.</p> <p>Phone calls conducted to provide personal touch.</p> <p>Advertisements in Democrat and Chronicle newspaper and the Rochester Business Journal</p>	60 ninth grade students recruited
2016-17	<p>Worked with RCSD's Special Education Department</p>	<p>RCSD's International School and Eugenio Maria DeHostos Charter School</p>	<p>Advertising on Rochester Transit System billboards, bus shelters, and buses.</p> <p>Phone calls conducted to provide personal touch.</p>	60 ninth grade students recruited

Attachment M: Detailed Explanation of Enrollment and Retention Targets

ROCHESTER CAREER MENTORING CHARTER SCHOOL

SECTION 5.M

			Advertisements in Democrat and Chronicle newspaper, the Rochester Business Journal, and in the Rochester Red Wing Baseball's public yearbook.	
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The primary geographic service area for the school is the City of Rochester, New York and the neighboring communities which also have populations of economically disadvantaged families. Rochester's poverty level ranked fourth in the nation. Our recruitment efforts have not only focused on students living within the city limits but also to those who qualify for the free and reduced lunch program (FRPL), with particular focus on students with disabilities (SWD) and those who are English Language Learners (ELL).

At Rochester Career Mentoring Charter School (RCMCS), we concentrated our recruitment efforts to enroll SWD, ELL and FRPL students using both broad-based and targeted good faith approaches. Our marketing and information brochures, pamphlets, and letters highlight how RCMCS accommodates students with disabilities, English Language Learners, and students who qualify for the free and reduced lunch program. Overall we have met our targets for FRPL students, are close to meeting targets for students with disabilities, and are further ramping up our efforts to meet English Language Learner targets.

Before Rochester Career Mentoring Charter School (RCMCS) opened its doors to its first 9th grade cohort in August 2012, RCMCS had no building at the time of the recruitment period and had a small recruitment team which consisted of the CEO, Director of Operations, Educational Leader, and a few board members. RCMCS, at the time of the recruitment period, arranged booths at two local public libraries to introduce and enroll students. Posters were placed at area churches, recreational centers, drug stores, and small grocery stores throughout the city.

A brochure was created and sent to every 8th grader attending every public and private school in the city. Having no building during the recruitment period forced us to enroll potential candidates at the SUNY's REOC building downtown which prohibited students and families from touring what our learning environment would actually look like. Though our team of recruiters was small, we still met the challenges of recruiting 80 students including a small wait list. We experienced minor challenges in enrolling ELL students.

The next school year, 2013-2014, our recruitment team increased adding all RCMCS staff members. Brochures were rewritten to include student pictures and the use of both English and Spanish. Staff participated in both the Rochester City School District's Recruitment Fair and an independently conducted Fair held at our school site. Two Open Houses were conducted to attract current 8th and 9th graders to our school. Staff members also were invited to speak and make presentations to 8th graders at other charter schools, especially at Eugenio Maria DeHostos Charter School and Urban Choice Charter School.

Attachment M: Detailed Explanation of Enrollment and Retention Targets

ROCHESTER CAREER MENTORING CHARTER SCHOOL

SECTION 5.M

In addition, we created our school website (www.rcmcs.org) to reach parents who are interested in alternative education and who may want to enroll their child in our school. Not only were we able to recruit 80 students, but we were able to establish a larger wait list.

In addition to our outreach efforts from 2012-2013, our 2014-2015 recruitment teams enlarged and introduced more ideas of attracting students to our school. Such activities included, but are not limited to, mailing brochures to 8th and 9th graders living in the city more than once per year, and placing a Rochester Regional Transit billboard poster of our school's application process on the exteriors and interiors of public buses as well as on a marquee at the Rochester Regional Transit Downtown Center. We were invited to set up a booth and make a presentation to potential student candidates at the Rochester Charter Schools Fair sponsored by the Northeast Charter Schools Association. In addition, staff members made home visits to potential applicants who were still expressing uncertainty about attending our charter. We introduced our school in the Democrat and Chronicle newspaper and the Rochester Business Journal, as well as on community calendars at local news and radio stations.

From a broad base perspective during the 2015-2016 recruitment period, RCMCS conducted an intensive mail campaign that sent promotional materials and applications to all 8th-, 9th- and 10th graders living in the city. We also introduced and hosted a Facebook campaign that reached thousands of recipients in the city of Rochester, specifically including zip codes where a majority of the population reside. We worked with the Rochester City School District's Special Education Department to attract more students with disabilities in order to provide them with an alternative learning environment including a career-based focus. We hand-delivered brochures to all Rochester city K-8 public schools.

During the 2016-2017 recruitment period, our outreach was larger where we focused our efforts further to attract English Language Learners, including promotional materials printed in Vietnamese and Nepali. More home visits were made and a more personal touch of making phone calls to area 8th and 9th graders was executed. A more extensive advertising campaign was initiated and an outreach of contacting students at certain area charter and public schools was continued. We reached out to Rochester City School District's International School at Jefferson, which houses ELL students. We attracted students from outside the city limits due to our website and Facebook recruitment efforts. We encouraged our current students to be school ambassadors by helping us recruit their friends and extended families. Our teaching staff, school leaders and support staff continue to make home visits to encourage enrollment at our charter.

RCMCS has always had a strong campaign for retaining current students. In each of the four years we have conducted open houses and provided tours for parents and families as well as holding 1:1 conferences. When we are advised that a student wishes to withdraw, we hold individual conferences with the families either in the school setting or at their homes to provide support and guidance. Through surveys we have found that our career-based program has retained many students by affording them with more solid internship and career-based opportunities. Our advisory program was also helpful in this endeavor by through our consistent efforts to contact students and their families to keep abreast of their needs. The PTO played an integral part in retaining our students by holding family picnics and luncheons to help students feel more involved with the school. Our student information

Attachment M: Detailed Explanation of Enrollment and Retention Targets

ROCHESTER CAREER MENTORING CHARTER SCHOOL

SECTION 5.M

system is user-friendly allowing families to easily access information about their child's performance which in turn allows our families to feel more connected with the school.

In addition, we honored and celebrated students by offering luncheons, parties and diverse learning to assist in student retention.

I. Admission Policy: In reference to Education Law 2851 – (2) (d)

Rochester Career Mentoring Charter School (CMCS) will admit students without regard to race, creed, ethnicity, disability, or socio-economic background to the charter school that are eligible to enroll in grade nine according to the promotional policies of the NYS Board of Regents. Each January the school will implement its application and enrollment process for approximately 65 new 9th grade students. Additional vacant seats at the 10th and 11th grade may also be open to lottery participants.

Rochester Career Mentoring Charter School will draw the first 65 students equally through a lottery. If more than 65 students entering in grade nine in the first year, and grade nine each year thereafter, apply to the school, the school will conduct a lottery and create a waitlist in the order of the lottery results. The lottery is expected to be run each year, the first Wednesday of April following the application deadline of April 1st (unless April 1st is on Good Friday we will need to extend our deadline to April 4th).

Non-discrimination policy: "A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school 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."

Application Process for the School

- **January:** It is the intent of CMCS to directly mail an Information Packet to all 8th and 9th grade students residing in the City of Rochester. This packet will include information on the school's unique instructional model, its mission and vision, services provided, as well as the appropriate application materials. These materials will be provided in English, Spanish, and several other languages. The alternative method for recruitment of students includes utilization of local print and electronic media through stories on the school and advertising, appearances on local radio shows whose target audiences closely align with the applicant pool; collaborating with the County and City to have applications available at neighborhood libraries and recreation centers; and collaborating with neighborhood organizations to BOT make people aware of the school and have applications available at their offices. Additional recruitment efforts will be conducted as cited on page 4 of the prospectus.
- **April 1:** Applications are due according to Education Law 2854 (2) (b) as amended in 2010. Applicants must provide proof of residency in New York State via a legal mailing address of the student, excluding the homeless.
- **April Enrollment Lottery Date (TBD annually):** One week prior to this date, written notice will be given to the public informing them of the enrollment lottery. Included in this notice will be the time of lottery and its location. We will have a lottery to establish an enrollment list and a waiting list. Each valid student application will be entered into a drawing. Names will be randomly selected by an independent third party with no stake in the charter school.

- **April:** If applications received exceed available seats, a wait list will be created based on the sequence of the lottery results by zone and students will be offered admission should seats become available in the order they are listed. Each applicant placed on the wait list will be contacted by both by telephone/cell phone and in a written letter.
- **Late April:** Students should receive an acceptance letter to the charter school, with this letter will be the enrollment paperwork including student health form and release for transfer of student records. Students must remit their enrollment paperwork not later than June 1st. After this date, available seats will be offered to students on the waitlist in the order they are listed by attendance zone. Student health records may be submitted up to July 1st.
- **Early May:** Students who decline acceptance in Rochester Career Mentoring Charter School must do so by having their parents/guardians state clearly in writing their non acceptance to enroll. Parents/Guardians signature and date must be notarized. However families that do not complete enrollment paperwork by June 1 will be places on our waitlist.
- **May:** A school "open house" will be held for parents, students and staff. This will be an opportunity for the students who received a seat and their parents to learn more about the school, its instructional model, expectations of students and parents, and to meet the staff.

Admission Preference: In reference to Education Law 2854

Rochester Career Mentoring Charter School has established the following enrollment preferences in accordance to the NYS Charter School Law:

1. Students involved in the lottery must be residents of New York State and must be able to legally prove this residency requirement.
2. Siblings whose biological parents with birth certificate or right to guardianship by court order of already enrolled students in the charter will be given first preference for enrollment in the school.
3. Students residing in the City of Rochester will get second absolute preference in the school. Students residing outside the city boundaries will receive secondary status.
4. Non city residents will receive preference to enroll if there are not enough city resident applications in the lottery pool.

Projected Enrollment

Grade	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
K					
1					
2					
3					
4					
5					
6					
7					
8					
9	60	65	65	65	65
10	80	60	65	65	65
11	77	80	60	65	65
12	53	77	80	60	65
Total	270	282	270	255	260

Attachment P: Student Enrollment and Retention Targets Plan

ROCHESTER CAREER MENTORING CHARTER SCHOOL

SECTION 5.P

Rochester Career Mentoring Charter School (RCMCS) works toward compliance on all aspects of the Charter Schools Act, especially as amended with respect to the enrollment and retention targets for charter schools for students with disabilities, English language learners, and students who are eligible for free and reduced price lunch program ("At-Risk students").

Per NYS Ed. Law, Article 56 §2854(2)(a), a charter school must "demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program, when compared to the enrollment figures for such students in the school district in which the charter school is located."

All good faith efforts have been made to recruit at-risk populations that are commensurate with the Rochester City School District, as described in Benchmark 9, we are still working towards meeting our goals:

Subgroups (Percent Retained)	2012-2013	2013-2014	2014-2015	2015-2016
Economically Disadvantaged	93%	89%	93%	88%
English Language Learners	N/A	N/A	100%	83%
Students with Disabilities	70%	92%	95%	62%

Challenges in achieving recruitment targets is not a unique challenge to our charter school. While RCMCS continues to actively increase enrollment numbers for Economically Disadvantaged, English Language Learners and Students with Disabilities, an important item for renewal consideration is that we have a higher enrollment percentage rates than the total average of all of Rochester's charter schools.

RCMCS's higher percentage points of enrollment for each sub group of students is illustrated below (source data.nysed.gov):

2014-2015 Enrollment Data for Charter Schools in Rochester New York.	Economically Disadvantaged	English Language Learners	Students with Disabilities
Total enrolled in all Charter Schools in the city of Rochester	79.9%	2.5%	7.3%
Enrollment in Rochester Career Mentoring Charter School	96%	3%	9%
RCMCS Enrollment Difference	+ 1.7%	+0.5%	+16.3%

We experienced a few barriers in our recruitment efforts. Examples of these are as follow:

- High rate of staff turnover prior to the 2016-2017 school year.

- We lack 7th and 8th grades. This presents a challenge in convincing students to leave their 'home school' where they are familiar and complacent.
- The high schools in the Rochester City School District do not typically permit Charter schools the opportunity to conduct on-site recruitment because the perception is charters are in direct competition for funding.
- Our current location is a shared space with the district's alternative programs that have a less than optimistic stigma in the community. The programs located at Hart Street include the long-term suspension school, the youth and justice program, and the adult learning center.
- Our current location is not aesthetically pleasing.
- Our facilities have directly hindered our athletic program offerings and has limited our ability to provide supports for students with disabilities, some need adaptive
- Having an International School placed at Jefferson in the City School District inhibited our ELL recruitment efforts.

To overcome these hurdles, we have partnered with the Rochester Hispanic Business Association, the Jordan Health Center, the Rochester International Academy (RIA), and Ibero (a dual language human services agency), all of which are in our neighborhood. These agencies offer a variety of services and supports for current students, family, and community members alike, allowing us to inform, educate, and recruit students and families to meet our targets. Our neighboring agencies are seeing the benefits of our program and are make recommendations to their members who may find our school to be the right place for them to flourish.

Enlisting staff and leadership with prior experience has helped us overcome some significant recruitment challenges because of strong professional and collegial relationships developed over a span of two decades:

- There have been successful recruitments because of the personal relationships our staff members have with district colleagues even though the district is not in support of losing its own enrollment numbers.
- Staff in the City School District's Special Education Department have helped us recruit students with disabilities who they saw as a match for our program.
- A history with the Rochester International Academy (RIA), who is in strong support of securing a safe, smaller and more personalized environment for their ELL population.

The focus of our community partner alliance to connect with families of children with disabilities will include partnering with the Developmental Disabilities Alliance of Western New York, the Community Consultation Program operated by the University of Rochester and Rochester Educational Opportunity Center (REOC). We have already established strong partnerships with social workers in the greater Rochester area, including staff from the RCSD, who contact us directly when there are students they feel would benefit from our program. During the 2015-2016 school year, we successfully recruited three students from our RCSD partnership. The Developmental Disabilities Alliance lends us the opportunity to inform, engage, and educate families and students of our services as well as they directly support students with disabilities, and highlight education and economic independence in achieving individual goals.

By 2017-2018, we are confident we will meet our goal of increasing our ELL population. We will achieve these targets with concerted efforts of strengthening partnerships with external organizations focused

on the health and well-being of underserved families specifically including families of English language learners. Rochester offers a wealth of services and advocacy organizations for supports and services for refugees, youth and adults learning English as a second language, persons in need of mental health supports, social services, advocacy and access to health care, resources for families lacking transportation services, and legal representation. We have become actively involved in community outreach initiatives to partner with these organizations and attract students and families in need of an option like ours.

Our recruitment team has partnered with the Rochester Refugee Resettlement Services to distribute recruitment materials we currently have printed in four languages. As per their request during our visit to Mary's Place in July, we are currently printing materials in Burmese, Swahili and Arabic. Mary's Place, located at 414 Lexington Avenue, provides tutoring, case management, counseling, health-outreach opportunities, and after school programs to newly arrived Rochestarians. Mary's place has committed to growing a partnership with RCMCS to host groups of new recruits because we offer a safe, small and inclusive environment for secondary students new to our country. Through Mary's Place, we have increased our access to agencies providing parental supports including: literacy for adults, employment, clothing and food donations, health care, transportation and counseling. Our staff embarked on a summer recruitment campaign of two strategies to increase our ELL population. Our Educational Leader formed a partnership with Rochester International Academy (RIA) to visit and present to their students in the summer bridge to secondary school program. And our teachers conducted door to door recruiting in Rochester neighborhoods where refugee populations are prevalent. Providing ELL students the opportunity to enroll as small groups provides safety and security they need for social-emotional health supports while becoming acclimated to our culture and school system.

Our student and parent satisfaction rates are overwhelmingly positive for our current ELL population, 100% satisfaction with the school's program design and support for students having English as a second language. Therefore, we are proactively leveraging our current ELL students and their families to serve as ambassadors and advocates for our school. Our staff has likewise committed to engaging in community outreach initiatives at community events, and partnering with locally based ethnic restaurants and businesses to disseminate promotional materials in the primary language(s) of the demographics of specific neighborhoods and establishments. We have printed recruitment and promotional materials in three of the main foreign languages representing the ELL population within the city of Rochester (Spanish, Vietnamese, and Nepali).

ALL STUDENTS

Row	Description	School Year			
		Year 1	Year 2	Year 3	Year 4
		2012-2013	2013-2014	2014-2015	2015-2016
A	Total number of students enrolled at beginning of year	84	158	217	317
B	Total number of students who left during the school year	6	28	38	85
C	Total number of students who did not re-enroll the next school year and had not completed the highest grade at the school	3	0	2	1
	Percent retained	89%	82%	82%	73%

ECONOMICALLY DISADVANTAGED STUDENTS (ED)

Row	Description	School Year			
		Year 1	Year 2	Year 3	Year 4
		2012-2013	2013-2014	2014-2015	2015-2016
D	Total number of ED students enrolled at beginning of year	76	158	208	222
E	Total number of ED students who left during the school year	5	13	14	26
F	Total number of ED students who did not re-enroll the next school year and had not completed the highest grade at the school	0	4	0	0
	Percent retained	93%	89%	93%	88%

STUDENTS WITH DISABILITIES (SWD)

Row	Description	School Year			
		Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016
G	Total number of SWD students enrolled at beginning of year	10	25	20	21
H	Total number of SWD students who left during the school year	3	2	1	8
I	Total number of SWD students who did not re-enroll the next school year and had not completed the highest grade at the school	0	0	0	0
	Percent retained	70%	92%	95%	62%

ENGLISH LANGUAGE LEARNERS (ELL)

Row	Description	School Year			
		Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016
J	Total number of ELL students enrolled at beginning of year	N/A	N/A	7	6
K	Total number of ELL students who left during the school year	N/A	N/A	0	1
L	Total number of ELL students who did not re-enroll the next school year and had not completed the highest grade at the school	N/A	N/A	0	0
	Percent retained	N/A	N/A	100%	83%



CERTIFICATE OF OCCUPANCY

VALID FOR FACILITY:

ROCHESTER CAREER MENTOR CHARTER
30 HART ST
ROCHESTER, NEW YORK 14605

DISTRICT:

ROCHESTER CAREER MENTORING CHARTER
CHAAKAA BAKER
30 HART ST-3RD FL
ROCHESTER, NEW YORK 14605

Building ID: 261600860001

Issuance Date: January 07, 2016
Effective Date: January 01, 2016
Expiration Date: January 01, 2017

OBTAIN FIRE SAFETY REPORT FROM DISTRICT OFFICE

THIS CERTIFICATE VOIDS ANY PREVIOUSLY ISSUED

Attachment S: Application for Charter Renewal Certification

Charter School Name	Rochester Career Mentoring Charter School
School Location (City/Town/Borough if NYC)	Rochester
Charter District of Location or Community School District if NYC	Rochester City School District
District(s) Served or Community School Districts if NYC	
Date School Opened	8/20/2014
Charter Term History (list terms of initial and all renewal charters)	2012-2017
Current Enrollment	237
Charter Approved Maximum Enrollment	260
Charter Grade Span	9-12
Current Grades Served	9-12

I hereby certify that the information submitted in this Application for Charter Renewal is true to the best of my knowledge and belief; that this application has been approved by the school's board of trustees; and that, if awarded a renewal charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate against any student, employee or any other person on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by a school. Admission of students shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. I also certify that the board of trustees has reviewed the Charter School Performance Framework and understands that the school will be evaluated on the basis of and held accountable for meeting the Charter School Performance Framework benchmarks during the next charter term.

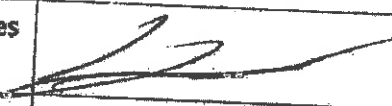
Signature of Chair of Board of Trustees (or designated signatory)	
Date	8/1/2016
Print/Type Name	Kevin McCormick
Title (if designated signatory)	Board President
Date of Approval by Board of Trustees	7/26/2016

Table 1: X
Charter
School
Accountabilit
y
Designation
(1.a.i.)

School Year	Accountability Status	If not in good standing at all		
2012-13	Good Standing			
2013-14	Good Standing			
2014-15	Good Standing			
2015-16	Good Standing			

minimum, explain why the school was identified (refer to documentation from the Office of Accountability)

[illegible]

Table 2a: X Charter School Elementary/Middle School ELA and Mathematics Outcomes Compared to Other Similar Schools (1.b.i.)

Testing Year	ELA			Math	
	Charter School[1]	Other Similar Schools[2]		Charter School	Other Similar Schools
2013					
2014					
2015					

$$[1] \left(\sum \frac{\text{school \# students scored level 3 or higher}}{\text{school total \# students tested}} \right) - \left(\sum \frac{\text{NYS \# students scored level 3 or higher}}{\text{NYS total \# students tested}} \right)$$

$$[2] \left(\sum \frac{\text{similar school \# students scored level 3 or higher}}{\text{similar school total \# students tested}} \right) - \left(\sum \frac{\text{NYS \# students scored level 3 or higher}}{\text{NYS total \# students tested}} \right)$$

pared to

Table 2b: X Charter School High School 4-Year Total Cohort ELA and Outcomes Compared to Other Similar Schools (1.b.i.)

Cohort	ELA		Mc
	Charter School[3]	Other Similar Schools[4]	Charter School
2009			
2010			
2011			

higher)

el 2 or higher)
tested

$$[3] \left(\frac{\sum \text{school \# students in 4-year cohort scored level 3 or higher}}{\text{total \# students in 4-year school cohort}} \right) - \left(\sum \right)$$

$$[4] \left(\frac{\sum \text{similar school \# students in 4-year cohort scored level 3 or higher}}{\text{total \# students in 4-year similar school cohort}} \right)$$

1 Mathematics

ith

Other Similar Schools

$$\frac{\text{NYS \# students in 4-year cohort scored level 3 or higher}}{\text{NYS total \# students in 4-year cohort}}$$

$$) - \left(\sum \frac{\text{NYS \# students in 4-year cohort scored level 3 or higher}}{\text{NYS total \# students in 4-year cohort}} \right)$$

Table 3: Aggregate X Charter School Elementary/Middle School ELA and Mathematics Outcomes Trending Toward Proficiency (2.a.i.)

All Students		ELA				Math	
		a	b	c	d	a	b
		# students tested in Yr 1 and reenrolled in Yr 2	# of students who maintained the same level (3 or 4 only)	# students who increased one or more levels from Yr 1 to Yr 2	$(b+c)/a = \%$	# students tested in Yr 1 and reenrolled in Yr 2	# of students who maintained the same level (3 or 4 only)
Testing Year							
Yr 1	Yr 2						
2013	2014						
2014	2015						

ies Demonstrating

ith

# students who increased one or more levels from Yr 1 to Yr 2	c
(b+c)/a = %	d

Table 4: Subgroup X Charter School Elementary/Middle School ELA and Mathematics Outcomes Trending Toward Proficiency (2.a.ii.)

		ELA			
		a	b	c	d
		# students tested in Yr 1 and reenrolled in Yr 2	# of students who maintained the same level (3 or 4 only) from Yr 1 to Yr 2	# students who increased one or more levels from Yr 1 to Yr 2	(b+c)/a = %
Testing Year					
Yr 1	Yr 2				
2013	2014				
2014	2015				

		Mc	
		a	b
		# students tested in Yr 1 and reenrolled in Yr 2	# of students who maintained the same level (3 or 4 only) from Yr 1 to Yr 2

		ELA			
		a	b	c	d
		# students tested in Yr 1 and reenrolled in Yr 2	# of students who maintained the same level (3 or 4 only) from Yr 1 to Yr 2	# students who increased one or more levels from Yr 1 to Yr 2	(b+c)/a = %
Testing Year					
Yr 1	Yr 2				
2013	2014				
2014	2015				

		Mc	
		a	b
		# students tested in Yr 1 and reenrolled in Yr 2	# of students who maintained the same level (3 or 4 only) from Yr 1 to Yr 2

		ELA			
		a	b	c	d
		# students tested in Yr 1 and reenrolled in Yr 2	# of students who maintained the same level (3 or 4 only) from Yr 1 to Yr 2	# students who increased one or more levels from Yr 1 to Yr 2	(b+c)/a = %
Testing Year					
Yr 1	Yr 2				
2013	2014				
2014	2015				

		Mc	
		a	b
		# students tested in Yr 1 and reenrolled in Yr 2	# of students who maintained the same level (3 or 4 only) from Yr 1 to Yr 2

es Demonstrating

ith

c	d
# students who increased one or more levels from Yr 1 to Yr 2	$(b+c)/a = \%$

ith

c	d
# students who increased one or more levels from Yr 1 to Yr 2	$(b+c)/a = \%$

ith

c	d
# students who increased one or more levels from Yr 1 to Yr 2	$(b+c)/a = \%$

Table 5: Aggregate X Charter School Elementary/Middle School ELA and Mathen

All Students	ELA					Charter School
	Charter School	District of Location	NYS Average			
Testing Year			Difference to CS		Difference to CS	
2013						
2014						
2015						

Mathematics Proficiency Outcomes (2.b.i.)

Math

District of Location		NYS Average	
	Difference to CS		Difference to CS

Table 6: Subgroup X Charter School Elementary/Middle School ELA and Mathem

ED	ELA					Charter School
	Charter School	District of Location		NYS Average		
Testing Year			Difference to CS		Difference to CS	
2013						
2014						
2015						

SWD	ELA				Charter School
	Charter School	District of Location	NYS Average		
Testing Year			Difference to CS	Difference to CS	
2013					
2014					
2015					

ELL	ELA				Charter School
	Charter School	District of Location		NYS Average	
Testing Year			Difference to CS	Difference to CS	
2013					
2014					
2015					

Mathematics Proficiency Outcomes (2.b.ii.)

Math

District of Location		NYS Average	
	Difference to CS		Difference to CS

Math

District of Location		NYS Average	
	Difference to CS		Difference to CS

Math

District of Location		NYS Average	
	Difference to CS		Difference to CS

**Table 7: Grade
Level X Charter**

All Students	ELA					
	Charter School	District of Location	NYS Average		Charter School	
Testing Year			Difference to CS		Difference to CS	
2013						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
2014						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
2015						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						

Math

[illegible]

Table 8:
Aggregat

		Regents Proficiency Percentages		
		Charter School	NYS Average	Difference
All Students				
Reporting Year				
2012-13				
ELA	Regents English Composition			0.0
Math	Regents Algebra 2/Trigonometry			0.0
	Regents Geometry			0.0
	Regents Integrated Algebra			0.0
Science	Regents Chemistry			0.0
	Regents Earth Science			0.0
	Regents Living Environment			0.0
	Regents Physics			0.0
Social Studies	Regents Global History			0.0
	Regents US History			0.0
2013-14				
ELA	Regents English Composition	N/A		
	Regents Common Core English/ELA	N/A		
Math	Regents Algebra 2/Trigonometry	N/A		
	Regents Geometry	6%	73%	-67.0
	Regents Integrated Algebra	18%	72%	-54.0
	Regents Common Core Algebra 1	N/A		
Science	Regents Chemistry	N/A		
	Regents Earth Science	15%	72%	-57.0
	Regents Living Environment	34%	78%	-44.0
	Regents Physics	N/A		
Social Studies	Regents Global History	29%	66%	-37.0
	Regents US History	N/A		
2014-15				
ELA	Regents English Composition	N/A		
	Regents Common Core English/ELA	45%	80%	-35.0
Math	Regents Algebra 2/Trigonometry	N/A		
	Regents Geometry	20%	72%	-52.0
	Regents Integrated Algebra	41%	62%	-21.0
	Regents Common Core Algebra 1	14%	63%	-49.0
	Regents Common Core Geometry	N/A		
Science	Regents Chemistry	17%	75%	-58.0
	Regents Earth Science	15%	72%	-57.0
	Regents Living Environment	31%	77%	-46.0
	Regents Physics	N/A		
Social Studies	Regents Global History	20%	67%	-47.0
	Regents US History	36%	84%	-48.0

Level 3 or higher

Table 3.
Subgroups

Regents Proficiency Percentages:
Economically Disadvantaged

Subgroups		Charter School	RTS Average	Difference
Reporting Year				
2012-13				
ELA	Regents English Composition			0.0
Math	Regents Algebra 2/Trigonometry			0.0
	Regents Geometry			0.0
	Regents Integrated Algebra			0.0
Science	Regents Chemistry			0.0
	Regents Earth Science			0.0
	Regents Living Environment			0.0
	Regents Physics			0.0
Social Studies	Regents Global History			0.0
	Regents US History			0.0
2013-14				
ELA	Regents English Composition			0.0
	Regents Common Core English/ELA			0.0
Math	Regents Algebra 2/Trigonometry			0.0
	Regents Geometry	6%	60%	-54.0
	Regents Integrated Algebra	18%	64%	-46.0
	Regents Common Core Algebra 1			0.0
Science	Regents Chemistry			0.0
	Regents Earth Science	15%	57%	-42.0
	Regents Living Environment	34%	69%	-35.0
	Regents Physics			0.0
Social Studies	Regents Global History	29%	54%	-25.0
	Regents US History			0.0
2014-15				
ELA	Regents English Composition			0.0
	Regents Common Core English/ELA	45%	73%	-28.0
Math	Regents Algebra 2/Trigonometry			0.0
	Regents Geometry	NA		
	Regents Integrated Algebra	41%	58%	-17.0
	Regents Common Core Algebra 1	14%	48%	-34.0
	Regents Common Core Geometry			0.0
Science	Regents Chemistry			0.0
	Regents Earth Science	15%	59%	-44.0
	Regents Living Environment	NA		#VALUE!

	Regents Physics			0.0
Social Studies	Regents Global History	NA		#VALUE!
	Regents US History	36%	76%	-40.0

Regents Proficiency Percentages:

[illegible]

Regents Proficiency Percentages:

[illegible]

		0.0
		0.0
		0.0

		0.0
8%	34%	-26.0
NA		#VALUE!

TABLE 10.

Aggregate Cohort

Regents Proficiency Percentages: All

Cohort	Students		
	4-11	5-11	6-11
2009	Outcomes	Outcomes	Outcomes
ELA			
Math			
Science			
Global History			
US History			
2010			
ELA			
Math			
Science			
Global History			
US History			
2011			
ELA			
Math			
Science			
Global History			
US History			

Richardson Robert V

Economic Disadvantaged		
4-11	5-11	6-11
Outcomes	Outcomes	Outcomes

2009			
ELA			
Math			
Science			
Global History			
US History			
2010			
ELA			
Math			
Science			
Global History			
US History			
2011			
ELA			
Math			
Science			
Global History			
US History			

4-11	12-17	18-24
Outcomes	Outcomes	Outcomes

[illegible]

Regents Proficiency Percentages:

Students with Disabilities

[illegible]

TABLE 12.

Aggregate Cohort

Regents Proficiency Percentages: All Students

Cohort	4-Yr Outcomes		5-Yr Outcomes		6-Yr Outcomes	
	Charter School	Difference	Charter School	Difference	Charter School	Difference
2009						
NYS = 80%						
2010						
NYS = 80%						
2011						
NYS = 80%						

TABLE 13.

Suburban Cohort V

Regents Proficiency Percentages: Economically Disadvantaged

Cohort	4-Yr Outcomes		5-Yr Outcomes		6-Yr Outcomes	
	Charter School	Difference	Charter School	Difference	Charter School	Difference
2009						
NYS = 80%						
2010						
NYS = 80%						
2011						
NYS = 80%						

Regents Proficiency Percentages: English Language Learners

4-Yr Outcomes	5-Yr Outcomes	6-Yr Outcomes
---------------	---------------	---------------

Charter School	Difference	Charter School	Difference	Charter School	Difference

Regents Proficiency

4-Yr Outcomes

Charter School Difference

1cy Percentages: Students with Disabilities

5-Yr Outcomes		6-Yr Outcomes	
Charter School	Difference	Charter School	Difference

**Table 14: Aggregate Cohort X Charter School On-Track to Graduate Rate
(3.b.iii.)**

All Students

Cohort	Year of High School	Cohort Enrollment Count[1]	Percent of Students Proficient (Score		
			English	Mathematics	Science
2009	3rd Year				
2009	4th Year				
2010	3rd Year				
2010	4th Year				
2011	3rd Year				
2011	4th Year				

14) The cohort outcome indicates the number of lapsed years from the year the specified cohort first entered 9th grade. The cohort outcome data captured in this table shows the highest score for each student at the charter

[2]
Includes
all
students
who
entered
9th grade
in the
cohort
year. See
SIRS
manual
for
additional
informati
on
regarding
students
to include
or
remove
from
cohorts:
[www.p12.
nysed.gov
/irs/sirs/](http://www.p12.nysed.gov/irs/sirs/)

[3] The target for students to pass at least 3 Regents exams by the end of their 3rd year of high school is 75%. Transfer schools may use the 4th year of the cohort to assess students on-track to graduate at 75%.

[illegible]

Table 15. Subgroup Cohort A Charter School On-Track to Graduate Rate
15.4.2.1

Cohort	Year of High School	Cohort Enrollment Count[1]	Percent of Students Proficient (Score		
			English	Mathematics	Science
2009	3rd Year				
2009	4th Year				
2010	3rd Year				
2010	4th Year				
2011	3rd Year				
2011	4th Year				

English Language Learners

Cohort	Year of High School	Cohort Enrollment Count[1]	Percent of Students Proficient (Score		
			English	Mathematics	Science
2009	3rd Year				
2009	4th Year				
2010	3rd Year				
2010	4th Year				
2011	3rd Year				
2011	4th Year				

Students with Disabilities

Cohort	Year of High School	Cohort Enrollment Count[1]	Percent of Students Proficient (Score		
			English	Mathematics	Science
2009	3rd Year				
2009	4th Year				

2010	3rd Year				
2010	4th Year				
2011	3rd Year				
2011	4th Year				

[1] The cohort outcome indicates the number of lapsed years from the year the specified cohort entered 9th grade. The cohort outcome data captured in this table shows the highest score for each charter school on a NYS Regents who entered

[2] Includes all students who entered 9th grade in the cohort year. See SIRS manual for additional information regarding students to include or remove from cohorts:
www.p12.nysed.gov/irs/sirs/

[3] The target for students to pass at least 3 Regents exams by the end of their 3rd year of high school is 75%. Transfer schools may use the 4th year of the cohort to assess students on-track to graduate at 75%.

d 65+ or Level 3+)[2]		% of Cohort Passing 3+ Regents[3]		% of Cohort Passing Fewer Than 3 Regents
Global History	US History		Difference	

d 65+ or Level 3+)[2]		% of Cohort Passing 3+ Regents[3]		% of Cohort Passing Fewer Than 3 Regents
Global History	US History		Difference	

d 65+ or Level 3+)[2]		% of Cohort Passing 3+ Regents[3]		% of Cohort Passing Fewer Than 3 Regents
Global History	US History		Difference	

ort first entered
student at the

Teach ID:	Last Name	First Name	Title:	Subject
3712065	Alexyn	Courtney	TEACHER	English
2222478	Balme	Lisa	TEACHER	SPED
2206879	Barrett	Megan	TEACHER	Social Studies
3752775	Bloomsteir	Sydney	TEACHER	Social Studies
1178593	Burns	Mike	TEACHER	Gym
1277232	Demko	Garrette	TEACHER	Science
3582585	DeRoo	Drew	TEACHER	Gym
3636155	DiNoto	Samantha	TEACHER	Math
1067159	Fregoe	Susan	TEACHER	Science
3697222	Gentles	Charmaine	TEACHER	English/PIG
3559581	Hoch	Michelle	TEACHER	Math
2384421	Hornquist	Shane	TEACHER	Science
3566222	Jackson	John	TEACHER	Math
2133627	Johnson	Shannon	TEACHER	Social Studies
3527039	Lawrence	Ryan	TEACHER	Math
3607389	Matkosky	Greg	TEACHER	Spanish
1873953	McCormicl	Kimberly	TEACHER	Health
3584517	McCoy	Brandon	TEACHER	SPED
2385171	O'Connell	Nicole	TEACHER	English
3615920	Russell	Trent	TEACHER	Career Choices
2414322	Sasso	Peter	TEACHER	Social Studies
2027881	Spano	Mariel	TEACHER	Art
3655319	Turner	Ryan-Jam	TEACHER	English
1662736	Withey	Lisa	TEACHER	ESOL
3562272	Krupcznsk	Keith		Internship Coordinator

	School Year			
	Year 1	Year 2	Year 3	Year 4
	2013	2014	2015	2016
Administrators				
Number and FTEs	3	3	3.5	3.5
Departures during school year	0	0	1	1
Departures at end of school year	1	1	1	0
Explanation:	Resignation, Employment Promotion, and Dismissal due to low performance.			
Teachers				
Number and FTEs	14	21	36	39
Departures during school year	3	6	15	16
Departures at end of school year	0	2	4	6
Explanation:	Resignation due to moving out of district and/or State, job related-relocation, Career change, Employment Promotion, and Dismissal due to low performance. (Due to the approved reduction in enrollment, we reduced the number of staff member in year 2015 by 7)			
Other Staff				
Number and FTEs	6	14	15	16
Departures during school year	2	2	4	4
Departures at end of school year	0	0	1	1
Explanation:	Resignation due to moving, job related-relocation, career change, and also dismissal due to low performance.			

EXHIBIT D

In re Rochester Career Mentoring Charter School,

**AFFIDAVIT OF KEVIN
MCCORMICK**

STATE OF NEW YORK)
COUNTY OF MONROE) ss:

Kevin McCormick, being duly sworn, deposes and states:

1. I am the President of the Board of Trustees for the Rochester Career Mentoring Charter School ("the School"), located in Rochester, New York. As such, I am fully familiar with the facts and circumstances discussed herein.
2. This Affidavit is submitted in support of the School's response to the New York State Education Department's ("the Department") recommendation to the Board of Regents to deny the School a renewal of its charter.
3. In 2011, the Department issued the School a charter, and it opened its doors to student in the fall of 2012.
4. In August 2016, the School submitted an application for its charter to be renewed.
5. In conjunction with same, on September 26 and 27, 2016, the Department conducted a site visit at the School.
6. On December 7, 2016, the Department issued a site visit report.
7. On the same day, a representative from the Department, Susan Megna, emailed me, and requested to meet with the Board to discuss the renewal application.

8. On December 16, 2016, I responded to Ms. Megna's inquiry by letter, and accepted her invitation for an in-person meeting on December 21, 2016 to discuss the School's charter renewal (*see* Response dated 12/16/16, attached as **Exhibit 1**).

9. On December 21, 2016, the meeting requested by the Department went forward as scheduled. Members of the School's Board of Trustees attended, as well as representatives from the Department, including David Frank. The meeting was very productive, and I had the impression from Mr. Frank that a recommendation to renew the School's charter was forthcoming.

10. Consistent with that understanding, on December 28, 2016, an attorney for the Department, Karonne Jarrett Watson, Esq., emailed me and said the following:

Enclosed is the Renewal Charter Agreement for your school. Please print the document one-sided, and sign where indicated on page 16. Your signature must be acknowledged by a notary public and the county information must be filled in. Once signed, please return the Agreement with your original signature to the Charter School Office as soon as possible . . . **The Charter Agreement will go to the Board of Regents and will be signed by Chancellor Betty Rosa at the first opportunity. A copy of the fully executed Agreement will be sent to you thereafter, along with the corporate documents.**

(*see* Email dated 12/28/16, attached as **Exhibit 2** (emphasis supplied)).

12. On December 28, 2016, I signed the Agreement, as requested, and returned it to Ms. Watson (*see* Signed Agreement, attached as **Exhibit 3**).

13. Without any further communication from the Department, on January 27, 2017, the Department sent me a letter indicating it intended to recommend to the Board of Regents that the School's charter be denied.


14. Given the Department's representation less than a month before that "*The Charter Agreement will go to the Board of Regents and will be signed by Chancellor Betty Rosa at the first opportunity. A copy of the fully executed Agreement will be sent to you thereafter.*" I was shocked by the Department's letter.

15. Based on my communications with Mr. Frank and the representations from Ms. Watson, I fully anticipated the Department was going to recommend the School's charter be renewed, and shared that understanding with the other members of the Board of Trustees.

16. I respectfully request the Board of Regents disregard the Department's recommendation, and renew the School's charter.


Kevin McCormick

Sworn to before me
this 21st day of February, 2017


Notary Public

DONNA J. O'CONNOR
Notary Public, State of New York
Qualified in Monroe County
My Commission Expires Aug. 31, 20 17

EXHIBIT 1

December 16, 2016

Mr. David Frank, Executive Director
Charter School Office
New York State Education Department
89 Washington Ave
Albany, NY 12234

Dear Mr. Frank:

The Board of Trustees (the Board) of the Rochester Career Mentoring Charter School (RCMCS) greatly appreciates the opportunities for dialogue that are being presented by your office as we work together through the final stages of the charter renewal process. Our Board is pleased to have this opportunity to submit a response to the Charter School Office's (CSO) most recent site visit and are gratified that the CSO scheduled a meeting for December 21st to have an open dialogue as we work together to solidify the details of our charter renewal such that collaborative planning with your office can commence for the 2017-2018 school year.

As we submit this letter and prepare to meet with you and the CSO team on December 21st, the Board would like to recognize and applaud the paradigm shift that is taking place in the CSO office that was announced in your remarks to the charter schools of the Rochester region this past summer. The Board has certainly seen evidence of this shift. The most recent invitations for communication are further indication of CSO's commitment to building capacity for charter schools, especially those in the initial charter stage, to succeed. In these last stages of the charter renewal process, the Board has reflected about how RCMCS's levels of communication and sense of partnership with the CSO have never been better. Unfortunately, this has not always been the case. Indications of the struggle that the Board has had to effectively communicate with the CSO is evident throughout the site visit report dated December 7, 2016. Although the Board feels as though the conversation with the CSO during the site visit conducted on September 26 and 27th was productive; it seems as though the focus of the site visit report are perceptions that surfaced prior to your tenure. This focus represents areas where a substantial effort has already been invested by this Board to clarify, correct, or in some cases prove false claims made by the CSO office. This site visit report also contains claims from more than 2 years ago, that were never brought to the attention of this Board by the CSO. Instead, the Board is learning about more than 2-year-old concerns for the first time through this report. Given an abundance of focus on issues that have already been resolved, as you might expect, the Board is very disappointed with the findings of the site report.

With this disappointment comes heartfelt optimism in anticipation of our meeting on December 21st. At this meeting, the Board will be prepared to address in detail each of the many concerns raised in the report. However, we believe that it was important to identify in this letter the areas of greatest interest to us, and in which we plan to provide additional information. We also hope to obtain from the CSO additional answers and context for their findings so that we can ensure that our renewal addresses each area to best set the stage for student success. These topics are:

Student Performance (Benchmark 1)

The Board acknowledges that our optimistic predictions for student performance as expressed in our original charter application have not been fully realized. Furthermore, we also acknowledge that although we have enrolled a larger than expected number of economically disadvantaged students, we have not been as successful as we had hoped in recruiting more students with disabilities and English language learners. The Board has allocated resources to recruit more students from these groups and sees this as a high priority going forward. What is curious, however, is that all comparisons in the report pertaining to student performance were made against all New York State schools and not against schools from the Rochester City School District (RCSD). It is from this district that RCMCS, the only grass-roots high school-only charter school in Rochester, is the only other alternative for our students. We will provide CSO with a more representative comparison during this meeting and demonstrate that significant gains in student performance are being realized.

Teaching and Learning (Benchmark 2)

The Board acknowledges that we have encountered difficulties in implementing project-based instruction as articulated in the original charter application, and we agree that our students have struggled with the Regents assessments. The Board has been fully engaged in recruiting and hiring more seasoned certified educators, in retaining those teachers who have the knowledge and expertise to marry project-based learning into a “standard” curriculum, and in providing training and tools for all teachers in project-based learning approaches. In the 2016-2017 school year, we maintained the majority of teachers from 2015 -2016. With new school leadership and a more permanent cadre of educators in place, we are standardizing classroom tools and infusing standard-based instructional approaches that students are more familiar with to improve rigor in our classrooms. This approach will strengthen the student skills base to better attend to project based learning as it is implemented. More attention is also being spent on our 9th graders to transition them to more successful strategies for engagement in the classroom. Student performance is now being reported on the new dashboard and it is now more of a focal point of attention by the Board.

CEO Oversight (Benchmark 6)

The board recognizes that its annual review of the CEO’s performance must in the future be better aligned with student academic performance, and we are now spending more time with the CEO analyzing student performance data and looking specifically for improvements in the areas of literacy and math. This year the Board charged a new standing committee with the task of supervising the growth and development of the CEO and his leadership staff. We agree with the statement that our “...most significant challenge is to stop the turnover in personnel...” However, we have found little credible evidence that our high rate of turnover is related to difficulties with the CEO, as implied in the report.

Communication with the Charter School Office

Although there has been a significant improvement in communication between the Board and the CSO in the last year, the flow of information has not always been continuous. This may be a result of the rapid turnover rate that has occurred in the CSO over the past years. The site report illustrates the need for better lines of communication when it references contacts that the State made in the past with some

of RCMCS's constituency groups, yet it appears that the Board was never informed by the CSO that these groups made contact. This lack of communication prevented the Board with the opportunities to investigate the matters at hand and work with our school community to further strengthen our relationships.

The Board of Trustees of the Rochester Career Mentoring Charter School is looking forward to meeting with the CSO team on Wednesday, December 21, 2016, and we are grateful for this opportunity to have an open and honest dialogue on the issues raised in the report. The Board also looks forward to continuing to work together with our partners in the New York State Education Department to meet the requirements necessary for the renewal of our charter and to continue to provide great opportunities for Rochester city students.

Sincerely,

Kevin McCormick
President, Board of Trustees

cc: RCMCS Board of Trustees

EXHIBIT 2

Jennifer Schwartzott

Subject: FW: [BOT] Fwd: Rochester Career Mentoring Charter School Renewal Charter Agreement

----- Forwarded message -----

From: Karonne Jarrett Watson <Karonne.JarrettWatson@nysed.gov>
Date: Wed, Dec 28, 2016 at 2:06 PM
Subject: Rochester Career Mentoring Charter School Renewal Charter Agreement
To: "kmccormick@rcmcs.org" <kmccormick@rcmcs.org>
Cc: Susan Megna <Susan.Megna@nysed.gov>, David Frank <David.Frank@nysed.gov>

Mr. McCormick,

Enclosed is the Renewal Charter Agreement for your school. Please print the document one-sided, and sign where indicated on page 16. Your signature must be acknowledged by a notary public and the county information must be filled in. Once signed, please return the Agreement with your original signature to the Charter School Office as soon as possible. You may use the following mailing address:

Karonne Jarrett Watson, Esq.

NYSED Charter School Office

89 Washington Avenue, Rm 5N Mezzanine

Albany, New York 12234

The Charter Agreement will go to the Board of Regents and will be signed by Chancellor Betty Rosa at the first opportunity. A copy of the fully executed Agreement will be sent to you thereafter, along with the corporate documents. The Regents meeting date (see page 1) and the year marking the end of the Renewal term (see page 2) will both be added to the document after the Regents vote.

Thank you.

Karonne Jarrett Watson, Esq.

Charter School Office Counsel

New York State Education Department

89 Washington Avenue, Room 5N Mezzanine

Albany, New York 12234

Telephone No.: (518) 474-1762

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Kevin McCormick

President - Board of Trustees

Rochester Career Mentoring Charter School

30 Hart Street - 3rd Floor

Rochester, NY

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To post to this group, send email to bot@rcmcs.org.

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Kevin McCormick
President - Board of Trustees

Rochester Career Mentoring Charter School
30 Hart Street - 3rd Floor
Rochester, NY

<RCMCS 2017 Renewal Charter Agreement.pdf>

EXHIBIT 3

FIRST RENEWAL CHARTER

This agreement is executed by and between the Board of Regents of the State of New York ("the **Regents**") and the Board of Trustees of the **Rochester Career Mentoring Charter School** to renew the charter of the **Rochester Career Mentoring Charter School** (the "**Charter School**" or "**School**" or "**RCMCS**"), an independent public school established under the New York Charter Schools Act of 1998.

WITNESSETH:

WHEREAS, the State of New York enacted the New York Charter Schools Act of 1998, codified as Article 56 of the Education Law, as amended from time to time (the "**Act**");

WHEREAS, pursuant to §2851 and §2852 of the Act, the Board of Regents is a charter entity with the authority to (i) approve applications to establish charter schools in the State of New York and thereafter to enter into agreements with applicants setting forth the terms and conditions under which a charter school is to operate, and (ii) to renew charters for a period of up to five years;

WHEREAS, an application was submitted to the Regents for the establishment of the Charter School pursuant to §2852 of the Education Law and pursuant to its authority under §2852 of the Act, the Regents approved a charter for the Charter School;

WHEREAS, subsequent thereto the Regents issued a charter with a term of five years (the "**Initial Charter**") and incorporated an education corporation to establish and operate the Charter School, which Initial Charter may have been renewed or extended one or more times by the Regents; and

WHEREAS, the Charter School recently submitted an application for renewal to the Regents pursuant to Education Law subdivision 2851(4), which may have been modified or supplemented, and at its meeting on _____ the Regents thereafter (i) determined that the application for renewal in conjunction with the terms of this Charter, satisfies each and every requirement set forth in subdivisions 2851(4) and 2852(2) of the Education Law, (ii) approved the application for renewal, and (iii) authorized the renewal of the School's current charter, all of the foregoing subject to the limitations, restrictions and conditions in this agreement; and

WHEREAS, pursuant to the Education Law, the Regents are authorized to approve the proposed renewal charter and extend the School's current charter for the term set forth herein;

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties and agreements contained here, the parties hereby agree as follows:

SECTION 1. CHARTER, EFFECTIVE DATE & LOCATION

1.1. Charter. This agreement (the "Charter Agreement") and the exhibits hereto, specifically, certain terms of operation, set forth collectively and attached hereto as Exhibit A (the "Renewal Application"); the Oversight Plan as described in §6.2 of this agreement, Exhibit B; and where applicable, the Comprehensive Management Contract Requirements, attached hereto as Exhibit C (the "Management Contract Requirements"); shall constitute the charter (the "Charter") and shall be binding on the Charter School. The Charter, together with the amended certificate of incorporation issued by the Regents, shall set the terms and expectations for the operation of the School and shall be binding on the Charter School. Upon its effective date, the Charter supersedes and replaces any previous charter agreement or understandings between the parties hereto.

1.2. Effective Date; Term. The Charter shall take effect immediately upon its (i) approval by the Regents *and* (ii) expiration of the school's current charter (the "Effective Date"). The Charter shall expire on June 30, _____ unless earlier terminated or renewed pursuant to the terms of this Charter or of the Act.

1.3. Location. The Charter School shall be located at a site (the "School Building") within the school district of location as identified in the Renewal Application or, if the Charter School is located within the City School District of the City of New York, the community school district identified in the Renewal Application. The Charter School shall ensure that all necessary leases, contracts, certificates of occupancy, and health and safety approvals for the school building are valid and in force at all times as set forth in the Opening Procedures section of the Oversight Plan. The Charter School may change its physical location or obtain additional facilities within the same school district, or if the Charter School is located within the City School District of the City of New York, the community school district, provided that the Charter School obtains the same permits and certificates as are required by this paragraph, as well as satisfies the provisions of the Act, including but not limited to §2853(1)(b-1), and provided further that (i) the Charter School notifies SED of the proposed change in location or addition of facilities not less than sixty (60) days prior to taking any final action in connection therewith; and (ii) SED does not issue a rejection to the Charter School within thirty (30) days of its receipt of such notification. SED shall issue a rejection only for good cause. SED may shorten or otherwise waive the 60-day notice requirement for good cause shown.

SECTION 2. OPERATION OF SCHOOL

2.1. Mission Statement. The Charter School shall operate under the mission statement set forth in the Renewal Application.

2.2. Age; Grade Range; Number of Students. The Charter School shall provide instruction to pupils in such grades and numbers in each year of operation under the Charter as described in the Renewal Application, provided that the Charter School, upon making all reasonable efforts to recruit students, may enroll a lesser or greater number of students in each grade, or lesser or greater number students from one year to the next, within reason, without

being deemed in material breach of the Charter, as long as such enrollment variation does not substantially alter the school's educational design as described in the Renewal Application. Notwithstanding the foregoing sentence, the Charter School must obtain prior written approval from SED prior to (i) enrolling any student, who, if enrolled, would cause the school's enrollment to exceed the total maximum enrollment of the school as set forth in the Renewal Application or (ii) commencing or continuing instruction where the total number of students enrolled is less than eighty-five percent (85%) of the Projected Enrollment for a given academic year as set forth in the Renewal Application or the total enrollment is less than fifty (50) students. The Charter School shall demonstrate good-faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, English language learners, and students eligible for free and reduced-price lunch when compared to the enrollment figures for such students in the school district (or if the charter school is located within the City School District of the City of New York, the community school district) in which the charter school is located.

2.3 Admission; Enrollment; Attendance. The Charter School shall have in place and implement policies for admission, enrollment, attendance and student withdrawal that are consistent with §2854(2), and any other applicable law and regulations, and policies set forth in the Renewal Application. The Charter School shall ensure the taking of attendance pursuant to 8 NYCRR §104.1.

2.4 Student Transfers and Exits. Any student transfer out of the Charter School shall be documented by a transfer form signed by the student's parent/guardian, which affirmatively states that the student's transfer is voluntary. The Charter School shall annually collect and report to SED, in a format required or approved by SED, exit data on all students transferring from or otherwise exiting the school for any reason (other than graduation), voluntary or involuntary. Such exit data shall identify each departing student by name and shall document the date of and reason(s) for each student departure.

2.5 Student Learning and Achievement. The Charter School shall implement the educational programs described in the Renewal Application so that its students may meet or exceed the performance standards adopted by the Regents and in the Performance Framework (section III of the Oversight Plan described in section 6.2 of this agreement). The Charter School understands that its success in meeting the goals, measures, and standards set forth in the Performance Framework shall be the predominant criterion by which the success of its education program will be evaluated by the Board of Regents upon the School's application for future renewal of the Charter.

2.6 Evaluation of Pupils. The Charter School shall implement student assessment requirements applicable to other public schools to the same extent such examinations are required of other public school students in New York State. In addition, the Charter School shall supplement the above assessment tools with other assessment tools, consistent with those set forth in the Renewal Application.

2.7 Curriculum. The curriculum established by the Charter School shall be consistent with the curriculum described in the Renewal Application. The Charter School shall have the

right to make reasonable modifications to such curriculum to permit the school to meet its educational goals and student achievement standards. However, any modifications, either individually or cumulatively, that are of such a nature or degree as to cause the education program as described in the Renewal Application to no longer be in operation will require a material charter revision in accordance with Education Law §2852(7) and 8 NYCRR §3.16(c).

2.8 School Calendar; Days and Hours of Operation. The days and hours of the operation of the Charter School shall be as set forth in the Renewal Application and in no event shall the school provide less instructional time during a school year than is required of other public schools.

2.9 Disciplinary Code. The Charter School shall implement written rules and procedures for discipline, including guidelines for suspension and expulsion, consistent with the policies, if any, set forth in the Renewal Application, and disseminate those rules and procedures to students and parents. The rules and procedures shall be consistent with the requirements of due process, the provision of alternative instruction and with federal laws and regulations governing the placement of students with disabilities. The Charter School shall adopt and implement the provisions of 34 CFR Part 300 relating to the discipline of students with disabilities. To the extent that any provision of the Renewal Application conflicts with the provisions of this paragraph or 34 CFR Part 300, the provisions of this paragraph and 34 CFR Part 300 shall govern.

2.10 Nonsectarian Status. The Charter School shall be nonsectarian in its programs, admissions policies, employment practices and all other operations. The Charter School shall ensure that the school is not wholly or in part under the control or direction of any religious denomination and that no denominational tenet or doctrine shall be taught.

2.11 Code of Ethics. The Charter School, its trustees, officers and employees shall abide by the Code of Ethics of the school, which must be consistent with the provisions of Sections 800 through 806 of the General Municipal Law as made applicable by the Act, and must also include standards with respect to disclosure of conflicts of interest regarding any matter brought before the Charter School Board of Trustees (the "Board"). The Code of Ethics shall be consistent with the policies, if any, set forth in the Renewal Application.

2.12 Non-discrimination. The Charter School shall not discriminate against any student, employee or any other person on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by any other public school.

2.13 Governance; School Trustees; By-laws. (a) The Charter School shall be governed by a Board of Trustees. All individuals elected or appointed to the Board shall possess the qualifications for such position as are set forth in the Renewal Application. In no event shall a teacher, school administrator, school employee, or person with an interest in a for-profit contract with the Charter School serve on the Board except to the extent permitted by the General Municipal Law. Prior to the appointment or election of any individual to the Board, the School and/or Board must conduct and provide for the cost of a background check via fingerprint scan for any prospective candidate that a Board seeks to add. The Board must also submit to SED, in

writing and/or in person, documents and information in accordance with the Forms and Guidance posted on the SED Charter School Office website at www.p12.nysed.gov/psc/addbotmember.html.

(b) If, at any time, the information provided for a prospective candidate to a Board of Trustees contains material misstatements or material omissions of fact, this shall constitute misconduct. Providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval of a prospective candidate, nullifying that candidate's appointment to the Board of Trustees. Each member of the Board of Trustees must immediately disclose the discovery of any misstatements or material omissions of fact related to the prospective candidate.

(c) Within forty-five (45) days of receiving the name of, and all required background information about, the proposed member of the Board, SED may in writing approve, disapprove, or request additional information about, such individual. In the event that SED does not provide in writing an approval, disapproval, or a request for additional information within the 45-day time period, the proposed member may be seated by the Board. If SED requests additional information about the proposed member, such proposed member may not be seated unless and until SED indicates in writing that the member may be seated. A failure by the Board or the proposed member to timely provide the School Trustee Background Information to SED shall be grounds for disapproval. If the School Trustee Background Information contains material misstatements or material omissions of fact, this shall constitute misconduct and the Regents may remove the School Trustee. The Board shall operate pursuant to the bylaws and other rules and procedures set forth in the Renewal Application, including but not limited to the term of office permitted and the provisions for the election and appointment of new members. The Board shall have final authority and responsibility for policy and operational decisions of the school, though nothing shall prevent the Board from delegating day-to-day decision-making authority to officers and employees of the Charter School.

(d) Except as provided by subparagraph (f) of this paragraph, the Board shall operate pursuant to the bylaws of the Charter School set forth in the Renewal Application or as amended pursuant to subparagraph (c) of this paragraph 2.13 and the relevant governance provisions of the Not-for-Profit Corporation Law and Education Law.

(e) The By-laws shall not conflict with any term of the Charter or with applicable law, including provisions of the Education Law, General Municipal Law and Not-for-Profit Corporation Law applicable to charter schools.

(f) Notwithstanding any provision to the contrary in the Charter Agreement, Terms of Operation or By-laws, in no event shall the Board of Trustees, at any time, be comprised of voting members of whom more than forty (40) percent are directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the Charter School or of another charter school), regardless of whether said entity is affiliated or otherwise partnered with the Charter School. For the purposes of this paragraph, "single entity" shall mean any individual entity, as well as any and all related entities to such entity as parents, subsidiaries, affiliates and

partners. SED may, at its sole discretion, waive this restriction upon a written request from the Charter School.

(g) Where the Charter School has engaged an educational service provider (ESP), charter management organization (CMO), education management organization (EMO), or other entity that provides comprehensive management services (see guidance posted on the Education Department's Charter School Office website defining an entity that provides comprehensive management services) to the school pursuant to a contract between such entity and the Charter School:

(i) if such entity is a for-profit entity, no employee, director, officer, agent or individual otherwise affiliated with such entity and/or any related entity, nor any immediate family members of such persons, shall be eligible to serve on the Board of Trustees;

(ii) if such entity is a not-for-profit entity, no more than two (2) trustees may be affiliated with such not-for-profit entity, or have immediate family members so affiliated, and one (1) such trustees' affiliation is limited to serving as director of such entity; provided however, that in such case the following restrictions shall apply and be contained in the By-laws:

(A) termination of the contract with the not-for-profit educational service provider or other entity shall constitute cause for removal of such person(s) from the Board of Trustees, and upon such termination such person(s) may be removed from the Board of Trustees by vote of the Board of Trustees provided there is a quorum of at least a majority of the entire Board of Trustees present at the meeting; and

(B) such person(s) shall not hold the offices of chair or treasurer of the Board of Trustees; and

(C) when the Board of Trustees has proper grounds to go into executive session pursuant to the Open Meetings Law, and the Board of Trustees is to discuss or vote upon an issue related to the not-for-profit management company or entity, the personnel of such company or entity, or such person(s), the Board of Trustees may, after such person(s) has had an opportunity to fully address the Board of Trustees, continue such executive session outside of the presence of such person(s); and

(D) the number of trustees on the Board of Trustees shall not be less than seven (7) where two (2) trustees are affiliated with the not-for-profit entity and not less than six (6) where one (1) trustee is affiliated with the not-for-profit entity.

(h) The Board shall require that each Trustee who has served on the Board during a school year shall file annually a Disclosure of Financial Interest by a Charter School Trustee with the Regents, the form and requirements of which shall be provided by the Regents. The report shall set forth and attest to transactions between the Charter School on the one hand and a Trustee and any entity with which such Trustee is affiliated, on the other, as such transactions may be defined by the Regents. As set forth in paragraph 6.1 of this Charter Agreement, the report for each Trustee shall be submitted yearly as part of the School's annual report ("Annual

Report"). In the event that any Trustee fails to file a report within thirty (30) days of its due date of August 1, or such report is in material respects incomplete, misleading or untruthful, and the Regents and/or their agents inform the Board of its determination in this regard, the Charter School, notwithstanding any provision of its By-laws, shall in a timely fashion remove such Trustee pursuant to a vote of the Board and the failure of the Board to so act shall be a material violation of the Charter and be subject to further action in accordance with law. Should a Trustee resign from or otherwise leave the Board without having submitted a report for any year in which such Trustee served, the Charter School shall provide the Regents with a record of the transactions required by the report for that Trustee for each relevant school year, such reports to be signed by the Charter School and due on August 1 as part of the Annual Report.

2.14 Partnership with a Management Provider. To the extent that the Renewal Application provides for entering into (or renewing) a contract with any third-party entity (including an entity referenced in 2.13 (g) above) under which such entity will provide comprehensive (all or a substantial portion of the) services necessary to manage and operate the Charter School, then the Charter School shall, no later than the "Effective Date" as set forth in paragraph 1.2 of this Charter Agreement, execute a legally binding and enforceable agreement with such entity named in the Renewal Application (the "Management Provider") in a form substantially similar to that contained in the Renewal Application (the "Management Contract"), subject to the approval of SED and the requirements set forth in Exhibit C. The Management Contract shall set forth with particularity inter alia, (i) the contingent obligations and responsibilities of each party in the event that the contract must be modified in order to obtain or maintain the Charter School's status under federal law as a 501(c)(3) entity; and (ii) in the case of a Charter School that intends to renew a Management Contract with a for-profit business or corporate entity and is not prohibited from doing so pursuant to §2851(1) of the Act, the extent of the Management Provider's participation in the organization, operation and governance of the Charter School. No later than forty-five (45) days prior to entering into (or renewing) the Management Contract, the Charter School shall provide a copy of the Management Contract in proposed final form to the Regents. Such Management Contract shall be accompanied by a letter from legal counsel retained by the Charter School stating that the Management Contract meets such counsel's approval. Such counsel may not represent the Management Provider. The Management Contract shall not be executed until the Charter School is notified by SED that the Management Contract meets its approval. The Charter School shall not enter into any contract for comprehensive school management services to be performed in substantial part by any other entity not identified as such in the Renewal Application without receiving prior written approval from the Regents in accordance with §2852(7) of the Act. In addition, to the extent that, pursuant to §2851(1) of the Act, the Charter School was prohibited from entering into a Management Contract with a for-profit business or corporate entity, such prohibition is applicable to this charter renewal as well.

2.15 Parental and Staff Involvement. The Charter School shall take such steps and implement such processes consistent with those described in the Renewal Application to promote parental and staff involvement in school governance.

2.16 Student Transportation. The Charter School shall meet the transportation needs of students not otherwise eligible for transportation pursuant to Education Law §§3635 and

2853(4)(b), to the extent provided for in the Renewal Application. The Charter School may contract with a school district for the provision of supplemental transportation services to the school. All transportation provided by the Charter School shall comply with all safety laws and regulations applicable to other public schools. The Charter School shall not require parents to transport their child to and/or from school or school-sponsored events related to the curriculum. Notwithstanding the above, the Charter School's failure to provide such supplemental transportation as is contemplated in the Renewal Application, where such transportation was to be provided by contract with the school district, shall not be deemed a material or substantial violation of the Charter, where the Charter School has attempted to negotiate such contract in good faith with the applicable school district. In such event, the Regents may require the Charter School to provide the contemplated supplemental transportation services by alternative means if such means would be reasonable under the circumstances.

2.17 Health Services. The Charter School shall provide health services directly or through the school district in which the charter school is located pursuant to Education Law §912, and in accordance with §2854(1)(b) of the Act.

2.18 Food Services. The Charter School shall provide food services to students as required by applicable law and regulation.

2.19 F.O.I.L. and Open Meetings Law. The Charter School shall implement policies to ensure that it is in full compliance with Articles Six and Seven of the Public Officers Law.

SECTION 3. STUDENTS WITH DISABILITIES

3.1 Provision of Services. The Charter School shall provide special education, related services and accommodations to students with disabilities consistent with those described in the Renewal Application and in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1401 et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) and Education Law §2853(4), including such special education and related services set forth in a student's Individualized Education Program recommended by the committee or subcommittee on special education of the student's school district of residence.

3.2 Funding of Services. The Charter School is authorized to receive from a local school district direct payment of any federal or state aid attributable to a student with a disability attending the Charter School in proportion to the level of services for such student with a disability that the Charter School provides directly or indirectly. The amounts payable directly by a school district to a charter school may be increased by mutual agreement of such school district and the Charter School in order to provide the appropriate levels of services required by the individualized education program of a student with a disability.

SECTION 4. PERSONNEL

4.1 Status. The Board shall employ and contract with necessary teachers, administrators and other school personnel. The staffing structure of the School shall be consistent with that set forth in the Renewal Application, provided, however, that the contract of employment of the principal, headmaster or other chief school officer of the Charter School shall include a provision requiring said individual to cooperate fully with any distinguished educator appointed pursuant to Education Law §211-c.

4.2 Personnel Policies: staff responsibilities. The Board shall make available in written form its hiring and personnel policies and procedures, including the qualifications required by the Board in the hiring of teachers, school administrators and other school employees as well as a description of staff responsibilities. Such policies and procedures shall be consistent with those, if any, set forth in the Renewal Application.

4.3 Instructional Providers. (a) The Charter School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under §2854(3)(a-1) of the Act and applicable federal law. For purposes of this section, "instructional positions" means all those positions involving duties and responsibilities that, if otherwise undertaken in the public schools of New York, would require teacher certification, including positions as teaching assistants. A teacher certified or otherwise approved by the Commissioner of Education of the State of New York (the "Commissioner") shall not be counted against the numerical limits under §2854(3)(a-1) of the Act.

(b) Paraprofessionals. Paraprofessionals (teachers' aides) employed by the Charter School must meet all credentialing requirements imposed by applicable federal law.

4.4 Criminal History Checks. The Charter School shall maintain and implement established procedures for conducting criminal history record checks of all employees and prospective employees of the Charter School as well as all other individuals who have regular access to the students enrolled in the school (including but not limited to volunteers and employees and agents of any company and organization which is party to a contract to provide services to the School) as is required or permitted by law and regulation.

4.5 Pension Payments. The employees of the Charter School may be deemed employees of the local school district for the purpose of providing retirement benefits, including membership in the teachers' retirement system and other retirement systems open to employees of public schools. The financial contributions for such benefits shall be the responsibility of the Charter School and its employees. Notwithstanding any contrary provision of the Charter, the parties shall comply with §119.2 of the Commissioner's regulations and with any additional regulations promulgated by the Commissioner, in consultation with the New York State Comptroller, to implement the provisions of this paragraph.

SECTION 5. FINANCE AND MANAGEMENT

5.1 Management and Financial Controls. The Charter School shall at all times maintain appropriate governance and management procedures and financial controls.

5.2 Financial Statements; Interim Reports. The Charter School shall maintain financial statements that are prepared in accordance with generally accepted accounting principles. All statements required by the Financial Accounting Standards Board (FASB) Statement No. 117, *Financial Statements of Not-for-Profit Organizations*, should be presented including a Statement of Financial Position, Statement of Activities, and Statement of Cash Flows. In addition, the statements shall include the required note disclosures and a supplemental schedule of functional expenses. Upon request by SED, the Charter School shall prepare and submit to SED within forty-five (45) days of the end of each quarter unaudited financial statements for that preceding quarter in accordance with guidelines issued by the SED.

5.3 Audits. The Charter School shall retain an independent certified public accountant (CPA), licensed in New York State, to perform an audit of the Charter School's annual financial statements, in accordance with any audit guidelines issued by SED ("Audit Guide"). Section 2851(2)(f) of the Act requires that the audit be comparable in scope to those required of other public schools. The independent audit must be performed in accordance with Generally Accepted Auditing Standards (GAAS) and Generally Accepted Government Auditing Standards (GAGAS) issued by the Comptroller General of the United States as well as any additional requirements and guidelines provided by the Regents. The audit must include a management letter, if applicable, and other reports required by GAGAS. The audited financial statements must be submitted to SED by November 1 of each fiscal year. The Charter School must submit this report along with a corrective action plan addressing any weaknesses or problems identified in the report. SED may waive this requirement. If the Charter School spends \$500,000 or more in federal awards during the fiscal year, an independent audit as prescribed in the federal Office of Management and Budget ("OMB") Circular A-133 must also be completed and filed with the federal government and NYSED. Starting in the 2015-2016 school year, if the Charter School spends \$750,000 or more in federal awards during the fiscal year, an independent audit as prescribed in OMB's Uniform Guidance must be completed and filed with the federal government and NYSED.

5.4 Fiscal Year. The fiscal year of the Charter School shall commence on July 1 of each calendar year of the term of this Charter and shall end on June 30 of the subsequent calendar year.

5.5 Annual Budget and Cash Flow Projections. Upon request, the Charter School shall prepare and provide to SED a copy of its annual budget and monthly cash flow projection for each fiscal year.

5.6 Funding Procedure. The Charter School shall maintain accurate enrollment data and daily records of student attendance and shall report enrollment to SED and the school districts of residence of its students in a timely manner. Pursuant to §2856(1) of the Act, payments by the school district of residence shall be made in six substantially equal installments

each year, the first on the first business day of July and every two months thereafter, such amounts to be calculated as set forth at 8 NYCRR 119.1.

5.7. Exemption from Taxation. The Charter School shall be exempt to the same extent as other public schools from all taxation, fees, assessments or special *ad valorem* levies on its earnings and its property, including property leased by the Charter School. Instruments of conveyance to or from the Charter School and any bonds or notes issued by the Charter School, together with income therefrom, shall at all times be exempt from taxation.

5.8. Collateral for Debt. The Charter School may pledge, assign, or encumber its assets to be used as collateral for loans or extensions of credit. However, the Charter School shall not pledge or assign monies provided pursuant to §2856(1) of the Act in connection with the purchase or construction, acquisition, reconstruction, rehabilitation, or improvement of a school facility.

5.9. Tuition and Fees. The Charter School shall not charge tuition to any student, provided that the Charter School may require the payment of fees on the same basis and to the same extent as other public schools.

5.10. Outside Funding. The Board may accept gifts, donations or grants of any kind made to the Charter School and expend or use such gifts, donations, or grants in accordance with the conditions prescribed by the donor. However, no gift, donation or grant may be accepted if subject to a condition that is contrary to any provision of law or term of the Charter.

5.11. Maintenance of Corporate Status: Tax Exemptions. The Charter School shall maintain its status as an education corporation and its federal tax-exempt status. The Charter School shall provide the Regents with copies of all applications and filings relating to maintaining its federal tax-exempt status and shall immediately notify the Regents of any action by the Internal Revenue Service to withdraw the school's status as a §501(c)(3) entity.

5.12. Insurance. The Charter School shall, at its own expense, purchase and maintain at all times the insurance coverage for liability, property loss, and the personal injury of students as required by the Act and described in the Renewal Application, together with any other additional insurance that the Charter School deems necessary. Upon request by SED, the Charter School shall provide SED with certificates of insurance or other satisfactory proof evidencing coverage. All such insurance policies shall contain a provision requiring notice to SED, at least thirty days (30) in advance, of any material change, nonrenewal or termination. Notwithstanding any provision to the contrary, the Charter School shall take all steps necessary to comply with any regulations promulgated by the Commissioner and Superintendent of Insurance to implement §2851(2)(o) of the Act.

SECTION 6. REPORTS AND OVERSIGHT

6.1. Annual Reports. No later than August 1 succeeding a school year in which the Charter School has provided instruction, the Charter School, pursuant to §2857(2) of the Act,

shall submit to the Regents an annual report (the "Annual Report") setting forth the academic program and performance of the Charter School for the preceding school year in accordance with the Performance Framework as applicable. As required by the Act, the Annual Report shall be posted on the Charter School's website, transmitted to local newspapers, and available for distribution at Board of Trustee meetings. The format for the Annual Reports shall be prescribed by the Commissioner (the "Annual Report Guide").

The Regents may require the Charter School to provide other reasonable supplements to the Annual Report.

6.2. Oversight Plan. The Charter School and the Board acknowledge that the Regents are authorized to oversee the Charter School's operations in all respects, including the right to visit, examine and inspect the school and its records. To permit the Regents to fulfill this oversight function under the Act and ensure that the Charter School is in compliance with all applicable laws and regulations, and the terms and conditions of the Charter, the Charter School agrees to abide by and implement the Oversight Plan, which is posted on the Department's website. It is understood that updates, clarifications, amendments and revisions may be made to such plan by SED during the charter term.

The Oversight Plan consists of the following sections:

(a) Section I: Opening Procedures. (Relevant only to charter schools prior to beginning their first year of instruction)

(b) Section II: Monitoring Plan. The oversight and monitoring activities to be conducted by SED in its oversight and charter authorization role.

(c) Section III: Performance Framework. The performance benchmarks and measures in the areas of educational success, organizational soundness, and faithfulness to the Charter and law, that the Charter School agrees to meet in order to earn renewal of its charter, including the requirement in Education Law §2851(4)(e) concerning enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.

(d) Section IV: Closing Procedures. Those procedures, as published at the time on the Department's website, required to be completed by the Charter School if the school's charter is: revoked, not renewed, or is otherwise terminated.

6.3. Corrective Action. If SED determines that the Charter School is not progressing toward one or more of the performance or education goals set forth in the Charter, that the quality of the Charter School's educational program or governance is not satisfactory, or that the Charter School is not in compliance with the terms and conditions of the Charter and/or applicable law or regulation, then SED may require the Charter School to develop and implement a corrective action plan, and provide evidence of implementation of same. Nothing contained herein shall be in derogation of the Regents' ability to revoke the Charter, place the

Charter School on probationary status, or initiate mandatory remedial action in accordance with the Act and § 8.3 of this Charter Agreement.

SECTION 7. OTHER COVENANTS AND WARRANTIES

7.1. Compliance with Laws and Regulations. The Charter School shall operate at all times in accordance with the Act and shall meet the same health and safety, civil rights, and student assessment requirements as applicable to other schools. The Charter School acknowledges that the laws that it must comply with include Education Law §409-h and the regulations promulgated thereunder which set forth requirements for notification of pesticide applications.

7.2. Transactions with Affiliates. The Charter School shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any affiliate of the Charter School, any member of the Board or any employee of the Charter School, unless the terms of such transaction (considering all the facts and circumstances) are no less favorable to the Charter School than those that could be obtained at the time from a person or entity that is not such an affiliate, member or employee.

SECTION 8. RENEWAL AND REVOCATION

8.1. Renewal Applications. No later than the first of July in the year prior to expiration of the Charter, the Charter School may provide to the Regents an application to renew the Charter in accordance with §2851(4) of the Act, in a format prescribed by SED and in accordance with guidelines issued by SED ("Renewal Application").

Nothing herein shall require the Regents to approve a future renewal application. In the event that an application for renewal is not approved, the parties to the Charter shall fulfill their respective obligations hereunder until expiration of the term of the Charter, and the Charter School shall follow the procedures for dissolution as set forth in §2851(2)(t) of the Act and section 8.4 of this Charter.

8.2. Grounds for Revocation. This Charter may be terminated and revoked:

- (a) by the Regents in accordance with §2855 of the Act; or
- (b) by mutual agreement of the parties hereto.

8.3. Notice and Procedures. Should the Regents determine that one or more of the grounds set forth in §2855(1) of the Act exists for revocation of the Charter, the Regents may, at their discretion, elect:

(a) to revoke the Charter in accordance with the procedures set forth in §2855(2) of the Act; or

(b) to place the Charter School on probationary status, pursuant to §2855(3) of the Act, and cause the Charter School to implement a remedial action plan, the terms and conditions of which the Charter School must agree to abide by in all respects. The failure of a Charter School to comply with the terms and conditions of a remedial action plan may result in summary revocation of the school's Charter.

8.4. Dissolution. In the event of non-renewal, termination or revocation of the Charter, the Charter School shall follow the procedures set forth in Section IV of the Oversight Plan ("Closing Procedures") and §2851(2)(t) of the Act. In addition, in case of such an event, the Charter School will follow any additional procedures required by SED to ensure an orderly dissolution process, including compliance with the applicable requirements of Education Law §§ 219 and 220.

8.5. Escrow Account for Dissolution. The Charter School agrees to maintain an escrow account of no less than \$75,000 to pay for legal and audit expenses that would be associated with a dissolution should it occur.

SECTION 9. MISCELLANEOUS

9.1 Disclaimer of Liability. The parties acknowledge that the Charter School is not operating as the agent, or under the direction and control, of SED, or the Regents, except as required by law, and that SED or the Regents do not assume any liability for any loss or injury resulting from: (i) the acts and omissions of the Charter School, its directors, trustees, agents or employees; (ii) the use and occupancy of the building or buildings, occupied by the Charter School, or any matter in connection with the conditions of such building or buildings; or (iii) any debt or contractual obligation incurred by the Charter School. The Charter School acknowledges that it is without authority to extend the faith and credit of SED, the Regents or the public schools, to any third party.

9.2 Governing Law. This Charter shall be governed by, subject to and construed under the laws of the State of New York without regard to its conflicts of laws provisions.

9.3. Waiver. No waiver of any breach of this Charter shall be held as a waiver of any other or subsequent breach of this Charter.

9.4 Counterparts: Signature by Facsimile. This Charter may be signed in counterparts, which shall together constitute the original Charter. Signatures received by facsimile by either of the parties shall have the same effect as original signatures.

9.5 Terms and Conditions of Operation. The parties hereto expressly agree that the Renewal Application set forth the overall goals, standards and general operational terms, policies and procedures of the Charter School, and that the Renewal Application are not a complete

statement of each detail of the Charter School's operation. To the extent that the Charter School desires to implement specific policies, procedures or other specific terms of operation that supplement or otherwise differ from those set forth in the Renewal Application, the Charter School shall be permitted to implement such policies, procedures, and specific terms of operation without seeking permission from the Regents or a revision to the Charter, provided that such policies, procedures and terms of operation are (i) not otherwise prohibited or restricted by the Act, other applicable law or the Charter, (ii) are not materially different from those set forth in the Renewal Application, and (iii) are approved by the Department's Charter School Office. To the extent that any conflict or incompatibility exists between the Renewal Application and other terms of this Charter, such other terms of this Charter shall govern.

9.6 Revision. This Charter may be revised only by written consent of the parties hereto and, in the case of material revisions, only in accordance with both §2852(7) of the Act and 8 NYCRR §3.16(c).

9.7 Assignment. This Charter may not be assigned or delegated by the Charter School under any circumstances, it being expressly understood that the Charter granted hereby runs solely and exclusively to the benefit of the Charter School incorporated herein.

9.8 Notices. Any notice, demand, request or submission from one party to any other party or parties hereunder shall be deemed to have been sufficiently given or served for all purposes if, as of the required date, it is delivered by hand, overnight courier or facsimile (with confirmation and followed by the original). If delivered by registered or certified mail, postage prepaid, such notice, demand, request or submission shall be mailed 5 days prior to the date required. All notices, demands, requests or submissions will be provided to the Charter School at the address provided by the Charter School to SED for the purposes of receiving such notices. Such notices will be provided to the Regents at the following address: Charter School Office, NYSED, Room EB 5N Mezzanine, 89 Washington Avenue, Albany, NY, 12234.

9.9 Severability. In the event that any provision of this Charter or its application thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Charter and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this Charter shall continue to be valid and may be enforced to the fullest extent permitted by law.

9.10 Entire Charter. This Charter supersedes and replaces any and all prior charters, agreements and understandings between the Regents and the Charter School.

9.11 Construction. This Charter shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party prepared the Charter.

Signature Page

Betty A. Rosa, Chancellor
New York State Board of Regents


Kevin McCormick, Board Chair
Rochester Career Mentoring Charter
School

STATE OF NEW YORK)
 : ss.:
COUNTY OF ALBANY)

On the _____ day of _____, 2017, before me, the undersigned, a Notary Public in and for said state, personally appeared **Betty A. Rosa**, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within **First Renewal Charter** and acknowledged to me that she executed the same in her capacity, and that by her signature on the instrument, the individual, or the person upon behalf of which the individual acted, executed the instrument.

Notary Public - State of New York

STATE OF NEW YORK)
 : ss.:
COUNTY OF Monroe)

On the 28th day of December, ²⁰¹⁶~~2017~~, before me, the undersigned, a Notary Public in and for said state, personally appeared **Kevin McCormick**, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within **First Renewal Charter** and acknowledged to me that ~~she~~^{he} executed the same in ~~his~~^{her} capacity, and that by ~~his~~^{her} signature on the instrument, the individual, or the person upon behalf of which the individual acted, executed the instrument.


Notary Public - State of New York

JOAN H. WILCOX
NOTARY PUBLIC-STATE OF NEW YORK
No. 01W16962214
Qualified in Monroe County
My Commission Expires December 11, 2018

EXHIBIT A

RENEWAL APPLICATION

[TO BE INSERTED]

EXHIBIT B

OVERSIGHT PLAN

The four sections of the Oversight Plan, as described in Section 6.2 of the Charter Agreement, are posted on the Education Department's Charter School Office website at:

<http://www.p12.nysed.gov/psc/OversightPlan.html>

EXHIBIT C

COMPREHENSIVE MANAGEMENT CONTRACT REQUIREMENTS

In the event the Charter School intends to contract with a third party for comprehensive school management or operations services ("Management Contract"), or renew or amend an existing management contract, the Charter School must meet all of the following requirements:

1. **Required Provisions of Bylaws.** The bylaws of the Charter School shall provide that the Charter School may not enter into any contract for comprehensive school management or operations services ("Management Contract") without first submitting such Management Contract to SED for review. The Charter School shall further incorporate within its bylaws, or duly establish pursuant to such bylaws, procedures for the termination of the Management Contract as provided herein.

2. **Submission of Management Contract.** The Management Contract shall be submitted to SED for approval no later than forty-five (45) days prior to its effective date. If SED determines that the Management Contract does not comply with the provisions set forth in Section 3 of this Exhibit, or that the Charter School's entering into the Management Contract would otherwise be in violation of the conditions set forth in this Exhibit, the Charter, or the Charter School Law, then SED shall notify the Charter School within thirty (30) days, stating with particularity the grounds for its objections. In such event, the Charter School shall not enter into the Management Contract unless and until the deficiencies noted by SED have been remedied to SED's reasonable satisfaction.

3. **Required Terms of Management Contract.** The Management Contract shall include, without limitation, the following Required Terms:

i. The Management Contract shall be subject to, and shall incorporate by reference, the terms and conditions of the Charter.

ii. The Management Contract shall clearly delineate the respective roles and responsibilities of the provider of comprehensive school management or operations services ("the Management Provider") and the Charter School in the management and operation of the school facility for which the Management Provider shall provide management or operations services. The Management Contract shall also include clear performance terms and procedures by which the Charter School will regularly evaluate the Management Provider and hold the Management Provider accountable for performance.

iii. The Management Contract shall clearly state all contract payments, lease payments, management fees, administrative fees, licensing fees, performance bonuses, expenses and any other amounts to be paid to the Management Provider, or otherwise to be paid for the Contract Services by the Charter School, and shall clearly explain the method for calculating such fees or payments.

iv. The Management Contract shall be terminable by the Charter School, in accordance with its bylaws or other established termination procedures, (a) upon default

by the Management Provider, including without limitation any act or omission of the Management Provider that causes a default under the Charter or that causes the Charter School to be in violation of the Act, or (b) for other good cause shown.

v. The Management Contract shall require that the Management Provider furnish the Charter School with all information deemed necessary by the Charter School or SED for the proper completion of the budget, quarterly reports, or Financial Audits, as required by the Charter.

vi. The Management Contract shall provide that all financial reports provided or prepared by the Management Provider shall be presented in GAAP/FASB approved nonprofit format.

vii. The Management Contract shall provide that all employees or contractors of the Management Provider who have direct, regular contact with students of the Charter School shall be subject to fingerprint-based criminal background investigations and checks in compliance with applicable laws.

viii. The Management Contract shall contain provisions requiring compliance with all requirements, terms and conditions established by any Federal or State funding source.

4. Financial Reporting.

a. Budget. The budget prepared by the Charter School pursuant to paragraph 5.5 of the Charter shall include, without limitation, the following itemized information:

i. All revenue anticipated to be received from school districts of residence under the Charter.

ii. All expenses and anticipated expenses associated with the operation and management of the Charter School.

iii. All expenses associated with the operation of the Board of Trustees of the Charter School including, without limitation, personnel, occupancy and travel expenses, if any, provided that any such expenses not paid out of revenues received from school districts of residence are not required to be separately itemized hereunder.

iv. All contract payments, lease payments, management fees, administrative fees, licensing fees, performance bonuses, expenses and other amounts budgeted for the Management Provider, or otherwise budgeted for the Contract Services by the Charter School, with the method for calculating such fees or payments clearly explained.

v. All loan repayments for any loans made to the Charter School by the Service Provider, including separate line items for interest, principal and premium, if any, on such loan repayments.

vi. All investments in the Charter School by the Management Provider, including the expected returns on equity for such investments.

b. Quarterly Financial Statements. In the event that quarterly financial statements are required to be furnished by the Charter School pursuant to paragraph 5.2 of the Charter, such financial statements shall reflect the entire school's financial operations, including an itemized accounting of all amounts paid to the Management Provider or otherwise paid for the Contract Services, which amounts shall be itemized in a manner that clearly corresponds to those categories provided in the Charter School's annual budget or the Management Contract.

c. Annual Audit. The Financial Audits required under paragraph 5.3 of the Charter shall include review of all fees and payments made by the Charter School to the Management Provider.

d. Reporting of Loans and Investments. All loans to, or investments in, the Charter School by the Management Provider must be provided to SED and evidenced by appropriate documentation, either in the contract between the Charter School and the Management Provider, or through separate agreements. In the case of investments, such documentation shall explain how the investment shall be treated on the books of the Charter School and shall clearly state the Management Provider's expected return on equity.

Nothing in this paragraph 4 shall be construed to waive or otherwise limit the obligation of the Charter School to provide information otherwise required to be reported by the Charter School under the Act or the Charter.

EXHIBIT E

ROCHESTER CAREER MENTORING CHARTER SCHOOL ANALYSIS OF THE DEPARTMENT'S RENEWAL RECOMMENDATION

I. Introduction.

On January 27, 2017, the New York State Education Department's Charter School Office ("the CSO") recommended against renewing the Rochester Career Mentoring Charter School's ("the School") charter ("the Renewal Recommendation"). Without any discussion or references to evidence, the purported reasons for the CSO's recommendation are as follows:

The Department cannot find that:

- The charter school meets the requirements set forth in Article 56 of the Education Law and all other applicable laws, rules, and regulations;
- The charter school can demonstrate the ability to operate the school in an educationally and fiscally sound manner;
- Granting the renewal application is likely to improve student learning and achievement and materially further the purposes set out in Education Law §2850(2); nor
- Granting the application would have a significant educational benefit to the students expected to attend the proposed charter school.

(see CSO's Renewal Recommendation Letter, attached as **Exhibit 1**).

In the appendix to its letter, the CSO also blankly contends the School "has not met the academic performance expectations set forth" in the School's charter, the Department's Charter School Performance Framework issued in 2015 ("the Performance Framework"), or the Department's "renewal policy;" and "has not implemented the education program described in the charter which [sic] was granted by the Board of Regents in 2011." The appendix goes on to contend the School was "deficient" in five of ten benchmarks discussed in the Department's Performance Framework, including Benchmarks 1, 6, 7, 8, and 9 (see **Exhibit 1**).

As discussed herein and in the School's Renewal Application, incorporated herein by reference and attached to Ms. Schwartzott's letter to Mr. Frank of February 27, 2017 as **Exhibit A**, the School *has* implemented the educational programs as set forth in the charter, and has taken great strides towards successfully increasing student performance each year since the inception of its charter despite serving a student population that consists of 96% economically disadvantaged students (see *id.* at p. 1). **Indeed, the School achieved a 71%**

graduation rate in June 2016,¹ and increased that rate to 75% in August 2016, after students worked diligently to complete their necessary credits and/or pass their Regents examinations. This rate is within 5 percentage points of the state-wide target of 80% and well-surpasses the Rochester City School District (“RCSD”) 2016 graduation rate of 53%.

As the only co-ed charter school in the City of Rochester serving Grades 9 through 12, the School offers an alternative choice to high school students who are at a higher risk for not graduating if they attend one of the schools at the district of location, Rochester City School District (“RCSD”). The School’s unique approach towards closing the preeminent achievement gap in Rochester has proven to be a positive change in this community and has gradually increased its success in all areas of the Performance Framework. For the reasons set forth below, the Board of Regents should grant the renewal application to afford the School an opportunity to continue achieving and reach its goal of assisting students develop to their full capabilities. The educational program outlined in the charter granted in 2011 is not easily implemented in five (5) short years; an extended period of time is needed to obtain further gains.

II. The School Meets the Requirements Set Forth in Article 56 of the Education Law and All Other Applicable Laws, Rules, and Regulations.

The CSO’s Renewal Recommendation failed to identify which laws, rules and regulations the School does not meet. As such, the School is unable to furnish a response to this point and reserves its right to furnish a response in the event that the CSO or the Board of Regents later identifies laws, rules and/or regulations that the School did not allegedly fulfill.

A. The CSO’s Conclusion Regarding Benchmark 10 in the 2016-2017 Site Visit Report Is Arbitrary and Capricious.

In the absence of any specific violations of Title 8 of the Commissioner’s Regulations, the School can only respond to the alleged violations as set forth in the Renewal Site Visit Report, dated January 9, 2017.² The Site Visit Report found that the School “falls far below” Benchmark 10: Legal Compliance (*see* Site Visit Report, dated 1/9/17, attached as **Exhibit 2**). This contention is absurd, given no violations of any specific laws were identified.

¹ See New York State Education Department Data Comparison (available at: <http://data.nysed.gov>) (last visited 2/22/17); *see also* Screenshot of Data Comparison RCMCS Graduation Rate June 2016 and August 2016 (retrieved 2/22/17), **Appendix A**.

² The date on the 2016-2017 Renewal Site Visit Report incorrectly states January 9, 2016 instead of January 9, 2017.

Moreover, just last year, in the 2015-2016 Site Visit Report, the CSO found that the School “*meets*” Benchmark 10: Legal Compliance (*see* Site Visit Report, dated 2/18/16, attached as **Exhibit 3**), and at no time between the issuance of the 2015-2016 Site Visit Report and the 2016-2017 Site Visit Report, did the CSO ever inform the School of any concerns or issues with Legal Compliance.

Additionally, in the 2015-2016 Site Visit Report, the CSO noted “there have been a few violations,” and cited several violations of the Open Meetings Law, including board members meeting on two occasions when a quorum was not present and engaged in discussions of multiple issues, deferring votes until a later meeting, and having insufficient votes to go into and out of executive session at a meeting; and seating two individual to the Board of Trustees before approval from the Department (*see Exhibit 3* at p. 30). Nevertheless, the CSO determined the School met Benchmark 10 because the School consistently and substantially complied with the applicable state and federal laws and the provisions of its charter, and the identified violations were *de minimis*.

Inexplicably, despite reaching the same conclusion in the 2016-2017 Site Visit Report (i.e., that the School “complies with most laws, regulations and provisions of its charter with a few exceptions”), the CSO arbitrarily determined the School “falls far below” Benchmark 10 for Legal Compliance. The Benchmark 10 rating in the 2016-2017 Site Visit Report does not make logical sense, and is arbitrary and capricious. The few minor violations noted in the 2016-2017 Site Visit Report are not any more significant than those identified in the 2015-2016 Site Visit Report, where the CSO determined the School met Benchmark 10, and, therefore, do not dictate a different conclusion. Absent any explanation or justification for this substantial discrepancy in its Benchmark 10 rating (i.e., going from “Meets” the benchmark in 2015 to “Falls Far Below”), the Board of Regents must conclude that the School meets the Benchmark 10 indicators in that it has consistently complied with most laws, regulations and provisions of its charter and the CSO has not, and is unable to, provide evidence to the contrary.

B. The CSO’s Conclusion Regarding Benchmark 10 in the 2016-2017 Site Visit Report Is Based on Inaccuracies and Not Supported by the Evidence.

Additionally, as discussed in detail below, the conclusions reached as it relates to Benchmark 10 are not accurate and are not supported by the available evidence. Specifically, the violations noted in the recent Site Visit Report include:

- The School has submitted its 2014-2015 annual report after the statutory due date.

- The School erroneously awarded Regents Diplomas with Advanced Designation. After careful review of the student academic records obtained from the school, it appears that the Regents Diploma with Advanced Designation was not issued in compliance with Department regulations. These two diplomas should have been issued as Regents diploma.
- The School is out of compliance with its own by-laws, as the RCMCS by-laws require no fewer than nine members and only eight approved members are currently serving.
- Student health records are held in the same files as the academic records, without appropriate privacy protections.
- On the teacher survey, only 10 of 19 respondents affirm that the school has conducted the required Dignity for All Students Act (DASA) training.

(see **Exhibit 2**). Incredibly, four out of five of these conclusions are wrong.

The School's attorney, Kenneth D. Licht, Esq., confronted the Department about those inaccurate conclusions by letter, but the CSO did nothing to change its conclusion (see, Kenneth D. Licht Response to 2016-2017 Renewal Site Visit Report, attached as **Exhibit 4**). As set forth in Mr. Licht's letter, first, the CSO's contention that the School submitted its annual report after the stated due date is incorrect. The School has submitted four annual reports; only one (1) was submitted past the due date (see **Exhibit 4**). On that single occasion, the School was granted a one (1) week extension and filed the report prior to the extended deadline (see *id.*).

Second, the CSO's allegation that the School is out of compliance with its own by-laws because the School's by-laws require no fewer than nine members and only eight approved members are currently serving is incorrect (see **Exhibit 4**). In response to the CSO's previous recommendation that an attorney be included as a member of the Board of Trustees, the School took action and initiated a search for an attorney with education law experience who would be willing to serve on the School's Board of Trustees. After finding a great candidate, Rashondra Martin, Esq., who formerly served as the General Counsel for the Buffalo City School District and Associate Counsel for the Rochester City School District, the School followed the legally required process to have Ms. Martin approved by the (see New York State Education Department, Guidance on How to Add a New Member to the Board of Trustees of an Existing Charter School Authorized by the Board of Regents (revised January 7, 2015), available at <http://www.p12.nysed.gov/psc/addbotmember.html>). Regrettably, it took the CSO months to respond to the School's request for approval, and finally approved Ms. Martin in February 2017. To be sure, the delay on this issue was on the Department's end, not the

School's end. With this approval, the School is now in full compliance with its by-laws, as it relates to the Board of Trustees.

Third, the CSO's assertion that the School's health records regarding students are maintained together with academic records, without appropriate privacy protections, is also incorrect (*see Exhibit 4*). The School's student medical records are locked and secured with appropriate privacy protections within the locked and secured nursing office. These records are not available to teachers or staff. Academic records are maintained in a separate secure location.

Fourth, the CSO's allegation that, on a teacher survey, only ten (10) of the nineteen (19) respondents affirm that the school conducted the required annual Dignity for All Students Act (DASA) training is incorrect (*see Exhibit 4*). All teachers completed the required annual DASA training on or before October 5, 2016 (*see id.*).

In fact, the only conclusion that is accurate is that the School erroneously awarded Regents Diplomas with Advanced Designation to two students (*see Exhibit 4*). The School actually discovered that error on its own, and has taken steps necessary to ensure that this does not happen again in the future, including developing a process for review of candidates for graduation (*see Process for Review of Candidates for Graduation, attached as Exhibit 5*). The process involves review by both the School's counselor and Educational Leader, and expressly outlines the requirements for receiving a Regents Diploma with Advanced Designation, Honors, Mastery in Math and/or Science, and Technical Endorsement to avoid any future confusion on this issue (*see id.*).

In sum, there is no excuse for the CSO basing its recommendation on inaccurate and incomplete information. The only issue that the CSO identified that is actually supported by the evidence as being out of compliance is the awarding of a Regents Diploma with Advanced Designation, and there is absolutely no precedent, guidance or legal justification to support the CSO's finding of "falls far below," based on that. That is particularly true where just last year the CSO identified several violations of the Open Meetings Law and Education Law, and still determined the School "met" Benchmark 10 in terms of legal compliance.

III. The School Has Demonstrated an Ability to Operate in an Educationally and Fiscally Sound Manner and that Granting the Renewal Application Is Likely to Continue to Improve Student Learning and Achievement.

The School has consistently demonstrated its ability to operate in an educationally and fiscally sound manner. Because the CSO only identified concerns with five of the ten

(10) Performance Framework benchmarks in in Appendix A of the Renewal Recommendation, the CSO obviously did not have concerns with the other five benchmarks. For that reason, the discussion herein, including the discussion relating to Benchmark 10 above, will focus on the five benchmarks discussed in Appendix A. That being said, if evidence comes to light that the CSO's conclusion was based additional benchmarks not discussed in Appendix A of the Renewal Recommendation, the School reserves its right to respond accordingly (*see Exhibit 1*).

Like with the conclusions discussed in reference to Benchmark 10 above, the CSO's discussion of the other four benchmarks in Appendix A of the Renewal Recommendation is replete with critical errors, inaccuracies and omissions. These critical errors, inaccuracies and omissions demonstrate the CSO was careless in reaching its conclusion on the charter renewal, and based its decision on the hastily prepared Site Visit Reports. When the School notified the CSO about these inaccuracies, it took no steps to correct the blatant errors. When the Board of Regents considers the correct evidence, the School is confident it will agree that it has demonstrated an ability to operate in an educationally and fiscally sound manner.

A. The School's Student Performance Has Grown Significantly and Trends Show It Will Continue to Grow.

The School acknowledges that, pursuant to 8 NYCRR 119.7(d)(2)(ii), a charter school's student academic achievements shall be considered of "paramount importance by the Board of Regents" in determining whether to grant a charter school renewal and/or for how long to renew a school's charter. Importantly, however, the regulations makes a distinction between first renewals, and subsequent renewals – "for all renewals subsequent to a first renewal, a charter school's student academic achievement shall be given greater weight than for a first renewal" (*see* 8 NYCRR 119.7(d)(2)(ii)). Of course, that is because student achievement is very difficult to evaluate after a few short years of a charter school's existence. Surely, the intent of this regulation was not to punish a charter school and deny its first renewal application, based merely on the fact that its academic achievements did not surpass the state's academic achievements, as the CSO would have the Board of Regents believe here. Indeed, the plain language of the regulations establishes that student achievement should not be the determining factor.

The CSO's own Performance Framework explains, as it relates to Benchmark 1 (i.e., student performance), a charter school's renewal should be based on student performance compared with all students who are economically disadvantaged, English language learner and students with disabilities subgroups; Regents examinations (high school) for all tested

subjects at all grade levels and all accountability subgroups; and other assessment data as supplementary evidence for a school's performance.

i. Annual Regents Testing Outcomes

The CSO asserts in the Renewal Recommendation: "in every year of the RCMCS charter term, annual Regents testing outcomes for every tested subject for all students and subgroups have been significantly lower than the state average" (see **Exhibit 1** at p. 4). That blanket statement does not present the situation accurately. When the data is reviewed in context, it demonstrates the School's student performance on the Common Core Regents examinations in English Language Arts and Algebra 1 actually increased over the past two (2) years directly as a result of the efforts taken by the School to close the large achievement gap of students who enter the School in Grade 9 from the RCSD in Grade 9. Since the School's inception, RCSD middle school students have demonstrated the lowest proficiency in English and Math compared to the "Big Five" cities and statewide (see New York State Education Department Data Comparison at **Appendix B**; see also New York State Education Department, *State Education Department Releases Spring 2016 Grades 3-8 ELA and Math Assessment Results*, July 29, 2016 (available at: <http://www.nysed.gov/news/2016/state-education-department-releases-spring-2016-grades-3-8-ela-and-math-assessment-results>) (last visited 2/22/17)). As such, the School's students arrive from the RCSD middle schools with substantial deficits in ELA and math that the School has to resolve. To accomplish that, the School has instituted a Grade 9 Summer Bridge Program to assist new students entering the School from RCSD in developing their skills and address deficiencies immediately.

Although the annual Regents Examination scores are below the state average, the School's scores have improved each year directly as a result of the School's diligent efforts to implement programs to increase student achievement. For example, students who achieved a score of 65 or better on the 2016 Common Core ELA increased by 5% from 45% in 2015 to 50% in 2016 and performance increased by 29% on the 2016 Common Core Algebra 1 Regents Examination from 14% of students passing in 2015 to 43% in 2016 (see **Exhibit A** (attached to Schwartzott letter; see also RCMCS School Report Card Data 2015-2016 at **Appendix C**). This dramatic improvement is attributed to the School's decision, in the 2014-2015 school year, to realign its curriculum to meet the common core standards for Algebra 1. As stated in a letter from the School's CEO to the CSO, because the School is dedicated to improving performance in mathematics, it sought the assistance of the Charles A. Dana Center at the University of Texas at Austin to provide a more concentrated and thorough analysis approach to student's mathematic performance and their success on Regents' examinations (see, Letter from Dennis Francione to Susan Gibbons, dated 9/30/16, attached as **Exhibit 6**).

Additionally, it notable the School's performance on the Regents Examinations in Algebra far exceeded performance by the students in the district of location, RCSD. Indeed, the School's rate of on the 2016 Common Core Algebra examination more than doubled the RCSD's passing rate (*see Exhibit A* at p. 3; *see also Appendix D* at p. 7). With data like that, there can be no disagreement that the School's students are benefiting from having an alternative to the RCSD schools.

ii. 2012 Cohort Regents Testing Outcomes

Next, the CSO asserts in the Renewal Recommendation, "[i]n the school's first cohort (2012), Regents testing outcomes for all students and for all subgroups, in ELA, Mathematics, Global History, US History and Science are significantly lower than the state average" (*see Exhibit 1* at p. 5). Again, this data must be considered in light of the unique challenges that the School faces with students transitioning from RCSD, one of the lowest performing districts statewide. The School has seen significant gains that are not reflected in the CSO's Renewal Recommendation or the Site Visit Report, but are expressed through an analysis of the School's 2012 cohort (i.e., students who began attending the School in 2012).

Specifically, when examining the School's student performance as compared to the performance of students in RCSD over the past four (4) cohorts, its 2012 cohort outperformed RCSD. The table below (Table 1) highlights the School's 2012 cohort performance in ELA, Mathematics, Global History, U.S. History and Science and illustrates that it outperformed RCSD in each subject. The School acknowledges the performance results are less than the NYS average, but it is unrealistic to expect a charter school serving economically disadvantaged in Grades 9 through 12 to meet or exceed the state's performance when they enter the School with Sixth Grade reading level (*see, Northwest Education Association, Student Growth Summary Report 2012-2013, attached as Exhibit 7*). Instead, it is appropriate to consider the progress of the School's students, as compared to the RCSD, where its students will end up having to attend, if the School's charter is not renewed, assuming they do not drop-out.

Table 1: Cohort Performance in ELA, math, Global History, science, US History³

Subject/Cohort	RCMCS 2012	RCSD 2012	RCSD 2011	RCSD 2010	RCSD 2009
ELA	62%	54%	56%	56%	52%
Math	69%	57%	59%	62%	59%
Science	55%	50%	52%	56%	54%
Global Studies	45%	39%	42%	46%	45%
US History	47%	43%	48%	52%	48%

By way of further example, in its first year, the School's performance on the 2012-2013 Regents Geometry Exam was 31% below RCSD's proficiency level. In 2013-2014, improved its results, and the School's performance was only 12% lower than RCSD on the same exam. The next year, in 2015-2016, the School surpassed RCSD by 2% on the same examination. This demonstrates the School's performance has increased each year and trends suggest it will continue to improve and surpass RCSD's scores.

To continue to make these drastic annual improvements going forward, the School's Chief of Operations and Academics has recently taken the following measures:

- The School changed the administration of its assessments and moved away from NWEA assessments to authentic content specific benchmark assessments administered each marking period. The School utilizes Castle Learning to track student baseline levels and growth with the goal of achieving state standards. Castle Learning allows instructors to provide actual diagnostic information, early identification of skills gaps and a system of monitoring instructional strategies. The new common assessment system is designed to monitor students in a larger number of subject areas (from two subject in the previous assessment system to five subjects in the new assessment system). At this point, the mid-year data for each of the core subject areas shows an increase in student performance on state standards, which the School anticipates will be reflected in the year-end data that will be forthcoming (*see*, 2015-16 Student Learning Objectives Results, attached as **Exhibit 30**; *see also*, 2016 Email Correspondence regarding change from NWEA to Castle Learning, attached as **Exhibit 31**).

³ See New York State Education Department Data Comparison at **Appendix C** at p. 7, **Appendix D** at p. 7, **Appendix E** at p. 8). Please note the RCSD results contain Common Core and non-Common Core Regents; the School's results are based only on the Common Core Regents.

- Introduction of additional opportunities for increased instructional time in areas of need by student, by standard. Students are scheduled into enrichment and prep classes to compete enrichment and direct instruction through Edgenuity, a personalized online instruction program that offers both remediation and acceleration.
- Professional development focused on continuous improvement of teaching and learning. The School is committed to sharpen the skills of its educators and solidify the common understanding of rigorous instruction focused on increased academic achievement.

iii. High School Completion Outcomes

In the Renewal Recommendation letter, the CSO incorrectly states that “RCMCS has not met the Board of Regents target cohort graduation rate of 80%. The school reports a 70.9% four-year graduation rate for all students in the 2012 cohort” (**Exhibit 1** at p. 6). The School actually did achieve a 75% graduation rate for the 2012 cohort, not a 70.9% graduation rate, and the School anticipates that its graduation rate will continue to increase with each graduating cohort (*see* Board of Trustees Dashboard, February 2017 **Exhibit 24**; *see also*, **Appendix A**).

When compared with the district of location, the School’s 2012 cohort graduation rate exceeds RCSD’s 2012 cohort by 22 percentage points (Table 2) (*see* New York State Education Department Data Comparison (available at: <http://data.nysed.gov>) (last visited 2/22/17)); *see also* Rochester City School District Graduation Rate 2013-2016 at p. 9, attached hereto as **Appendix F**). This margin increases to a 23 point margin when comparing June 2016 results (RCMCS 71% vs. RCSD 48%).

Table 2: Cohort graduation rates through August of the Fourth-Year of High School

Rate/Cohort	RCMCS 2012	RCSD 2012	RCSD 2011	RCSD 2010	RCSD 2009
Graduation Rate	75%	53%	51%	51%	48%

Table 2 confirms the School provides an excellent alternative to education for RCSD students who desire nothing more than to obtain a high-quality education and aspire to graduate from high school with a Regents diploma.

Moreover, the Renewal Recommendation letter asserts that “...eight students who were issued local diplomas, almost a third of the graduating cohort, were approved for Section 504 plans in the spring of the 12th grade year, and thus were not provided with the supports and accommodations during the greater portion of their high school years that might have permitted them to earn a Regents diploma” (*see Exhibit 1* at p. 7). The School vehemently disagrees with this allegation. The CSO failed to furnish any documentary evidence that the School did not provide students with the appropriate accommodations and academic support. To be sure, the School is committed to ensuring that its policies and practices are aligned with the requirements under the state and federal law, including but not limited to, Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §701 et. seq.) and the Individuals with Disabilities Education Act (34 C.F.R. Part 300 et. seq.). In its original charter, the school provided a detailed discussion of its strategies and plans to ensure students with disabilities: (1) are placed in the least restrictive environment with their non-disabled peers, (2) are provided with the appropriate accommodations in compliance with their Individualized Education Plans (IEP) as prepared by the student’s district of residence and (3) increase recruitment efforts for students with disabilities (*see Rochester Career Mentoring Charter School Full Application* at pp. 20-21 (2011), attached as **Exhibit 8**; *see also*, Rochester Career Mentoring Charter School, Special Education Standard Operating Procedure, attached as **Exhibit 9**). The School has been successful in reaching its goals of effectively educating students with disabilities. Absent evidence to the contrary, the CSO’s blanket assertion relating to the school’s patterns and practices of identifying students with disabilities is just that—a blanket assertion.

iv. Students On-Track to Graduate at RCMCS

In the Renewal Recommendation, the CSO states “RCMCS reports that 32% of students in the 2013 cohort (23 of the 71 students have passed three Regents exams or more, the measure of ‘on track to graduate.’ This is significantly below the Charter School Performance Framework target of 75%. Forty-eight students or 68% of the cohort must complete the classwork and pass Regents exams in at least three subject areas during their senior year in order to graduate with their class. The on-track percentages for students with disabilities or who are English language learners is not reported” (*see Exhibit 1* at p. 7).

The “on-track to graduate” configuration was not one of the measurable outcomes set forth in the School’s original charter because of the unique structure of the School and the anticipated achievement gap that exists for students coming from RCSD. Further, the School’s founder, Mr. Francione, understood that the School’s ability to exceed state standards on student performance early in the existence of the School was not realistic based on the School’s focus on project-based learning (PBL) (*see Exhibit A* (to Schwartzott Letter)). Under the PBL model, most charter schools do not begin to see

results until after the first charter is renewed because of the difficulty involved for teachers and administration to apply PBL models effectively and consistently for all of their students (see Dan Drmacich and Don Mesibov, *Changing a School's Culture to Embrace Project-Based Learning is a Lengthy Process*, Institute for Learning Centered Education, February 12, 2017, attached as **Exhibit 10**).

This challenge was compounded by the fact that a significant skills gap exists among the School's students who come from the RCSD, where the middle schools have some of the lowest performance in the State. Indeed, the annual results of RCSD's performance in grades 3-8 in English and Math for the last four years have yielded less than 7% of students achieving proficiency on state exams. This is coupled with the fact that most of the middle schools that RCMCS students come from are either closed, phasing out or in receivership (see New York State Education Department, *State Education Department Releases Spring 2016 Grades 3-8 ELA and Math Assessment Results*, July 29, 2016 (<http://www.nysed.gov/news/2016/state-education-department-releases-spring-2016-grades-3-8-ela-and-math-assessment-results>) (last visited 2/22/17)).

Contrary to the CSO's recent Site Visit Report, the School does *not* try to "justify its poor performance" by "persistently refer[ing] to its relatively high percentage rate of economically disadvantaged students...when compared with similar schools, the district of location and the state" (see **Exhibit 1** at p. 10). Instead, the School embraces this challenge and welcomes those students because it sees a critical need to address the widening achievement gap in the City of Rochester. For that reason, it is imperative for the School to contemplate the data from the RCSD middle school student's proficiency scores so it can effectuate a mindful strategy to resolve those gaps in skills because those are the students who are enrolling at the School. With sincere concern, but continued resolve, the School is committed to tackling that significant skills gap, achieving an increasing level of proficiency each year, increasing the number of students who are on track to graduate each year and increasing the percentage of graduation rate each year, and the upward trend in the School's data demonstrates that it is certainly on track to do so.

B. The School's Board of Trustees Appropriately Oversees and Governs Its Operations.

i. The Performance Framework for Benchmark 6

According to the Performance Framework, Benchmark 6 relates to Board oversight and governance. In particular, it sets forth six criteria for consideration in determining charter renewal:

- The Board recruits and selects board members with skills and expertise that meet the needs of the school.
- The Board engages in strategic and continuous improvement by setting priorities and goals that are aligned with the school's mission and educational philosophy.
- The board demonstrates active oversight of the charter school management, fiscal operations and progress towards meeting academic and other school goals.
- The board utilizes a performance-based evaluation process for evaluating school leadership, itself and providers.
- The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Notwithstanding, in its Renewal Recommendation, the CSO commented on several things not set forth in those six criteria, including “the board has not established systems to govern school operations and appears to have abrogated much of its stewardship to the school's founder/CEO” and that “[o]rganizational viability has been unstable as the charter term has been marked by numerous resignations of school leaders, teachers, and board members” (*see Exhibit 1* at p. 7). Obviously, the law in this State does not permit the CSO to ignore the criteria it purportedly relies on to make determinations about Benchmark 6, and consider other unidentified criteria instead.

Additionally, these allegations are not true, and certainly do not reflect the dedicated team of leaders that comprise the School's Board of Trustees, which takes great measures to abide by its By-Laws and Code of Ethics (*see* Board of Trustees By-laws and Code of Ethics, attached as **Exhibit 11**). Although that was pointed out to the CSO in detail in the School's response to the most recent Site Visit Report, the CSO relied on many inaccuracies in reaching its conclusion that the School “falls far below” the standard as it relates to Benchmark 6 nonetheless (*see Exhibit 4*). Specifically, the School's response addressed several misstatement by the CSO regarding the Board's delegation of authority, the scope of the CEO's decision-making authority and resignations from the Board, but the CSO either ignored or disregarded those corrections in reaching its renewal recommendation. The response supplied by the School setting forth the corrections is attached hereto as **Exhibit 4**, and we highly urge the Board of Regents to refer to it for a complete overview of the incorrect information that the CSO bases its conclusion as it relates to Board oversight and governance.

The CSO also falsely asserts in the Renewal Recommendation that the Board is uninformed in critical areas of student performance and is unable to describe progress

towards charter goals and the Performance Framework (*see Exhibit 1* at p. 7). This allegation is unsupported by any documentary evidence, and the CSO could not possibly have any personal knowledge of this. No representatives of the CSO ever attended a Board meetings, or interviewed any Board members. Therefore, any information the Department has about the Board meetings must be derived from reviewing board minutes and third party recollection instead of actual observation. The School gladly welcomes and encourages the Department to attend one of its Board meetings to observe the manner in which the Board operates.

As discussed in detail in the Renewal Application, the School is committed to strengthening its Board's leadership, including professional development training for all of its board members and ongoing recruitment/specialized selection processes for selecting skilled and highly qualified board members (*see Exhibit A* at p. 24 (attached to Schwartzott letter)). By way of example, the Board has already scheduled four retreats for the 2017-2018 academic year to discuss the following topics: establishing clear roles and responsibilities; developing Board policies and procedures; best practices in financial oversight; and dealing with Human Resources issues (*see Board Training Outline 2017-2018*, attached as **Exhibit 12**).

Additionally, to the extent the CSO was concerned that the Board was not adequately trained, the CSO never informed the School it was deficient in this area and did not provide offer any formal training for its board members. As such, the fact that this issue is a high priority for the CSO was a surprise for the School. Surely, the School will continue to have sufficient opportunities for training and professional development for its Board members and staff.

ii. The Corrective Action Plan

The Renewal Recommendation also mentions the Board failed to establish and meet measurable outcomes in response to the requirements of a Corrective Action Plan (CAP), "even with support from NYSED over several months" (**Exhibit 1** at p. 7). That statement is wholly erroneous, inaccurate and demonstrates the CSO's utter disregard for the numerous efforts that the School made in response to the CAP.

On April 3, 2014, the Department dictated the School develop and implement a CAP addressing its concerns in the areas of instruction and academic rigor, school culture, climate, leadership, staffing and governance, and demonstrate improvement towards meeting the Performance Framework benchmarks and the goals articulated by the Schools in its charter (*see Letter from Willian Clarke to Kevin McCormick*, dated 4/3/14, attached

Exhibit 13). Specifically, the school was directed to take corrective action to produce the following elements:

- Instructional practices that engage students in standards-based learning and performance tasks appropriate to the grade level, and that are sufficiently rigorous to align with expectations of proficiency as measured by Regents examinations;
- A school climate that is respectful, safe and conducive to teaching and learning;
- A stable and qualified teaching and leadership workforce able to meet the School's educational goals;
- Implementation of a performance based evaluation system for School leadership, board of trustees and service providers.

(*see id.*).

The Board was surprised by these concerns because the School was never provided with the reasons for the CAP, despite the Board's request for more information (*see*, Letter from Kevin McCormick to William Clarke, dated 2/2/15, attached as **Exhibit 14**). The Department did not respond to the Board's request for more information, and did not receive any support from the CSO in creating the CAP, despite its regulatory obligation to do so (*see* 8 NYCRR §100.2(p)(6)(iv)(a)(3)(b)(2)(i-iv)). Nevertheless, on or about May 2, 2014, the School submitted a proposed CAP to a representative of the Department, William Clarke (*see* Email from Kevin McCormick to William Clarke, dated 5/2/14, attached as **Exhibit 15**). As stated in the email, the CAP was developed as a collaborative action among the Board of Trustees, Chief Executive Officer, Educational Leader and all of the teaching staff. The email further identified actions that the School had implemented since Mr. Clarke's previous site visit. Those actions include, but are not limited to: "Town Hall" meetings with all of the students explaining the policies, Code of Conduct, student expectations and "Zero Tolerance" policy; a newly developed Cell Phone Policy; notification letters to the parents of students in danger of not being promoted pursuant to the Charter; and modification to the Jupiter Gradebooks System to better monitor, track and report behavior issues (*see id.*).

On June 13, 2014, Mr. Clarke offered a short email and offered a few points of guidance to revise the proposed CAP, but never provided a substantive response (*see*, Email from William Clarke to Kevin McCormick dated 6/13/14, attached as **Exhibit 16**). In his email, Mr. Clarke stated that the CSO has previously offered "multiple points of guidance in past conversations and correspondence," but that was not the case. Armed with little support and very little guidance from the CSO, the School worked diligently to

develop a revised CAP in accordance with Mr. Clarke's wishes⁴ (*see* Email from Kevin McCormick to William Clarke dated 6/24/14, attached as **Exhibit 17**). After Mr. McCormick submitted the final proposed CAP, the School never heard anything back from the CSO about whether or not the proposed CAP was approved, whether the School was in compliance with the CAP and did not receive any inquiries from the CSO about the School's progress in achieving the goals of the CAP. Nevertheless, Mr. McCormick, the School's Board President, continued to send a weekly status report to the CSO demonstrating ongoing compliance with the CAP (*see* Emails Regarding CAP Weekly Status Reports, attached as **Exhibit 18**). Over the course of the 2014-2015 school year, the School never received any feedback in response to its weekly status reports.

To assist the School with facilitating the CAP, the School also enlisted the help of an educational consultant, Dirk Tillotson, Executive Director and Founder of Great Schools Choice, to ensure its continued compliance and successful implementation of the CAP (*see* Email from Dirk Tillotson to Dennis Francione regarding Corrective Action Plan, dated 1/13/15, attached as **Exhibit 19**). The School also hired Victor Saunders, Director of Youth Intervention Strategies, who helped the school develop and implement strategies to improve the school climate (*see* VTS Specialists Improving School Climate, Final Project Scope, dated 11/14/14, attached as **Exhibit 20**). To address the Department's concerns about school leadership, Mr. Dennis Francione, Chief Executive Officer, created a monitoring and investment committee consisting of himself, two (2) teachers, one (1) parent and one (1) consultant. This committee was designed to hold the instructional leadership and teaching staff accountable for the daily instructional operations of the school and to encourage behavioral improvement for its students. The committee took effect on January 5, 2015 (*see* Leadership Strategic Action Plan, attached as **Exhibit 21**).

Despite all of these diligent efforts, the Department did not provide the School with any feedback on its efforts to meet the CAP whatsoever. Indeed, it provided no constructive criticism, no unconstructive criticism, thoughts on whether it complied with the goals of the CAP, nothing. Instead, it was not until it issued its 2014-2015 Site Visit Report that the Department even mentioned the CAP (*see* 2014-2015 Site Visit Report at p. 6, dated 1/7/15, attached as **Exhibit 22**). In that context, the Department littered the report with erroneous information about what had been done in response to the CAP (*see* **Exhibit 22** at p. 6).

⁴ On June 19, 2014, RCMCS requested a short extension to afford the Board the opportunity to prepare a CAP in accordance with the CSO's very minimal guidance. This process was extremely difficult for the School because it was not provided with the adequate support from the CSO and, therefore, drafted a CAP blindly.

The School immediately responded to these misstatements (*see* Letter from Kevin McCormick to William Clarke, dated February 2, 2015 attached as **Exhibit 23**), but the School never received a response. Similar to the Renewal Recommendation, Board President McCormick pointed out that the CSO never provided the School with evidence or any research-based factual reports supporting its conclusion that it was not in compliance with the CAP. Mr. McCormick discussed, in great detail, the steps the school took after it received the draft of the Site Visit Report (since that was the only feedback that the Department provided the school with in regards to its progress and compliance with the CAP), and highlighted a number of inaccuracies and flaws about the CAP discussed in the site visit report, including:

- The CSO auditors observed classrooms where teachers were absent and there was a substitute teacher, despite being told in advance by Mr. McCormick that those particular teachers were absent. The CSO then criticized the school for missing critical curriculum components and raised concerns about the course materials as a result of those classroom visits (which were led by substitute teachers (*see id.*);
- The CSO failed to provide an accurate depiction of the improved student culture and criticized the School's progress in that area (*see id.*);
- At the conclusion of the initial site visit on October 30-31, 2014, Mr. McCormick offered his unwavering support to the CSO officers and asked them if they needed anything. At that time, one of the Department's officers thanked Mr. McCormick and said words to the effect of "your teachers have been very hospitable and your students have been very polite and well behaved.

(*see id.*).

After this pattern of non-responsiveness and unwillingness to provide any assistance whatsoever, the Department's contention in the Renewal Recommendation that the School was unsuccessful in implementing the CAP "even with support from NYSED over several months" is astounding, and appears to be yet another example of the CSO's carelessness in issuing its recommendation. The School respectfully requests the Board of Regents consider the CSO's carelessness in fully investigating and developing its recommendation, and urges the CSO to improve its policies and procedures for more effective communication and investigation of this State's charter schools.

C. The School Has Established a Well-Functioning Organizational Structure.

According to the Performance Framework, the emphasis of Benchmark 7 is on establishing a well-functioning organizational structure, and takes into account school

leadership, professional climate, and contractual relationships, if any, though the CSO's comments in the Renewal Recommendation only related to leadership position and teacher retention. Specifically, in its Renewal Recommendation, the CSO states "persistent turnover in key leadership roles (educational leader, director of operations and finance, coordinator of internships, director of climate and student support and director of constructivism) has resulted in a new school leadership team each year of operation. Teacher retention has remained low every year, with average annual teacher retention rates of less than 50%. Parents have reported concern about inexperienced and unskilled teachers. Professional development, although provided frequently, does not appear to translate into changes in instructional strategies, with teachers citing insufficient follow-up and support" (**Exhibit 1** at p. 8). Those statements are simply not true, and are unsupported by any documentary evidence or explanation.

The School's leaders have remained relatively constant, and the departures have been attributed to people taking more lucrative positions or family circumstances (e.g., marriages, relocations), which are outside of the control of the School. The School acknowledges that there was some teacher turnover in 2015, but that turnover was due, in large part, to the fact that teachers were concerned that the School was going to lose its charter given the inaccurate information and was erroneous information included in the 2014-2015 Site Visit Report. Indeed, after that report was issued, several teachers found other positions out to fear that the School was closing. Since that time, the School has worked diligently to increase its teacher retention and is proud to report that no teachers have resigned in the 2016-2017 school year (*see* Board of Trustees Dashboard, dated 2/15/17, attached as **Exhibit 24**).

The School's Board of Trustees Teacher Retention Sub-Committee also routinely addresses teacher retention, and in 2015, developed a Teacher Retention Plan as part of the CAP (and in response to the teachers who left because of fear the School was closing) (*see* Teacher Retention Board of Trustees Sub-Committee Teacher Retention Work Plan, dated 1/28/15, attached as **Exhibit 25**). This plan became effective in March 2015, and identifies strategies and action steps based on information the school collected from the teachers in a school wide survey and from information collected during teacher focus groups (*see id.*)

D. The School Has Been Faithful to Its Mission and Implemented Key Design Elements Included in Its Charter.

The Performance Framework relating to Benchmark 8 indicates renewal is based on: school stakeholders sharing a common and consistent understanding of the School's mission; and implementing the key design elements in the charter. Contrary to the assertions set forth in the Renewal Recommendation, the School strongly contends it has

done just that. Since its inception, the School has been committed to its original charter mission of establishing a model secondary school offering a community of diverse learners in the City of Rochester in a small, personalized high school that engages each student in career exploration, college preparation and rigorous academic standards (*see* Rochester Career Mentoring Charter School Narrative (2011), *also available at*: <https://d2ct263enury6r.cloudfront.net/iMn62iL0sC3UOSBkrcAH4PO9rRvXnUH8OHuCWfEKeROucJDo.pdf>).

To achieve the charter's mission, the School has focused on four (4) key design elements which it believes provide a foundation for the successful implementation of its charter. Those key design elements include:

1. Personalization
2. Teachers as Curriculum Designers
3. Career Internship
4. Enrichment Block and Student Support

The School's Renewal Application discusses the School's approach to each design element (*see* **Exhibit 26**).

In its Renewal Recommendation, the CSO erroneously stated that "[p]ersonalization through the advisory system has been undermined by cutting advisory from a daily activity to one day per week" (*see* **Exhibit 1** at p. 8). This statement is inaccurate. The new advisory system has not been undermined at all. The advisory system has been enhanced by changing its structure from 25-minute segments, 4 times per week to one 90-minute block, one time per week. This change was implemented after the School received feedback from its students and teachers asking for a longer advisory period to allow students and teachers more personalization, a longer block to engage deeper conversations and more opportunity to discuss goal setting with students.

The Renewal Recommendation also states that "[t]eachers as curriculum designers" has led to an ever-changing curriculum with little evidence of vertical alignment or student success through its implementation. Again, this statement could not be further from the truth. The CSO failed to provide any documentary evidence, explanation or justification for its assertion that the curriculum is not vertically aligned and that it has not resulted in student success through its implementation. Since its inception, the School has made significant progressive gains in its student achievement. Though still working towards meeting the state's average, it is essential to bear in mind that the School's students started out well below the State's average. This challenge, coupled with the fact that 96% of the students are economically disadvantaged students, makes it unrealistic for the Department

to expect the School, or any charter school in a similar situation to exceed the State's student achievement expectations. The School exceeded the performance by the students in the district of location in Regents Examination performance for all subject areas for the 2015-2016 school year and exceeded RCSD's graduation rate for 2015-2016. As such, the CSO's blanket assertion that the School's change in curriculum has not produced evidence of student achievement is completely false. The School has shown improvement in its student achievement each year and will continue to demonstrate significant growth in the coming renewal term as it continues to solidify and strengthen its program.

Next, the Renewal Recommendation asserts that "[c]areer internships are seen by the coordinator as career or job exposure, rather than credit-bearing career exploration internship placements as described in the charter" (**Exhibit 1**). This statement is false and does not reflect the school's opinion or vision. This baseless statement is also wholly unsupported by any documentary evidence, explanation or justification. The four-year scope and sequence of the careers and internship program exceeds the NYS CDOS standards and is instrumental in providing students with the appropriate developmental learning targets and activities for each grade level (*see Exhibit A* (attached to Schwartzott Letter)). To date, Grade 12 students have completed an average of 133 internship hours from September 2016 through January 2017 (*see Board of Trustees Dashboard, February 2017 Exhibit 24*).

Finally, the Renewal Recommendation states "[t]he enrichment block and student support outside the school day have been eliminated in favor of test prep classes inside the school day" (**Exhibit 1**). The School does not deny that it eliminated its enrichment block outside the school day. The rationale for doing so was because students did not take advantage of the optional extended day. In its place, the Chief of Operations and Academics now offers a Review class inside the school day, not a test preparation class. This class is designed to provide students with additional time on tasks to help them understand how to use their understanding of content on state formatted assessments. The Review class is strategically built into students' schedules for those who are off-track or struggling academically. Three (3) additional enrichment classes have been developed specifically for the Grade 9 students to close the achievement gap upon entry into their high school cohort, by the Chief of Operations and Academics.

E. The School Is Making Annual Progress Toward Meeting Its Enrollment and Retention Plans.

i. Enrollment

According to the Performance Framework, renewal of a charter is appropriate where the school is making regular and significant progress towards meeting its enrollment and retention targets. The School has made and continues to make that progress here. To be sure, the CSO's statement that the School is "under-enrolled" is based on the misconception that the School has an approved enrollment of 320 students (*see Exhibit 1* at p. 8). For the 2015-2016 school year, the School requested and the Department approved, its enrollment being decreased from 320 to **260** (*see Board of Trustees Resolution and Proposed Temporary Decrease in Student Enrollment Amendment for the Rochester Career Mentoring Charter School, dated March 18, 2015 attached as Exhibit 27; see also Board of Trustees Dashboard, February 2017 Exhibit 24*).⁵ Based on that, the School currently enrolls 92% of its "target enrollment" (i.e., it enrolls 239 students). Of its 239 students, 218 are economically disadvantaged (107% on target), 33 students are students with disabilities (69% on target) and 4 students are English language learners (18% on target) (*see Board of Trustees Dashboard, February 2017 Exhibit 24*). As such, the School is very close to reaching its enrollment target of 260 students and anticipates that it will do so in the coming charter term.

Below please find a chart discussing the relevant enrollment data.

Table 3: 2016-2017 RCMCS Enrollment Targets

	2016-2017 Enrollment Target	2016-2017 Actual Enrollment	Actual Percentages by Subgroup	Variance to Target
Total Enrollment	260	239 ⁶	92%	-8.8%
Economically Disadvantaged	204	218	107%	+7.0%
English Language Learners	22	4	18%	-82%

⁵ Please note the date printed at the top of the Board of Trustees Dashboard says February 2016. This is incorrect and should be February 2017.

⁶ In its Renewal Application, the School reported that 237 students were enrolled. As of the date of this Response, the School currently has 239 students enrolled (92% of their target enrollment) (*see Board of Trustees Dashboard, February 2017 Exhibit 24*).

Students with Disabilities	48	33	69%	-31%
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To be sure, as demonstrated in Table 4, below, the School is not the only charter school that is not at capacity in this region. The schools listed in Table 4 encompass all of the charter schools (eight total) in Monroe County authorized by the Board of Regents, and indicate that four of the eight other charter schools are also not enrolled to maximum capacity (see <http://www.p12.nysed.gov/psc/csdirectory/county/county/monroe.html> (last visited 2/22/17)). Notably, as compared to the other schools that are under enrolled, the School had the lowest under enrollment figure as compared to their enrollment targets for 2015-2016. In particular, despite the fact the Young Women's College Preparatory School of Rochester had a significantly higher variance percentage than the School, and the Board of Regents renewed that school's charter within the last year (see Renewal Decisions for Charter Schools Authorized by the Board of Regents, dated 5/29/16, attached as **Exhibit 27**). Surely, the School should be afforded the same opportunity to reach its enrollment target as the Young Women's College Preparatory School of Rochester.

Table 4: 2015-16 Enrollment for Monroe County Board of Regents Authorized Charter Schools

<i>Charter School</i>	<i>Planned Enrollment</i>	<i>Actual Enrollment</i>	<i>Variance</i>
Discovery Charter School	280	280	0 (0%)
Genesee Community Charter School	225	225	0 (0%)
Renaissance Academy Charter School of the Arts	506	250	-256 (-50.6%)
Rochester Academy Charter School	360	360	0 (0%)
Rochester Career Mentoring Charter School	260⁷	237	-23 (-8.8%)
Urban Choice Charter School	400	400	0 (0%)

⁷ In the Charter School Directory published on the Department's website, the Department incorrectly reports that the School's planned enrollment at full capacity was 320 in the 2016-2016 school year. In addition, the Department erroneously indicates that the School's actual enrollment was 270 in 2015-2016.

Vertus Charter School	384	192	-192 (-50%)
Young Women's College Preparatory School of Rochester	375	300	-75 (-20%)

ii. Recruitment

To mitigate the 8.8% discrepancy from the enrollment target, the School implemented numerous strategies for recruitment and student retention. The School takes a collaborative approach to student recruitment and retention and strategically implements a combination of marketing strategies (parent and potential student newsletters, presentations to middle school students, events at local libraries/recreation centers/YMCA/NET offices/Department of Social Services/Walmart, etc., use of social media outlets, television and radio broadcasts, advertisements on school website, open houses and community outreach) in order to increase its student enrollment (*see* Rochester Career Mentoring Charter School, Recruitment Plan/Process, attached as **Exhibit 28**). The School also offers students an attractive selection of extracurricular activities and clubs, and anticipates expanding those options in the coming charter term based on student feedback and participation.

The CSO's Renewal Recommendation states: "although the percentage of students who are economically disadvantaged is comparable to that of the Rochester City School District, the school enrolls far fewer English language learners and students with disabilities than the district. Effort to recruit students in these categories were not updated until the current school year, and then only in summer when many families had already chosen schools. School documents in other languages are not yet available. Also, academic outcomes for students with disabilities are lower than academic outcomes for students with disabilities in Rochester City School District, making the school an unattractive option for families and suggesting that such students would be better served in the district than in the charter school" (*see* **Exhibit 1** at p. 9).

As with many other points in the Renewal Recommendation, the CSO's assertion that the School does not offer school documents in other languages is incorrect. The School provides recruitment documentation in multiple languages, including Spanish and Swahili (*see* Rochester Career Mentoring Charter School Final Application at p. 21, attached as **Exhibit A** (attached to Schwartzott letter)). The School plans to make available all of its educational materials in multiple languages in the coming charter term. The Board of Trustees considers this a top priority for the next charter term and acknowledges the

importance of providing bilingual materials to students and families in order to increase its English language learners demographic.

As stated in the Renewal Application, the School is also dedicated to increasing enrollment of students with disabilities and English Language Learners (ELL) (*see id.* at pp. 39-40). The School's recruitment efforts for students with disabilities and ELL are described in detail in its recruitment policy as outlined in the Renewal Application (*see id.* at p. 40). By way of example, as it relates to students with disabilities, the School has implemented a recruitment plan that includes getting its message out to communities who may have students with disabilities, as well as providing literature to entities that provide care to those students, including the Department of Social Services, recreation centers, local libraries (*see id.*).

Because there is a charter school in the City of Rochester that is dedicated to providing "newly arrived English language learners with an instructional program that simultaneously facilitates acquisition of the English language, content knowledge, and academic skills," recruitment of ELL students can be challenging, but the School has undertaken targeted efforts to increase this population of students (*see* Rochester International Academy Mission, available at <http://www.rcsdk12.org/Domain/6307> (last visited 2/22/17)). Those efforts include partnering with the Rochester Refugee Resettlement Services, which aids new refugees transitioning to the City of Rochester and helps navigate educational requirements. The School also partnered with "Mary's Place," an organization that provides tutoring, case management, counseling and health-outreach opportunities to refugees in the Rochester community. Going forward, the School and Mary's Place will collaborate in the coming charter term to increase enrollment of English Language Learners and offer an inclusive environment for secondary students (*see Exhibit A* at pp. 39-40).

iii. Retention

The Renewal Recommendation states that: "RCMCS has retained 68.5% of enrolled students to the culminating grade of the school. According to Department data, 337 students were enrolled in the school over the four-year charter term. A total of 106 students (31.5%) departed the school prior to graduating" (*see Exhibit 1* at p. 9). This statement, however, does not provide any context the School's ability or efforts to retain students. Surely, student mobility is a difficult challenge for many urban schools, for reasons having nothing to do with the schools, but rather for issues relating to the students' lives outside of school. In actuality, the School has averaged a 75% student retention rate each year. In fact, as Table 5 below outlines, while students have left the School, as it has progressed to serving all Grades 9 through 12, the School has increased its rate of student enrollment

overall. As the Renewal Recommendation notes, as of June 2016, a total of 337 unique students had been enrolled.

Table 5: The School's Enrollment Data⁸

School Year	Number of Students Enrolled	Number/Percent of Students Retained from previous school year	Number of Students Lost between school years	Number of Students Gained between school years
2012-2013	84	NA	NA	NA
2013-2014	158	63/75%	21	95
2014-2015	217	125/79%	33	92
2015-2016	231	165/76%	52	66

Moreover, the School devotes significant energy to retain students and avoid drop-outs, including operating and maintaining a Student Success Center to assist students with negotiating the issues in their lives that have nothing to do with school, but often prevent them from achieving success – relationships, homelessness, disabilities, medical care, runaway issues, suicides, court appointments, parental issues. The Success Center is staffed by two full-time School employees, and assisted by a representative of Hillside Children's Services and a representative of the Center for Youth.

IV. Granting the Charter Renewal Application Is Likely to Provide Comprehensive Learning Experiences to Students At-Risk of Academic Failure.

Education Law §2852(2) dictates that the Department grant charter applications for school that are likely to provide comprehensive learning experiences to students at-risk of academic failure. That is exactly the body of students that the School serves – 96% are economically disadvantaged students, and have no viable alternative to complete high school. As discussed at length above and in the School's Renewal Application, the School's students' tests scores and graduation rates far surpass their peers in the Rochester City School District, and demonstrate the School's PBL method of teaching is working. In addition, the School's drop-out rate for students with disabilities is 0%, whereas it is over 30% in the RCSD. In light of this, the notion that the School's student would be better served academically if they return to the schools in their district of residence is false.

⁸ See BEDS Day Enrollment Verification Report by Location of Enrollment, attached as Appendix G.

IV. Granting the Charter Renewal Application Would Have a Significant Educational Benefit to the Students Who Attend the School.

The School provides an academic opportunity for economically disadvantaged students of color that is not otherwise available in the City of Rochester, which is, of course, the entire purpose of the Charter School Act. There is no other co-ed charter school in the City of Rochester that serves Grades 9 through 12. As such, if the School's charter is denied and the School closes, there is no viable alternative for the students who attend the School – at best, they will return to the failing schools in the RCSD, or at worst, they will quit and forever be relegated to the relatively few low-paying jobs that people in this community can obtain without a high school education. That outcome is surely not consistent with the Department's mission for charter schools: "[t]o foster high quality public education for all students, families and communities."

If the School is closed, the current 239 students, many of whom are at or beyond compulsory education age, are not going to transition back into the Rochester City School District, given that the majority of the School's students left those schools because they were not successful. Instead, the almost certain outcome for most of the School's students is that they will give-up and drop-out of school. And, even if some of the students do shuffle back into the RCSD, there is absolutely no evidence they will have an improved educational experience.

The Education Law dictates that charter schools provide alternative to public school; it does not dictate the particular kind of alternatives. Alternative charter schools can be successful for different reasons in different ways. The School is confident that it has a strong alternative to the broken public school district in the City of Rochester, and its continued improvement and great strides to achieve further improvement establishes it is going to be successful, if given the chance to do so.

EXHIBIT 1



CHARTER SCHOOL OFFICE
ROOM 5N EB Mezzanine, 89 WASHINGTON AVENUE, ALBANY NY, 12234
Tel. 518/474-1762; Fax 518/474-7558; charterschools@nysed.gov

January 27, 2017

Via Electronic and Regular Mail

Rochester Career Mentoring Charter School Board of Trustees
c/o Kevin McCormick, Board Chair
kmccormick@rcmcs.org

Re: Rochester Career Mentoring Charter School Renewal Recommendation

Dear Mr. McCormick:

Please take notice that at an upcoming Board of Regents meeting, the New York State Education Department (the "Department") will recommend that the Board of Regents deny your application to renew the Rochester Career Mentoring Charter School's ("RCMCS") charter. This recommendation will be based on the school's achievement on the performance benchmarks set forth in the Charter School Performance Framework, including but not limited to student academic achievement. In addition, the Department is unable to demonstrate all of the findings that the Board of Regents, as the chartering entity, is required by NYS Education Law Article 56, the Charter Schools Act (the "Act"), to make.¹ In particular, given the educational record of the school over the current charter term, the Department cannot find that:

- The charter school meets the requirements set forth in Article 56 of the Education Law and all other applicable laws, rules, and regulations;
- The charter school can demonstrate the ability to operate the school in an educationally and fiscally sound manner;
- Granting the renewal application is likely to improve student learning and achievement and materially further the purposes set out Education Law §2850(2); nor
- Granting the application would have a significant educational benefit to the students expected to attend the proposed charter school.

A summary of information supporting this recommendation is in the school's Renewal Site Visit Report. A summary of RCMCS's student achievement record supporting this recommendation is summarized in Appendix A attached.

Please take further notice that, pursuant to 8 NYCRR §119.7, RCMCS has thirty days to address these concerns and/or to submit a written response to this recommendation. If you choose to submit a written response, it should be sent via e-mail to David Frank, Executive Director, Charter School Office, at David.Frank@nysed.gov and CharterSchools@nysed.gov by noon on February 27, 2017. The response may include supporting affidavits, exhibits, and other

¹ See Education Law §2852(2).

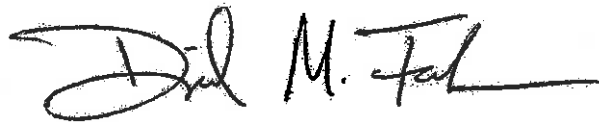
documentary evidence and may also include a written legal argument. Any timely response submitted by the school will be provided to the Regents for their consideration with the Department's recommendation. A failure to submit a timely response will result in the Board of Regents taking action on the school's renewal application without the benefit of input from RCMCS.

The school's board may also choose to withdraw the Renewal Application and voluntarily surrender its charter. We strongly recommend that the RCMCS board meet for the purpose of discussing all options, including a voluntarily surrender. Please let us know the Board's decision no later than February 27, 2017. If the charter school's board agrees to a voluntarily surrender, the Department will provide it with technical assistance in preparing the necessary documentation and to ensure the smooth and timely transition of students currently enrolled in RCMCS.

The Regents have the final decision-making authority concerning the renewal of a charter. Subject to change, we anticipate that the Board of Regents will consider RCMCS's renewal application at its regularly scheduled meeting on March 13-14, 2017 unless the school voluntarily withdraws their renewal application.

Please do not hesitate to contact me if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "David M. Frank", with a stylized, flowing script.

David Frank
Executive Director
NYSED Charter School Office



**New York State Education Department
Charter School Office**

***Rochester Career Mentoring Charter School
Summary of Reasons for Non-Renewal***

January, 2017

Rochester Career Mentoring Charter School (RCMCS) has not met the academic performance expectations set forth in the Charter Agreement with the Board of Regents, the NYSED Charter School Performance Framework for Board of Regents-authorized charter schools, or the Board of Regents Charter School Renewal Policy. RCMCS has not implemented the educational program described in the charter which was granted by the Board of Regents in 2011.

Name of Charter School	Rochester Career Mentoring Charter School
Board Chair	Kevin McCormick
School Leader	Dennis Francione
District of location	Rochester City School District
Opening Date	8/20/2012
Charter Term	Initial charter term: 7/1/2012-6/30/2017
Authorized Grades / Maximum Authorized Enrollment	Grades 9-12
Facilities	30 Hart Street, Rochester, New York 14605 (private facility)

Mission Statement	<i>"Rochester Career Mentoring Charter School (RCMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college."</i>
Key Design Elements	<ul style="list-style-type: none"> • <i>Personalization (Individual learning plans and teacher-advisors)</i> • <i>Teachers as curriculum designers (Based on RCSD curriculum framework aligned to common core, using project-based learning)</i> • <i>Career internships</i> • <i>Enrichment block and student support</i>
Requested Revisions	None

Some key areas of deficiency are described below.

Performance Framework Benchmark 1: Student Performance

To meet the expectations outlined in Benchmark 1, the school must meet or exceed achievement indicators for academic trends toward proficiency, proficiency and high school graduation. In a charter high school, proficiency is measured as high school Regents and Common Core Regents exam scores of 65 or higher). Charter school high school testing outcomes are expected to achieve the NYS average testing outcomes and graduation outcomes are expected to be at 80% or higher.

Annual Regents Testing Outcomes

The Charter School Performance Framework target for annual Regents testing outcomes is the NYS average for all students and for the economically disadvantaged, English language learner and students with disabilities subgroups. RCMCS falls far below target expectations for Regents annual testing outcomes. **In every year of the RCMCS charter term, annual Regents testing outcomes for every tested subject for all students and all subgroups have been significantly lower than the state average.**

**Table 1: Aggregate Annual Outcomes
RCMCS and NYS***

Regents Exam ²	2015-2016		2014-2015		2013- 2014		2012-2013	
	RCMCS	NYS	RCMCS	NYS	RCMCS	NYS	RCMCS	NYS
English Language Arts Common Core (levels 3, 4, & 5)	52%	87%	45%	88%	N.A.	N.A.	N.A.	N.A.
Integrated Algebra (>65)	33%	58%	41%	62%	18%	72%	30%	74%
Integrated Algebra SWD	-	34%	0%	39%	10%	41%	17%	56%
Geometry (>65)	8%	38%	20%	72%	6%	73%	0%	87%
Algebra 2/ Trigonometry	0%	53%	5%	69%	N.A.	N.A.	N.A.	N.A.
Algebra 1 Common Core (levels 3, 4, and 5)	37%	72%	14%	82%	N.A.	N.A.	N.A.	N.A.
Algebra 2 Common Core	11%	74%	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Geometry Common Core	0%	84%	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Global History and Geography (>65)	14%	68%	20%	67%	29%	68%	N.A.	N.A.
Global History and Geography (SWD)	0%	36%	8%	34%	14%	33%	N.A.	N.A.
US History and government (>65)	25%	82%	36%	84%	N.A.	N.A.	N.A.	N.A.
Living Environment (>65)	27%	78%	31%	77%	34%	78%	N.A.	N.A.
Living Environment (SWD)	0%	48%	0%	46%	0%	48%	N.A.	N.A.
Physical Setting/ Earth Science (>65)	21%	71%	15%	72%	15%	72%	7%	71%
Physical Setting/ Chemistry (>65) n=6	7%	76%	17%	75%	N.A.	N.A.	N.A.	N.A.

*publicly available data source from data.nysed.gov.

2012 Cohort Regents Testing Outcomes

The Charter School Performance Framework target for graduation cohort Regents testing outcomes is the NYS average for all students and the economically disadvantaged, English language learner and students with disabilities subgroup cohorts. RCMCS falls far below target expectations for Cohort Regents testing outcomes. In the school's first cohort (2012), Regents testing outcomes for all students and for all subgroups, in ELA, Mathematics, Global History, US History, and Science are significantly lower than the state average.

² Due to the small number of ELL students tested, the Regents exam results for ELLs are suppressed.

**Table 2: Aggregate and Subgroup 2012 Cohort Regents Testing Outcomes
RCMCS and NYS***

Assessment Population³	RCMCS	NYS	Variance
<i>Secondary Level English Language Arts After Four Years of Instruction</i>			
All students	62%	84%	-22%
Students with disabilities	-	51%	-
English language learners	-	30%	-
Economically disadvantaged	62%	79%	-17%
<i>Secondary Level Mathematics After Four Years of Instruction</i>			
All students	69%	86%	-
Students with disabilities	-	51%	-51%
English language learners	-	48%	-
Economically disadvantaged	69%	81%	-12%
<i>Secondary Level Global History and Geography After Four Years of Instruction</i>			
All students	45%	78%	-33%
Students with disabilities	-	40%	-
English language learners	-	24%	-
Economically disadvantaged	45%	70%	-25%
<i>Secondary Level U.S. History and Government After Four Years of Instruction</i>			
All students	47%	81%	-34%
Students with disabilities	-	47%	-
English language learners	-	30%	-
Economically disadvantaged	47%	74%	-27%
<i>Secondary Level Science After Four Years of Instruction</i>			
All students	55%	84%	-29%
Students with disabilities	-	50%	-
English language learners	-	32%	-
Economically disadvantaged	55%	78%	-23%

*publicly available data source = data.nysed.gov

High School Completion Outcomes

RCMCS has not met the Board of Regents target cohort graduation rate of 80%. The school reports a 70.9% four-year graduation rate for all students in the 2012 cohort. Of the 55 students reported to be in the cohort, the school reports that 42 students graduated. Twenty nine students were awarded a Regents diploma (two students were awarded the Regents Diploma with Advanced Designation), and 13 students (31% of the graduates) were issued local diplomas.

³ Due to the small number of ELL students tested, the Regents exam results for ELLs are suppressed.

Review by NYSED staff of the RCMCS 2015-2016 School Report Card suggests inconsistencies in data submitted by the school and possible irregularities in the issuance of diplomas. Resulting from the audit of a small sample of student records reviewed during the renewal visit in September 2016, the NYSED Charter School Office was advised by NYSED Office of Curriculum and Instruction staff that the two Regents Diplomas with Advanced Designation were improperly awarded as per Department regulations. The Department also notes that eight students who were issued local diplomas, almost a third of the graduating cohort, were approved for Section 504 plans in the spring of the 12th grade year, and thus were not provided with the supports and accommodations during the greater portion of their high school years that might have permitted them to earn a Regents diploma.

With 29 students in the 2012 cohort earning a Regents diploma, only slightly more than half the school's graduates reached the RCMCS mission statement of graduating every student with a Regents diploma.

Students On-Track to Graduate at RCMCS

RCMCS reports that 32% of students in the 2013 cohort (23 of the 71 students) have passed three Regents exams or more, the measure of "on track to graduate." This is significantly below the Charter School Performance Framework target of 75%. Forty eight students or 68% of the cohort must complete the classwork and pass Regents exams in at the least three subject areas during the senior year in order to graduate with their class. The on-track percentages for students with disabilities or who are English language learners is not reported.

Performance Framework Benchmark 6: Board Oversight and Governance:

To meet the expectations of Benchmark 6, the board of trustees must provide competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Over the term of the charter, the board has not established systems to govern school operations and appears to have abrogated much of its stewardship to the school's founder/CEO. Board membership has not been consistent, as six of the eight founding members have left the board since the school was chartered; others have come and gone as well. In meetings with CSO staff, the board has been uninformed in critical areas of student performance, and unable to describe progress toward charter goals and performance framework standards beyond the recently calculated 2012 cohort graduation rate. The board does not hold the CEO accountable for student outcomes in his annual performance evaluation. Organizational viability has been unstable as the charter term has been marked by numerous resignations of school leaders, teachers, and board members.

A Corrective Action Plan (CAP) was put into place in April of 2014 to address several of the ongoing issues at the school, including governance, climate and culture, student achievement, parent and community involvement, and non-compliance with the charter. The board was unable to establish and meet measureable outcomes in response to the requirements of the CAP, even with support from NYSED over several months. These issues have been a concern from the onset of the charter term.

Performance Framework Benchmark 7: Organizational Capacity:

To meet the expectations of Benchmark 7, the school must establish a well-functioning organizational structure, with clearly delineated roles for staff, management, and board members. The school must have systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

At RCMCS, persistent turnover in key leadership roles (educational leader, director/chief of operations and finance, coordinator of internships, director of climate and student support, and director of constructivism) has resulted in a new school leadership team each year of operation. Teacher retention has remained low every year, with average annual teacher retention rates of less than 50%. Parents have reported concern about inexperienced and unskilled teachers. Professional development, although provided frequently, does not appear to translate into changes in instructional strategies, with teachers citing insufficient follow-up and support.

Performance Framework Benchmark 8: Mission and Key Design Elements:

To meet the expectations of Benchmark 8, the school must be faithful to its mission and have implemented the key design elements included in its charter.

RCMCS has not demonstrated progress toward attaining the components of its charter mission and/or key design elements. At the end of the first charter term, the school is not carrying out its stated mission, which would include becoming a model secondary school, providing rigorous academic instruction, awarding every student a Regents diploma, and providing students with the academic and technical skills for today's workforce or college.

The four key design elements in the charter have not been implemented. Personalization through the advisory system has been undermined by cutting advisory from a daily activity to one day per week. "Teachers as curriculum designers" has led to an ever-changing curriculum with little evidence of vertical alignment or student success through its implementation. Career internships are seen by the coordinator as career or job exposure rather than the credit-bearing career exploration internship placements as described in the charter. The enrichment block and student support outside the school day have been eliminated in favor of test prep classes inside the school day.

Performance Framework Benchmark 9: Enrollment, Recruitment, and Retention:

To meet Benchmark 9, the school must meet or be making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or demonstrate that it has made extensive good faith efforts to attract, recruit, and retain such students.

Enrollment

RCMCS is under-enrolled. In the fourth and fifth year of the charter, the school served 80 fewer students (-25%) than the approved enrollment of 320. In accordance with the terms of the charter agreement, the school requested and was granted approval to serve 270 students (85% of the approved enrollment) in 2015-2016, but actually enrolled only 231. In the current school year, only 236 students are enrolled.

Demographics

As shown in table 3, although the percentage of students who are economically disadvantaged is comparable to that of the Rochester City School District, the school enrolls far fewer English language learners and students with disabilities than the district. Efforts to recruit students in these categories were not updated until the current school year, and then only in summer when many families had already chosen schools. School documents in other languages are not yet available. Also, academic outcomes for students with disabilities are lower than academic outcomes for students with disabilities in Rochester City School District, making the school an unattractive option for families and suggesting that such students would be better served in the district than in the charter school.

Table 3: Student Demographics – RCMCS Compared to District of Location (Rochester City SD)

	2014-15			2015-16			2016-17
	Percent of Enrollment		Variance ⁴	Percent of Enrollment		Variance	Percent of Enrollment
	School	CSD		School	CSD		School ⁵
Enrollment of Special Populations							
Economically Disadvantaged	96%	88%	+12%	96%	91%	+5%	69%
English Language Learners	3%	12%	-9%	3%	13%	-10%	2%
Students with Disabilities	9%	20%	-11%	9%	20%	-11%	12%

As reported to NYSED by RCMCS, there were minimal good efforts made in the preceding charter term towards attract and retain a comparable or greater enrollment of English language learners and students with disabilities when compared to the district.

Student Retention

RCMCS has retained 68.5% of enrolled students to the culminating grade of the school. According to Department data, 337 students were enrolled in the school over the four-year charter term. A total of 106 students (31.5%) departed the school prior to graduating.

⁴ Variance is defined as the percent of subgroup enrollment between the charter school and the district of location.
⁵ Reported by the school; 2016-2017 enrollment data has not been publicly released as of the date of this report.

EXHIBIT 2



New York State Education Department

Renewal Site Visit Report **2016-2017**

Rochester Career Mentoring Charter School

Visit Date: September 26-27, 2016

Date of Final Report: January 17, 2017

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Rochester Career Mentoring Charter School
Board Chair	Kevin McCormick
School leader	Dennis Francione
District of location	Rochester City School District
Opening Date	8/20/2012
Charter Terms	Initial charter term: 7/1/2012-6/30/2017
Management Company	N/A
Educational Partners	N/A
Facilities	30 Hart Street, Rochester, New York 14605
Mission Statement	<i>"Rochester Career Mentoring Charter School (RCMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college."</i>
Key Design Elements	<ul style="list-style-type: none"> • <i>Personalization (Individual learning plans and teacher-advisors)</i> • <i>Teachers as curriculum designers (Based on RCSD curriculum framework aligned to common core, using project-based learning)</i> • <i>Career internships</i> • <i>Enrichment block and student support</i>
Requested Revisions	N/A

¹ The information in this section was provided by the NYS Education Department Charter School Office.

School Characteristics

Enrollment

School Year	Grades Served	Maximum Enrollment	Actual Enrollment
2016-2017	9-12	265* (320)	236
2015-2016	9-12	270* (320)	231
2014-2015	9-11	240	217

*At RCMCS request, NYSED approved a temporary reduction in the approved maximum enrollment.

METHODOLOGY

A 1.5-day renewal site visit was conducted at Rochester Career Mentoring Charter School on September 26-27, 2016. The Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, the student success team, internship coordinator, special education coordinator, English learner program coordinator, and parents. In cooperation with school leadership, the team also administered anonymous online surveys to teachers.

The team conducted 11 classroom observations in Grades 9-12. The observations were approximately 20 minutes in length and conducted jointly with the educational leader and the chief of operations and academics. The documents and data reviewed by the team before, during, and after the site visit included the following:

- Renewal Application
- Renewal Site Visit Workbook
- Teacher roster
- Current organization chart
- A master school schedule
- Board materials
- Board self-evaluation documents
- Blank teacher and administrator evaluation forms
- Student/family handbook
- Staff handbook and personnel policies
- A list of curricular documents
- A list of major assessments
- Enrollment data including subgroups
- Professional development plans and schedules
- Academic data
- Student academic records including transcripts
- Student 504 plans

BENCHMARK ANALYSIS

The Charter School Performance Framework outlines ten Performance Benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the renewal site visit, as well as cumulative evidence collected from school reports and site visits over the charter term, will be presented in alignment with the Performance Framework Benchmarks and Indicators according to the rating scale below. A brief summary of the school's performance will precede the benchmark analysis. Each benchmark will be rated; however, the report narrative will highlight those indicators not fully met by the school.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the renewal site visit conducted from September 26-27, 2016 at Rochester Career Mentoring Charter School, see the following Performance Benchmark Scores and discussion.

**New York State Education Department
Charter School Performance Framework Rating**

Performance Benchmark		Level
Educational Quality	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Falls Far Below
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Falls Far Below
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Approaches
Financial Condition	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Falls Far Below
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Approaches
Charter Compliance	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Approaches
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Falls Far Below
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Falls Far Below

Summary of Findings

The New York State Board of Regents chartered Rochester Career Mentoring Charter School (RCMCS) on September 13, 2011 for a term of five years of operation. The school opened in August 2012 at 30 Hart Street in the Rochester City School District in Rochester, NY. The school is authorized to serve 320 students, but in March 2015, RCMCS requested temporary approval to serve 270 students in 2015-2016 and 265 in 2016-2017. RCMCS currently serves 236 students in Grades 9-12.

From the opening of the school to the present, various concerns were raised with the New York State Education Department (NYSED) by former and current school employees, former members of the school board and by parents, which prompted a number of visits to the school. NYSED staff conducted check-in (informal) visits at the school on January 17, 2013, December 5, 2013, January 23, 2014, March 20, 2014, May 2, 2014, September 16 and October 8, 2015, and June 7, 2016. A formal mid-term site visit was conducted by NYSED staff on October 30-31, 2014 and an additional formal site visit was conducted by an impartial external team of charter school evaluators on behalf of NYSED on November 5-6, 2015. The NYSED renewal site visit took place on September 26-27, 2016. A visit with the board of trustees was conducted on December 21, 2016, after receipt of feedback from the school and prior to the finalization of this report.

On April 3, 2014, in response to concerns raised on site and by school stakeholders, NYSED directed the school to develop and implement a Corrective Action Plan (CAP) to address areas of needed improvement related to governance, failure to progress toward meeting the Performance Framework Benchmarks, quality and effectiveness of the instructional program, and implementation of the school's approved charter. Although NYSED provided feedback to the school on six occasions, the school did not develop a CAP with measurable improvement goals in the areas of student achievement and behavior or a viable plan to deliver these outcomes and turn the school around. Subsequent school visits did not disclose significant improvement in school climate and instructional quality. The conditions existing in the school which precipitated the request for a CAP, listed above, continue to be areas of concern.

The 2014 mid-term site visit report rated the school *Falls Far Below* on five of the ten Performance Framework Benchmarks, and revealed that the school continued to have serious internal difficulties. The 2015 site visit report prepared by a team of impartial external charter school evaluators found similar school performance ratings. During the 2014 and 2015 formal site visits, team members recorded partial or no evidence of rigorous instruction and student engagement in over 80% of observed classrooms, and information collected in student surveys and focus groups indicated that disruptive behaviors, including physical fights, inappropriate behavior, bullying and threats among students was a persistent stakeholder concern. Additionally, some respondents to parent surveys and participants in focus groups expressed concerns about frequent staff turnover at the school, inexperienced and unskilled teachers, lack of homework, lack of communication about school events, weak classroom management, and lack of response to concerns about accommodations for students with disabilities.

The school has not attained its approved enrollment numbers and has recorded a high rate of student withdrawals over the charter term. According to information compiled by NYSED Information Reporting Services, over the four full years of operation, 106 out of 337 total students departed the school prior to graduating, which computes to 31.5% of the total count over the four years. While RCMCS enrolls a higher percentage of economically disadvantaged students than Rochester City School District (RCSD), it serves fewer students with disabilities and English language learners. RCMCS has had limited success

recruiting and retaining students with disabilities and English language learners, and the academic performance of those subgroups remains below their peers at the end of the charter term.

The school experienced a high rate of turnover in leadership and school personnel in every year of the charter term. In the renewal application, the school reported that a total of 52 teachers have departed the school during the first four years of the charter. Although the chief executive officer (CEO) role has been stable, the other leadership team members and roles have changed multiple times over the term. The 2016-2017 school year was the first school year in which a school leader (chief of operations/academics) returned for a second year. The frequent turnover in administrators and staff over the course of its charter term has limited the impact of the school's professional development program on the instructional program, although school leaders expressed optimism that a higher percentage of teachers returning this year will help stabilize the academic program.

The current academic performance of the students at RCMCS falls far below the achievement indicators for proficiency on the New York State Regents exams and the targets defined in the Charter School Performance Framework. The school's academic program is based on a collection of curriculum materials that appear to be content-aligned with the New York State Learning Standards (NYSL), but in practice, daily lessons do not match the depth of knowledge defined in the NYSL. Differentiation of content was not evident in daily lesson plans or in observed lessons, and students were working on the same assignment at the same pace, generally in whole group settings. Class visits showed many students exhibiting behavior that was off task, disengaged, or indicative of student frustration.

School climate and culture at RCMCS is overseen by a Student Success Team which monitors student behavior as well as their social and emotional well-being. While most classrooms appear safe, the school reports over 604 discipline referrals and 12 out-of-school suspensions for 2015-2016. Students express concerns about school safety despite the presence of contracted security guards in the facility. Too few families provided survey input on the school's operations to judge the effectiveness of the school's more recent attempts to engage families.

The RCMCS Board of Trustees continues to modify and refine its procedures to adequately oversee the school. Recently it has begun to set strategic goals for the school, and it is still in the process of deciding on a dashboard reporting system that will allow it to monitor interim progress toward academic performance targets. While the board states that it holds the CEO accountable for the school's poor academic outcomes, the nature of that accountability is unclear and the board is unable to describe how it uses academic results in the evaluation of the CEO's performance. The board reports that the school reduced its target enrollment, cut staff, and increased student support within the school day in an attempt to change the declining trend in academic achievement.

Through focus groups and surveys, RCMCS staff, parents, students, and leaders expressed familiarity with the school's mission of career exploration and college preparation, but also acknowledged that the school is in the early stages of implementing some of the key design elements.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents Exam score of 65 or higher).

Finding: Falls Far Below

Summative Evidence for Benchmark 1: See Appendix A for further information.

As per the Performance Framework for Board of Regents-authorized charter schools, charter high schools are held accountable to NYS average proficiency standards.

1a. ESEA designation: RCMCS is currently considered a school In Good Standing. The school's accountability status rating based on 2012 cohort outcomes and graduation rate has not yet been calculated by NYSED.

1b. Similar Schools Comparison: Although a school-generated similar schools academic performance analysis is required in the charter renewal application, the school did not provide a similar schools comparison. Schools serving similar populations were identified by RCMCS in the renewal application (Benchmark 1), but a comparison of outcomes was not provided.

3a(i) and (ii). Aggregate and Subgroup Annual Regents Outcomes: Annual outcomes at RCMCS fall far below state average annual outcomes on the New York State Regents exams for all students and for subgroups with sufficient numbers to be reported. Where data is available for multiple years, RCMCS shows a declining trend in passing rates on eight tests and improving trends on three exams (Table 1).

Table 1: Aggregate Annual Outcomes
RCMCS and NYS*

Regents Exam	2015-2016		2014-2015	
	RCMCS	NYS	RCMCS	NYS
English Language Arts Common Core (levels 3, 4, & 5)	52%	87%	45%	80%
Integrated Algebra (>65)	33%	58%	41%	62%
Integrated Algebra SWD	-	34%	0%	39%
Geometry (>65)	8%	38%	20%	72%
Algebra 2/ Trigonometry	0%	55%	5%	60%
Algebra 1 Common Core (levels 3, 4, and 5)	37%	72%	14%	63%
Algebra 2 Common Core	11%	74%	N.A.	N.A.
Geometry Common Core	0%	64%	N.A.	N.A.
Global History and Geography (>65)	14%	68%	20%	67%
Global History and Geography (SWD)	0%	36%	8%	34%
US History and government (>65)	25%	82%	36%	84%

Regents Exam	2015-2016		2014-2015	
	RCMCS	NYS	RCMCS	NYS
Living Environment (>65)	27%	78%	31%	77%
Living Environment (SWD)	0%	48%	0%	46%
Physical Setting/ Earth Science (>65)	21%	71%	15%	72%
Physical Setting/ Chemistry (>65) n=6	7%	76%	17%	75%

*publicly available data source: <https://data.nysed.gov/>

3a(iii) and (iv). Aggregate and Subgroup Total Cohort Regents Testing Outcomes: The target for cohort Regents testing outcomes for all Board of Regents-authorized high schools as outlined in the Regents approved Performance Framework, is the NYS average for all students and for the economically disadvantaged, English language learner, and students with disabilities subgroups. RCMCS falls far below target expectation for all cohort Regents testing outcomes. In the school's first cohort (2012), the only one for which full data is available, Regents testing outcomes for all students and for all subgroups, in ELA, Mathematics, Global History, US History, and Science are significantly below the state average.

**Table 2: Aggregate and Subgroup 2012 Cohort Regents Testing Outcomes
RCMCS and NYS***

Assessment Population	RCMCS	NYS	Variance
<i>Secondary Level English Language Arts After Four Years of Instruction</i>			
All students	62%	84%	-22%
Students with disabilities	0%	51%	-51%
English language learners	0%	30%	-30%
Economically disadvantaged	62%	79%	-17%
<i>Secondary Level Mathematics After Four Years of Instruction</i>			
All students	69%	86%	-17%
Students with disabilities	0%	51%	-51%
English language learners	0%	48%	-48%
Economically disadvantaged	69%	81%	-12%
<i>Secondary Level Global History and Geography After Four Years of Instruction</i>			
All students	45%	78%	-33%
Students with disabilities	0%	40%	-40%
English language learners	0%	24%	-24%
Economically disadvantaged	45%	70%	-25%
<i>Secondary Level U.S. History and Government After Four Years of Instruction</i>			
All students	47%	81%	-34%
Students with disabilities	0%	47%	-47%
English language learners	0%	30%	-30%
Economically disadvantaged	47%	74%	-27%

Assessment Population	RCMCS	NYS	Variance
<i>Secondary Level Science After Four Years of Instruction</i>			
All students	55%	84%	-29%
Students with disabilities	0%	50%	-50%
English language learners	0%	32%	-32%
Economically disadvantaged	55%	78%	-23%

*publicly available data source: <https://data.nysed.gov/>

Graduation Outcomes

3b(i) and (ii). **Aggregate and Subgroup Graduation Rate:** For its first graduates, the class of 2016, the school reported a 70.9% four year graduation rate, significantly below the state target of 80%. Of the 55 students in the cohort, 39 students completed high school. Twenty-five earned a Regents diploma, two students achieved a Regents Diploma with Advanced Designation, and 13 students (33% of the graduating class) were awarded local diplomas (See Benchmark 10 for continued discussion regarding the improper awarding of the Regents Diploma with Advanced Designation). Of these 13, eight students were first approved for Section 504 plans after their twelfth grade year had commenced. This practice permitted students to meet graduation requirements but did not provide those students with supports and accommodations that would have benefitted them during the greater part of their high school years. Overall, in the school's first cohort, fewer than 65% of the graduates achieved the school's stated mission of graduating every student with a Regents diploma, and 15 students in the cohort are still enrolled at the outset of the 2016-2017 school year. RCMCS has had limited success recruiting and retaining students with disabilities and English language learners, and their academic performance remains far below that of their peers.

3b(iii) **On-Track to Graduate:** The school reports that 23 of the 71 students (32%) who enrolled in the school as ninth graders in 2013 (the 2013 cohort, class of 2017) have passed three Regents exams or more by the beginning of the senior year, the measure of "on track to graduate." The on-track percentages for students with disabilities or those who are English language learners is not reported. This leaves 48 students or 68% of that class "off track" for graduation. This means that those students would have to complete the classwork and pass the Regents exams in at the least three subject areas during the senior year in order to graduate with their class.

The school persistently refers to its relatively high percentage rate of economically disadvantaged students to justify its poor performance when compared to the district of location and the state. However, the school's renewal application states specifically, "It was anticipated at the time of submission of the initial charter that a skills gap would need to be addressed to increase the likelihood of student success in high school as they came from the Rochester City School District middle schools that were performing at amongst the lowest of all schools across the state. This challenge was embraced by the founders of RCMCS" and ".....the likelihood of students continuing to come to RCMCS for the foreseeable future with a significant skills gap is a reality."

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to the NYSLS.b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.
2. Instruction	<ul style="list-style-type: none">a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	<ul style="list-style-type: none">a. The school uses a balanced system of formative, diagnostic and summative assessments.b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program, and modifies the program accordingly.
4. Supports for Diverse Learners	<ul style="list-style-type: none">a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Summative Evidence for Benchmark 2:

Formal site visit team members found that the instructional program at RCMCS appears to be guided by a curriculum focused on Regents exam test prep with limited attention to ensuring that students understand the broader foundational concepts and skills essential for academic success. Instruction varies widely across the school, with few examples of differentiation of content, product, or pace

evident. Teachers review Regents outcome data to differentiate their lesson or unit plans, but the lag between test results and the course scope and sequence limits the timeliness of their adjustments. The school reduced its advisory periods from five per week to one and adjusted the daily schedule to allow students to be assigned to test preparation classes focused on passing the Regents or enrichment classes for those meeting the passing targets. Both observed and planned lessons show minimal promotion of higher-order thinking or high levels of academic achievement.

One key design element of the RCMCS charter is teachers-as-curriculum-designers. While the school's renewal application states that teachers document the sources used to develop the concept maps that form the curriculum, materials provided to the renewal visit team did not reference the core concepts at the foundation of the curriculum, as would be evident in a concept map. Some curriculum materials reference the NYSLS by code number but the content of daily lessons does not align with the depth of knowledge defined in the NYSLS.

School leaders redesigned some courses to be co-taught by two teachers and use this structure (humanities integrates English and social studies, and math, science and technology integrates environmental science and principles of algebra and geometry) in an effort to align curriculum within grade levels. As observed by the renewal visit team, in practice, teachers in these classes take turns teaching their content during the back-to-back class periods rather than collaborate on an interdisciplinary lesson. Monthly department meetings provide opportunities for vertical alignment, but as a high school, course sequences are primarily independent rather than sequential and it is unclear what vertical alignment occurs. In two ninth grade courses, biology (living environment) and algebra, the school has chosen to divide Regents course content into a two-year sequence, requiring students to defer sitting for the Regents until tenth grade. It is unclear how this affects students' ability to stay on track to graduation. Daily lesson plans reference no strategies for differentiation of content for students at risk of academic failure, students with disabilities or English language learners, and in observed lessons, students were completing the same assignment at the same pace, generally in whole group settings. Some teachers provided fill in the blank worksheets for note-taking, jump start activities unrelated to course content, and checks for understanding that happened only by asking students questions (rather than a more systematic approach such as daily exit tickets).

According to the school, under the guidance of the coordinator of internships, elective courses are vertically aligned and mapped to the NYS Career Development and Occupational Studies (NYS CDOS) standards. The career choices lesson observed by the renewal visit team stated a learning target (for example, research college requirements) that was well below the level of challenge needed by the seniors and juniors sitting in the class.

The school reports that it focused the month-long summer professional development training, led by consultants from the Buck Institute, to help teachers design engaging learning tasks. School leaders stated that they encourage teachers to design project-based learning as a means to embed the skills needed in the workforce within the academic classes. Observations during the renewal visit showed no evidence of project-based learning and few instances where students were directed to use workforce "soft skills" such as diligence, timeliness, or teamwork in their tasks.

School leaders cited posted learning targets, an opening activity (jump start), and exit tickets as common instructional practices in use across the school. Observers noted learning targets posted in most classes and some evidence of an opening activity and exit tickets. However, learning targets were often

restatements of the topic, agenda, or class activity rather than the concept to be understood or the skill to be learned.

On the NYSED survey, teachers' responses confirmed mixed understanding and implementation of instructional rigor. Thirteen of the 19 teachers agreed there is uniformity in teachers' implementation of academic rigor, while six did not. While some teachers cited higher level thinking and application to new situations as examples of academic rigor, many cited engaged students, working in groups, and involving students as ways they would ensure rigor in their lessons, mixing the concepts of intellectual challenge with motivation. Class visits conducted by formal site visit team members showed few lessons that were engaging and many students who were exhibiting behavior that was off task or disengaged.

As permissible under the law, the school employs 10 teachers who are instructing courses or grade levels for which they are not certified. Sixty-three percent of parents responding to the school's annual parent survey indicated a concern with the lack of experience of the teaching staff.

According to the school's renewal application, teachers at RCMCS use item banks of Regents test items to create baseline assessments to measure student content knowledge and skill proficiency. The school modified its daily schedule to allow students to be assigned to test preparation and credit recovery classes based on their particular graduation pathway and progress. While the school states that teachers develop and use various checks for understanding as formative assessments to track student understanding within the lesson, the predominant questions asked by teachers addressed task completion rather than conceptual understanding.

School leaders stated that they have modified the daily schedule in response to persistent low Regents passing rates to allow students to receive additional support within the school day in test prep classes or with Edgenuity, an individualized online curriculum providing credit recovery and remediation.

RCMCS enrolls fewer students with disabilities and English learners than the district, but a higher proportion of economically disadvantaged students. RCMCS uses a consultant teacher model to provide services for its students with disabilities, with one of the two special educators providing support within classes to identified students. The four English learners at RCMCS (less than 2% of the school's population) receive services from the ESOL specialist during assigned periods in the day. Two-thirds of the teachers agreed that the school has a strong and effective program for students with disabilities and English language learners. While the school retained all four of the English language learners, 55% of the students with disabilities returned for the 2016-2017, a decline from the 62% who returned for 2015-2016. Appendix A and Tables 1 and 2 in Benchmark 1 show that the school has not been successful in educating students with disabilities who perform far below their peers at the school and far below a similar population in the district.

In addition to specialist educators, the school reports that its advisory program and individualized learning plans (ILPs) provide support for diverse learners. Individual students work with their advisors to compile the ILP, which lists a graduation plan of courses completed, courses needed, Regents passed and needed, alongside a personal goals profile, college and career interests, and post-high school plans. Sample ILPs provided to the renewal visit team varied in format and lacked sufficient detail to determine how frequently the plans are reviewed, how current the profile and goals were, and whether progress toward student defined goals had been made. The usefulness of the ILP as a guide for student decisions and advisor actions remains unclear.

Benchmark 3: Culture, Climate and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none">a. The school has a clear approach to behavioral management, including a written discipline policy.b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.c. The school has systems in place to ensure that the environment is free from harassment and discrimination.d. Classroom environments are conducive to learning and generally free from disruption.
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none">a. Teachers communicate with parents to discuss students' strengths and needs.b. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.c. The school has a systematic process for responding to parent or community concerns.d. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none">a. School leaders collect and use data to track the socio-emotional needs of students.b. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

RCMCS uses its code of conduct and discipline system to manage student behavior under the oversight of the Student Success Team. There is no common behavior program in use across the school and teachers are expected to develop their own methods to create a positive learning environment in their classrooms. Wide variations in classroom orderliness and productive climate were observed by the site visit teams. While most classrooms appear safe, the school reports over 604 discipline referrals and 12 out of school suspensions in 2015-2016.

On the NYSED-administered survey, 13 of the 19 teachers agreed that the school is generally free from harassment and bullying with six offering a neutral response. While the school employs security staff to ensure the physical safety of the students, on a recent survey, 74 of the 149 students agreed they felt

safe at the school with 49 remaining neutral and 21 disagreeing. In open responses, students expressed wishes for “less loud classes” and that the school would be “a little more organized.” Critical concerns were raised by students who wanted “all the fighting to stop” and the school to be “more strict” on disruptive behavior.

The Student Success Team is responsible for oversight of behavior management as well as the social and emotional well-being of the students. The team includes RCMCS staff - the team manager, learning center teacher, and a behavior interventionist -- as well as two crisis interventionists from the Center for Youth, and a youth advocate from Hillside Work-Scholarship Connection. The team reported a caseload of 32 students needing academic or mental health services at the time of the renewal visit. Team members work one on one with students as advisors and mentors using a variety of strategies, and the team meets weekly to monitor progress. Students sent from class are counseled by the Student Success Center Manager or teacher to resolve issues and return to class as promptly as possible. In addition to working with students, the team advises teachers on effective strategies and occasionally offers professional development for RCMCS staff.

RCMCS assigns responsibility for parent communication to the students’ teacher-advisors. Teachers are expected to contact families regularly with compliments and concerns and to keep families informed of their child’s academic progress. As of the renewal visit, 167 families had contacted the school to get access to School Tool, the information management system teachers are expected to update regularly with class grades and assignments. Of the three parents who participated in the focus group, two were new to the school and not able to confirm the scope and impact of the family engagement activities detailed in the school’s renewal application.

RCMCS does not post a link to the state report card on its website and does not have a system in place to share information about school-level academic performance with the broader community, which is a NYSED expectation to promote transparency and accountability. Teachers hold academic conversations with individual families, but the overall academic performance of the school overall is not familiar to teachers (In the NYSED administered teacher survey of 2016, 13/19 teachers stated that they believe that the school is outperforming the district, and 9/19 believe that the school is outperforming the state average. Posters highlighting the first group of graduates are evident around the building, but school level Regents data is not featured. Parents in the focus group were unaware of the school’s academic performance, and board members cited the graduation rate but explained that their data dashboard was undergoing revision so they could not cite specific details on the school’s academic performance on Regents exams.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Summative Evidence for Benchmark 4:

Financial Condition

RCMCS appears to be in adequate financial condition as evidenced by performance on key indicators derived from the school's independently-audited financial statements.

The Department reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.

Overall Financial Outlook

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered in strong financial health. RCMCS's composite score for 2015-2016 is 1.90. The table below shows the school's composite scores from 2012-2013 through 2015-2016.

**Rochester Career Mentoring Charter School's Composite Scores
2012-2013 to 2015-2016**

<i>Year</i>	<i>Composite Score</i>
2015-2016	1.90
2014-2015	1.90
2013-2014	2.00
2012-2013	2.10

Source: NYSED Office of Audit Services

Near Term Indicators

Near term indicators of financial health are used to understand the current financial performance and viability of the school. The CSO uses three measures:

The *current ratio* is a financial ratio that measures whether a school has sufficient resources to pay its debts over the next 12 months. The ratio is mainly used to give an idea of the school's ability to pay back its short-term liabilities (debt and payables) with its short-term assets (cash, inventory, receivables). The higher the current ratio, the more capable the school is of paying its obligations, with a ratio under 1.0 a cause for concern. For 2015-2016, RCMCS had a current ratio of 1.3.

Unrestricted cash measures, in days, whether the corporation can meet operating expenses without receiving new income. Schools typically strive to maintain at least 90 days of cash on hand. For fiscal year 2015-2016, RCMCS operated with 19 days' worth of unrestricted cash.

Enrollment stability measures whether or not a school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Actual enrollment that is over 85 percent is considered reasonable. RCMCS's enrollment stability for 2015-2016 was 85.6 percent.

Long Term Indicators

A school's *debt to asset ratio* measures the extent to which the school relies on borrowed funds to finance its operations. It is calculated as total liabilities divided by total assets. A ratio of 0.9 or less meets a standard of low risk. For 2015-2016, RCMCS's debt to asset ratio was 0.5.

Total margin measures the deficit or surplus a school yields out of its total revenues; in other words, whether or not the school is living within its available resources. Total margin is calculated as net income divided by total revenue. A total margin that is positive indicates low risk. For 2015-2016, RCMCS's total margin was -0.1 percent.

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Summative Evidence for Benchmark 5:

CSO reviewed RCMCS's 2014-2015 and 2015-2016 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting.

For the 2014-2015 period, the independent auditor issued a communication regarding internal control-related matters identified in the audit. A "deficiency in internal controls" is defined as when the design or operation of an internal control does not allow school staff to prevent, detect or correct misstatements in financial statements in a timely fashion. A "material weakness" is a deficiency or combination of deficiencies in internal controls that creates a reasonable possibility that school staff will not be allowed to prevent, detect or correct material misstatements in financial statements in a timely fashion.

The auditor did not identify any deficiencies in internal controls that could be considered to be material weaknesses. However, the communication listed six deficiencies identified during a 2013-2014 audit. According to the communication, the school took action to correct five of the six deficiencies, with one pending corrective action. During the 2014-2015 audit, seven additional deficiencies in internal controls were identified.

CSO staff followed up by requesting a CAP to remediate the pending 2013-2014 deficiency as well as the deficiencies identified during the 2014-2015 audit. The school provided a plan, which included an action

plan for each deficiency, the person responsible, and the date completed. The plan met the expectations of CSO staff.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. Board Oversight and Governance	<ul style="list-style-type: none"> a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

Section 2.13 of the charter and Section 2853(1)(f) of the Education Law state that the charter school's board "shall have final authority for policy and operational decisions of the School." The Board has failed to fulfill its responsibility to have final authority for policy and operational decisions of the school as follows:

According to meeting minutes and interviews with board members, the board has deferred final authority to the CEO to determine the academic and organizational direction of the school, sign school contracts, and negotiate on the school's behalf without adequate oversight. In 2014, three members of the school's board of trustees resigned before the end of their terms, at least one citing conflict with the CEO as the reason for resignation. Additional resignations at the school have been attributed to conflicts with the CEO, including at least some of the nine teachers who departed between July 2013 and June 2014, one of the school's educational leaders, and the coordinator of Internships, who described the CEO's behavior as "abusive," and more recently, the director of operations and finance. School consultants also terminated their relationship with the school due to differences with the CEO. The board stated that its most significant challenge is to stop the turnover in personnel. The board's proposed strategy to address this concern is to hire additional administrators and revise the hiring process.

1 SL



4 teachers

+3

SL - 1 left
Teachers - 2 teachers
18 3 stuff

Until recently, the RCMCS Board of Trustees had not engaged in strategic planning based on evidence of school performance. Policies dictated by the CEO have been initiated in response to issues that have arisen, rather than proactively in anticipation of needs.

Despite being in operation for four years, the school reports in its renewal application, "We recently built and developed a high quality board." Over the course of the charter term, seventeen members have joined the board and nine have left. At present, the governing body has eight approved members (see further mention under Benchmark 10, Legal Compliance.) Renewal documents list only each member's committee assignment and fail to describe the expertise each member brings to the board, making it difficult to determine the skills and knowledge held by the governing body.

The school has posted three academic goals and outcome measures, one governance goal and one finance goal. The board reported that it has not engaged in strategic planning until recently, claiming that it always had goals but didn't document them. The school has been guided by the long term goals stated in the mission, with no interim benchmarks or targets to determine whether progress was being made toward the long term aims of graduation with a Regents diploma and college and career readiness. While the board receives data reports from school administrators, they state that they rely on the members with education backgrounds to help extract meaning from the data, explaining that they didn't dive deeply into that data, but instead focused on "jumping in and helping out" in the early years. The board was unable to cite data that would be used to monitor progress toward the year-long goals defined recently. The data dashboards have changed in format and content over the course of the charter, and one recent version includes graphical representations of enrollment, demographics, discipline, Regents passing rates, and progress toward graduation. The September dashboard draft examined by the renewal site visit team included a number of data points that differed from other charter documents and presented data that is not consistent with the measures defined in the Charter School Performance Standards. For example, the attendance target was 92% but actual attendance reached only 91%; a graduation rate discussion labeled "cohort 2016," but that should be the "class of 2016." Another version of the dashboard provided by the school electronically includes tabular as well as graphical presentation of the school's data offering a more complete picture of the school's performance. The redesigned dashboard includes a graphic presentation of the school's financial condition among other data elements mentioned above. Board members explained they have not decided which version of the dashboard they prefer.

The RCMCS Board is organized into governance, finance, and academic committees with each reporting to the full board at monthly meetings. Board minutes report little discussion of proposals with uniform agreement on all decisions. Minutes from 2015-2016 reveal that the board has conducted a review of many of its major policies, and approved revisions to some. Policies have been submitted to NYSED for review before finalizing. The board contracted with an attorney to conduct a legal review of policy revisions.

The board conducts a yearly evaluation of the chief executive officer in the areas of financial viability, fundraising, personnel management, staff and students, facilities, and planning and governance. The governance domain in the CEO's evaluation states that one of his performance expectation is "... maintains an active Board that provide (sic) good governance to the organization," suggesting some overlap between the board's governance role and the CEO's management of the organization. The CEO evaluation does not include the academic performance standards or criteria against which the leader will be assessed. Board members admitted that, in light of weak student achievement across the charter term, they have not held the CEO accountable for disappointing outcomes, attributing responsibility to

the four consecutive school leaders that were recruited and appointed over the charter term. The board reports that its own evaluations occur “continuously,” despite few targets or standards to guide the evaluation ratings.

Board members reported little success in engaging parents in the school. Some explained that inner city parents have many reasons not to be involved in their high school child’s education. They reported that school leaders provide opportunities for parents but rarely attract strong interest, and the board does not hold school leaders or themselves accountable for that. Instead, teachers are responsible for keeping parents informed about students’ progress through the advisory program.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<ul style="list-style-type: none"> a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. <i>Professional Climate</i>	<ul style="list-style-type: none"> a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs. d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. <i>Contractual</i>	<ul style="list-style-type: none"> a. The board of trustees and school leadership establish effective working

Relationships

☐ N/A

- relationships with the management company or comprehensive service provider.
- b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.
- c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

RCMCS has experienced a high level of turnover in instructional and operational leadership over the course of the charter term. While the chief executive officer has remained constant, the chief of operations and academics is starting her second year at the school and the current educational leader began in June 2016. Teachers and staff demonstrated awareness of the school's broad goals of career exploration and college preparation and graphs showing highlights of the school's academic performance are posted around the building. Overall, teachers were unfamiliar with the specific gaps and weaknesses in the school's achievement, with a majority declaring on the NYSED survey that RCMCS students are outperforming the district and the state on NYS assessments.

Staff demonstrated an understanding of the roles of the educational leader, director of operations and academics, and the coordinator of internships. Members of the student support team described in detail their responsibilities to provide for the social and emotional health of the students. Communication among the staff and between staff and administrators is conducted primarily by email or face to face. The office of the educational leader is on the floor with the classrooms, allowing convenient contact. The chief executive officer and director of operations and academics maintain offices on a separate floor and wing of the facility limiting their contact with students and teachers. On the NYSED survey, teachers raised concerns about contradictions in communication from different sources. Most communication is ad hoc, with individuals meeting or emailing as needed. Based on interviews with staff and leaders, decisions are made by school leaders and communicated at the weekly staff meetings.

Over the course of its charter term, RCMCS has experienced high rates of teacher turnover. In year 4, 2015-2016, 16 of the 39 teachers left during the school year and six departed at the end. Similar results are reported for the 2014-2015 school year, with 15 of 36 teachers departing during the school year and four leaving at the end. In contrast, of the teachers working at the school in June 2016, the school reports that 17 have stayed for 2016-2017. One administrator left the school at the end of year 4 (2016) and two departed during or at the end of year 3, 2014-2015. Over the course of the charter, school leaders report that a number of the teachers were dismissed due to unsatisfactory performance.

The teacher schedule at RCMCS provides time for structured and informal collaboration among staff. In addition to intensive summer professional development, teachers meet every Wednesday from 1:00 pm to 4:15 pm for grade level and content area meetings and professional development. On the NYSED survey, 14 of the 19 teachers agreed that teachers frequently collaborate on matters of curriculum and instruction, using Wednesday meeting time and informal "as needed" meetings during prep times as opportunities to plan with their colleagues or confer with special educators. Student concerns are raised at the Wednesday meetings also. Twelve of the 19 teachers agreed that these meetings are well attended and recognized as valuable.

The RCMCS professional development calendar lists the topics to be addressed at the weekly Wednesday afternoon time and on the two full day sessions during the year, and details the topics to be covered during the summer extended professional development time. For the coming year, the school's professional development is focused on a writing strategy (TEAL), learning targets and close reading.

Time is allotted for data review following benchmark assessments, workshops on common instructional practices, advisory and internship procedures, and subject area vertical teams. On surveys asking staff to evaluate the professional development, teachers were generally pleased with the sessions. However, observations of classrooms during the renewal visit and Regents results show that instruction across the school has not improved sufficiently to enable students to meet Regents targets.

The educational leader is the primary administrator responsible for maintaining instructional quality with the support of the chief of operations and academics. Instruction is monitored through informal class walkthroughs and formal teacher evaluations. Formal teacher evaluations use a simplified three-page summary of the Danielson framework, and informal walkthroughs focus on indicators chosen by the educational leader who stated she focuses on implementation of strategies discussed in professional development sessions. While the renewal application states that teachers are evaluated also against the standards of the Teacher Project Based Evaluation Process, no evidence in interviews, surveys or observations could confirm the use of this tool. Fifteen of the 19 teachers agreed that the school has a system in place to monitor and evaluate instruction that includes regular administrator observations and feedback. Several teachers mentioned peer observation but the renewal application indicates that peer observations are planned for the coming year after teacher teams are established as a means of establishing collaborative professional learning as part of its culture. Peer observations are not yet part of the school's approach to instructional quality. As noted under Benchmark 2, instruction at RCMCS did not challenge students to meet the high standards defined in the NYSLS.

The school uses surveys and feedback from class observations as the means by which it solicits teacher input on school operations. On the NYSED-administered survey, teachers mention staff discussions, frequent emails, and an "open door" policy as means by which teachers can voice their compliments or concerns. While most teachers agreed on the survey that the school is a long-term sustainable option for them, 13 of the 19 agreed that they have the resources and support to do their job well. Over the course of the charter term, RCMCS has experienced high rates of teacher turnover, due in part to dismissal for unsatisfactory performance. On the NYSED-administered survey, teachers raise concerns that teachers are responsible for implementing too many initiatives for which there is inadequate follow-up and support.

Benchmark 3: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

Summative Evidence for Benchmark 8:

The school's mission reads:

Rochester Career Mentoring Charter School (RCMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college.

Section 2.5 of the school's charter states in relevant part: The Charter School shall implement the educational programs set forth in the Application so that its students may meet or exceed the performance standards set forth in the Application and in the Performance Framework (section III of the Oversight Plan described in section 6.2 of this agreement). The school's board has failed to fulfill this responsibility as follows:

The school has not established systems to ensure that students have access to a well-implemented, cohesive, and comprehensive curriculum that is consistent with the expectations of the New York State P-12 Learning Standards. The school confirms that the use of data to design an academic program that meets the needs of all students remains in the early stages of implementation. Instructional practices in use by teachers fail to engage students in their learning. Strategies (such as a revised school-wide behavior management plan and use of student supportive services provided by community-based organizational partners) to address persistent misbehavior that disrupts the learning environment have yet to demonstrate a positive impact on the school's outcomes. According to the NYSED Teacher Survey, five out of fifteen teachers agree that the school climate and culture directly support student learning and achievement.

The negative school culture limits student performance, and there continues to be no evidence that the school is prioritizing academic improvement. The school's students are not meeting the performance standards set forth in the application and in the Performance Framework, and the school received a rating of *Falls Far Below* on five of the ten Performance Framework Benchmarks in the report from the full site visit conducted in October 2014. Performance Framework ratings were slightly improved in November 2015, with three ratings of *Falls Far Below* and five ratings of *Approaches*.

The most common instructional practice in the classes observed by the site visit team involved students using laptop computers to look up definitions or fill in blanks on worksheet packets. There was little or no evidence of rigorous instruction and while many students were obediently complying with the teacher's instructions, there was little evidence that students were cognitively engaged in their learning. Student participation was limited to completing assigned tasks and answering teacher-initiated questions. No examples of student-generated questions were observed.

RCMCS is far from meeting its mission of becoming a "model secondary school." While some key elements are being implemented, the core academic program does not meet "rigorous academic

standards,” as measured by student outcomes that would be sufficient to provide students with “the academic and technical skills needed for today’s workforce and/or entrance into college.”

The RCMCS educational program also fails to foster levels of achievement consistent with the school’s mission to graduate all students with a Regents diploma. According to school leaders, 32 percent of students in the 2013 cohort are on track to graduate with a Regents diploma. The school reports that 42 of the 55 students in the 2012 cohort graduated (75%), with 29 (69% of the graduates) completing the requirements for a Regents diploma and 13 (31% of the graduates) receiving a local diploma.

Board members, school leaders, teachers and parents cited the career focus of the school and the small, personalized environment as a key element of the mission of RCMCS. The school’s commitment in its mission to graduate all students with a Regents diploma was not mentioned by any of the groups interviewed for the renewal visit. Sixty-four percent of students responding to the student survey indicated a neutral or low agreement rating for the statement “Students in my school care about graduating.”

On the NYSED survey, teachers cited college preparation, career exploration and rigorous academics as key elements of the school’s mission. Students expressed mixed judgments about whether the school’s mission to graduate students prepared for college and career is valued by their peers. On the survey administered in September, 51 of the 149 students agreed that students care about graduating, while 66 chose a neutral response and 29 disagreed.

The three families represented in the parent focus group agreed that their interest in the school derived from its small size, a major benefit to RCMCS when compared with the large size of district high schools. They indicated their children have benefitted from the career focus and goal setting activities incorporated into the academic program. Two of the families have enrolled their children for the first time this year, one in twelfth grade and one in tenth, so their knowledge of school operations is limited.

The school implements its personalization design element through its advisory program, in which teacher-advisors meet weekly with their students to review academic progress, develop and monitor each student’s Individual Learning Plan (ILP), and maintain communication with each advisee’s family. On the ILP, students are asked to define short and long term goals, identify academic and social-emotional strengths and gaps, and keep a record of their credits and Regents exams passed and needed, similar to a transcript. The work of completing and reviewing the ILP is overseen by each student’s advisor. On the September student survey administered by the school, students expressed mixed responses about aspects of the school’s culture of personalization. While 104 of the 149 agreed that “There is at least one adult I feel I can trust to ask for help,” 22 students remained neutral and 24 disagreed with that statement. While most felt welcome at the school (99 of 149 agree), a significant proportion remained neutral or disagreed. While the school intends its advisory program to form a personalized community, student comments such as those on the survey suggest that a personalized community is not firmly in place. In addition, the impact of reducing from five advisory periods per week to one per week, a change initiated this year, has not been assessed.

The majority of the instructional staff at RCMCS are early career educators with limited classroom or instructional design experience. Curriculum materials include basic information about topic sequences to be covered in a course, but few details on instructional strategies, differentiation methods, or sample checks for understanding. While the NYSLs were often referenced by code number, alignment to the depth of conceptual understanding and breadth of content in the NYSLs was evident in one set of

course materials. The educational leader reported that teachers struggle with basic curriculum development skills, such as constructing adequate learning objectives. While the school provides intensive professional development over the summer and updates at weekly meetings, most time has been spent on introducing the staff to concepts of project based learning, the school's renewed emphasis, rather than refinement of the existing curriculum. The school reports that some teachers worked over the summer to redesign the scope and sequence of its career choices curriculum to replace the one in use over the first four years of the school's operation. Based on the achievement outcomes shown in Appendix A, the flexibility afforded teachers to design their own curriculum has not resulted in an academic program that supports student success.

The school cites data showing that 37 of the 39 students who graduated (95%) secured a career, college or military placement as of the time of commencement. The data dashboard provided to the board of trustees indicates that 50 of the 59 students in the current twelfth grade are placed in internships and the remaining 9 have not yet been assigned. The new coordinator of internships has documented program elements to standardize program expectations and responsibilities. The coordinator explained that most placements are best characterized as career exploration experiences rather than internships which are typically intended to give in-depth work experience. The internship program documents do not include specific learning objectives or minimal criteria needed for students to be eligible for credits toward graduation based on their experience.

RCMCS adjusted its daily schedule to provide credit recovery and test preparation blocks for students within the school day. In previous years, support was provided during optional after school sessions, which were not as well attended as school leaders hoped. The adjusted schedule reduced advisory periods to one per week, from the five days per week previously, opening a class period for students to be placed in career exploration classes, resource classes for students with disabilities or English language learners, research projects, or review for Regents exams. In the original charter, the school's enrichment block and student support came during the extended school day. According to school leaders, students on track to graduate are dismissed at noon, others at 2:00 pm, and the remainder at 4:00 pm to allow time for extra academic support. The benefits, if any, of the adjusted schedules and reduced advisory periods will not be evident until the end of the school year.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program</p>

services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.

c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Table 3: Student Demographics – RCMCS Compared to District of Location (Rochester City SD)

	2014-15			2015-16			2016-17
	Percent of Enrollment			Percent of Enrollment			Percent of Enrollment
	School	CSD	Variance ²	School	CSD	Variance	School ³
Enrollment of Special Populations							
Economically Disadvantaged	96%	88%	+12%	96%	91%	+5%	69%
English Language Learners	3%	12%	-9%	3%	13%	-10%	2%
Students with Disabilities	9%	20%	-11%	9%	20%	-11%	12%

Summative Evidence for Benchmark 9:

While RCMCS enrolls a higher percentage of economically disadvantaged students than the district, it serves far fewer students with disabilities and English language learners than Rochester City School District (RCSD). The school has had mixed success in retaining students in the special populations, reporting that all four of its English language learners and 81% of its economically disadvantaged students returned for the 2016-2017 school year, but only 55% of the students with disabilities chose to continue at the school.

The school continues the recruitment strategies used since its launch four years ago, which include mailings, brochures and postcards distributed to community agencies. This year, the school initiated contact with an organization serving as a gateway for immigrant families. Also this summer, staff members went door to door in selected neighborhoods inviting families to enroll. The school reported some success with the new strategies but noted that many students had already selected their September school placement by the time they were made aware of RCMCS. Data provided by the school does not show an increase in the enrollment of students with disabilities or English learners.

² Variance is defined as the percent of subgroup enrollment between the charter school and the district of location.

³ Reported by the school; 2016-2017 enrollment data has not been publicly released as of the date of this report.

The staff person responsible for enrollment mentioned that the school gathers information about where students learned about RCMCS on the intake forms, but school leaders did not indicate whether they use this data to evaluate their recruitment strategies.

Board members noted they have increased the recruitment budget to provide for additional mailings and for translations of recruitment materials into more languages than the current Spanish and English. New language documents are not yet available.

As noted on page 6, RCMCS has retained 68.5% of enrolled students to the culminating grade of the school. According to Department data, 337 students were enrolled in the school over the four-year charter term. A total of 106 students (31.5%) departed the school prior to graduating. This low retention rate is an indicator of the school's poor performance.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<p>a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.</p> <p>b. The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

Summative Evidence for Benchmark 10:

RCMCS complies with most laws, regulations, and provisions of its charter with a few exceptions:

- The school has submitted its 2014-2015 annual report after the statutory due date.
- The school erroneously awarded Regents Diplomas with Advanced Designation. After careful review of student academic records obtained from the school, it appears that the Regents Diplomas with Advanced Designation were not issued in compliance with Department regulations. These two diplomas should have been issued as a Regents diploma.
- The school is out of compliance with its own by-laws, as the RCMCS by-laws require no fewer than nine members and only eight approved members are currently serving.
- Student health records are held in the same files as academic records, without appropriate privacy protections.
- On the teacher survey, only 10 of 19 respondents affirm that the school has conducted the required annual Dignity for All Students Act (DASA) training.

APPENDIX A: ASSESSMENT AND GRADUATION OUTCOMES

Rochester Career Mentoring Regents passing (publicly available data retrieved from data.nysed.gov)	RCMCS 2014-2015	RCMCS 2013-2014	RCMCS 2012- 2013
English Language Arts Common Core (levels 3, 4, & 5)	45%		
Integrated Algebra (>65)	41%	18%	30%
Integrated Algebra SWD	0%	10%	17%
Geometry (>65)	20%	6%	0%
Algebra 2/ Trigonometry	5%		
Algebra 1 Common Core (levels 3, 4, and 5)	14%		
Global History and Geography (>65)	20%	29%	
Global History and Geography (SWD)	8%	14%	
US History and government (>65)	36%		
Living Environment (>65)	31%	34%	
Living Environment (SWD)	0%	0%	
Physical Setting/ Earth Science (>65)	15%	15%	7%
Physical Setting/ Chemistry (>65) n=6	17%		

2014-2015 Regents Results Comparison (publicly available data retrieved from data.nysed.gov)	RCMCS	Rochester City	NYS
English Language Arts Common Core (levels 3, 4, & 5)	45%	54%	86%
Integrated Algebra (>65)	41%	31%	62%
Geometry (>65)	20%	18%	72%
Algebra 2/ Trigonometry	--	20%	60%
Algebra 1 Common Core (levels 3, 4, and 5)	14%	22%	63%
Global History and Geography (>65)	20%	32%	67%
Global History and Geography (SWD)	8%	10%	34%
US History and government (>65)	36%	46%	84%
Living Environment (>65)	31%	38%	77%
Living Environment (SWD)	0%	15%	46%
Physical Setting/ Earth Science (>65)	15%	27%	72%
Physical Setting/ Chemistry (>65) n=6	17%	25%	75%

**Table 5: High School Total 4-Year Regents Outcomes for All Students:
School, District & NYS Level Aggregates**

4-Yr Cohort: All Students	2010 Cohort			2011 Cohort			2012 Cohort		
Subject	School	District	State	School	District	State	School	District	State
ELA	%	%	%	%	%	%	62%	%	84%
Math	%	%	%	%	%	%	69%	%	86%
Global History	%	%	%	%	%	%	45%	%	78%
US History	%	%	%	%	%	%	47%	%	81%
Science	%	%	%	%	%	%	55%	%	84%
Graduation Rate	%	%	80%	%	%	80%	75%	%	80%

**Table 6: High School Total 4-Year Regents Outcomes by Subgroup – Economically Disadvantaged Students:
School, District & NYS Level Aggregates**

4-Yr Cohort: Economically Disadvantaged	2010 Cohort			2011 Cohort			2012 Cohort		
Subject	School	District	State	School	District	State	School	District	State
ELA	%	%	%	%	%	%	62%	%	79%
Math	%	%	%	%	%	%	69%	%	81%
Global History	%	%	%	%	%	%	45%	%	70%
US History	%	%	%	%	%	%	47%	%	74%
Science	%	%	%	%	%	%	55%	%	78%
Graduation Rate	%	%	80%	%	%	80%	75%	%	80%

**Table 7: High School Total 4-Year Regents Outcomes by Subgroup – Students with Disabilities:
School, District & NYS Level Aggregates**

4-Yr Cohort: Students with Disabilities	2010 Cohort			2011 Cohort			2012 Cohort		
Subject	School	District	State	School	District	State	School	District	State
ELA	%	%	%	%	%	%	0%	%	51%
Math	%	%	%	%	%	%	0%	%	51%
Global History	%	%	%	%	%	%	0%	%	40%
US History	%	%	%	%	%	%	0%	%	47%
Science	%	%	%	%	%	%	0%	%	50%
Graduation Rate	%	%	80%	%	%	80%	%	%	80%

**Table 8: High School Total 4-Year Regents Outcomes by Subgroup – English Language Learners:
School, District & NYS Level Aggregates**

4-Yr Cohort: English Language Learners	2010 Cohort			2011 Cohort			2012 Cohort		
Subject	School	District	State	School	District	State	School	District	State
ELA	%	%	%	%	%	%	0%	%	30%
Math	%	%	%	%	%	%	0%	%	48%
Global History	%	%	%	%	%	%	0%	%	24%
US History	%	%	%	%	%	%	0%	%	30%
Science	%	%	%	%	%	%	0%	%	32%
Graduation Rate	%	%	80%	%	%	80%	%	%	80%



January 11, 2017
Mr. David Frank
Executive Director
Charter School Office
New York State Education Department
89 Washington Ave
Albany, NY 12234

Mr. Frank:

Thank you for the final draft we recently received from your office. The Rochester Career Mentoring Charter School (RCMCS) Board of Trustees (Board) appreciate the time and effort your office took in making changes to specific facts in the final report. The Board is committed to addressing each benchmark area of challenge as we enter our first renewal period. The Board acknowledges areas that need improvement and embraces a continuous improvement process. We want the greatest success for our students and while our school has been able to positively impact student performance, we are not satisfied with the current levels of performance.

The Board is committed to addressing each benchmark area of challenge as we enter our first renewal period. We are also committed to factual correctness. The Board remains concerned, as noted in previous correspondence, about some of the factual evidence used by the New York State Education Department Charter School Office (CSO) to formulate the ratings for each of the benchmarks. Some of these specific concerns are as follows:

- 1) On the cover page, the date of the most recent report seems to be a typo as the report pre-dates the site visit. The Board assumes that the real date of the report is January 9, 2017.
- 2) On page 6, in the Summary of Findings section, the majority of the dates of visitation to the school differed from those reported in the December 7, 2016 version.
- 3) On page 6, in the Summary of Findings section, the report stated that an inadequate corrective action plan was created. The Board and school administration never received any feedback from the CSO office other than staff who were employed by the CSO at that time tearing the school's corrective action plan in pieces when asked to provide the school with feedback.
- 4) On page 6, in the Summary of Findings section, the report stated "team members recorded partial or no evidence of rigorous instruction and student engagement in over 80% of observed classrooms". The 80% figure was not in the December 7, 2016 version of the report. We are unsure where this number came from.
- 5) On page 7, in the Summary of Findings section, the report stated that 52 teachers have departed the school during the first four years of the charter. This number is not accurate. The correct number is 25 teachers over the 4-year period.
- 6) On page 7, in the Summary of Findings section, the report stated "The 2016-2017 school year was the first school year which a school leader (chief of operations/academics) returned for a second year." Previous individuals who served in the roles of Educational Leader and the Director of Operations and Finance served for multiple school years.
- 7) On page 13, in Benchmark 2 section, the report stated "Sixty-three percent of parents responding to the school's annual parent survey indicated a concern with the lack of experience of the teaching staff." This conclusion is in direct contradiction to the statement made on page 7, in the Summary of Findings section, where the report



stated "Too few families provided survey input on the school's operations to judge the effectiveness of the school's more recent attempts to engage families."

- 8) The Board remains concerned that the CSO identifies possible personnel issues within the context of a site visit report. The Board considers the comment found on page 18, in the Benchmark 16 section, stating "Additional resignations at the school have been attributed to conflicts with the CEO, including at least some of the nine teachers who departed between July 2013 and June 2014, one of the school's educational leaders, and the coordinator of internships, who described the CEO's behavior as "abusive", and more recently, the director of operations and finance." As noted in previous correspondence, we recommend the omission of this statement from the site visit report. The Board will not comment on personnel issues and conducts the nature of any personnel matter in executive session in accordance with New York State Open Meetings Law. The Board strongly feels that this type of commentary is circumspect, a violation of individual(s) privacy, and in violation of open meetings law given that this report will become public once finalized.
- 9) On page 27, in the Benchmark 10 section, the report stated the finding for the school is "Falls Far Below." The CSO did not provide any evidence to rate the school as having the lowest rating for this benchmark.

In response to the factual errors that extend beyond the nine noted above, the Board requests the attachment of the letters of response sent to the CSO for the report dated December 7, 2016 along with this letter as formal responses to this report. The Board would appreciate a formal letter of acknowledgement to this letter and an assurance of the inclusion of these additional documents as appendices to the final evaluation report.

Sincerely,

Kevin McCormick
President, Board of Trustees

Cc:

S. Megna

S. Gibbons

K. Jarrett Watson

D. Francione

RCMCS Board Members



We Care About Your Future

Rochester Career Mentoring Charter School
30 Hart Street, Door 3, 3rd Floor
Rochester, NY 14605
Phone: (585) 232-1045
Web: www.rcmcs.org

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Executive Director
Charter School Office
New York State Education Department
89 Washington Ave
Albany, NY 12234

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Sincerely,

Kevin McCormick
President, Board of Trustees

Cc:

S. Megna
S. Gibbons
K. Jarrett Watson
D. Francione
RCMCS Board Members

December 16, 2016

**Mr. David Frank, Executive Director
Charter School Office
New York State Education Department
89 Washington Ave
Albany, NY 12234**

Dear Mr. Frank:

The Board of Trustees (the Board) of the Rochester Career Mentoring Charter School (RCMCS) greatly appreciates the opportunities for dialogue that are being presented by your office as we work together through the final stages of the charter renewal process. Our Board is pleased to have this opportunity to submit a response to the Charter School Office's (CSO) most recent site visit and are gratified that the CSO scheduled a meeting for December 21st to have an open dialogue as we work together to solidify the details of our charter renewal such that collaborative planning with your office can commence for the 2017-2018 school year.

As we submit this letter and prepare to meet with you and the CSO team on December 21st, the Board would like to recognize and applaud the paradigm shift that is taking place in the CSO office that was announced in your remarks to the charter schools of the Rochester region this past summer. The Board has certainly seen evidence of this shift. The most recent invitations for communication are further indication of CSO's commitment to building capacity for charter schools, especially those in the initial charter stage, to succeed. In these last stages of the charter renewal process, the Board has reflected about how RCMCS's levels of communication and sense of partnership with the CSO have never been better. Unfortunately, this has not always been the case. Indications of the struggle that the Board has had to effectively communicate with the CSO is evident throughout the site visit report dated December 7, 2016. Although the Board feels as though the conversation with the CSO during the site visit conducted on September 26 and 27th was productive; it seems as though the focus of the site visit report are perceptions that surfaced prior to your tenure. This focus represents areas where a substantial effort has already been invested by this Board to clarify, correct, or in some cases prove false claims made by the CSO office. This site visit report also contains claims from more than 2 years ago, that were never brought to the attention of this Board by the CSO. Instead, the Board is learning about more than 2-year-old concerns for the first time through this report. Given an abundance of focus on issues that have already been resolved, as you might expect, the Board is very disappointed with the findings of the site report.

With this disappointment comes heartfelt optimism in anticipation of our meeting on December 21st. At this meeting, the Board will be prepared to address in detail each of the many concerns raised in the report. However, we believe that it was important to identify in this letter the areas of greatest interest to us, and in which we plan to provide additional information. We also hope to obtain from the CSO additional answers and context for their findings so that we can ensure that our renewal addresses each area to best set the stage for student success. These topics are:

Student Performance (Benchmark 1)

The Board acknowledges that our optimistic predictions for student performance as expressed in our original charter application have not been fully realized. Furthermore, we also acknowledge that although we have enrolled a larger than expected number of economically disadvantaged students, we have not been as successful as we had hoped in recruiting more students with disabilities and English language learners. The Board has allocated resources to recruit more students from these groups and sees this as a high priority going forward. What is curious, however, is that all comparisons in the report pertaining to student performance were made against all New York State schools and not against schools from the Rochester City School District (RCSD). It is from this district that RCMCS, the only grass-roots high school-only charter school in Rochester, is the only other alternative for our students. We will provide CSO with a more representative comparison during this meeting and demonstrate that significant gains in student performance are being realized.

Teaching and Learning (Benchmark 2)

The Board acknowledges that we have encountered difficulties in implementing project-based instruction as articulated in the original charter application, and we agree that our students have struggled with the Regents assessments. The Board has been fully engaged in recruiting and hiring more seasoned certified educators, in retaining those teachers who have the knowledge and expertise to marry project-based learning into a "standard" curriculum, and in providing training and tools for all teachers in project-based learning approaches. In the 2016-2017 school year, we maintained the majority of teachers from 2015 -2016. With new school leadership and a more permanent cadre of educators in place, we are standardizing classroom tools and infusing standard-based instructional approaches that students are more familiar with to improve rigor in our classrooms. This approach will strengthen the student skills base to better attend to project based learning as it is implemented. More attention is also being spent on our 9th graders to transition them to more successful strategies for engagement in the classroom. Student performance is now being reported on the new dashboard and it is now more of a focal point of attention by the Board.

CEO Oversight (Benchmark 6)

The board recognizes that its annual review of the CEO's performance must in the future be better aligned with student academic performance, and we are now spending more time with the CEO analyzing student performance data and looking specifically for improvements in the areas of literacy and math. This year the Board charged a new standing committee with the task of supervising the growth and development of the CEO and his leadership staff. We agree with the statement that our "...most significant challenge is to stop the turnover in personnel..." However, we have found little credible evidence that our high rate of turnover is related to difficulties with the CEO, as implied in the report.

Communication with the Charter School Office

Although there has been a significant improvement in communication between the Board and the CSO in the last year, the flow of information has not always been continuous. This may be a result of the rapid turnover rate that has occurred in the CSO over the past years. The site report illustrates the need for better lines of communication when it references contacts that the State made in the past with some

of RCMCS's constituency groups, yet it appears that the Board was never informed by the CSO that these groups made contact. This lack of communication prevented the Board with the opportunities to investigate the matters at hand and work with our school community to further strengthen our relationships.

The Board of Trustees of the Rochester Career Mentoring Charter School is looking forward to meeting with the CSO team on Wednesday, December 21, 2016, and we are grateful for this opportunity to have an open and honest dialogue on the issues raised in the report. The Board also looks forward to continuing to work together with our partners in the New York State Education Department to meet the requirements necessary for the renewal of our charter and to continue to provide great opportunities for Rochester city students.

Sincerely,

Kevin McCormick
President, Board of Trustees

cc: RCMCS Board of Trustees



New York State Education Department

Renewal Site Visit Report 2016-2017

Rochester Career Mentoring Charter School

Visit Date: September 26-27, 2016

Date of Report: December 7, 2016

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Rochester Career Mentoring Charter School
Board Chair	Kevin McCormick
School Leader	Dennis Francione
District of location	Rochester City School District
Opening Date	8/20/2012
Charter Terms	Initial charter term: 7/1/2012-6/30/2017
Management Company	N/A
Educational Partners	N/A
Facilities	30 Hart Street, Rochester, New York 14605
Mission Statement	<i>"Rochester Career Mentoring Charter School (RCMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college."</i>
Key Design Elements	<ul style="list-style-type: none"> • <i>Personalization (Individual learning plans and teacher-advisors)</i> • <i>Teachers as curriculum designers (Based on RCSD curriculum framework aligned to common core, using project-based learning)</i> • <i>Career internships</i> • <i>Enrichment block and student support</i>
Requested Revisions	N/A

¹ The information in this section was provided by the NYS Education Department Charter School Office.

School Characteristics

Enrollment

School Year	Grades Served	Maximum Enrollment	Actual Enrollment
2016-2017	9-12	265* (320)	236
2015-2016	9-12	270* (320)	231
2014-2015	9-11	240	217

*At RCMCS request, NYSED approved a temporary reduction in the approved maximum enrollment of 320 to 270 (2015-2016) and 240 (2016-2017). This was approved as non-material revision in March 2015.

METHODOLOGY

A 1.5-day renewal site visit was conducted at Rochester Career Mentoring Charter School on September 26-27, 2016. The Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, the student success team, internship coordinator, special education coordinators, English learner program coordinators, and parents. In cooperation with school leadership, the team also administered anonymous online surveys to teachers.

The team conducted 11 classroom observations in Grades 9-12. The observations were approximately 20 minutes in length and conducted jointly with the educational leader and the chief of operations and academics. The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Renewal Application**
- **Renewal Site Visit Workbook**
- **Teacher roster**
- **Current organization chart**
- **A master school schedule**
- **Board materials**
- **Board self-evaluation documents**
- **Blank teacher and administrator evaluation forms**
- **Student/family handbook**
- **Staff handbook and personnel policies**
- **A list of curricular documents**
- **A list of major assessments**
- **Enrollment data including subgroups**
- **Professional development plans and schedules**
- **Academic data**
- **Student academic records including transcripts**
- **Student 504 plans**

BENCHMARK ANALYSIS

The Charter School Performance Framework outlines ten Performance Benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the renewal site visit, as well as cumulative evidence collected from school reports and site visits over the charter term, will be presented in alignment with the Performance Framework Benchmarks and Indicators according to the rating scale below. A brief summary of the school's performance will precede the benchmark analysis. Each benchmark will be rated; however, the report narrative will highlight those indicators not fully met by the school.

Rating	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from September 26-27, 2016 at Rochester Career Mentoring Charter School, see the following Performance Benchmark Scores and discussion.

**New York State Education Department
Charter School Performance Framework Rating**

Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Falls Far Below
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Falls Far Below
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Approaches
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Falls Far Below
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Approaches
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Approaches
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Falls Far Below
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Falls Far Below

Summary of Findings

The New York State Board of Regents chartered Rochester Career Mentoring Charter School (RCMCS) on September 13, 2011 for a term of five years of operation. The school opened in August 2012 at 30 Hart Street in the Rochester City School District in Rochester, NY. The school is authorized to serve 320 students, but in March 2015, RCMCS requested temporary approval to serve 265 students in 2016-2017. RCMCS currently serves 236 students in Grades 9-12.

From the opening of the school to the present, various concerns were raised with the New York State Education Department (NYSED) by former and current school employees, former members of the school board, and by parents, which prompted a number of visits to the school. NYSED staff conducted check-in visits at the school on June 17, 2013, December 5, 2013, March 20, 2014, May 2, 2014, and February 13, 2015. A full mid-term site visit was conducted by NYSED staff on October 30-31, 2014 and an interim site visit was conducted by an external team of expert charter school evaluators on November 5-6, 2015.

During the site visits, little or no evidence of rigorous instruction was observed, and the results of student surveys and focus groups indicated that physical fights, inappropriate behavior, bullying and threats among students were occurring. Parent surveys and focus groups revealed concerns about staff turnover, inexperienced and unskilled teachers, lack of homework, poor school condition and appearance, lack of communication about school events, prevalence of disruptive students, weak classroom management, and lack of response to concerns about accommodations for students with disabilities. The school has experienced a high rate of student withdrawals. According to information compiled by NYSED Information Reporting Services over the four full years of operation, 106 out of 337 total students departed the school prior to graduating, which computes to 31.5% of the total count over the four years.

On April 3, 2014, NYSED directed the school to develop and implement a Corrective Action Plan (CAP) to address several of the ongoing concerns including inadequate school governance, the failure to progress toward meeting the Performance Framework Benchmarks, the inadequate quality of the school's educational program, and non-compliance with the school's charter. Although NYSED provided feedback to the school on at least six occasions, the school was ultimately unable to develop a CAP with measurable outcomes in student achievement and behavior and a viable plan to meet these outcomes and turn the school around. Subsequent check-in visits on May 2, 2014, and February 13, 2015 revealed no marked improvement. The conditions existing in the school, which precipitated the request for a CAP, have not been addressed.

A two-day, full site visit was conducted at the school on October 30-31, 2014, and the resulting Full Site Visit Report gave the school the lowest rating of Falls Far Below on five of the ten Performance Framework Benchmarks and revealed that the school continued to have serious internal difficulties. Subsequently, a full site visit was conducted on November 5-6, 2015 by a team of external charter school evaluators, which resulted in similar ratings. The school experienced a high rate of turnover in leadership and school personnel in every year of the charter term, with a total of 25 teachers departing between July 2013 and June 2016. The 2016-2017 school year was the first school year in which a school leader returned for a second year.

An additional unannounced site visit to the school was conducted on February 13, 2015. The team observed no improvement in school culture, and no evidence that the school was prioritizing academic

improvement. Although the visit took place toward the end of the school day (abbreviated to a half day every Friday for staff professional development), in the three advisement classrooms observed, no academic activities were in progress and no professional development was scheduled because staff was preparing to decorate the gym for a school dance that evening. Thirty-five students were on a field trip to a local trampoline park, and students observed at the school were playing trivia games, chatting, combing one another's hair, and using cell phones and other personal electronic devices.

turn-over teachers
The current academic performance of the students at RCMCS falls far below the achievement indicators for proficiency on the New York State Regents exams and the targets defined in the Charter School Performance Framework. The school's academic program is based on a collection of curriculum materials that appear to be content-aligned with the New York State Learning Standards (NYSLS), but in practice, daily lessons do not match the depth of knowledge defined in the NYSLS. In general, the school offers learning experiences that set low expectations and holds few intellectual challenges. Differentiation of content was not evident in daily lesson plans or in observed lessons, and students were working on the same assignment at the same pace, generally in whole group settings. Class visits showed many students exhibiting behavior that was off task, disengaged, or indicative of student frustration. RCMCS has had limited success recruiting and retaining students with disabilities and English language learners, and the academic performance of those subgroups remains far below their peers.

School climate and culture at RCMCS is overseen by a large Student Success Team which monitors student behavior as well as their social and emotional well-being. While most classrooms appear safe, the school reports over 100 referrals and 70 out-of-school suspensions for 2015-2016 as a result of the behavior management system. Students express concerns about school safety despite the presence of contracted security guards in the facility. Too few families provided survey input on the school's operations to judge the effectiveness of the school's more recent attempts to engage families.

5
The RCMCS Board of Trustees continues to modify and refine its procedures to adequately oversee the school. Only recently has it begun to set strategic goals for the school, and it is still in the process of deciding on a dashboard reporting system that will allow it to monitor incremental progress toward academic performance targets. While the board says they hold the chief executive officer (CEO) accountable for the school's poor academic outcomes, the nature of that accountability is unclear and the board is unable to articulate how they hold the CEO accountable or use academic results in their evaluation. Although the CEO has been at the school since its inception, RCMCS has experienced frequent turnover in administrators and dramatic turnover in staff over the course of its charter term, limiting the impact of the school's professional development program. School leaders expressed optimism that a higher percentage of teachers returning this year will help stabilize the academic program. The school reduced its target enrollment, cut staff, and increased student support within the school day in an attempt to change the declining trend in academic achievement.

6
Through focus groups and surveys, RCMCS staff, parents, students, and leaders expressed familiarity with the school's mission of career exploration and college preparation, but also acknowledged that the school is in the early stages of implementing some of the key design elements.

While RCMCS enrolls a higher percentage of economically disadvantaged students than the district, it serves far fewer students with disabilities and English language learners than Rochester City School District (RCSD). Its recruitment practices have not led to increases in enrollment of special populations, and the school has been unable to retain its special education students or lead them to academic success.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Falls Far Below

Summative Evidence for Benchmark 1: See Appendix A for further information.

As per the Performance Framework for Board of Regents-authorized charter schools, charter high schools are held accountable to NYS average proficiency standards.

1a. ESEA designation: RCMCS is currently considered a school "In Good Standing" because the school's first accountability status rating, which will be based on 2012 cohort outcomes and graduation rate, will not be calculated by NYSED until 2017.

1b. Similar Schools Comparison: Although a school-generated similar schools academic performance analysis is required in the charter renewal application, the school failed to provide a similar schools comparison. Schools serving similar populations were identified by RCMCS in the renewal application (Benchmark 1), but a comparison of outcomes was not provided.

3a(i) and (ii). Aggregate and Subgroup Annual Regents Outcomes: Annual outcomes at RCMCS fall far below state average annual outcomes on the New York State Regents exams for all students and for subgroups with sufficient numbers to be reported. Where data is available for multiple years, RCMCS shows a declining trend in passing rates on six tests and improving trends on three exams (Table 1).

Table 1: Aggregate Annual Outcomes
RCMCS and NYS*

Regents Exam	2015-2016		2014-2015	
	RCMCS	NYS	RCMCS	NYS
English Language Arts Common Core (levels 3, 4, & 5)	52%	87%	45%	80%
Integrated Algebra (>65)	33%	58%	41%	62%
Integrated Algebra SWD	-	34%	0%	39%
Geometry (>65)	8%	38%	20%	72%
Algebra 2/ Trigonometry	0%	55%	5%	60%
Algebra 1 Common Core (levels 3, 4, and 5)	37%	72%	14%	63%
Algebra 2 Common Core	11%	74%	N.A.	N.A.
Geometry Common Core	0%	64%	N.A.	N.A.
Global History and Geography (>65)	14%	68%	20%	67%
Global History and Geography (SWD)	0%	36%	8%	34%
US History and government (>65)	25%	82%	36%	84%

Regents Exam	2015-2016		2014-2015	
	RCMCS	NYS	RCMCS	NYS
Living Environment (>65)	27%	78%	31%	77%
Living Environment (SWD)	0%	48%	0%	46%
Physical Setting/ Earth Science (>65)	21%	71%	15%	72%
Physical Setting/ Chemistry (>65) n=6	7%	76%	17%	75%

*publicly available data source: <https://data.nysed.gov/>

3a(iii) and (iv). **Aggregate and Subgroup Total Cohort Regents Testing Outcomes:** The target for cohort Regents testing outcomes is the NYS average for all students and for the economically disadvantaged, English language learner, and students with disabilities subgroups. RCMCS falls far below target expectation for all cohort Regents testing outcomes. In the school's first cohort (2012), the only one for which full data is available, Regents testing outcomes for all students and for all subgroups, in ELA, Mathematics, Global History, US History, and Science are significantly below the state average.

**Table 2: Aggregate and Subgroup 2012 Cohort Regents Testing Outcomes
RCMCS and NYS***

Assessment Population	RCMCS	NYS	Variance
<i>Secondary Level English Language Arts After Four Years of Instruction</i>			
All students	62%	84%	-22%
Students with disabilities	0%	51%	-51%
English language learners	0%	30%	-30%
Economically disadvantaged	62%	79%	-17%
<i>Secondary Level Mathematics After Four Years of Instruction</i>			
All students	69%	86%	-17%
Students with disabilities	0%	51%	-51%
English language learners	0%	48%	-48%
Economically disadvantaged	69%	81%	-12%
<i>Secondary Level Global History and Geography After Four Years of Instruction</i>			
All students	45%	78%	-33%
Students with disabilities	0%	40%	-40%
English language learners	0%	24%	-24%
Economically disadvantaged	45%	70%	-25%
<i>Secondary Level U.S. History and Government After Four Years of Instruction</i>			
All students	47%	81%	-34%
Students with disabilities	0%	47%	-47%
English language learners	0%	30%	-30%
Economically disadvantaged	47%	74%	-27%

Assessment Population	RCMCS	NYS	Variance
<i>Secondary Level Science After Four Years of Instruction</i>			
All students	55%	84%	-29%
Students with disabilities	0%	50%	-50%
English language learners	0%	32%	-32%
Economically disadvantaged	55%	78%	-23%

*publicly available data source: <https://data.nysed.gov/>

Graduation Outcomes

3b(i) and (ii). Aggregate and Subgroup Graduation Rate: For its first graduates, the class of 2016, the school reports a 70.9% four year graduation rate, significantly below the state target of 80%. Of the 55 students in the cohort, 39 students completed high school. Twenty-five earned a Regents diploma, two students achieved a Regents Diploma with Advanced Designation, and 13 students were awarded local diplomas (See Benchmark 10 for continued discussion regarding the improper awarding of the Regents Diploma with Advanced Designation). Of these 13, eight students were first approved for Section 504 plans in the spring of the twelfth grade year, and thus were not able to benefit from supports and accommodations during the greater part of their high school years. Thus, less than 2/3 of the graduates achieved the school's stated mission of graduating every student with a Regents diploma, and 15 students in the cohort are still enrolled at the outset of the 2016-2017 school year. ←

3b(iii) On-Track to Graduate: The school reports that 23 of the 71 students (32%) who enrolled in the school as ninth graders in 2013 (the 2013 cohort, class of 2017) have passed three Regents exams or more, the measure of "on track to graduate." The on-track percentages for students with disabilities or those who are English language learners is not reported. This leaves 48 students or 68% of that class "off track" for graduation. This means that those students would have to complete the classwork and pass the Regents exams in *at the least* three subject areas during this, their senior year, in order to graduate with their class.

The school persistently refers to its relatively high percentage rate of economically disadvantaged students to justify its poor performance when compared with similar schools, the district of location, and the state. However, the school's renewal application states specifically, "It was anticipated at the time of submission of the initial charter that a skills gap would need to be addressed to increase the likelihood of student success in high school as they came from the Rochester City School District middle schools that were performing at amongst the lowest of all schools across the state. This challenge was embraced by the founders of RCMCS" and ".....the likelihood of students continuing to come to RCMCS for the foreseeable future with a significant skills gap is a reality."

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to the CCLS.b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.
2. Instruction	<ul style="list-style-type: none">a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	<ul style="list-style-type: none">a. The school uses a balanced system of formative, diagnostic and summative assessments.b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program, and modifies the program accordingly.
4. Supports for Diverse Learners	<ul style="list-style-type: none">a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Summative Evidence for Benchmark 2:

The core of the academic program at RCMCS, teaching and learning, is guided by a curriculum focused on passing Regents exams with limited attention to ensuring students understand the foundational concepts and skills essential for academic success. Instruction varies widely across the school, with few examples of differentiation of content, product, or pace evident. Teachers review Regents exam results

to determine whether to adjust their lesson or unit plans, but the lag between test results and the course scope and sequence limits the timeliness of their adjustments. The school reduced its advisory periods from five per week to one and adjusted the daily schedule to allow students to be assigned to test preparation classes focused on passing the Regents or enrichment classes for those meeting the passing targets. Both observed and planned lessons show minimal evidence of engagement, higher-order thinking or strong academic achievement. RCMCS has had limited success recruiting and retaining students with disabilities and English language learners, and their academic performance remains far below that of their peers.

One key design element of the RCMCS charter is teachers-as-curriculum-designers. While the school's renewal application states that teachers document the sources used to develop the concept maps that form the curriculum, materials provided to the renewal visit team included course syllabi, setting out class rules, grading procedures, and behavior expectations, along with lists of topics to be covered across the year. The materials did not reference the core concepts at the foundation of the curriculum, as would be evident in a concept map. Some curriculum materials reference the NYSLS by code number but the content of daily lessons does not align with the depth of knowledge defined in the NYSLS.

School leaders redesigned some courses to be co-taught by two teachers and use this structure (humanities = English and social studies and MST = environmental science and principles of algebra and geometry) in an effort to align curriculum within grade levels. As observed by the renewal visit team, teachers in these classes take turns teaching their content during the back-to-back class periods rather than collaborate on an interdisciplinary lesson. Monthly department meetings provide opportunities for vertical alignment, but as a high school, course sequences are primarily independent rather than sequential and it is unclear what vertical alignment occurs. In two ninth grade courses, biology (living environment) and algebra, the school has chosen to divide Regents course content into a two-year sequence, requiring students to defer sitting for the Regents until tenth grade. It is unclear how this affects students' ability to stay on track to graduation. Daily lesson plans reference no differentiation of content and in observed lessons, students were completing the same assignment at the same pace, generally in whole group settings. Teachers provided fill in the blank worksheets for note-taking, jump start activities unrelated to course content, and checks for understanding that happened only by asking students questions.

According to the school, under the guidance of the coordinator of internships, elective courses are vertically aligned and mapped to the NYS Career Development and Occupational Studies (NYS CDOS) standards. The career choices lesson observed by the renewal visit team stated a learning target (for example, research college requirements) that was well below the level of challenge needed by the seniors and juniors sitting in the class.

The school reports that it focused the month-long summer professional development training, led by consultants from the Buck Institute, on helping teachers design engaging learning tasks. School leaders stated that they encourage teachers to design project-based learning as a means to embed the skills needed in the workforce within the academic classes. Observations during the renewal visit showed no evidence of project-based learning and few instances where students were directed to use workforce "soft skills" such as diligence, timeliness, or teamwork in their tasks.

School leaders cited posted learning targets, an opening activity (jump start), and exit tickets as common instructional practices in use across the school. Observers noted learning targets posted in most classes and some evidence of an opening activity and exit tickets. However, learning targets were often

restatements of the topic, agenda, or class activity rather than the concept to be understood or the skill to be learned.

On the NYSED survey, teachers' responses confirmed mixed understanding and implementation of instructional rigor. Thirteen of the 19 teachers agreed there is uniformity in teachers' implementation of academic rigor, while six did not. While some teachers cited higher level thinking and application to new situations as examples of academic rigor, many cited engaged students, working in groups, and involving students as ways they would ensure rigor in their lessons, mixing the concepts of intellectual challenge with motivation. Class visits showed few lessons that were intellectually challenging and many students who were exhibiting behavior that was off task, disengaged, or otherwise indicative of frustration.

Although permissible under the law, the school employs 10 teachers who are instructing courses or grade levels for which they are not certified. This could certainly be a factor to be considered when examining the effectiveness of instruction. Sixty-three percent of parents responding to the annual parent survey indicated a concern with the lack of experience of the teaching staff.

According to the school's renewal application, teachers at RCMCS use item banks of Regents test items to create baseline assessments to measure student content knowledge and skill proficiency. The school modified its daily schedule to allow students to be assigned to test preparation and credit recovery classes based on their particular graduation pathway and progress. While the school states that teachers develop and use various checks for understanding as formative assessments to track student understanding within the lesson, the predominant questions asked by teachers addressed task completion rather than conceptual understanding. Beyond conducting an item analysis of recent Regents exams and teacher-created pre-tests, the school does not have a coordinated system of diagnostic or benchmark assessments to track students' intermediate progress.

As noted above, school leaders have modified the daily schedule in response to continuing poor Regents passing rates to allow students to receive additional support within the school day in test prep classes or with Edgenuity, an individualized online curriculum providing credit recovery and remediation.

RCMCS enrolls fewer students with disabilities and English learners than the district, but a higher proportion of economically disadvantaged students. RCMCS uses a consultant teacher model to provide services for its students with disabilities, with one of the two special educators providing support within classes to identified students. The four English learners at RCMCS receive services from the ESOL specialist during assigned periods in the day. Only two-thirds of the teachers agreed that the school has a strong and effective program for students with disabilities and English language learners. While the school retained all four of the English language learners, only 55% of the students with disabilities returned for the 2016-2017, a decline from the 62% who returned for 2015-2016. Appendix A and Tables 1 and 2 in Benchmark 1 show that the school has not been successful in educating students with disabilities who perform far below their peers at the school and far below a similar population in the district.

In addition to specialist educators, the school asserts that its advisory program and individualized learning plans (ILPs) provide support for diverse learners. Individual students work with their advisors to compile the ILP, which lists a graduation plan of courses completed, courses needed, Regents passed and needed, alongside a personal goals profile, college and career interests, and post-high school plans. Sample ILPs provided to the renewal visit team varied in format and lacked sufficient detail to determine how frequently the plans are reviewed, how current the profile and goals were, and whether progress

toward student defined goals had been made. The usefulness of the ILP as a guide for student decisions and advisor actions remains unclear.

Benchmark 3: Culture, Climate and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. Behavior Management and Safety	<ul style="list-style-type: none"> a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. Family Engagement and Communication	<ul style="list-style-type: none"> a. Teachers communicate with parents to discuss students' strengths and needs. b. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. c. The school has a systematic process for responding to parent or community concerns. d. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. Social-Emotional Supports	<ul style="list-style-type: none"> a. School leaders collect and use data to track the socio-emotional needs of students. b. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

RCMCS uses its code of conduct and discipline system to manage student behavior under the oversight of the Student Success Team. There is no common behavior program in use across the school and teachers are expected to develop their own methods to create a positive learning environment in their classrooms. Wide variations in classroom orderliness and productive climate were observed by the site

visit team, confirming responses on the NYSED survey, on which only 12 of the 19 teachers agreed that there is uniformity in classroom management across the school. While most classrooms appear safe, the school reports over 700 discipline referrals and 70 out of school suspensions for 2015-2016 as a result of this system of behavior management.

On the NYSED survey, 13 of the 19 teachers agreed that the school is generally free from harassment and bullying with six offering a neutral response. While the school employs security staff to ensure the physical safety of the students, on a recent survey, only 74 of the 149 students agreed they felt safe at the school with 49 remaining neutral and 21 disagreeing. In open responses, students expressed wishes for "less loud classes" and that the school would be "a little more organized." Critical concerns were raised by students who wanted "all the fighting to stop" and the school to be "more strict" on disruptive behavior.

The Student Success Team is responsible for oversight of behavior management as well as the social and emotional well-being of the students. The team includes RCMCS staff - the team manager, Learning Center teacher, and a behavior interventionist -- as well as two crisis interventionists from the Center for Youth, and a youth advocate from Hillside Work-Scholarship Connection. The team reported a caseload of 32 students needing academic or mental health services at the time of the renewal visit. Team members work one on one with students as advisors and mentors using a variety of strategies, and the team meets weekly to monitor progress. Students sent from class are counseled by the Student Success Center Manager or teacher to resolve issues and return to class as promptly as possible. In addition to working with students, the team advises teachers on effective strategies and occasionally offers professional development for RCMCS staff.

RCMCS assigns responsibility for parent communication to the students' teacher-advisors. Teachers are expected to contact families regularly with compliments and concerns and to keep families informed of their child's academic progress. As of the renewal visit, 167 families had contacted the school to get access to School Tool, the information management system teachers are expected to update regularly with class grades and assignments. Because only three parents participated in the focus group, two of whom were new to the school, the renewal visit team was unable to confirm the scope and impact of the family engagement activities detailed in the school's renewal application.

RCMCS does not post a link to the state report card on its website and does not have a system in place to share school-level academic data with the broader school community to promote transparency and accountability. Teachers hold academic conversations with individual families, but the academic performance of the school overall is unfamiliar to the school's constituents. Posters highlighting the first group of graduates are evident around the building, but school level Regents data is not featured. On the NYSED survey, a high percentage of teachers mistakenly claimed that RCMCS students perform above the state average and above the district on NYS assessments. Parents were unaware of the school's academic performance, and board members cited the graduation rate but explained that their data dashboard was undergoing revision so they could not cite specific details on the school's academic performance on state exams.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Summative Evidence for Benchmark 4:

Financial Condition

RCMCS appears to be in adequate financial condition as evidenced by performance on key indicators derived from the schools independently-audited financial statements.

The Department reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.

Overall Financial Outlook

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered in strong financial health. RCMCS's composite score for 2015-2016 is 1.90. The table below shows the school's composite scores from 2012-2013 through 2015-2016.

**Rochester Career Mentoring Charter School's Composite Scores
2012-2013 to 2015-2016**

<i>Year</i>	<i>Composite Score</i>
2015-2016	1.90
2014-2015	1.90
2013-2014	2.00
2012-2013	2.10

Source: NYSED Office of Audit Services

Near Term Indicators

Near term indicators of financial health are used to understand the current financial performance and viability of the school. The CSO uses three measures:

The *current ratio* is a financial ratio that measures whether a school has sufficient resources to pay its debts over the next 12 months. The ratio is mainly used to give an idea of the school's ability to pay back its short-term liabilities (debt and payables) with its short-term assets (cash, inventory, receivables). The higher the current ratio, the more capable the school is of paying its obligations, with a ratio under 1.0 a cause for concern. For 2015-2016, RCMCS had a current ratio of 1.3.

Unrestricted cash measures, in days, whether the corporation can meet operating expenses without receiving new income. Schools typically strive to maintain at least 90 days of cash on hand. For fiscal year 2015-2016, RCMCS operated with 19 days' worth of unrestricted cash.

Enrollment stability measures whether or not a school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Actual enrollment that is over 85 percent is considered reasonable. RCMCS's enrollment stability for 2015-2016 was 85.6 percent.

Long Term Indicators

A school's *debt to asset ratio* measures the extent to which the school relies on borrowed funds to finance its operations. It is calculated as total liabilities divided by total assets. A ratio of 0.9 or less meets a standard of low risk. For 2015-2016, RCMCS's debt to asset ratio was 0.5.

Total margin measures the deficit or surplus a school yields out of its total revenues; in other words, whether or not the school is living within its available resources. Total margin is calculated as net income divided by total revenue. A total margin that is positive indicates low risk. For 2015-2016, RCMCS's total margin was -0.1 percent.

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Summative Evidence for Benchmark 5:

CSO reviewed RCMCS's 2014-2015 and 2015-2016 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting.

For the 2014-2015 period, the independent auditor issued a communication regarding internal control-related matters identified in the audit. First of all, a "deficiency in internal controls" is defined as when the design or operation of an internal control does not allow school staff to prevent, detect or correct misstatements in financial statements in a timely fashion. A "material weakness" is a deficiency or combination of deficiencies in internal controls that creates a reasonable possibility that school staff will not be allowed to prevent, detect or correct material misstatements in financial statements in a timely fashion.

The auditor did not identify any deficiencies in internal controls that could be considered to be material weaknesses. However, the communication listed six deficiencies identified during a 2013-2014 audit. According to the communication, the school took action to correct five of the six deficiencies, with one pending corrective action. During the 2014-2015 audit, seven additional deficiencies in internal controls were identified.

CSO staff followed up by requesting a CAP to remediate the pending 2013-2014 deficiency as well as the deficiencies identified during the 2014-2015 audit. The school provided a plan, which included an action

plan for each deficiency, the person responsible, and the date completed. The plan met the expectations of CSO staff.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship, and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. Board Oversight and Governance	<ul style="list-style-type: none">a. The board recruits and selects board members with skills and expertise that meet the needs of the school.b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.c. The board demonstrates active oversight of the charter school management, fiscal operations and progress toward meeting academic and other school goals.d. The board regularly updates school policies.e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself and providers.f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

Section 2.13 of the charter and Section 2853(1)(f) of the Education Law state that the charter school's board "shall have final authority for policy and operational decisions of the School." The Board has failed to fulfill its responsibility to have final authority for policy and operational decisions of the school as follows:

According to meeting minutes and interviews with board members, the board has deferred authority to the CEO to handle day-to-day operations, and allows the CEO to determine the academic and organizational direction of the school, sign school contracts, and negotiate on the school's behalf. In 2014, after experiencing conflict with the CEO, three members of the school's board of trustees resigned before the end of their terms, including the co-founder of the school. Other resignations attributed to conflicts with the CEO include at least some of the nine teachers who departed between July 2013 and June 2014, one of the school's educational leaders, and the coordinator of internships, who described the CEO's behavior as "abusive," and more recently, the Director of Operations and Finance. School consultants also terminated their relationship with the school due to differences with the CEO. The board admitted that its most significant challenge is to stop the turnover in personnel; however, the board offered no structured remediation strategy other than the revised hiring process for new teachers.

Until recently, the RCMCS Board of Trustees had not engaged in strategic planning based on evidence of school performance. Policies dictated by the CEO have been initiated in response to issues that have arisen, rather than proactively in anticipation of needs.

Despite being in operation for four years, the school reports in its renewal application, "We recently built and developed a high quality board." Over the course of the charter term, seventeen members have joined the board and nine have left. At present, the governing body has only eight approved members (see further mention under Benchmark 10, Legal Compliance.) Renewal documents list only each member's committee assignment and fail to describe the expertise each member brings to the board, making it difficult to determine the skills and knowledge held by the governing body.

The school has posted three academic goals and outcome measures, one governance goal and one finance goal. The board reported that it has not engaged in strategic planning until recently, claiming that it always had goals but didn't document them. The school has been guided by the long term goals stated in the mission, with no short term benchmarks or targets to determine whether progress was being made toward the long term aims of college and career readiness. While the board receives data reports from school administrators, they relied on the members with education backgrounds to help extract meaning from the data, explaining that they didn't dive deeply into that data, but instead focused on "jumping in and helping out" in the early years. The board was unable to cite data that would be used to monitor progress toward the year-long goals defined recently. The data dashboards have changed in format and content over the course of the charter, and one recent version includes graphical representations of enrollment, demographics, discipline, Regents passing rates, and progress toward graduation. The September dashboard draft examined by the site visit team included a number of data points that differed from other charter documents and presented data that is not consistent with the measures defined in the Charter School Performance Standards. For example, the attendance target was 92% but actual attendance reached only 91%; a graduation rate discussion labeled "cohort 2016," but that should be the "class of 2016." Another version of the dashboard provided by the school electronically includes tabular as well as graphical presentation of the school's data offering a more complete picture of the school's performance. The redesigned dashboard includes a graphic presentation of the school's financial condition among other data elements mentioned above. Board members explained they have not decided which version of the dashboard they prefer.

The RCMCS Board is organized into governance, finance, and academic committees with each reporting to the full board at monthly meetings. Board minutes report little discussion of proposals with uniform agreement on all decisions. Minutes from 2015-2016 reveal that the board has conducted a review of many of its major policies, and approved revisions to some. Policies have been submitted to NYSED for review before finalizing. The board contracted with an attorney to conduct a legal review of policy revisions.

The board conducts a yearly evaluation of the chief executive officer in the areas of financial viability, fundraising, personnel management, staff and students, facilities, and planning and governance. The governance domain in the CEO's evaluation states, "... maintains an active Board that provide(sic) good governance to the organization," suggesting some overlap between the board's governance role and the CEO's management of the organization. The CEO evaluation does not include the performance standards or criteria against which the leader will be assessed. Board members admitted that, in light of weak student achievement across the charter term, they have not held the CEO accountable for disappointing outcomes, attributing responsibility to the school leaders he recruits. The board reports

that its own evaluations occur “continuously,” despite few targets or standards to guide the evaluation ratings.

Board members reported little success in engaging parents in the school. Some explained that inner city parents have many reasons not to be involved in their high school child’s education. They reported that school leaders provide opportunities for parents but rarely attract strong interest, and the board does not hold school leaders or themselves accountable for that. Instead, teachers are responsible for keeping parents informed about students’ progress through the advisory program.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<ul style="list-style-type: none"> a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. <i>Professional Climate</i>	<ul style="list-style-type: none"> a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs. d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. <i>Contractual Relationships</i>	<ul style="list-style-type: none"> a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.

☐ N/A

- b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.
- c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

RCMCS has experienced ongoing "churn" in instructional and operational leadership over the course of the charter term. While the chief executive officer has remained constant, the chief of operations and academics is starting her second year at the school and the current educational leader began in June 2016. Teachers and staff demonstrated awareness of the school's broad goals of career exploration and college preparation and graphs showing highlights of the school's academic performance are posted around the building. Overall, teachers were unfamiliar with the specific gaps and weaknesses in the school's achievement, with a majority declaring on the NYSED survey that RCMCS students are outperforming the district and the state on NYS assessments.

Staff demonstrated an understanding of the roles of the educational leader, director of operations and academics, and the coordinator of internships. Members of the student support team described in detail their responsibilities to provide for the social and emotional health of the students. Communication among the staff and between staff and administrators is conducted primarily by email or face to face. The office of the educational leader is on the floor with the classrooms, allowing convenient contact. The chief executive officer and director of operations and academics maintain offices on a separate floor and wing of the facility limiting their contact with students and teachers. On the NYSED survey, teachers raised concerns about contradictions in communication from different sources. Most communication is ad hoc, with individuals meeting or emailing as needed. Based on interviews with staff and leaders, decisions are made by school leaders and communicated at the weekly staff meetings.

Over the course of its charter term, RCMCS has experienced high rates of teacher turnover. In year 4, 2015-2016, 16 of the 39 teachers left during the school year and six departed at the end. Similar results are reported for the 2014-2015 school year, with 15 of 36 teachers departing during the school year and four leaving at the end. In contrast, of the teachers working at the school in June 2016, the school reports that 17 have stayed for 2016-2017. One administrator left the school at the end of year 4 (2016) and two departed during or at the end of year 3, 2014-2015. Over the course of the charter, school leaders report that a number of the teachers were dismissed due to unsatisfactory performance.

The teacher schedule at RCMCS provides time for structured and informal collaboration among staff. In addition to intensive summer professional development, teachers meet every Wednesday from 1:00 pm to 4:15 pm for grade level and content area meetings and professional development. On the NYSED survey, 14 of the 19 teachers agreed that teachers frequently collaborate on matters of curriculum and instruction, using Wednesday meeting time and informal "as needed" meetings during prep times as opportunities to plan with their colleagues or confer with special educators. Student concerns are raised at the Wednesday meetings also. Twelve of the 19 teachers agreed that these meetings are well attended and recognized as valuable.

The RCMCS professional development calendar lists the topics to be addressed at the weekly Wednesday afternoon time and on the two full day sessions during the year, and details the topics to be covered during the summer extended professional development time. For the coming year, the school's professional development is focused on a writing strategy (TEAL), learning targets and close reading. Time is allotted for data review following benchmark assessments, workshops on common instructional

practices, advisory and internship procedures, and subject area vertical teams. On surveys asking staff to evaluate the professional development, teachers were generally pleased with the sessions. However, observations of classrooms during the renewal visit and Regents results show that instruction across the school has not improved sufficiently to enable students to meet Regents targets.

The educational leader is the primary administrator responsible for maintaining instructional quality with the support of the chief of operations and academics. Instruction is monitored through informal class walkthroughs and formal teacher evaluations. Formal teacher evaluations use a simplified three-page summary of the Danielson framework, and informal walkthroughs focus on indicators chosen by the educational leader who stated she focuses on implementation of strategies discussed in professional development sessions. While the renewal application states that teachers are evaluated also against the standards of the Teacher Project Based Evaluation Process, no evidence in interviews, surveys or observations could confirm the use of this tool. Fifteen of the 19 teachers agreed that the school has a system in place to monitor and evaluate instruction that includes regular administrator observations and feedback. Several teachers mentioned peer observation but the renewal application indicates that peer observations are planned for the coming year after teacher teams are established as a means of establishing collaborative professional learning as part of its culture. Peer observations are not yet part of the school's approach to instructional quality. As noted under Benchmark 2, instruction at RCMCS did not challenge students to meet the high standards defined in the NYSLS.

The school uses surveys and feedback from class observations as the means by which it solicits teacher input on school operations. On the NYSED survey, teachers mention staff discussions, frequent emails, and an "open door" policy as means by which teachers can voice their compliments or concerns. While most teachers on the NYSED survey agreed that the school is a long-term sustainable option for them, only 13 of the 19 agreed that they have the resources and support to do their job well. Over the course of the charter term, RCMCS has experienced high rates of teacher turnover, only partly due to dismissal for unsatisfactory performance. On the NYSED survey, teachers raise concerns that teachers are responsible for implementing too many initiatives for which there is inadequate follow-up and support.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<ul style="list-style-type: none"> a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

The school's mission reads:

Rochester Career Mentoring Charter School (RCMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college.

Section 2.5 of the school's charter states in relevant part: The Charter School shall implement the educational programs set forth in the Application so that its students may meet or exceed the performance standards set forth in the Application and in the Performance Framework (section III of the Oversight Plan described in section 6.2 of this agreement). The school's board has failed to fulfill this responsibility as follows:

The negative school culture limits student performance, and there continues to be no evidence that the school is prioritizing academic improvement. The school's students are not meeting the performance standards set forth in the application and in the Performance Framework, and the school received a rating of Falls Far Below on five of the ten Performance Framework Benchmarks in the report from the full site visit conducted in October, 2014. Performance Framework ratings were slightly improved in November 2015, with three ratings of Falls Far Below and five ratings of Approaches.

The school has not established systems to ensure that students have access to a well-implemented, cohesive, and comprehensive curriculum that is consistent with the expectations of the New York State P-12 Learning Standards. The school confirms that the use of data to design an academic program that meets the needs of all students remains in the early stages of implementation. Instructional practices in use by teachers fail to engage students in their learning. Strategies (such as a revised school-wide behavior management plan and use of student supportive services provided by community-based organizational partners) to address persistent misbehavior that disrupts the learning environment have yet to demonstrate a positive impact on the school's outcomes. According to the NYSED Teacher Survey, only five out of fifteen teachers agree that the school climate and culture directly support student learning and achievement.

The most common instructional practice in the classes observed by the site visit team involved students using laptop computers to look up definitions or fill in blanks on worksheet packets. There was little or no evidence of rigorous instruction and while many students were obediently complying with the teacher's instructions, there was little evidence that students were cognitively engaged in their learning. Student participation was limited to completing assigned tasks and answering teacher-initiated questions. No examples of student-generated questions were observed.

RCMCS is far from meeting its mission of becoming a "model secondary school." While some key elements are being implemented, the core academic program does not meet "rigorous academic standards," as measured by student outcomes that would be sufficient to provide students with "the academic and technical skills needed for today's workforce and/or entrance into college."

The RCMCS educational program also fails to foster levels of achievement consistent with the school's mission to graduate all students with a Regents diploma. According to school leaders, only 32 percent of students in the 2013 cohort are on track to graduate with a Regents diploma. The school reports that 42 of the 55 students in the 2012 cohort graduated (75%), with 29 (69% of the graduates) completing the requirements for a Regents diploma and 13 (31% of the graduates) receiving a local diploma.

Board members, school leaders, teachers and parents cited the career focus of the school and the small, personalized environment as a key element of the mission of RCMCS. The school's commitment in its mission to graduate all students with a Regents diploma was not mentioned by any of the groups interviewed for the renewal visit. Sixty-four percent of students responding to the student survey indicated a neutral or low agreement rating for the statement "Students in my school care about graduating."

On the NYSED survey, teachers cited college preparation, career exploration and rigorous academics as key elements of the school's mission. Students expressed mixed judgments about whether the school's mission to graduate students prepared for college and career is valued by their peers. On the survey administered in September, only 51 of the 149 students agreed that students care about graduating, while 66 chose a neutral response and 29 disagreed.

The three families represented in the parent focus group agreed that their interest in the school derived from its small size, a major benefit to RCMCS when compared with the large size of district high schools. They indicated their children have benefitted from the career focus and goal setting activities incorporated into the academic program. Two of the families have enrolled their children for the first time this year, one in twelfth grade and one in tenth, so their knowledge of school operations is limited.

The school implements its personalization design element through its advisory program, in which teacher-advisors meet weekly with their students to review academic progress, develop and monitor each student's Individual Learning Plan (ILP), and maintain communication with each advisee's family. On the ILP, students are asked to define short and long term goals, identify academic and social-emotional strengths and gaps, and keep a record of their credits and Regents exams passed and needed, similar to a transcript. The work of completing and reviewing the ILP is overseen by each student's advisor. On the September student survey administered by the school, students expressed mixed responses about aspects of the school's culture of personalization. While 104 of the 149 agreed that "There is at least one adult I feel I can trust to ask for help," 22 students remained neutral and 24 disagreed with that statement. While most felt welcome at the school (99 of 149 agree), a significant proportion remained neutral or disagreed. While the school intends its advisory program to form a personalized community, student comments such as those on the survey suggest that a personalized community is not firmly in place. In addition, the impact of reducing from five advisory periods per week to one per week, a change initiated this year, has not been assessed.

The majority of the instructional staff at RCMCS are early career educators with limited classroom or instructional design experience. Curriculum materials include basic information about topic sequences to be covered in a course, but few details on instructional strategies, differentiation methods, or sample checks for understanding. While the NYSLS were often referenced by code number, alignment to the depth of conceptual understanding and breadth of content in the NYSLS was evident in only one set of course materials. The educational leader reported that teachers struggle with basic curriculum development skills, such as constructing adequate learning objectives. While the school provides intensive professional development over the summer and updates at weekly meetings, most time has

been spent on introducing the staff to concepts of project based learning, the school's renewed emphasis, rather than refinement of the existing curriculum. The school reports that some teachers worked over the summer to redesign the scope and sequence of its career choices curriculum to replace the one in use over the first four years of the school's operation. Based on the achievement outcomes shown in Appendix A, the flexibility afforded teachers to design their own curriculum has not resulted in an academic program that supports student success.

The school cites data showing that 37 of the 39 students who graduated (95%) secured a career, college or military placement as of the time of commencement. The data dashboard provided to the board of trustees indicates that 50 of the 59 students in the current twelfth grade are placed in internships and the remaining 9 have not yet been assigned. The new coordinator of internships has documented program elements to standardize program expectations and responsibilities. The coordinator explained that most placements are best characterized as career exploration experiences rather than internships which are typically intended to give in-depth work experience. The internship program documents do not include specific learning objectives or minimal criteria needed for students to be eligible for credits toward graduation based on their experience.

RCMCS adjusted its daily schedule to provide credit recovery and test preparation blocks for students within the school day. In previous years, support was provided during optional after school sessions, which were not as well attended as school leaders hoped. The adjusted schedule reduced advisory periods to one per week, from the five days per week previously, opening a class period for students to be placed in career exploration classes, resource classes for students with disabilities or English language learners, research projects, or review for Regents exams. In the original charter, the school's enrichment block and student support came during the extended school day. According to school leaders, students on track to graduate are dismissed at noon, others at 2:00 pm, and the remainder at 4:00 pm to allow time for extra academic support. The benefits, if any, of the adjusted schedules and reduced advisory periods will not be evident until the end of the school year.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. Targets are met	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. Targets are not met	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding</p>

communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.

c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Table 3: Student Demographics – RCMCS Compared to District of Location (Rochester City SD)

	2014-15			2015-16			2016-17
	Percent of Enrollment		Variance ²	Percent of Enrollment		Variance	Percent of Enrollment
	School	CSD		School	CSD		School ³
Enrollment of Special Populations							
Economically Disadvantaged	96%	88%	+12%	96%	91%	+5%	69%
English Language Learners	3%	12%	-9%	3%	13%	-10%	2%
Students with Disabilities	9%	20%	-11%	9%	20%	-11%	12%

Summative Evidence for Benchmark 9:

While RCMCS enrolls a higher percentage of economically disadvantaged students than the district, it serves far fewer students with disabilities and English language learners than Rochester City School District (RCSD). The school has had mixed success in retaining students in the special populations, reporting that all four of its English language learners and 81% of its economically disadvantaged students returned for the 2016-2017 school year, but only 55% of the students with disabilities chose to continue at the school. In addition, the school reports a wait list of only nine students.

The school continues the recruitment strategies used since its launch four years ago, which include mailings, brochures and postcards distributed to community agencies. This year, the school initiated contact with an organization serving as a gateway for immigrant families. Also this summer, staff members went door to door in selected neighborhoods inviting families to enroll. The school reported some success with the new strategies but noted that many students had already selected their September school placement by the time they were made aware of RCMCS. Data provided by the school does not show an increase in the enrollment of students with disabilities or English learners.

The staff person responsible for enrollment mentioned that the school gathers information about where students learned about RCMCS on the intake forms, but school leaders did not indicate whether they use this data to evaluate their recruitment strategies.

² Variance is defined as the percent of subgroup enrollment between the charter school and the district of location.

³ Reported by the school; 2016-2017 enrollment data has not been publicly released as of the date of this report.

Board members noted they have increased the recruitment budget to provide for additional mailings and for translations of recruitment materials into more languages than the current Spanish and English. New language documents are not yet available.

As noted on page 6, RCMCS has retained only 68.5% of enrolled students to the culminating grade of the school. According to Department data, 337 students were enrolled in the school over the four-year charter term. A total of 106 students (31.5%) departed the school prior to graduating. This low retention rate is an indicator of the school's poor performance.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. Legal Compliance	<p>a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.</p> <p>b. The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

Summative Evidence for Benchmark 10:

RCMCS complies with most laws, regulations, and provisions of its charter with a few exceptions: ?

- ✓ The school has submitted its annual report after the statutory due date. *Wait after 2015-2016 what year?*
- ✓ The school erroneously awarded Regents Diplomas with Advanced Designation. After careful review of student academic records obtained from the school, it appears that the Regents Diploma with Advanced Designation was not issued in compliance with Department regulations. This diploma should have been issued as a Regents diploma. *errors*
- The school is out of compliance with its own by-laws, as the RCMCS by-laws require no fewer than nine members and only eight approved members are currently serving.
- Student health records are held in the same files as academic records, without appropriate privacy protections.
- On the teacher survey, only 10 of 19 respondents affirm that the school has conducted the required annual Dignity for All Students Act (DASA) training.

↓
DASA

→ Everybody has had training

APPENDIX A: ASSESSMENT AND GRADUATION OUTCOMES

Rochester Career Mentoring Regents passing (publicly available data retrieved from data.nysed.gov)	RCMCS 2014-2015	RCMCS 2013-2014	RCMCS 2012- 2013
English Language Arts Common Core (levels 3, 4, & 5)	45%		
Integrated Algebra (>65)	41%	18%	30%
Integrated Algebra SWD	0%	10%	17%
Geometry (>65)	20%	6%	0%
Algebra 2/ Trigonometry	5%		
Algebra 1 Common Core (levels 3, 4, and 5)	14%		
Global History and Geography (>65)	20%	29%	
Global History and Geography (SWD)	8%	14%	
US History and government (>65)	36%		
Living Environment (>65)	31%	34%	
Living Environment (SWD)	0%	0%	
Physical Setting/ Earth Science (>65)	15%	15%	7%
Physical Setting/ Chemistry (>65) n=6	17%		

2014-2015 Regents Results Comparison (publicly available data retrieved from data.nysed.gov)	RCMCS	Rochester City	NYS
English Language Arts Common Core (levels 3, 4, & 5)	45%	54%	86%
Integrated Algebra (>65)	41%	31%	62%
Geometry (>65)	20%	18%	72%
Algebra 2/ Trigonometry	--	20%	60%
Algebra 1 Common Core (levels 3, 4, and 5)	14%	22%	63%
Global History and Geography (>65)	20%	32%	67%
Global History and Geography (SWD)	8%	10%	34%
US History and government (>65)	36%	46%	84%
Living Environment (>65)	31%	38%	77%
Living Environment (SWD)	0%	15%	46%
Physical Setting/ Earth Science (>65)	15%	27%	72%
Physical Setting/ Chemistry (>65) n=6	17%	25%	75%

**Table 5: High School Total 4-Year Regents Outcomes for All Students:
School, District & NYS Level Aggregates**

4-Yr Cohort: All Students	2010 Cohort			2011 Cohort			2012 Cohort		
Subject	School	District	State	School	District	State	School	District	State
ELA	%	%	%	%	%	%	62%	%	84%
Math	%	%	%	%	%	%	69%	%	86%
Global History	%	%	%	%	%	%	45%	%	78%
US History	%	%	%	%	%	%	47%	%	81%
Science	%	%	%	%	%	%	55%	%	84%
Graduation Rate	%	%	80%	%	%	80%	75%	%	80%

**Table 6: High School Total 4-Year Regents Outcomes by Subgroup – Economically Disadvantaged Students:
School, District & NYS Level Aggregates**

4-Yr Cohort: Economically Disadvantaged	2010 Cohort			2011 Cohort			2012 Cohort		
Subject	School	District	State	School	District	State	School	District	State
ELA	%	%	%	%	%	%	62%	%	79%
Math	%	%	%	%	%	%	69%	%	81%
Global History	%	%	%	%	%	%	45%	%	70%
US History	%	%	%	%	%	%	47%	%	74%
Science	%	%	%	%	%	%	55%	%	78%
Graduation Rate	%	%	80%	%	%	80%	75%	%	80%

**Table 7: High School Total 4-Year Regents Outcomes by Subgroup – Students with Disabilities:
School, District & NYS Level Aggregates**

4-Yr Cohort: Students with Disabilities	2010 Cohort			2011 Cohort			2012 Cohort		
Subject	School	District	State	School	District	State	School	District	State
ELA	%	%	%	%	%	%	0%	%	51%
Math	%	%	%	%	%	%	0%	%	51%
Global History	%	%	%	%	%	%	0%	%	40%
US History	%	%	%	%	%	%	0%	%	47%
Science	%	%	%	%	%	%	0%	%	50%
Graduation Rate	%	%	80%	%	%	80%	%	%	80%

**Table 8: High School Total 4-Year Regents Outcomes by Subgroup – English Language Learners:
School, District & NYS Level Aggregates**

4-Yr Cohort: English Language Learners	2010 Cohort			2011 Cohort			2012 Cohort		
Subject	School	District	State	School	District	State	School	District	State
ELA	%	%	%	%	%	%	0%	%	30%
Math	%	%	%	%	%	%	0%	%	48%
Global History	%	%	%	%	%	%	0%	%	24%
US History	%	%	%	%	%	%	0%	%	30%
Science	%	%	%	%	%	%	0%	%	32%
Graduation Rate	%	%	80%	%	%	80%	%	%	80%



New York State Education Department

Renewal Site Visit Report 2016-2017

Rochester Career Mentoring Charter School

Visit Date: September 26-27, 2016

Date of Report: January 9, 2016

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Rochester Career Mentoring Charter School
Board Chair	Kevin McCormick
School Leader	Dennis Francione
District of location	Rochester City School District
Opening Date	8/20/2012
Charter Terms	Initial charter term: 7/1/2012-6/30/2017
Management Company	N/A
Educational Partners	N/A
Facilities	30 Hart Street, Rochester, New York 14605
Mission Statement	<i>"Rochester Career Mentoring Charter School (RCMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college."</i>
Key Design Elements	<ul style="list-style-type: none"> • <i>Personalization (Individual learning plans and teacher-advisors)</i> • <i>Teachers as curriculum designers (Based on RCSD curriculum framework aligned to common core, using project-based learning)</i> • <i>Career Internships</i> • <i>Enrichment block and student support</i>
Requested Revisions	N/A

¹ The information in this section was provided by the NYS Education Department Charter School Office.

School Characteristics

Enrollment

School Year	Grades Served	Maximum Enrollment	Actual Enrollment
2016-2017	9-12	265* (320)	236
2015-2016	9-12	270* (320)	231
2014-2015	9-11	240	217

*At RCMCS request, NYSED approved a temporary reduction in the approved maximum enrollment of 320 to 270 (2015-2016) and 265 (2016-2017). This was approved as non-material revision in March 2015.

METHODOLOGY

A 1.5-day renewal site visit was conducted at Rochester Career Mentoring Charter School on September 26-27, 2016. The Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, the student success team, internship coordinator, special education coordinators, English learner program coordinators, and parents. In cooperation with school leadership, the team also administered anonymous online surveys to teachers.

The team conducted 11 classroom observations in Grades 9-12. The observations were approximately 20 minutes in length and conducted jointly with the educational leader and the chief of operations and academics. The documents and data reviewed by the team before, during, and after the site visit included the following:

- Renewal Application
- Renewal Site Visit Workbook
- Teacher roster
- Current organization chart
- A master school schedule
- Board materials
- Board self-evaluation documents
- Blank teacher and administrator evaluation forms
- Student/family handbook
- Staff handbook and personnel policies
- A list of curricular documents
- A list of major assessments
- Enrollment data including subgroups
- Professional development plans and schedules
- Academic data
- Student academic records including transcripts
- Student 504 plans

BENCHMARK ANALYSIS

The Charter School Performance Framework outlines ten Performance Benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the renewal site visit, as well as cumulative evidence collected from school reports and site visits over the charter term, will be presented in alignment with the Performance Framework Benchmarks and Indicators according to the rating scale below. A brief summary of the school's performance will precede the benchmark analysis. Each benchmark will be rated; however, the report narrative will highlight those indicators not fully met by the school.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school fails far below the performance benchmark; significant concerns are noted.

For the renewal site visit conducted from September 26-27, 2016 at Rochester Career Mentoring Charter School, see the following Performance Benchmark Scores and discussion.

**New York State Education Department
Charter School Performance Framework Rating**

Performance Benchmark		Level
	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Falls Far Below
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Falls Far Below
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Approaches
	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Falls Far Below
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Approaches
	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Approaches
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Falls Far Below
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Falls Far Below

Summary of Findings

The New York State Board of Regents chartered Rochester Career Mentoring Charter School (RCMCS) on September 13, 2011 for a term of five years of operation. The school opened in August 2012 at 30 Hart Street in the Rochester City School District in Rochester, NY. The school is authorized to serve 320 students, but in March 2015, RCMCS requested temporary approval to serve 270 students in 2015-2016 and 265 in 2016-2017. RCMCS currently serves 236 students in Grades 9-12.

From the opening of the school to the present, various concerns were raised with the New York State Education Department (NYSED) by former and current school employees, former members of the school board and by parents, which prompted a number of visits to the school. NYSED staff conducted check-in (informal) visits at the school on January 17, 2013, December 5, 2013, January 23, 2014, March 20, 2014, May 2, 2014, September 16 and October 8, 2015, and June 7, 2016. A formal mid-term site visit was conducted by NYSED staff on October 30-31, 2014 and an additional formal site visit was conducted by an impartial external team of charter school evaluators on behalf of NYSED on November 5-6, 2015. The NYSED renewal site visit took place on September 26-27, 2016. A visit with the board of trustees was conducted on December 21, 2016, after receipt of feedback from the school and prior to the finalization of this report.

On April 3, 2014, in response to concerns raised on site and by school stakeholders, NYSED directed the school to develop and implement a Corrective Action Plan (CAP) to address areas of needed improvement related to governance, failure to progress toward meeting the Performance Framework Benchmarks, quality and effectiveness of the instructional program, and implementation of the school's approved charter. Although NYSED provided feedback to the school on six occasions, the school did not develop a CAP with measurable improvement goals in the areas of student achievement and behavior or a viable plan to deliver these outcomes and turn the school around. Subsequent school visits did not disclose significant improvement in school climate and instructional quality. The conditions existing in the school which precipitated the request for a CAP, listed above, continue to be areas of concern.

The 2014 mid-term site visit report rated the school *Falls Far Below* on five of the ten Performance Framework Benchmarks, and revealed that the school continued to have serious internal difficulties. The 2015 site visit report prepared by a team of impartial external charter school evaluators found similar school performance ratings. During the 2014 and 2015 formal site visits, team members recorded partial or no evidence of rigorous instruction and student engagement in over 80% of observed classrooms, and information collected in student surveys and focus groups indicated that disruptive behaviors, including physical fights, inappropriate behavior, bullying and threats among students was a persistent stakeholder concern. Additionally, some respondents to parent surveys and participants in focus groups expressed concerns about frequent staff turnover at the school, inexperienced and unskilled teachers, lack of homework, lack of communication about school events, weak classroom management, and lack of response to concerns about accommodations for students with disabilities.

The school has not attained its approved enrollment numbers and has recorded a high rate of student withdrawals over the charter term. According to information compiled by NYSED Information Reporting Services, over the four full years of operation, 106 out of 337 total students departed the school prior to graduating, which computes to 31.5% of the total count over the four years. While RCMCS enrolls a higher percentage of economically disadvantaged students than Rochester City School District (RCSD), it serves fewer students with disabilities and English language learners. RCMCS has had limited success

recruiting and retaining students with disabilities and English language learners, and the academic performance of those subgroups remains below their peers at the end of the charter term.

The school experienced a high rate of turnover in leadership and school personnel in every year of the charter term. In the renewal application, the school reported that a total of 52 teachers have departed the school during the first four years of the charter. Although the chief executive officer (CEO) role has been stable, the other leadership team members and roles have changed multiple times over the term. The 2016-2017 school year was the first school year in which a school leader (chief of operations/academics) returned for a second year. The frequent turnover in administrators and staff over the course of its charter term has limited the impact of the school's professional development program on the instructional program, although school leaders expressed optimism that a higher percentage of teachers returning this year will help stabilize the academic program.

The current academic performance of the students at RCMCS falls far below the achievement indicators for proficiency on the New York State Regents exams and the targets defined in the Charter School Performance Framework. The school's academic program is based on a collection of curriculum materials that appear to be content-aligned with the New York State Learning Standards (NYSLS), but in practice, daily lessons do not match the depth of knowledge defined in the NYSLS. Differentiation of content was not evident in daily lesson plans or in observed lessons, and students were working on the same assignment at the same pace, generally in whole group settings. Class visits showed many students exhibiting behavior that was off task, disengaged, or indicative of student frustration.

School climate and culture at RCMCS is overseen by a Student Success Team which monitors student behavior as well as their social and emotional well-being. While most classrooms appear safe, the school reports over 604 discipline referrals and 12 out-of-school suspensions for 2015-2016. Students express concerns about school safety despite the presence of contracted security guards in the facility. Too few families provided survey input on the school's operations to judge the effectiveness of the school's more recent attempts to engage families.

The RCMCS Board of Trustees continues to modify and refine its procedures to adequately oversee the school. Recently it has begun to set strategic goals for the school, and it is still in the process of deciding on a dashboard reporting system that will allow it to monitor interim progress toward academic performance targets. While the board states that it holds the CEO accountable for the school's poor academic outcomes, the nature of that accountability is unclear and the board is unable to describe how it uses academic results in the evaluation of the CEO's performance. The board reports that the school reduced its target enrollment, cut staff, and increased student support within the school day in an attempt to change the declining trend in academic achievement.

Through focus groups and surveys, RCMCS staff, parents, students, and leaders expressed familiarity with the school's mission of career exploration and college preparation, but also acknowledged that the school is in the early stages of implementing some of the key design elements.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Fails Far Below

Summative Evidence for Benchmark 1: See Appendix A for further information.

As per the Performance Framework for Board of Regents-authorized charter schools, charter high schools are held accountable to NYS average proficiency standards.

1a. ESEA designation: RCMCS is currently considered a school In Good Standing. The school's accountability status rating based on 2012 cohort outcomes and graduation rate has not yet been calculated by NYSED.

1b. Similar Schools Comparison: Although a school-generated similar schools academic performance analysis is required in the charter renewal application, the school did not provide a similar schools comparison. Schools serving similar populations were identified by RCMCS in the renewal application (Benchmark 1), but a comparison of outcomes was not provided.

3a(i) and (ii). Aggregate and Subgroup Annual Regents Outcomes: Annual outcomes at RCMCS fall far below state average annual outcomes on the New York State Regents exams for all students and for subgroups with sufficient numbers to be reported. Where data is available for multiple years, RCMCS shows a declining trend in passing rates on six tests and improving trends on three exams (Table 1).

Table 1: Aggregate Annual Outcomes
RCMCS and NYS*

Regents Exam	2015-2016		2014-2015	
	RCMCS	NYS	RCMCS	NYS
English Language Arts Common Core (levels 3, 4, & 5)	52%	87%	45%	80%
Integrated Algebra (>65)	33%	58%	41%	62%
Integrated Algebra SWD	-	34%	0%	39%
Geometry (>65)	8%	38%	20%	72%
Algebra 2/ Trigonometry	0%	55%	5%	60%
Algebra 1 Common Core (levels 3, 4, and 5)	37%	72%	14%	63%
Algebra 2 Common Core	11%	74%	N.A.	N.A.
Geometry Common Core	0%	64%	N.A.	N.A.
Global History and Geography (>65)	14%	68%	20%	67%
Global History and Geography (SWD)	0%	36%	8%	34%
US History and government (>65)	25%	82%	36%	84%

Regents Exam	2015-2016		2014-2015	
	RCMCS	NYS	RCMCS	NYS
Living Environment (>65)	27%	78%	31%	77%
Living Environment (SWD)	0%	48%	0%	46%
Physical Setting/ Earth Science (>65)	21%	71%	15%	72%
Physical Setting/ Chemistry (>65) n=6	7%	76%	17%	75%

*publicly available data source: <https://data.nysed.gov/>

3a(iii) and (iv). Aggregate and Subgroup Total Cohort Regents Testing Outcomes: The target for cohort Regents testing outcomes for all Board of Regents-authorized high schools as outlined in the Regents approved Performance Framework, is the NYS average for all students and for the economically disadvantaged, English language learner, and students with disabilities subgroups. RCMCS falls far below target expectation for all cohort Regents testing outcomes. In the school's first cohort (2012), the only one for which full data is available, Regents testing outcomes for all students and for all subgroups, in ELA, Mathematics, Global History, US History, and Science are significantly below the state average.

**Table 2: Aggregate and Subgroup 2012 Cohort Regents Testing Outcomes
RCMCS and NYS***

Assessment Population	RCMCS	NYS	Variance
<i>Secondary Level English Language Arts After Four Years of Instruction</i>			
All students	62%	84%	-22%
Students with disabilities	0%	51%	-51%
English language learners	0%	30%	-30%
Economically disadvantaged	62%	79%	-17%
<i>Secondary Level Mathematics After Four Years of Instruction</i>			
All students	69%	86%	-17%
Students with disabilities	0%	51%	-51%
English language learners	0%	48%	-48%
Economically disadvantaged	69%	81%	-12%
<i>Secondary Level Global History and Geography After Four Years of Instruction</i>			
All students	45%	78%	-33%
Students with disabilities	0%	40%	-40%
English language learners	0%	24%	-24%
Economically disadvantaged	45%	70%	-25%
<i>Secondary Level U.S. History and Government After Four Years of Instruction</i>			
All students	47%	81%	-34%
Students with disabilities	0%	47%	-47%
English language learners	0%	30%	-30%
Economically disadvantaged	47%	74%	-27%

Assessment Population	RCMCS	NYS	Variance
<i>Secondary Level Science After Four Years of Instruction</i>			
All students	55%	84%	-29%
Students with disabilities	0%	50%	-50%
English language learners	0%	32%	-32%
Economically disadvantaged	55%	78%	-23%

*publicly available data source: <https://data.nysed.gov/>

Graduation Outcomes

3b(i) and (ii). Aggregate and Subgroup Graduation Rate: For its first graduates, the class of 2016, the school reported a 70.9% four year graduation rate, significantly below the state target of 80%. Of the 55 students in the cohort, 39 students completed high school. Twenty-five earned a Regents diploma, two students achieved a Regents Diploma with Advanced Designation, and 13 students (33% of the graduating class) were awarded local diplomas (See Benchmark 10 for continued discussion regarding the improper awarding of the Regents Diploma with Advanced Designation). Of these 13, eight students were first approved for Section 504 plans after their twelfth grade year had commenced. This practice permitted students to meet graduation requirements but did not provide those students with supports and accommodations that would have benefitted them during the greater part of their high school years. Overall, in the school's first cohort, fewer than 65% of the graduates achieved the school's stated mission of graduating every student with a Regents diploma, and 15 students in the cohort are still enrolled at the outset of the 2016-2017 school year. RCMCS has had limited success recruiting and retaining students with disabilities and English language learners, and their academic performance remains far below that of their peers.

3b(iii) On-Track to Graduate: The school reports that 23 of the 71 students (32%) who enrolled in the school as ninth graders in 2013 (the 2013 cohort, class of 2017) have passed three Regents exams or more by the beginning of the senior year, the measure of "on track to graduate." The on-track percentages for students with disabilities or those who are English language learners is not reported. This leaves 48 students or 68% of that class "off track" for graduation. This means that those students would have to complete the classwork and pass the Regents exams in at the least three subject areas during the senior year in order to graduate with their class.

The school persistently refers to its relatively high percentage rate of economically disadvantaged students to justify its poor performance when compared to the district of location, and the state. However, the school's renewal application states specifically, "It was anticipated at the time of submission of the initial charter that a skills gap would need to be addressed to increase the likelihood of student success in high school as they came from the Rochester City School District middle schools that were performing at amongst the lowest of all schools across the state. This challenge was embraced by the founders of RCMCS" and ".....the likelihood of students continuing to come to RCMCS for the foreseeable future with a significant skills gap is a reality."

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none"> a. The school has a documented curriculum that is aligned to the NYSLS. b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.
2. Instruction	<ul style="list-style-type: none"> a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	<ul style="list-style-type: none"> a. The school uses a balanced system of formative, diagnostic and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program, and modifies the program accordingly.
4. Supports for Diverse Learners	<ul style="list-style-type: none"> a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students. b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Summative Evidence for Benchmark 2:

Formal site visit team members found that the instructional program at RCMCS appears to be guided by a curriculum focused on passing Regents exams with limited attention to ensuring that students understand the foundational concepts and skills essential for academic success. Instruction varies widely across the school, with few examples of differentiation of content, product, or pace evident. Teachers

review Regents outcome data to differentiate their lesson or unit plans, but the lag between test results and the course scope and sequence limits the timeliness of their adjustments. The school reduced its advisory periods from five per week to one and adjusted the daily schedule to allow students to be assigned to test preparation classes focused on passing the Regents or enrichment classes for those meeting the passing targets. Both observed and planned lessons show minimal promotion of higher-order thinking or high levels of academic achievement.

One key design element of the RCMCS charter is teachers-as-curriculum-designers. While the school's renewal application states that teachers document the sources used to develop the concept maps that form the curriculum, materials provided to the renewal visit team did not reference the core concepts at the foundation of the curriculum, as would be evident in a concept map. Some curriculum materials reference the NYSLS by code number but the content of daily lessons does not align with the depth of knowledge defined in the NYSLS.

School leaders redesigned some courses to be co-taught by two teachers and use this structure (humanities integrates English and social studies, and math, science and technology integrates environmental science and principles of algebra and geometry) in an effort to align curriculum within grade levels. As observed by the renewal visit team, in practice, teachers in these classes take turns teaching their content during the back-to-back class periods rather than collaborate on an interdisciplinary lesson. Monthly department meetings provide opportunities for vertical alignment, but as a high school, course sequences are primarily independent rather than sequential and it is unclear what vertical alignment occurs. In two ninth grade courses, biology (living environment) and algebra, the school has chosen to divide Regents course content into a two-year sequence, requiring students to defer sitting for the Regents until tenth grade. It is unclear how this affects students' ability to stay on track to graduation. Daily lesson plans reference no strategies for differentiation of content for students at risk of academic failure, students with disabilities or English language learners, and in observed lessons, students were completing the same assignment at the same pace, generally in whole group settings. Some teachers provided fill in the blank worksheets for note-taking, jump start activities unrelated to course content, and checks for understanding that happened only by asking students questions (rather than a more systematic approach such as daily exit tickets).

According to the school, under the guidance of the coordinator of internships, elective courses are vertically aligned and mapped to the NYS Career Development and Occupational Studies (NYS CDOS) standards. The career choices lesson observed by the renewal visit team stated a learning target (for example, research college requirements) that was well below the level of challenge needed by the seniors and juniors sitting in the class.

The school reports that it focused the month-long summer professional development training, led by consultants from the Buck Institute, to help teachers design engaging learning tasks. School leaders stated that they encourage teachers to design project-based learning as a means to embed the skills needed in the workforce within the academic classes. Observations during the renewal visit showed no evidence of project-based learning and few instances where students were directed to use workforce "soft skills" such as diligence, timeliness, or teamwork in their tasks.

School leaders cited posted learning targets, an opening activity (jump start), and exit tickets as common instructional practices in use across the school. Observers noted learning targets posted in most classes and some evidence of an opening activity and exit tickets. However, learning targets were often

restatements of the topic, agenda, or class activity rather than the concept to be understood or the skill to be learned.

On the NYSED survey, teachers' responses confirmed mixed understanding and implementation of instructional rigor. Thirteen of the 19 teachers agreed there is uniformity in teachers' implementation of academic rigor, while six did not. While some teachers cited higher level thinking and application to new situations as examples of academic rigor, many cited engaged students, working in groups, and involving students as ways they would ensure rigor in their lessons, mixing the concepts of intellectual challenge with motivation. Class visits conducted by formal site visit team members showed few lessons that were engaging and many students who were exhibiting behavior that was off task, disengaged, or otherwise indicative of frustration.

As permissible under the law, the school employs 10 teachers who are instructing courses or grade levels for which they are not certified. Sixty-three percent of parents responding to the school's annual parent survey indicated a concern with the lack of experience of the teaching staff.

According to the school's renewal application, teachers at RCMCS use item banks of Regents test items to create baseline assessments to measure student content knowledge and skill proficiency. The school modified its daily schedule to allow students to be assigned to test preparation and credit recovery classes based on their particular graduation pathway and progress. While the school states that teachers develop and use various checks for understanding as formative assessments to track student understanding within the lesson, the predominant questions asked by teachers addressed task completion rather than conceptual understanding.

School leaders stated that they have modified the daily schedule in response to persistent low Regents passing rates to allow students to receive additional support within the school day in test prep classes or with Edgenuity, an individualized online curriculum providing credit recovery and remediation.

RCMCS enrolls fewer students with disabilities and English learners than the district, but a higher proportion of economically disadvantaged students. RCMCS uses a consultant teacher model to provide services for its students with disabilities, with one of the two special educators providing support within classes to identified students. The four English learners at RCMCS (less than 2% of the school's population) receive services from the ESOL specialist during assigned periods in the day. Two-thirds of the teachers agreed that the school has a strong and effective program for students with disabilities and English language learners. While the school retained all four of the English language learners, 55% of the students with disabilities returned for the 2016-2017, a decline from the 62% who returned for 2015-2016. Appendix A and Tables 1 and 2 in Benchmark 1 show that the school has not been successful in educating students with disabilities who perform far below their peers at the school and far below a similar population in the district.

In addition to specialist educators, the school reports that its advisory program and individualized learning plans (ILPs) provide support for diverse learners. Individual students work with their advisors to compile the ILP, which lists a graduation plan of courses completed, courses needed, Regents passed and needed, alongside a personal goals profile, college and career interests, and post-high school plans. Sample ILPs provided to the renewal visit team varied in format and lacked sufficient detail to determine how frequently the plans are reviewed, how current the profile and goals were, and whether progress toward student defined goals had been made. The usefulness of the ILP as a guide for student decisions and advisor actions remains unclear.

Benchmark 3: Culture, Climate and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. Behavior Management and Safety	<ul style="list-style-type: none">a. The school has a clear approach to behavioral management, including a written discipline policy.b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.c. The school has systems in place to ensure that the environment is free from harassment and discrimination.d. Classroom environments are conducive to learning and generally free from disruption.
2. Family Engagement and Communication	<ul style="list-style-type: none">a. Teachers communicate with parents to discuss students' strengths and needs.b. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.c. The school has a systematic process for responding to parent or community concerns.d. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. Social-Emotional Supports	<ul style="list-style-type: none">a. School leaders collect and use data to track the socio-emotional needs of students.b. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

RCMCS uses its code of conduct and discipline system to manage student behavior under the oversight of the Student Success Team. There is no common behavior program in use across the school and teachers are expected to develop their own methods to create a positive learning environment in their classrooms. Wide variations in classroom orderliness and productive climate were observed by the site visit teams, confirming responses on the NYSED-administered teacher survey, on which 12 of the 19 respondents (2/3) agreed that there is uniformity in classroom management across the school. While most classrooms appear safe, the school reports over 604 discipline referrals and 12 out of school suspensions in 2015-2016.

On the NYSED-administered survey, 13 of the 19 teachers agreed that the school is generally free from harassment and bullying with six offering a neutral response. While the school employs security staff to ensure the physical safety of the students, on a recent survey, 74 of the 149 students agreed they felt safe at the school with 49 remaining neutral and 21 disagreeing. In open responses, students expressed wishes for “less loud classes” and that the school would be “a little more organized.” Critical concerns were raised by students who wanted “all the fighting to stop” and the school to be “more strict” on disruptive behavior.

The Student Success Team is responsible for oversight of behavior management as well as the social and emotional well-being of the students. The team includes RCMCS staff - the team manager, learning center teacher, and a behavior interventionist – as well as two crisis interventionists from the Center for Youth, and a youth advocate from Hillside Work-Scholarship Connection. The team reported a caseload of 32 students needing academic or mental health services at the time of the renewal visit. Team members work one on one with students as advisors and mentors using a variety of strategies, and the team meets weekly to monitor progress. Students sent from class are counseled by the Student Success Center Manager or teacher to resolve issues and return to class as promptly as possible. In addition to working with students, the team advises teachers on effective strategies and occasionally offers professional development for RCMCS staff.

RCMCS assigns responsibility for parent communication to the students’ teacher-advisors. Teachers are expected to contact families regularly with compliments and concerns and to keep families informed of their child’s academic progress. As of the renewal visit, 167 families had contacted the school to get access to School Tool, the information management system teachers are expected to update regularly with class grades and assignments. Of the three parents who participated in the focus group, two were new to the school and not able to confirm the scope and impact of the family engagement activities detailed in the school’s renewal application.

RCMCS does not post a link to the state report card on its website and does not have a system in place to share information about school-level academic performance with the broader community, which is a NYSED expectation to promote transparency and accountability. Teachers hold academic conversations with individual families, but the academic performance of the school overall is unfamiliar to the school’s constituents. Posters highlighting the first group of graduates are evident around the building, but school level Regents data is not featured. On the NYSED survey, a high percentage of teachers mistakenly claimed that RCMCS students perform above the state average and above the district on NYS assessments. Parents were unaware of the school’s academic performance, and board members cited the graduation rate but explained that their data dashboard was undergoing revision so they could not cite specific details on the school’s academic performance on state exams.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Summative Evidence for Benchmark 4:

Financial Condition

RCMCS appears to be in adequate financial condition as evidenced by performance on key indicators derived from the schools independently-audited financial statements.

The Department reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.

Overall Financial Outlook

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered in strong financial health. RCMCS's composite score for 2015-2016 is 1.90. The table below shows the school's composite scores from 2012-2013 through 2015-2016.

**Rochester Career Mentoring Charter School's Composite Scores
2012-2013 to 2015-2016**

<i>Year</i>	<i>Composite Score</i>
2015-2016	1.90
2014-2015	1.90
2013-2014	2.00
2012-2013	2.10

Source: NYSED Office of Audit Services

Near Term Indicators

Near term indicators of financial health are used to understand the current financial performance and viability of the school. The CSO uses three measures:

The *current ratio* is a financial ratio that measures whether a school has sufficient resources to pay its debts over the next 12 months. The ratio is mainly used to give an idea of the school's ability to pay back its short-term liabilities (debt and payables) with its short-term assets (cash, inventory, receivables). The higher the current ratio, the more capable the school is of paying its obligations, with a ratio under 1.0 a cause for concern. For 2015-2016, RCMCS had a current ratio of 1.3.

Unrestricted cash measures, in days, whether the corporation can meet operating expenses without receiving new income. Schools typically strive to maintain at least 90 days of cash on hand. For fiscal year 2015-2016, RCMCS operated with 19 days' worth of unrestricted cash.

Enrollment stability measures whether or not a school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Actual enrollment that is over 85 percent is considered reasonable. RCMCS's enrollment stability for 2015-2016 was 85.6 percent.

Long Term Indicators

A school's *debt to asset ratio* measures the extent to which the school relies on borrowed funds to finance its operations. It is calculated as total liabilities divided by total assets. A ratio of 0.9 or less meets a standard of low risk. For 2015-2016, RCMCS's debt to asset ratio was 0.5.

Total margin measures the deficit or surplus a school yields out of its total revenues; in other words, whether or not the school is living within its available resources. Total margin is calculated as net income divided by total revenue. A total margin that is positive indicates low risk. For 2015-2016, RCMCS's total margin was -0.1 percent.

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Summative Evidence for Benchmark 5:

CSO reviewed RCMCS's 2014-2015 and 2015-2016 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting.

For the 2014-2015 period, the independent auditor issued a communication regarding internal control-related matters identified in the audit. A "deficiency in internal controls" is defined as when the design or operation of an internal control does not allow school staff to prevent, detect or correct misstatements in financial statements in a timely fashion. A "material weakness" is a deficiency or combination of deficiencies in internal controls that creates a reasonable possibility that school staff will not be allowed to prevent, detect or correct material misstatements in financial statements in a timely fashion.

The auditor did not identify any deficiencies in internal controls that could be considered to be material weaknesses. However, the communication listed six deficiencies identified during a 2013-2014 audit. According to the communication, the school took action to correct five of the six deficiencies, with one pending corrective action. During the 2014-2015 audit, seven additional deficiencies in internal controls were identified.

CSO staff followed up by requesting a CAP to remediate the pending 2013-2014 deficiency as well as the deficiencies identified during the 2014-2015 audit. The school provided a plan, which included an action

plan for each deficiency, the person responsible, and the date completed. The plan met the expectations of CSO staff.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<ul style="list-style-type: none"> a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

Section 2.13 of the charter and Section 2853(1)(f) of the Education Law state that the charter school's board "shall have final authority for policy and operational decisions of the School." The Board has failed to fulfill its responsibility to have final authority for policy and operational decisions of the school as follows:

According to meeting minutes and interviews with board members, the board has deferred final authority to the CEO to determine the academic and organizational direction of the school, sign school contracts, and negotiate on the school's behalf without adequate oversight. In 2014, three members of the school's board of trustees resigned before the end of their terms, at least one citing conflict with the CEO as the reason for resignation. Additional resignations at the school have been attributed to conflicts with the CEO, including at least some of the nine teachers who departed between July 2013 and June 2014, one of the school's educational leaders, and the coordinator of internships, who described the CEO's behavior as "abusive," and more recently, the director of operations and finance. School consultants also terminated their relationship with the school due to differences with the CEO. The board stated that its most significant challenge is to stop the turnover in personnel. The board's proposed strategy to address this concern is to hire additional administrators and revise the hiring process.

Until recently, the RCMCS Board of Trustees had not engaged in strategic planning based on evidence of school performance. Policies dictated by the CEO have been initiated in response to issues that have arisen, rather than proactively in anticipation of needs.

Despite being in operation for four years, the school reports in its renewal application, "We recently built and developed a high quality board." Over the course of the charter term, seventeen members have joined the board and nine have left. At present, the governing body has eight approved members (see further mention under Benchmark 10, Legal Compliance.) Renewal documents list only each member's committee assignment and fail to describe the expertise each member brings to the board, making it difficult to determine the skills and knowledge held by the governing body.

The school has posted three academic goals and outcome measures, one governance goal and one finance goal. The board reported that it has not engaged in strategic planning until recently, claiming that it always had goals but didn't document them. The school has been guided by the long term goals stated in the mission, with no interim benchmarks or targets to determine whether progress was being made toward the long term aims of graduation with a Regents diploma and college and career readiness. While the board receives data reports from school administrators, they state that they rely on the members with education backgrounds to help extract meaning from the data, explaining that they didn't dive deeply into that data, but instead focused on "jumping in and helping out" in the early years. The board was unable to cite data that would be used to monitor progress toward the year-long goals defined recently. The data dashboards have changed in format and content over the course of the charter, and one recent version includes graphical representations of enrollment, demographics, discipline, Regents passing rates, and progress toward graduation. The September dashboard draft examined by the renewal site visit team included a number of data points that differed from other charter documents and presented data that is not consistent with the measures defined in the Charter School Performance Standards. For example, the attendance target was 92% but actual attendance reached only 91%; a graduation rate discussion labeled "cohort 2016," but that should be the "class of 2016." Another version of the dashboard provided by the school electronically includes tabular as well as graphical presentation of the school's data offering a more complete picture of the school's performance. The redesigned dashboard includes a graphic presentation of the school's financial condition among other data elements mentioned above. Board members explained they have not decided which version of the dashboard they prefer.

The RCMCS Board is organized into governance, finance, and academic committees with each reporting to the full board at monthly meetings. Board minutes report little discussion of proposals with uniform agreement on all decisions. Minutes from 2015-2016 reveal that the board has conducted a review of many of its major policies, and approved revisions to some. Policies have been submitted to NYSED for review before finalizing. The board contracted with an attorney to conduct a legal review of policy revisions.

The board conducts a yearly evaluation of the chief executive officer in the areas of financial viability, fundraising, personnel management, staff and students, facilities, and planning and governance. The governance domain in the CEO's evaluation states that one of his performance expectation is "... maintains an active Board that provide (sic) good governance to the organization," suggesting some overlap between the board's governance role and the CEO's management of the organization. The CEO evaluation does not include the academic performance standards or criteria against which the leader will be assessed. Board members admitted that, in light of weak student achievement across the charter term, they have not held the CEO accountable for disappointing outcomes, attributing responsibility to

the four consecutive school leaders that were recruited and appointed over the charter term. The board reports that its own evaluations occur “continuously,” despite few targets or standards to guide the evaluation ratings.

Board members reported little success in engaging parents in the school. Some explained that inner city parents have many reasons not to be involved in their high school child’s education. They reported that school leaders provide opportunities for parents but rarely attract strong interest, and the board does not hold school leaders or themselves accountable for that. Instead, teachers are responsible for keeping parents informed about students’ progress through the advisory program.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<ul style="list-style-type: none"> a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. <i>Professional Climate</i>	<ul style="list-style-type: none"> a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs. d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. <i>Contractual</i>	<ul style="list-style-type: none"> a. The board of trustees and school leadership establish effective working

Relationships
☐ N/A

- relationships with the management company or comprehensive service provider.
- b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.
- c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

RCMCS has experienced a high level of turnover in instructional and operational leadership over the course of the charter term. While the chief executive officer has remained constant, the chief of operations and academics is starting her second year at the school and the current educational leader began in June 2016. Teachers and staff demonstrated awareness of the school's broad goals of career exploration and college preparation and graphs showing highlights of the school's academic performance are posted around the building. Overall, teachers were unfamiliar with the specific gaps and weaknesses in the school's achievement, with a majority declaring on the NYSED survey that RCMCS students are outperforming the district and the state on NYS assessments.

Staff demonstrated an understanding of the roles of the educational leader, director of operations and academics, and the coordinator of internships. Members of the student support team described in detail their responsibilities to provide for the social and emotional health of the students. Communication among the staff and between staff and administrators is conducted primarily by email or face to face. The office of the educational leader is on the floor with the classrooms, allowing convenient contact. The chief executive officer and director of operations and academics maintain offices on a separate floor and wing of the facility limiting their contact with students and teachers. On the NYSED survey, teachers raised concerns about contradictions in communication from different sources. Most communication is ad hoc, with individuals meeting or emailing as needed. Based on interviews with staff and leaders, decisions are made by school leaders and communicated at the weekly staff meetings.

Over the course of its charter term, RCMCS has experienced high rates of teacher turnover. In year 4, 2015-2016, 16 of the 39 teachers left during the school year and six departed at the end. Similar results are reported for the 2014-2015 school year, with 15 of 36 teachers departing during the school year and four leaving at the end. In contrast, of the teachers working at the school in June 2016, the school reports that 17 have stayed for 2016-2017. One administrator left the school at the end of year 4 (2016) and two departed during or at the end of year 3, 2014-2015. Over the course of the charter, school leaders report that a number of the teachers were dismissed due to unsatisfactory performance.

The teacher schedule at RCMCS provides time for structured and informal collaboration among staff. In addition to intensive summer professional development, teachers meet every Wednesday from 1:00 pm to 4:15 pm for grade level and content area meetings and professional development. On the NYSED survey, 14 of the 19 teachers agreed that teachers frequently collaborate on matters of curriculum and instruction, using Wednesday meeting time and informal "as needed" meetings during prep times as opportunities to plan with their colleagues or confer with special educators. Student concerns are raised at the Wednesday meetings also. Twelve of the 19 teachers agreed that these meetings are well attended and recognized as valuable.

The RCMCS professional development calendar lists the topics to be addressed at the weekly Wednesday afternoon time and on the two full day sessions during the year, and details the topics to be covered during the summer extended professional development time. For the coming year, the school's professional development is focused on a writing strategy (TEAL), learning targets and close reading.

Time is allotted for data review following benchmark assessments, workshops on common instructional practices, advisory and internship procedures, and subject area vertical teams. On surveys asking staff to evaluate the professional development, teachers were generally pleased with the sessions. However, observations of classrooms during the renewal visit and Regents results show that instruction across the school has not improved sufficiently to enable students to meet Regents targets.

The educational leader is the primary administrator responsible for maintaining instructional quality with the support of the chief of operations and academics. Instruction is monitored through informal class walkthroughs and formal teacher evaluations. Formal teacher evaluations use a simplified three-page summary of the Danielson framework, and informal walkthroughs focus on indicators chosen by the educational leader who stated she focuses on implementation of strategies discussed in professional development sessions. While the renewal application states that teachers are evaluated also against the standards of the Teacher Project Based Evaluation Process, no evidence in interviews, surveys or observations could confirm the use of this tool. Fifteen of the 19 teachers agreed that the school has a system in place to monitor and evaluate instruction that includes regular administrator observations and feedback. Several teachers mentioned peer observation but the renewal application indicates that peer observations are planned for the coming year after teacher teams are established as a means of establishing collaborative professional learning as part of its culture. Peer observations are not yet part of the school's approach to instructional quality. As noted under Benchmark 2, instruction at RCMCS did not challenge students to meet the high standards defined in the NYSLS.

The school uses surveys and feedback from class observations as the means by which it solicits teacher input on school operations. On the NYSED-administered survey, teachers mention staff discussions, frequent emails, and an "open door" policy as means by which teachers can voice their compliments or concerns. While most teachers agreed on the survey that the school is a long-term sustainable option for them, 13 of the 19 agreed that they have the resources and support to do their job well. Over the course of the charter term, RCMCS has experienced high rates of teacher turnover, due in part to dismissal for unsatisfactory performance. On the NYSED-administered survey, teachers raise concerns that teachers are responsible for implementing too many initiatives for which there is inadequate follow-up and support.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<ul style="list-style-type: none"> a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

The school's mission reads:

Rochester Career Mentoring Charter School (RCMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college.

Section 2.5 of the school's charter states in relevant part: The Charter School shall implement the educational programs set forth in the Application so that its students may meet or exceed the performance standards set forth in the Application and in the Performance Framework (section III of the Oversight Plan described in section 6.2 of this agreement). The school's board has failed to fulfill this responsibility as follows:

The school has not established systems to ensure that students have access to a well-implemented, cohesive, and comprehensive curriculum that is consistent with the expectations of the New York State P-12 Learning Standards. The school confirms that the use of data to design an academic program that meets the needs of all students remains in the early stages of implementation. Instructional practices in use by teachers fail to engage students in their learning. Strategies (such as a revised school-wide behavior management plan and use of student supportive services provided by community-based organizational partners) to address persistent misbehavior that disrupts the learning environment have yet to demonstrate a positive impact on the school's outcomes. According to the NYSED Teacher Survey, five out of fifteen teachers agree that the school climate and culture directly support student learning and achievement.

The negative school culture limits student performance, and there continues to be no evidence that the school is prioritizing academic improvement. The school's students are not meeting the performance standards set forth in the application and in the Performance Framework, and the school received a rating of *Falls Far Below* on five of the ten Performance Framework Benchmarks in the report from the full site visit conducted in October 2014. Performance Framework ratings were slightly improved in November 2015, with three ratings of *Falls Far Below* and five ratings of *Approaches*.

The most common instructional practice in the classes observed by the site visit team involved students using laptop computers to look up definitions or fill in blanks on worksheet packets. There was little or no evidence of rigorous instruction and while many students were obediently complying with the teacher's instructions, there was little evidence that students were cognitively engaged in their learning. Student participation was limited to completing assigned tasks and answering teacher-initiated questions. No examples of student-generated questions were observed.

RCMCS is far from meeting its mission of becoming a "model secondary school." While some key elements are being implemented, the core academic program does not meet "rigorous academic

standards," as measured by student outcomes that would be sufficient to provide students with "the academic and technical skills needed for today's workforce and/or entrance into college."

The RCMCS educational program also fails to foster levels of achievement consistent with the school's mission to graduate all students with a Regents diploma. According to school leaders, 32 percent of students in the 2013 cohort are on track to graduate with a Regents diploma. The school reports that 42 of the 55 students in the 2012 cohort graduated (75%), with 29 (69% of the graduates) completing the requirements for a Regents diploma and 13 (31% of the graduates) receiving a local diploma.

Board members, school leaders, teachers and parents cited the career focus of the school and the small, personalized environment as a key element of the mission of RCMCS. The school's commitment in its mission to graduate all students with a Regents diploma was not mentioned by any of the groups interviewed for the renewal visit. Sixty-four percent of students responding to the student survey indicated a neutral or low agreement rating for the statement "Students in my school care about graduating."

On the NYSED survey, teachers cited college preparation, career exploration and rigorous academics as key elements of the school's mission. Students expressed mixed judgments about whether the school's mission to graduate students prepared for college and career is valued by their peers. On the survey administered in September, 51 of the 149 students agreed that students care about graduating, while 66 chose a neutral response and 29 disagreed.

The three families represented in the parent focus group agreed that their interest in the school derived from its small size, a major benefit to RCMCS when compared with the large size of district high schools. They indicated their children have benefitted from the career focus and goal setting activities incorporated into the academic program. Two of the families have enrolled their children for the first time this year, one in twelfth grade and one in tenth, so their knowledge of school operations is limited.

The school implements its personalization design element through its advisory program, in which teacher-advisors meet weekly with their students to review academic progress, develop and monitor each student's Individual Learning Plan (ILP), and maintain communication with each advisee's family. On the ILP, students are asked to define short and long term goals, identify academic and social-emotional strengths and gaps, and keep a record of their credits and Regents exams passed and needed, similar to a transcript. The work of completing and reviewing the ILP is overseen by each student's advisor. On the September student survey administered by the school, students expressed mixed responses about aspects of the school's culture of personalization. While 104 of the 149 agreed that "There is at least one adult I feel I can trust to ask for help," 22 students remained neutral and 24 disagreed with that statement. While most felt welcome at the school (99 of 149 agree), a significant proportion remained neutral or disagreed. While the school intends its advisory program to form a personalized community, student comments such as those on the survey suggest that a personalized community is not firmly in place. In addition, the impact of reducing from five advisory periods per week to one per week, a change initiated this year, has not been assessed.

The majority of the instructional staff at RCMCS are early career educators with limited classroom or instructional design experience. Curriculum materials include basic information about topic sequences to be covered in a course, but few details on instructional strategies, differentiation methods, or sample checks for understanding. While the NYSLS were often referenced by code number, alignment to the depth of conceptual understanding and breadth of content in the NYSLS was evident in one set of

course materials. The educational leader reported that teachers struggle with basic curriculum development skills, such as constructing adequate learning objectives. While the school provides intensive professional development over the summer and updates at weekly meetings, most time has been spent on introducing the staff to concepts of project based learning, the school's renewed emphasis, rather than refinement of the existing curriculum. The school reports that some teachers worked over the summer to redesign the scope and sequence of its career choices curriculum to replace the one in use over the first four years of the school's operation. Based on the achievement outcomes shown in Appendix A, the flexibility afforded teachers to design their own curriculum has not resulted in an academic program that supports student success.

The school cites data showing that 37 of the 39 students who graduated (95%) secured a career, college or military placement as of the time of commencement. The data dashboard provided to the board of trustees indicates that 50 of the 59 students in the current twelfth grade are placed in internships and the remaining 9 have not yet been assigned. The new coordinator of internships has documented program elements to standardize program expectations and responsibilities. The coordinator explained that most placements are best characterized as career exploration experiences rather than internships which are typically intended to give in-depth work experience. The internship program documents do not include specific learning objectives or minimal criteria needed for students to be eligible for credits toward graduation based on their experience.

RCMCS adjusted its daily schedule to provide credit recovery and test preparation blocks for students within the school day. In previous years, support was provided during optional after school sessions, which were not as well attended as school leaders hoped. The adjusted schedule reduced advisory periods to one per week, from the five days per week previously, opening a class period for students to be placed in career exploration classes, resource classes for students with disabilities or English language learners, research projects, or review for Regents exams. In the original charter, the school's enrichment block and student support came during the extended school day. According to school leaders, students on track to graduate are dismissed at noon, others at 2:00 pm, and the remainder at 4:00 pm to allow time for extra academic support. The benefits, if any, of the adjusted schedules and reduced advisory periods will not be evident until the end of the school year.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. Targets are met	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. Targets are not met	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program

services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.

c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Table 3: Student Demographics – RCMCS Compared to District of Location (Rochester City SD)

	2014-15			2015-16			2016-17
	Percent of Enrollment			Percent of Enrollment			Percent of Enrollment
	School	CSD	Variance ²	School	CSD	Variance	School ³
Enrollment of Special Populations							
Economically Disadvantaged	96%	88%	+12%	96%	91%	+5%	69%
English Language Learners	3%	12%	-9%	3%	13%	-10%	2%
Students with Disabilities	9%	20%	-11%	9%	20%	-11%	12%

Summative Evidence for Benchmark 9:

While RCMCS enrolls a higher percentage of economically disadvantaged students than the district, it serves far fewer students with disabilities and English language learners than Rochester City School District (RCSD). The school has had mixed success in retaining students in the special populations, reporting that all four of its English language learners and 81% of its economically disadvantaged students returned for the 2016-2017 school year, but only 55% of the students with disabilities chose to continue at the school.

The school continues the recruitment strategies used since its launch four years ago, which include mailings, brochures and postcards distributed to community agencies. This year, the school initiated contact with an organization serving as a gateway for immigrant families. Also this summer, staff members went door to door in selected neighborhoods inviting families to enroll. The school reported some success with the new strategies but noted that many students had already selected their September school placement by the time they were made aware of RCMCS. Data provided by the school does not show an increase in the enrollment of students with disabilities or English learners.

² Variance is defined as the percent of subgroup enrollment between the charter school and the district of location.

³ Reported by the school; 2016-2017 enrollment data has not been publicly released as of the date of this report.

The staff person responsible for enrollment mentioned that the school gathers information about where students learned about RCMCS on the intake forms, but school leaders did not indicate whether they use this data to evaluate their recruitment strategies.

Board members noted they have increased the recruitment budget to provide for additional mailings and for translations of recruitment materials into more languages than the current Spanish and English. New language documents are not yet available.

As noted on page 6, RCMCS has retained 68.5% of enrolled students to the culminating grade of the school. According to Department data, 337 students were enrolled in the school over the four-year charter term. A total of 106 students (31.5%) departed the school prior to graduating. This low retention rate is an indicator of the school's poor performance.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. Legal Compliance	<p>a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.</p> <p>b. The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

Summative Evidence for Benchmark 10:

RCMCS complies with most laws, regulations, and provisions of its charter with a few exceptions:

- The school has submitted its 2014-2015 annual report after the statutory due date.
- The school erroneously awarded Regents Diplomas with Advanced Designation. After careful review of student academic records obtained from the school, it appears that the Regents Diploma with Advanced Designation was not issued in compliance with Department regulations. These two diplomas should have been issued as a Regents diploma.
- The school is out of compliance with its own by-laws, as the RCMCS by-laws require no fewer than nine members and only eight approved members are currently serving.
- Student health records are held in the same files as academic records, without appropriate privacy protections.
- On the teacher survey, only 10 of 19 respondents affirm that the school has conducted the required annual Dignity for All Students Act (DASA) training.

APPENDIX A: ASSESSMENT AND GRADUATION OUTCOMES

Rochester Career Mentoring Regents passing (publicly available data retrieved from data.nysed.gov)	RCMCS 2014-2015	RCMCS 2013-2014	RCMCS 2012- 2013
English Language Arts Common Core (levels 3, 4, & 5)	45%		
Integrated Algebra (>65)	41%	18%	30%
Integrated Algebra SWD	0%	10%	17%
Geometry (>65)	20%	6%	0%
Algebra 2/ Trigonometry	5%		
Algebra 1 Common Core (levels 3, 4, and 5)	14%		
Global History and Geography (>65)	20%	29%	
Global History and Geography (SWD)	8%	14%	
US History and government (>65)	36%		
Living Environment (>65)	31%	34%	
Living Environment (SWD)	0%	0%	
Physical Setting/ Earth Science (>65)	15%	15%	7%
Physical Setting/ Chemistry (>65) n=6	17%		

2014-2015 Regents Results Comparison (publicly available data retrieved from data.nysed.gov)	RCMCS	Rochester City	NYS
English Language Arts Common Core (levels 3, 4, & 5)	45%	54%	86%
Integrated Algebra (>65)	41%	31%	62%
Geometry (>65)	20%	18%	72%
Algebra 2/ Trigonometry	--	20%	60%
Algebra 1 Common Core (levels 3, 4, and 5)	14%	22%	63%
Global History and Geography (>65)	20%	32%	67%
Global History and Geography (SWD)	8%	10%	34%
US History and government (>65)	36%	46%	84%
Living Environment (>65)	31%	38%	77%
Living Environment (SWD)	0%	15%	46%
Physical Setting/ Earth Science (>65)	15%	27%	72%
Physical Setting/ Chemistry (>65) n=6	17%	25%	75%

**Table 5: High School Total 4-Year Regents Outcomes for All Students:
School, District & NYS Level Aggregates**

4-Yr Cohort: All Students	2010 Cohort			2011 Cohort			2012 Cohort		
Subject	School	District	State	School	District	State	School	District	State
ELA	%	%	%	%	%	%	62%	%	84%
Math	%	%	%	%	%	%	69%	%	86%
Global History	%	%	%	%	%	%	45%	%	78%
US History	%	%	%	%	%	%	47%	%	81%
Science	%	%	%	%	%	%	55%	%	84%
Graduation Rate	%	%	80%	%	%	80%	75%	%	80%

**Table 6: High School Total 4-Year Regents Outcomes by Subgroup – Economically Disadvantaged Students:
School, District & NYS Level Aggregates**

4-Yr Cohort: Economically Disadvantaged	2010 Cohort			2011 Cohort			2012 Cohort		
Subject	School	District	State	School	District	State	School	District	State
ELA	%	%	%	%	%	%	62%	%	79%
Math	%	%	%	%	%	%	69%	%	81%
Global History	%	%	%	%	%	%	45%	%	70%
US History	%	%	%	%	%	%	47%	%	74%
Science	%	%	%	%	%	%	55%	%	78%
Graduation Rate	%	%	80%	%	%	80%	75%	%	80%

**Table 7: High School Total 4-Year Regents Outcomes by Subgroup – Students with Disabilities:
School, District & NYS Level Aggregates**

4-Yr Cohort: Students with Disabilities	2010 Cohort			2011 Cohort			2012 Cohort		
Subject	School	District	State	School	District	State	School	District	State
ELA	%	%	%	%	%	%	0%	%	51%
Math	%	%	%	%	%	%	0%	%	51%
Global History	%	%	%	%	%	%	0%	%	40%
US History	%	%	%	%	%	%	0%	%	47%
Science	%	%	%	%	%	%	0%	%	50%
Graduation Rate	%	%	80%	%	%	80%	%	%	80%

**Table 8: High School Total 4-Year Regents Outcomes by Subgroup – English Language Learners:
School, District & NYS Level Aggregates**

4-Yr Cohort: English Language Learners	2010 Cohort			2011 Cohort			2012 Cohort		
Subject	School	District	State	School	District	State	School	District	State
ELA	%	%	%	%	%	%	0%	%	30%
Math	%	%	%	%	%	%	0%	%	48%
Global History	%	%	%	%	%	%	0%	%	24%
US History	%	%	%	%	%	%	0%	%	30%
Science	%	%	%	%	%	%	0%	%	32%
Graduation Rate	%	%	80%	%	%	80%	%	%	80%

EXHIBIT 3



New York State Education Department

Mid-Term Site Visit Report **2015-2016**

Rochester Career Mentoring Charter School

Visit Date: 11/5/2015
Date of Report: 2/18/2016

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SCHOOL DESCRIPTION¹

Opening Information

Date Initial Charter Approved by Board of Regents	9/13/11
School Opening Date	8/20/12
Current Charter Term	Term ends 6/30/17

Location

School Year(s)	Location(s)	Grades at Location	District of Location
2012 to present	30 Hart Street, Rochester, NY 14605	9-12	Rochester

Charter Management Organization/Education Corporation Affiliation

Affiliation Name	Affiliation Type	Dates of Service
None	N/A	N/A

Current Mission Statement

"Rochester Career Mentoring Charter School (RCMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college."

Current Key Design Elements

- Personalization (Individual Learning Plans and teacher-advisors)
- Teachers as Curriculum Designers (based on RCSD curriculum framework, aligned to CC, using project-based learning)
- Career Internships
- Enrichment Block and Student Support

¹ The information in this section was provided by the Charter School Office.

School Characteristics

School Year	Chartered Enrollment	Actual Enrollment	Grades Served
2015-2016	270 ²	235 ³	9-12
2014-2015	240	217	9-11
2013-2014	160	158	9-10
Maximum enrollment: 320			

Student Demographics

	2013-2014			2014-2015			2015-2016
Percent of Enrollment	School	CSD	+/- ⁴	School	CSD	+/-	School
Enrollment of Special Populations							
Economically Disadvantaged	100%	88%	+12%	96%	88%	+7.7	97%
English Language Learners	0%	13%	-12.6	3%	14%	-10.4	3%
Students with Disabilities	17%	22%	-4.6	10%	20%	-10.3	8%

Current Board of Trustees

Board Member Name	Term Start-End	Position/Committees
Kevin McCormick	Founding member, 9/1/2011-6/30/18	President, Executive Committee
Dianne Spang	Founding member, 9/1/2011-6/30/18	Secretary, Executive Committee, Curriculum and Assessments, Ethics
Christine Hill	Founding member, 9/1/2011-6/30/18	Trustee, Personnel and Hiring, Curriculum and Assessments
Jeanette C. Silvers	9/17/2014-6/30/17	Vice-President, Curriculum and Assessments, Ethics
Albert Cabral	7/15/2015-6/30/17	Trustee, Personnel and Hiring, Ethics
Peter Saxe	9/16/2015-6/30/17	Trustee, Personnel and Hiring

² CSO approved an enrollment reduction for 2015-2016 and 2016-2017.

³ This number was self-reported by the school at the time of the visit.

⁴ Variance is defined as the percent difference of subgroup enrollment between the charter school and district of location.

Board Member Name	Term Start-End	Position/Committees
Brenda Beason	3/18/2015-6/30/2017	Trustee

School Leaders

School Year	School Leader(s) Name and Title
2012-present	Dennis Francione, Chief Executive Officer/Founder
2015-present	Kathleen Denaro, Chief of Operations/Academics
2015-present	Chaakaa Baker, Educational Leader
2014-2015	Maria Velikovic, Educational Leader
2013-2014	Daniel McFarlane, Educational Leader
2012-2013	Collette Catteau, Educational Leader

School Visit History

School Year	Visit Type	Evaluator	Date
2015-16	Interim Site Visit	NYSED	November 5-6, 2015
2014-15	Mid-term Site Visit	NYSED	October 30-31, 2014
2013-14	Drop in	NYSED	May 2, 2014
2013-14	Check in	NYSED	March 20, 2014
2013-14	Check in	NYSED	December 5, 2013
2012-13	Check in	NYSED	June 17, 2013

METHODOLOGY

A two-day mid-term site visit was conducted at Rochester Career Mentoring Charter School on November 5-6, 2015. The team conducted interviews with the board of trustees, school leadership team, teachers, and students. In cooperation with school leadership, the team also administered an anonymous online survey to teachers.

The team conducted 29 classroom observations in Grades 9-12. The observations were approximately 20 minutes in length. Team members recorded observations on the Classroom Observation Worksheet and used the Classroom Observation Rubric to guide their reviews.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Teacher roster**
- **Current organization chart**
- **A master school schedule**
- **Board materials**
- **Board self-evaluation documents**
- **Blank teacher and administrator evaluation forms**
- **Student/family handbook**
- **Staff handbook and personnel policies**
- **A list of curricular documents**
- **A list of major assessments**
- **Enrollment data including subgroups**
- **Professional development plans and schedules**
- **Academic data**
- **NYSED online teacher survey**

BENCHMARK ANALYSIS

The Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school that was chartered or renewed in 2012 or beyond, outlines 10 Performance Benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the site visit will be presented in alignment with the Performance Framework Benchmarks and Indicators according to the rating scale below, although not all indicators will necessarily be assessed on every site visit.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from 11/5/2015 to 11/6/2015 at Rochester Career Mentoring Charter School, see the following Performance Benchmark Scores and discussion.

**New York State Education Department
Charter School Performance Framework Rating**

Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Falls Far Below
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Falls Far Below
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Approaches
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Approaches
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Approaches
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Falls Far Below
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Approaches
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Summary of Findings

While RCMCS has taken steps to strengthen the organizational effectiveness of the school by hiring new leaders and restructuring leadership roles and responsibilities, the capacity of the organization to implement and improve academic programs and student outcomes continues to be challenged by a lack of stability and expertise among teachers, high rates of student withdrawal, and inconsistent implementation of the school's systems.

In its fourth year, in part because of teacher and administrator turnover, the school is in the beginning stages of developing and implementing aligned and differentiated curricula, instructional practices that result in high quality instruction, and a system for collecting and analyzing data to support student learning. Overall, observed instruction appeared to lack rigor.

The school has made a number of changes this year to improve school culture, behavior management and discipline, and interviewed staff indicated higher expectations for behavior this year. However, the review team saw inconsistent compliance with the new policies and procedures and it is not yet clear what impact these changes will have on the school culture.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: The site visit team has determined that Rochester Career Mentoring Charter School Falls Far Below Performance Benchmark 1.

Summative Evidence for Benchmark 1: See Appendix A for further information.

Annual Regents testing data compared to New York State and Rochester CSD averages show that RCMCS had lower proficiency rates than both the State and district for every assessment administered in 2013-2014 and for the majority of assessments administered in 2014-2015. Proficiency rates were generally 10 to 20 percentage points below Rochester CSD and as much as 40 to over 60 percentage points below State averages.

The school is not on track to meet the statewide four year cohort graduation accountability rate of 80 percent. An analysis of the 2012 Cohort at RCMCS indicates that only 45 percent of students are on track to graduate, as measured by having passed 3 or more Regents examinations by the end of the third year of high school.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: The site visit team has determined that Rochester Career Mentoring Charter School Falls Far Below Performance Benchmark 2.

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to the CCLS.b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.
2. Instruction	<ul style="list-style-type: none">a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	<ul style="list-style-type: none">a. The school uses a balanced system of formative, diagnostic and summative assessments.b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program, and modifies the program accordingly.
4. Supports for Diverse Learners	<ul style="list-style-type: none">a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Summative Evidence for Benchmark 2: See Appendix B for further information.

Curriculum

While school leaders indicated a curriculum was in place, documents showed general themes and targets by month rather than a fully documented curriculum aligned to the Common Core Learning Standards. School leaders view teachers as “curriculum developers.” However, the teachers are generally new to the profession and require professional development in curriculum development. Frequent teacher turnover leaves the school without a solid curriculum for each course, that can be systematically reviewed and revised based on student needs. Currently, individual teachers have access to any previous curricular work on the school’s shared drive, bring their own course materials from other schools, use the internet and *EngageNY*, or borrow from colleagues elsewhere. Based on these resources, teachers then prepare a weekly overview that often lists the objective/essential question, learning standards, constructivist activities, differentiation ideas, higher order thinking opportunities, and assessment ideas. However, site visit team members noted that the overviews did not appear consistent among teachers or across content areas and teachers reported that there is little vertical alignment of content.

Instruction

School leaders explained that the initial priorities for this school year were to establish structures and address classroom behavior. Leaders felt confident that those priorities had been addressed and the focus could not shift to classroom instruction. Teachers have had some professional development on constructivism and project-based learning. However, there was little evidence of these instructional strategies in the classrooms visited. In discussions during the visit, reviewers found that teachers equated constructivism with activities such as worksheets. Students shared that they did many projects, however, their explanation of the projects they completed were low level tasks for a high school, such as making lists of characteristics or drawing a poster.

Teachers do not demonstrate a common understanding of high-quality instruction. Out of 29 classrooms visited, reviewers saw consistent evidence of rigorous instruction in five and high quality instruction in four. In some classes the teachers did not have a deep understanding of the content they were teaching, as they were not teaching in their area of certification. This resulted in low level questioning, basic tasks being assigned with little opportunity for students to engage in deep conceptual thinking, and, in some cases, erroneous or incomplete information being shared with students.

During classroom visits reviewers also found that, although students often sat in groups, there was limited evidence of differentiation in the classroom. Differentiation, reviewers were told, takes place individually for students as they use the self-paced Edgenuity software for credit recovery and Castle Learning software to practice test taking from a bank of Regents exam questions.

Of the 29 classes visited, all students were consistently engaged in eight of the classes. There were few opportunities for student to student interaction except for the off task conversations students had while completing worksheets at the same table. Teachers noted that students often arrive late to school so first period classes have low enrollment and students miss instruction. In other classes, time was not maximized. Either instruction ended well before the period was over or when students completed their work there was no additional assignment for them to begin. As a result, the school and teachers do not demonstrate urgency around increasing student achievement.

Assessment and Program Evaluation

This year, the school is using School Tool to collect student data and track student progress. This database is available to school leaders, teachers, parents, and students. The Student Success Team is using the ongoing documentation in School Tool to track referrals, address student needs, and to monitor teacher practices to ensure student success.

The school uses several different methods of assessment that focus on the goal of each student having 22 credits and five Regents exams in order to graduate. The most widespread forms of assessment used are Edgenuity to help students complete coursework for which they are behind, and Castle Learning, which is a series of recycled Regents exam questions, by course, to give added practice to prepare for the next exam. In August, prior to school beginning, teachers also looked at Regent's results to identify major gaps and help determine assignment to AIS classes. Document review showed a schedule for use of the NWEA assessments, but teachers did not reference them as a source of baseline information on students.

Teachers circulated around the classrooms as students completed their work. However, they often answered clarifying questions about the assignment or asked students recall questions having to do with the task. There was little evidence of teachers asking follow up questions or checking for understanding of content. The teachers in one department shared that they have reviewed their students' work and have, as a department, chosen to focus on a particularly weak area, embedding that throughout the lessons and assignments this semester. Some teachers shared that they pre-test, but for many classes reviewers visited there was little evidence of accessing students' prior knowledge.

Apart from frequent classroom visits by the school leaders, there was little evidence of a structured system in place to evaluate the effectiveness of the academic program.

Support for Diverse Learners

School leaders reported that they are in the process of collecting and analyzing academic and behavioral data. The school has begun, this year, to establish a Response to Intervention (RTI) program based on analysis of the data available.

The school has some systems in place to support student progress. There is an Academic Intervention Services (AIS) class in place to help students who have not yet passed the required number of Regents exams. The AIS program does not provide targeted instruction for students in a particular content area but rather provides additional test-taking practice for them in order to pass the required state exams. AIS classes are led by teachers who may not have expertise in the content area that is focused on by the student.

Referral programs are in place for students with disabilities. Three special education teachers are on staff. One teacher staffs the resource room. These teachers meet regularly with their general education colleagues to discuss individual students and plan instruction. When appropriate, they will push in to general education classes and support all students in the class as needed. They shared with the review team that they make general education teachers aware of modifications and other requirements stipulated in each student's Individual Education Plan (IEP.) Although the special education teachers do not make comparisons with the progress students in the general education program are making, they do monitor the progress of the students with disabilities. They are part of the annual review process and reported that they enjoy a collegial relationship with the Committee on Special Education in the City

school district. Of the seven English language learners at the school, only one receives additional help in the form of a one-on-one ESL teacher.

All students have a faculty advisor. Advisors receive forms for each student that list grades and some other information and are the impetus for conversations about student progress. These forms constitute an Individual Learning Plan (ILP) for each student. However, of the eight sample ILPs reviewed, many did not have all grades listed, and few had specific information. Instead they had notes such as "Area of need: math." When students were asked about their conversations with their advisors, they said the advisor asks them, "What's going on with that grade?" Students could not explain how the advisor helps determine the root cause of the failure, gives some specific suggestions on how to remedy the situation, sets learning goals, or monitors the student's progress.

Benchmark 3: Culture, Climate and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: The site visit team has determined that Rochester Career Mentoring Charter School Approaches Performance Benchmark 3.

<u>Element</u>	<u>Indicators</u>
1. Behavior Management and Safety	<ul style="list-style-type: none">a. The school has a clear approach to behavioral management, including a written discipline policy.b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.c. The school has systems in place to ensure that the environment is free from harassment and discrimination.d. Classroom environments are conducive to learning and generally free from disruption.
2. Family Engagement and Communication	<ul style="list-style-type: none">a. Teachers communicate with parents to discuss students' strengths and needs.b. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.c. The school has a systematic process for responding to parent or community concerns.d. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. Social-Emotional Supports	<ul style="list-style-type: none">a. School leaders collect and use data to track the socio-emotional needs of students.b. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

Behavior Management and Safety

The school has adopted several new policies and procedures to improve school climate and create a relatively safe environment conducive to learning. Administrators reported that the first week of school was dedicated to team-building, and over the summer a subcommittee of staff developed expectations for positive behavior supports (PBS). Staff reported rewarding students with t-shirts and school-specific PBS posters were observed throughout the school, but they were not referenced by teachers or students.

The school has a written discipline policy, including a clear section on harassment. Significant policy changes enacted this summer include a ban on cell phones and a more stringent dress code. Students reported having to turn in their cell phones in the morning and receive them at the end of their last period class. The dress code was revised to require business casual attire and prohibits jeans, t-shirts, sweatshirts, etc. However, during the two days of the evaluation visit many students were observed in violation of the dress code, including girls wearing low-cut shirts and students in hoodies and sweatshirts, with no apparent consequences. Teachers initiated lunch detention to address behavior and discipline for infractions such as tardiness.

While there was little evidence of significant disruptions to learning in most classrooms, observers noted frequent instances of students carrying on conversations or calling out during instruction, ignoring teacher instructions. The school has not yet established a scholarly environment that promotes the behaviors necessary for career readiness. While interviewed students and staff described the school as safe, student behavior in hallways was rambunctious and reviewers observed some notable examples of inappropriate and disrespectful behavior. In two incidences, students were observed hitting each other in the presence of school staff that did not intervene. Similarly, on a number of occasions profanity was used by students in public spaces and in classrooms; in one instance it was directed at one of the evaluation team members.

Classroom observation data showed that 86% of observed classes were safe. However, only 55% of students in those classrooms were partially engaged in learning. Observers found that classroom climate characterized by high, clear expectations for student behavior and routines was present consistently 41% of the time. While the school has begun to make changes and develop critical policies, practices and programs, it is too soon to know the long-term effect on the culture and climate.

Family Engagement and Communication

The school has a number of communication systems in place but parent engagement is limited. Teachers disseminate progress reports, and families can access student information and data through SchoolTool. Parent communication is coordinated through the school's advisement system with advisors expected to speak weekly with families and document their communication in SchoolTool. Classroom teachers, as well as special education and intervention staff, also noted communication with parents, including meetings and conferences. Interviewed staff described parent engagement as a challenge. The school has a parent teacher organization (PTO) with some teachers actively involved. However, parent attendance has been sparse with meeting minutes indicating nine people at the September meeting and four people at the October meeting. Minutes also indicate that the challenges of engaging high school parents has been a topic of conversation.

Social-Emotional Supports

The school has some systems in place to address social-emotional needs and help students maximize educational opportunities at the school. In particular, the school has a Student Success Center with a staff that works to identify needs, problem-solve, and support both students and teachers. The Center is led by a student success manager and includes a counselor, a crisis intervention specialist placed at the school by a community-based organization and a youth advocate provided by another partner organization. A referral process is in place and teachers can submit social-emotional referrals through the school's SchoolTool system. In addition, the Center staff noted a lot of informal collaboration and communication with teachers regarding student concerns and needs. They also indicated that the school has just implemented a formal response to intervention (RTI) system this year and that a pupil personnel service team is going to meet on Wednesdays to consider both academic and behavior referrals. The school adheres to restorative justice principles, and Center staff described their approach as defusing disruptive behavior and getting students back into their classrooms as quickly as possible through conversation and mediation. Center staff meets regularly and reported examining referral and discipline data. While they clearly utilize data to identify students in need of support, there was limited evidence of school staff analyzing data to evaluate programs and practices related to school culture and social-emotional development.

The school has an advisement system intended to provide every student with an adult to support and guide them throughout their high school career. The advisor to student ratio is 1:10, though some teachers indicated that they sometimes combine advisement groups so one teacher can get other things done. Observation of advisement classes found few actively engaged in learning activities tied to curriculum resources. In a number of observed advisements students were researching field trip opportunities, though only some of them explicitly related to college or career themes. Some advisements appeared to be essentially study hall. In another class, the advisor conferenced with students individually about their grades, while the other students were not actively engaged in any learning activity.

The school has some programs in place to meet the needs of a targeted group of students, although those resources were reduced this year. The youth advocate works specifically with a caseload of 32 students identified as at-risk, primarily based on grades; she provides guidance, monitors their progress, coordinates Regents, SAT and PSAT preparation, and access to external resources. The school reduced its investment in this program from two to one youth advocates this year, and staff described it as a loss. In addition, while the school does not have in-school suspension, it operates a Reflective Student Support Group, essentially an alternative education program for students identified as having problems and falling behind across their classes and in need of individualized attention. These students take their coursework separately from their peers, receiving one-on-one attention from a student support teacher and utilizing computer-based instruction.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: The site visit team has determined that Rochester Career Mentoring Charter School Meets Performance Benchmark 4.

Summative Evidence for Benchmark 4:

Rochester Career Mentoring Charter School appears to be in stable financial condition as evidenced by performance on key indicators derived from the schools independently audited financial statements.

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices

Finding: The site visit team has determined that Rochester Career Mentoring Charter School Approaches Performance Benchmark 5.

Summative Evidence for Benchmark 5:

The CSO team reviewed Rochester Career Mentoring Charter School's 2013-2014 and 2014-2015 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial statements.

The 2013-2014 audited financial statement followed up on eight management letter recommendations from 2012-2013, one of these eight was noted as a deficiency needing corrective action in the 2014-2015 audit.

There were two management letter recommendations noted by the auditor in 2013-2014, one regarding the lack of a donated goods policy and the other on the need to track fixed assets on the general ledger. These recommendations were put in place during the 2014-2015 school year.

The 2014-2015 management letter noted deficiencies related to procurement policy, online banking, general fixed assets, finance office safe, disbursements, journal entry review, and substitute teacher compensation.

There was also a segregation of duties deficiency that was first noted in the 2012-2013 management letter and has not been corrected by the school. The auditor stated that 'the finance clerk is the point of receipt for funds submitted to the finance office, prepares receipts, deposits receipts to the bank, reconciles the cash receipts log, and prepares accounts payable checks.' Deficiencies in internal controls that are noted in management letters should be corrected in a timely manner.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: The site visit team has determined that Rochester Career Mentoring Charter School Approaches Performance Benchmark 6.

Element

Indicators

1. Board Oversight and Governance

- a. The board recruits and selects board members with skills and expertise that meet the needs of the school.
- b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.
- c. The board demonstrates active oversight of the charter school management, fiscal operations and progress toward meeting academic and other school goals.
- d. The board regularly updates school policies.
- e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself and providers.
- f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

Rochester Career Mentoring Charter School is currently governed by a board of seven members, two below the minimum of nine required in the school's bylaws. The board is organized into committees, with members serving on multiple committees. The board president also serves as the treasurer. One member, listed as a voting member in the school's annual report, does not appear on a list of approved board members provided by NYSED. A review of minutes revealed that on several occasions, a board member not yet approved by NYSED voted on matters before the board and on at least one occasion a vote was held in a meeting where a quorum was not present.

Despite being in its fourth year of operation, the board is at the beginning phase of recruiting and selecting members with skills and expertise to meet the needs of the school. In the board focus group, the board president described a recent effort on his part to create a chart that identifies the skills and expertise needed on the board. He identified the need for legal expertise and a connection to the Hispanic and mental health communities, in recognition of the school's low enrollment of English language learners and the demanding needs of the economically disadvantaged student population. Another member identified the need to have representation from a community college. Areas that board members identified for improvement included how to better communicate, creation of an "onboarding" for new board members, creation of a handbook for board members, retention of new board members, and receiving data from administrators a week before board meetings.

When asked if the school has a strategic plan, the board identified the corrective action plan required by NYSED as their current strategic plan. The corrective action plan was created by the school, with the help of a consultant and administrative leadership, after an interim site visit in March 2014 by NYSED.

In the school's third academic year, the school founder/leader and the board described realizing that the school needed more experienced academic leadership than had previously been hired. In each of the four years of operation, new leadership has been for the academic program. The school leader hired as chief of operations and academics for 2015-2016 is a long-time friend and colleague of the school's founder. While she is an experienced educator, the board did not engage in a process to determine the needs of the school and then conduct a search before making this hire.

The board described and provided documentation of evaluating the chief executive officer. The CEO received a 'Met' or 'Exemplary' in all areas of the evaluation, none of which included academic performance goals for the school. While the board described more clearly defining the role of the CEO, with a greater separation from the chief of operations/academics and the educational leader, the CEO continues to work with students and staff. Goals for 2015-2016 also do not include the academic performance of the school.

The board receives a monthly dashboard from administrators that includes student level data as well as data from SchoolTool and enrollment and discipline data. Access to data was described as being much better than in the past, when it was not readily available. Several board members described spending time in classrooms where they look for rigor and in hallways, where they look for improved behavior. Input is given to administrators from these observations.

The board president, who also serves as treasurer, described the school as solvent, but stated that low enrollment is a cause for concern as it impacts cash flow. Administrators reported that twelve students left in September after new dress code and cell phone requirements were instituted, although the team also received data showing that a total of 51 students have left since the beginning of the year. The school has also hired two security guards to be in hallways. He reported a small cash reserve and a need for the school to raise outside funds, especially in support of a different facility that would better meet the needs of the school.

A review of board minutes and the board focus group shows that the board regularly approves revised or new policies developed by the administrators. The board did not describe a process for a review cycle of school policies, but instead is responsive to what administrators bring forward.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: The site visit team has determined that Rochester Career Mentoring Charter School Falls Far Below Performance Benchmark 7.

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<ul style="list-style-type: none"> a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. <i>Professional Climate</i>	<ul style="list-style-type: none"> a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. <i>Contractual Relationships</i> □N/A	<ul style="list-style-type: none"> a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider. b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

School Leadership

Over the course of its charter, the Rochester Career Mentoring Charter School has struggled to recruit and retain key personnel, replacing the school leader each year. This past year, three staff members were not rehired and two new administrators are in place. The internship coordinator position was recently vacated, and school leaders were in the process of reconfiguring staff to assign someone to manage this critical key design element of the school's charter. As mentioned above, eight teachers have left the school since the start of the school year, and state data shows that 13 of 23 classroom teachers are new to the school this year. School leaders explained that teachers were motivated to leave because of the better benefits package offered by the city school district.

Therefore, for the fourth time in its first charter term, the school has hired new school leaders. Board members and the chief executive officer (CEO) reported that decisions to hire a veteran instructional leader and to reconfigure the administrative structure were informed in part by feedback from the previous site review and school performance and behavior data showing minimal progress toward realizing the school's mission. Strengths are difficult to assess at this point in time, as much of the work done this past summer is newly implemented to varying degrees of success. The newly strengthened administrative structure creates a stronger division of labor in that it assigns responsibility for school climate and culture to the educational leader (EL) and overall responsibility for school operations and the educational program to the chief of operations/ academics (COA). School staff members are familiar with the different roles of the two administrators and described the COA as their primary support person for instructional and academic needs, and the EL as the point of contact for discipline, attendance, and behavior concerns.

In its evaluation of the CEO, the board addressed concerns about actions in the past that blurred the distinction between governance and oversight and reiterated its insistence that the CEO maintain appropriate separation between his role and that of the school administrators. They reaffirmed that the CEO should focus on his responsibilities to address space issues related to the growth of the school and to fundraising. Board members admitted that, while they believe these roles have been adhered to, they are aware that the CEO is teaching an English class and overseeing students' work on their Senior Journals.

Teachers indicated frequent communication with both school administrators in regular Wednesday meetings when students are released early, as well as biweekly department meetings, along with frequent unscheduled observations and follow-up conversations. The school invites staff to offer input into operations via surveys, through participation in subcommittees, and frequent scheduled and unscheduled meetings. Even though the school engaged staff in a collaborative process to develop a handbook defining common policies, practices, and procedures during the summer professional development, implementation and enforcement have been inconsistent, resulting in a learning environment that is not productive for all students.

Teachers, administrators, and board members described a common understanding of the school's mission and long term charter goals. Staff members were asked to sign a document confirming their commitment to the school's vision during a summer professional development session. These actions have produced a general familiarity with the intended outcome of the school's programs, but they have not translated into stronger student performance. For the first quarter of the school year ending in October, twenty-four percent of students earned less than 60 for their courses, a failing grade in the

school's system. The school has additional interim data with the results of the Northwest Evaluation Association's Measures of Academic Progress (NWEA-MAP), but has not aggregated that data at the school, subject area, or grade level to identify possible program gaps and weaknesses. Teachers were aware of the NWEA assessment, and some described examining the results for individual students, but the lesson plans and curriculum samples provided to the site visit team did not reference these data as a factor in the design of lessons or the sequencing of instruction. As a result, while there is common awareness of the achievement goals defined by the school's charter, teachers' lessons are defined by course content and Regents expectations, and do not represent stepping stones or building blocks toward the long term charter goals. School leaders confirmed that teachers have not yet broken down the long term school goals into interim class or course goals targeted to specific student needs.

Teacher turnover has hampered implementation of the school's policies, practices, and procedures defined in the new handbook. Eight teachers have left since August, and at the time of the site visit, the school was in the process of reorganizing staff to accommodate the departure of the internship coordinator. Staff members new to the school did not participate in the discussion or decision-making over the summer that contributed to the commitment of their peers to the school's vision. The high rate of staff turnover continues patterns that have been evident from the school's prior years, as noted in the previous site visit report data. A lack of stability in school leadership, including the arrival of new leaders this year, and the high rate of teacher departure impede the school's ability to sustain progress toward its vision.

The school's capacity to implement its programs in order to achieve the desired improvement in school culture and academic outcomes is further limited by student attrition. Since the start of the 2015-2016 school year, 51 students withdrew from the school and, while the school has enrolled new students to bring the population close to the charter target for the year, the new students did not benefit from the summer orientation sessions and ninth grade orientation to learn the school's academic and behavioral expectations. School leaders attribute the departure of students to disagreement with the new dress code and restrictive cell phone policies which were developed over the summer. While students in the focus group claimed the new policies have led to a more orderly climate, discipline data and site visit team observations indicate persistent disturbances that disrupt the learning environment. Over the first ten weeks of the school year, 133 discipline incidents have been documented.

Professional Climate

School leaders have attempted to establish a productive professional climate at RCMCS. While the school has an adequate number of staff members, teachers are frequently assigned instructional responsibilities outside their areas of expertise. The school lists 23 teaching staff serving the current enrollment of 235 students in the core subject areas of English, mathematics, science, and social studies. Career Choices, physical education, and digital design classes round out the school's course offerings and one special educator and two resource teachers serve students with disabilities. According to the master schedule, many teachers are assigned classes outside their area of specialization, with three science teachers teaching Participation in Government/Economics courses, a Spanish teacher teaching Environmental Science, two English teachers with World History and Geography classes, a math teacher leading a Physical Education class, and another math teacher teaching Living Environment. Academic Intervention Services (AIS) are also provided by subject area teachers, even though the students assigned to the class may need support in subjects other than the teachers' specialization. The school's deployment of staff to areas where they may not have training or experience limits the effectiveness of the instructional program.

School leaders expressed optimism that the extensive professional development and embedded instructional support provided by the chief of academics will lead to high quality instruction in classrooms even with the new staff. However, the teachers replacing the eight who left after the start of the school year did not participate in the comprehensive summer training sessions and must rely on their colleagues or the instructional leader for guidance within the time available in the school day. The school schedule includes early release for students every Wednesday afternoon during which teachers meet in department teams and then as a full faculty for information sharing and professional development. As noted under Benchmark 2 and in Appendix B, the professional development provided to date has not resulted in the consistent use of quality instructional practices across the school.

The new school leader has begun implementing a teacher evaluation system based on the Danielson framework. Teachers reported that they receive feedback from formal observations and frequent informal walk-throughs by the chief of operations and academics. Teachers said the focus of the first observations has been on *Domain 3, Instruction*, particularly *Component 3c: Engaging students in learning*. Teachers rated the feedback they receive as useful and helpful in guiding their practice. Observations by the site visit team displayed in Appendix B reveal consistent evidence of student engagement in only 8 classes with partial or no evidence of engagement in 21 classrooms. According to the calendar provided by the school, professional development on the Danielson framework is not scheduled until January 2016. The school's system to maintain instructional quality has not yet yielded the intended outcome of engaging students in lessons that lead to improved academic achievement.

Contractual Relationships

The school contracts with several providers to offer both academic and social-emotional support to students. Minutes of board meetings include discussion of the quality of the services provided by these community agencies, with board members inquiring about the benefits compared to the cost of services. For example, Sylvan Learning was contracted to provide summer credit recovery for those who failed a Regents examination and, while the school paid for 30 students to participate, attendance averaged 25 percent and few students passed the Regents at the end of the summer program. In board minutes, members noted that, while needed to address persistent issues of school discipline, the cost of adding a second member from the agency providing staff to the Student Support Center would be difficult to support within the school's budget. Board members indicated that they do not have a formal system to evaluate the quality of services from their contracted providers, but they do discuss these concerns at monthly meetings. The new school leader said she has developed a set of criteria and measures that she will use to assess the services of the providers, but she was not aware of any systematic evaluation in prior years.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: The site visit team has determined that Rochester Career Mentoring Charter School Approaches Performance Benchmark 8.

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<ul style="list-style-type: none">a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

Interviewed stakeholders described a generally common understanding of the school's mission and vision, which aligned with the school's stated mission statement. For example, interviewed board members noted their focus on graduating students and preparing them for the future, including college and career opportunities. They felt the school's academics and internships should contribute to college readiness and students should develop awareness of their career options. Teachers said the school was focused on graduating students on time.

The school currently has four key design elements—personalization, teachers as curriculum designers, career internships, and enrichment and student support—that it is striving to implement with varying degrees of success. Evaluators found limited evidence of personalization. The school uses individual learning plans, but examples provided to the team do not contain clear and ambitious goals. Moreover, interviewed students and staff made little reference to their use in driving improvement efforts. While there was some reference to differentiation in lesson plans, there was limited evidence of data driving instructional planning that targeted specific identified skill deficits. The AIS program assigns students who have not passed required Regents exams to an AIS class. However, they are not organized by subject and serve more as a study hall than targeted support and intervention based on identified needs. One teacher noted she tries to help all of her students, but it is easier with students she actually teaches or who need support in her subject. There is some personalization in the school's approach to career development, allowing students to choose their area of focus and affiliate with similar students through the advisement program.

As described in Benchmark 2, teachers have considerable responsibility for curriculum development. Some professional development has been devoted to supporting teachers in this area, including training during the summer. Interviewed teachers described reliance on past experience, colleagues and external mentors for curriculum guidance and support. In addition, at the time of the evaluation visit, the school did not have a coherent curriculum in place that was horizontally and vertically aligned. Teachers described having available to them curricula developed by previous teachers or using curricula brought with them from a previous position. While teachers submit weekly overviews of instruction, they indicated that curriculum was not in place for all subjects and grades and tended to change based on teacher turnover.

The school's career choices and internship program is evolving. At the time of the evaluation visit, the career choices teacher and internship coordinator were switching roles. Students in 9th and 10th grade all take a career choices class that starts with general awareness of career fields, goal setting, identification of strengths and skills, and development of interpersonal skills. In 10th grade, students narrow their career focus and research job opportunities, education requirements, and community resources. Teachers reported that the school is planning to introduce a community service requirement in January with a 100 hour requirement per year, although administrators confirmed that the program is not yet fully planned. This year 11th grade students take a health class and in 12th grade focus on the college admissions process. Students in 11th and 12th grade are also expected to identify and secure an internship to meet a graduation requirement of 150 hours per year. Staff indicated that the internship program has been strengthened this year, with about 95% of students having secured internships, though they have acknowledged that some students are using entry level afterschool jobs to count towards their internship hours. The school has built relationships with local employers, including hospitals, a professional sports franchise, banks and head start programs, but the onus is on students to make contact, develop an internship opportunity, and secure a mentor who will sign their timesheets.

The school's advisement system has also been organized around career clusters and student interests. A scope and sequence was developed this year with monthly topics and learning targets. For example, in November students are supposed to "explore college or trade school requirements related to career interests." Observation of advisement classes found some to be focused on researching departmental offerings and programs at a college that students would be visiting as part of the school's monthly field trip program. However, in other advisement classes students were doing homework, researching field trips for entertainment purposes, or socializing. Advisors are supposed to loop with students over four years to help them develop a deep understanding of their career focus, but regular teacher turnover inhibits this type of continuous relationship with students.

While the school indicates that enrichment block and student support is a key design element, an enrichment block was not evident in the school schedule and intervention programs. The school described AIS classes as 'enrichment,' however, these did not seem designed to provide enrichment opportunities, but rather support for students who have failed a Regent's exam. There are, however, some afterschool clubs and activities. The strongest evidence of student support is the Student Success Center, which includes counseling, crisis intervention, and youth advocate staff and programs. However, the school does not have a comprehensive approach to collecting and using data to identify and support students in need. For example, the school is just initiating an RTI process and is in the process of providing related professional development for staff.

RCMCS has developed new policies and procedures for the current school year and focused on this aspect of the school in the summer professional development time with teachers. Much of this work is currently partially implemented and because it is new, it is not possible to fully evaluate success.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program, or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: The site visit team has determined that Rochester Career Mentoring Charter School Approaches Performance Benchmark 9.

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Comparison of School's Subgroup Enrollment Compared to the District of Location

	2013-2014			2014-2015			2015-2016
	Percent of Enrollment		Variance ⁵	Percent of Enrollment		Variance	Percent of Enrollment
	School	CSD		School	CSD		School ⁶
Enrollment of Special Populations							
Economically Disadvantaged	100%	88%	+12%	96%	88%	+7.7	97%
English Language Learners	0%	13%	-12.6	3%	14%	-10.4	3%
Students with Disabilities	17%	22%	-4.6	10%	20%	-10.3	8%

Summative Evidence for Benchmark 9:

State data for the 2014-2015 school year shows that RCMCS exceeded the Rochester City School District in the percentage of economically disadvantaged students enrolled (RCMCS = 96 percent; RCSD = 88 percent). In 2014-2015, the school enrolled fewer students with disabilities than the Rochester City School District (RCSD) (RCMCS = 17 percent; RCSD = 22%) and far below the city average for English language learners (RCMCS = 3 percent; RCSD = 20 percent). In the current school year (2015-2016), the Attendance and Data Manager reported that the number of students with disabilities has dropped to 22, or 9.2 percent. Board members commented on the departure of students with disabilities this year, and the school indicated that the reason given was that the school could not provide staff to offer the 6:1:1 or 12:1:1 settings desired by parents. The school's enrollment of English language learners remains at 3 percent this year.

The school uses a number of strategies to attract students and families to apply, but has not elicited sufficient interest to maintain a waiting list. The withdrawal of 51 students since the start of the school year triggered a second round of recruiting using some of the same strategies used in the normal recruiting cycle: post cards mailed to RCSD students; posters on public transit buses and bus shelters; a televised skit on the local public broadcasting station; and labels on pizza boxes. Over the summer, RCMCS participated in recruitment fairs. The school was able to recruit new students this year to build its enrollment to 235 students, which is less than the 270 students planned for this year. The school does track the sources that lead to student enrollment in order to assess the effectiveness of its various strategies. According to the attendance and data manager, the most effective strategies for attracting new students has been mailings, the television skit, and recruitment fairs.

While these strategies have been useful in attracting the general student population, the school has used few targeted strategies to attract and retain students with disabilities and English language learners. The school application as well as the pamphlets left in local stores and community agencies are printed in both English and Spanish, but other media are offered in English only. The school makes contact with a youth services agency that serves mostly Hispanic students to encourage applications and enrollment. The school recently requested price quotes for printing materials in French in addition to

⁵ Variance is defined as the percent of subgroup enrollment between the charter school and the district of location.

⁶ Reported by the school; 2015-16 enrollment data has not been publicly released as of the date of this report.

Spanish for the coming year, in an effort to reach out to speakers of other languages in the city. The school's website is in English only with a link to a Spanish language application.

Over the course of its charter term, the school has made progress recruiting and retaining students who are economically disadvantaged but they have had less success recruiting and retaining students who are English learners and those with disabilities. The withdrawal of almost half the number of students with disabilities represents a significant departure from the state targets.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: The site visit team has determined that Rochester Career Mentoring Charter School Meets Performance Benchmark 10.

<u>Element</u>	<u>Indicators</u>
1. Legal Compliance	<ul style="list-style-type: none">a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.b. The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements.c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

While the school is generally in compliance with this benchmark, there have been a few violations of Open Meetings Law. Board members met on at least two occasions over the past year when a quorum was not present and engaged in discussion of multiple issues (Aug 20, 2014; June 17, 2015); votes were deferred until the following meeting, with the exception of votes to go into and out of executive session at the June meeting. Additionally, two board members were seated before receiving NYSED approval.

APPENDIX A: HIGH SCHOOL NYS ASSESSMENT OUTCOMES

Regents Exam		RCMCS All Students	Compared to Rochester CSD	Compared to NYS
Earth Science	2012-13	7%	-23%	-64%
	2013-14	15%	-14%	-57%
	2014-15 ⁷	-	-	-
Geometry	2012-13	0%	-31%	-74%
	2013-14	6%	-13%	-67%
	2014-15	-	-	-
Global History	2012-13	-	-	-
	2013-14	29%	-11%	-37%
	2014-15	-	-	-
Integrated Algebra	2012-13	30%	-11%	-44%
	2013-14	18%	-20%	-54%
	2014-15	-	-	-
Living Environment	2012-13	-	-	-
	2013-14	34%	-11%	-44%
	2014-15	-	-	-

⁷ 2014-15 Academic data is not yet publically available.

APPENDIX B: CLASSROOM OBSERVATION INVENTORY

Classroom Observation Inventory

		Total Classrooms Included in Inventory				
		No Evidence	Partial Evidence	Consistent Evidence		
Curriculum and Instruction	Rigorous Instruction	7	17	5	<div> <div>No Evidence</div> <div>Partial Evidence</div> <div>Consistent Evidence</div> </div>	17% 24% 59%
	Instructional Practices	10	15	4	<div> <div>No Evidence</div> <div>Partial Evidence</div> <div>Consistent Evidence</div> </div>	14% 34% 52%
Climate, Culture and Safety	Classroom Climate	5	12	12	<div> <div>No Evidence</div> <div>Partial Evidence</div> <div>Consistent Evidence</div> </div>	17% 41% 42%
	Student Engagement	5	16	8	<div> <div>No Evidence</div> <div>Partial Evidence</div> <div>Consistent Evidence</div> </div>	28% 17% 55%
	Safety	1	3	25	<div> <div>No Evidence</div> <div>Partial Evidence</div> <div>Consistent Evidence</div> </div>	4% 10% 86%

EXHIBIT 4

KENNETH D. LIGHT
ATTORNEY AT LAW
9 MUSKET LANE
PITTSFORD, NEW YORK 14534
585-663-1240
ken@lichtlaw.com

December 15, 2016

Mr. David Frank
Executive Director
Charter School Office
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Rochester Career Mentoring Charter School
Renewal Site Visit Report: December 7, 2016

Dear Mr. Frank:

As legal counsel to Rochester Career Mentoring Charter School, I am submitting herewith responses to the findings set forth with respect to Benchmark 6 and Benchmark 10 in the renewal site visit report dated December 7, 2016. We submit there are material misstatements of facts which should be corrected.

My client respectfully requests that the findings and summative evidence set forth in the site visit report with respect to these Benchmarks be revised.

Thank you for your consideration.

Respectfully submitted,



Kenneth D. Licht

FedEx Delivery

c. David Frank (David.Frank@nysed.gov)
Kevin McCormick

BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE

The paragraph on page 18 of the report regarding summative evidence for Benchmark 6 is incorrect in many respects. These inaccuracies are discussed below.

It is true that the board has deferred authority to the CEO to handle day-to-day operations and to negotiate on the school's behalf, but those facts are not evidence that the board has failed to fulfill its responsibility to have final authority for the policy and operational decisions of the school. Section 2853(1)(f) of the Education Law provides that the board "shall have final authority for policy and operational decisions of the school", but may delegate "decision-making authority to officers and employees of the school in accordance with the provisions of the charter". Section 2.13(a) of the Charter provides that "nothing shall prevent the Board from delegating day-to-day decision-making authority to officers and employees of the Charter School".

Day-to-day decision making authority has logically been delegated to the CEO, a full time employee who is at the school on a daily basis and who reports directly to the board. These duties include negotiation of contracts on the school's behalf, but approval of the contracts is retained by the Board and contracts are signed by the Board's president. The school cannot function without an officer in charge of day-to-day matters and who reports to the board.

The statement that in 2014 three board members, including the co-founder of the school, resigned after experiencing conflict with the CEO is factually incorrect and very prejudicial to the school's application for charter renewal. The letters of resignation of these three board members are attached to this response. Paul J. Clark resigned "with a heavy heart" because "it was clearly recommended by the state that I step down due to a potential conflict of interest". Mr Clark praised the CEO in his letter of resignation and looked forward to "continued collaboration".

Mr. David Passero's letter of resignation noted that his methods and approach were not in alignment with the leadership team, but he praised the CEO for his "hard work and dedication" and he stated that "things seem to be going in the right direction".

Trustee Rod Green stated that his reason for resignation was simply "increased work commitments". He enthusiastically pledged that in the future, his employer, which had a close working relationship with the school, would provide additional services to the school and that he personally would spend increased energy to ensure that his staff was aligned with the CEO and the leadership team.

The statement that three trustees resigned because of conflict with the CEO should be omitted.

The statement that one of the resigning trustees was a co-founder of the school is also incorrect and should be omitted. Dennis Francione was the only founder of the school and the only applicant for the charter.

Since the three trustees in question did not resign as a result of conflict with the CEO, the first clause of the sentence which follows ("Other resignations attributed to conflicts with the CEO include...") should be omitted. There is no basis for the allegation that "some of the nine teachers who departed between July 2013 and June 2014" did so because of conflicts with the CEO. None of these teachers cited such conflict as a factor contributing to their decision to leave. Several of these teachers moved from the area or secured employment in traditional public schools. The coordinator of internships who resigned was the employee responsible for securing internships for all third year students. She resigned abruptly without stating any reason. After the school challenged her request for unemployment insurance benefits, she appealed to the Department of Labor stating that her resignation was not voluntary because of the CEO's abusive behavior. Following a hearing the appeal was dismissed as having no merit. The reference to the coordinator of internships should be omitted.

The school does not recall any consultants who terminated their contracts with the school based upon differences with the CEO. The Board of Trustees terminated a memorandum of understanding with Model Secondary Schools Project LLC (MSSP) in 2012 because of dissatisfaction over the services provided by MSSP and the fees charged by MSSP.

The statement that the "board offered no structured remediation strategy other than the revised hiring process for new teachers" to deal with excessive turnover in personnel is incomplete and misleading. Turnover of teachers and administrators has been a very significant challenge to the school. The board determined that a key "strategy" for supporting and retaining teachers would be the hiring of more experienced administrators. This revised criterion for hiring new administrators was successfully implemented. The focus was on the criteria for hiring new administrators rather than new teachers. With a more experienced administrative team in place, nearly 80% of teachers returned this year. The last sentence on page 18 should be omitted.

The statement on page 19 of the report that there are currently only 8 trustees rather than nine as required is addressed in the response to Benchmark 10.

September 14, 2013

Dear Kevin,

It is with a heavy heart that I need to resign from the Board of Trustees for The Rochester Career
Monroe Charter School effective 9/15/13. It was clearly recommended by the state that I step
down due to a potential conflict of interest.

My time on the board has been invaluable and believe that I have I have contributed to the
growing success of the school and will continue to do so in a different capacity..

I will continue to support the RCMCS community in any way I possibly can. I strongly believe
in the mission of the charter and am proud of the dedication and passion that the CEO, staff,
students and board of trustees exhibit on a daily basis.

Look forward to our continued collaboration.

Sincerely,


Paul J. [unclear]

Board Resignation

Black & Decker - Johnson & Johnson

Wed, Sep 3, 2014 at 10:31 AM

Wed, Sep 1, 2010 at 10:31 AM
 Kevin O'Connell - kevin@omni.com, Christina Balmicz - cbalmicz@omni.com, Dennis Spang - dspang@omni.com,
 Paul Black - pblack@omni.com, Rodrick Green - rgrn@omni.com,
 Jennifer Belling - jbell@omni.com, Dennis Francione - dfrancione@omni.com

Don't Forget Bonnet

I am withdrawing from the Board of Trustees effective today, Wednesday, September 3, 2014.

I have reflected long and hard over this decision and believe it is best for both myself and the school. I have at times doubted myself and been challenged in my year of service to the school.

I would like to thank Dennis and all the Board Members for your hard work and dedication to ACHS.

Although I believe we all have the same vision for the school, I feel that my methods and approach are not in alignment with the leadership team.

I would like to wish Dennis, Jennifer and the Board good luck this year; things seem to be going in the right direction.

David F. Musto

Cassandra Vargas <cvargas@rcmcs.org>

Fed. Board resignation

1 message

Delivered: 12/09/2013 at 10:06 AM

To: Cassandra Vargas <cvargas@rcmcs.org>, Dennis Francione <dfrancione@rcmcs.org>

Fri, Dec 6, 2013 at 10:06 AM

Subject: Resignation
Returning to the CEO, Post Graduate Program
Rochester Career Mentoring Charter School
30 Hall Street
Rochester, NY 14605
Phone: (585) 255-1045
Web: <http://www.rcmcs.org>

Children may forget what you said but they will never forget how you made them feel.

Forwarded message
From: Dennis Francione <dfrancione@rcmcs.org>
Date: Fri, Dec 6, 2013 at 10:06 AM
Subject: Fed. Board resignation
To: Cassandra Vargas <cvargas@rcmcs.org>

Hi Cass,

Dennis Francione
CEO/Founder
Rochester Career Mentoring Charter School
30 Hall Street, 3rd Floor
Rochester, New York 14605
(585) 255-1045

Forwarded message
From: Paul Clark <paul@rcmcs.org>
Date: Mon, Dec 9, 2013 at 1:30 PM
Subject: Board resignation
To: Dennis Francione <dfrancione@rcmcs.org>, Tamara Vagstad <tvagstad@rcmcs.org>, Paul Clark <paul@rcmcs.org>, Cassandra Varg <cvargas@rcmcs.org>, David Passaro <dpassaro@rcmcs.org>, Diane Spang <dspang@rcmcs.org>, Christopher Smith <csmith@rcmcs.org>
Cc: Marc A. Francione <mfrancione@rcmcs.org>

Dear Mr. Clark, I hope that this email finds you in good spirits today.

I am writing to inform you that I am resigning as board of trustee member effective September 1, 2014.

This decision is a difficult decision for me and I have really enjoyed my experience as a founding board member, helping this school and working with you as fellow board members.

I especially want to thank Dennis Francione for his passion and support and asking me to join this group back 4 years ago. Dennis took me way back to Freshman days and I know would go way forward.

My reason is very simple: increased work commitments.

I have had to leave my current service operations in Rome NY as well as in Washington DC area, of which I have been charged with supervising operations since this school year, more traveling along with family commitments will impact my

Best regards,
Cassandra Vargas <cvargas@rcmcs.org> - Phone: (585) 255-1045 - Web: <http://www.rcmcs.org>

scholar.

Also, FINANCE will be providing additional services to RSMCS and I need to spend increased energy to ensure staff is aligned with Dennis and the Executive team. In support of the corrective action plan with respect to culture and helping students achieve graduation, college and career.

I will continue to finish my board duties over the next course of months, by supporting the corrective action plan and helping the school leadership team as deemed necessary.

The timing of my announcement should allow sufficient time to recruit a replacement by September.

Again, I want to thank the Board and Dennis for this opportunity.

Sincerely,

Rob

BENCHMARK 10: LEGAL COMPLIANCE

The summative evidence set forth to support the finding that the School "Falls Far Below" the Benchmark is erroneous in several respects and omits facts pertinent to the finding. Each point is discussed separately below.

The school has submitted its annual report after the stated due date:

The School has submitted four annual reports; only one was submitted past the due date. On that occasion the School was granted a one week extension and filed the report prior to that extended deadline. The statement should either be omitted or clarified.

The school erroneously awarded Regents Diplomas with Advanced Designation:

This statement is correct.

The school is out of compliance with its own by-laws, as the RCMCS by-laws require no fewer than nine members and only eight approved members are currently serving:

The state previously strongly recommended to the board that an attorney should be included as a board member. In order to implement this excellent suggestion, the Board initiated a search for an attorney with experience in education law who would be willing to serve on the RCMCS board. This search for a specialist took some time but the board has appointed an attorney with extensive experiencing representing school districts to serve as a trustee. The name of this individual has been submitted to the state for approval; upon approval the individual will begin serving as the ninth trustee.

Student health records are held in the same files as academic records, without appropriate privacy protections:

This statement is not true. Student medical records are locked and secured with appropriate privacy protections within the locked and secured nursing office. These records are not available to teachers or staff. Academic records are maintained in a different secure location.

On the teacher survey, only 10 of 19 respondents affirm that the school has conducted the required annual Dignity for All Students Act (DASA) training;

All teachers completed the required annual DASA training on or before October 5, 2016.

The school submits that the very few deficiencies do not justify the finding that the school "Falls Far Below" the Benchmark for Legal Compliance.

EXHIBIT 5



Process for Review of Candidates for Graduation

The purpose of this document is to provide a procedure to review a student's eligibility to graduate.

Procedure

- 1) The school counselor will review each candidate for graduation and will complete a form similar in structure to the one attached. Any form should include a checklist of current graduation requirements and have a place to sign-off upon the completion of the checklist by the counselor and a place for approval by the educational leader.**
- 2) The Educational Leader will review and approve each checklist for each eligible candidate for graduation.**
- 3) For any student who, based on the completed and approved checklist, is eligible to receive any of the diploma types listed below, the graduation readiness checklist must be re-checked by the school finance administrator or internal auditor.**
 - a. Regents Diploma with Advanced Designation**
 - b. Regents Diploma with Honors**
 - c. Regents Diploma with Mastery in Math and/or Science**
 - d. Regents Diploma with a Technical Endorsement**
- 4) A total of 20% of all diploma checklists must be rechecked by an administrator or other designated staff member who was not involved in the completion of the diploma checklist.**



Checklist for Review of Candidates for Graduation

Complete this form for each candidate for graduation. Attach to student's official transcript.

Anticipated Graduation Date:
Student's Name:
Student ID:
Student's Cohort:
Student has completed all required credits as delineated by the attached New York State Diploma Requirements*
As delineated by the attached New York State Diploma Requirements* the student qualifies for a Regents or Local Diploma by: <ul style="list-style-type: none"><input type="checkbox"/> Passing the five- required number of Regents Exams, or,<input type="checkbox"/> Qualifying for one of the Regents Exam Pathways, or,<input type="checkbox"/> Qualifying for via appeal to graduate with an approved lower score on a Regents Exam (approved appeal must be attached).
Type of Diploma Student is Eligible to Receive (Choose 1): <ul style="list-style-type: none"><input type="checkbox"/> Regents Diploma<input type="checkbox"/> Local Diploma<input type="checkbox"/> Regents Diploma with Advanced Designation (requires 3rd Party Review)<input type="checkbox"/> Regents Diploma with Honors (requires 3rd Party Review)<input type="checkbox"/> Regents Diploma with Mastery in Math and/or Science (requires 3rd Party Review)<input type="checkbox"/> Regents Diploma with a Technical Endorsement (requires 3rd Party Review)
Name of School Counselor Completing Checklist:
Signature of School Counselor _____
Name of Educational Leader Approving this Checklist:
Signature of Educational Leader: _____
Use Space Below for 3 rd Party Review (If Required)
Name of Administrator Reviewing Checklist:
Signature of Administrator Reviewing Checklist: _____

*Make sure that the most up-to-date version of this document is used to determine graduation eligibility.

<http://www.p12.nysed.gov/ciai/gradreg/intro.html>



Double click to see NYSED Reference Documents

History 1002

Minimum Requirements	
Requirement	Minimum
1. Social Studies	4
2. U.S. History (9)	4
3. Social History and Geography (10)	
4. Civics and Government (10)	
5. Science	5
6. Mathematics	5
7. English	5
8. Art	1
9. Music	1
10. Physical Education	1
11. Health	1
12. Foreign Language	2
13. Computer Science	1
14. Career and Technical Education	1
15. Total	35

*Students will be charged for courses from the requirement for each of credit in 12710 one subject to the SP but not all are. 12 only if credit is given.

1. Foreign Language	Students will be charged for courses from the requirement for each of credit in 12710 one subject to the SP but not all are. 12 only if credit is given.
2. Social Studies	Students will be charged for courses from the requirement for each of credit in 12710 one subject to the SP but not all are. 12 only if credit is given.
3. English	Students will be charged for courses from the requirement for each of credit in 12710 one subject to the SP but not all are. 12 only if credit is given.
4. Mathematics	Students will be charged for courses from the requirement for each of credit in 12710 one subject to the SP but not all are. 12 only if credit is given.
5. Science	Students will be charged for courses from the requirement for each of credit in 12710 one subject to the SP but not all are. 12 only if credit is given.
6. Art	Students will be charged for courses from the requirement for each of credit in 12710 one subject to the SP but not all are. 12 only if credit is given.
7. Music	Students will be charged for courses from the requirement for each of credit in 12710 one subject to the SP but not all are. 12 only if credit is given.
8. Physical Education	Students will be charged for courses from the requirement for each of credit in 12710 one subject to the SP but not all are. 12 only if credit is given.
9. Health	Students will be charged for courses from the requirement for each of credit in 12710 one subject to the SP but not all are. 12 only if credit is given.
10. Career and Technical Education	Students will be charged for courses from the requirement for each of credit in 12710 one subject to the SP but not all are. 12 only if credit is given.
11. Computer Science	Students will be charged for courses from the requirement for each of credit in 12710 one subject to the SP but not all are. 12 only if credit is given.
12. Foreign Language	Students will be charged for courses from the requirement for each of credit in 12710 one subject to the SP but not all are. 12 only if credit is given.



Diploma/Creditual Requirements Revised Feb 2017

The following chart outlines the diploma and credit requirements for students in NYSED. The chart is intended to provide a general overview of the requirements and is not intended to provide a detailed description of the requirements for each diploma. For more information, please refer to the NYSED website.

Diploma	Requirements
Standard Diploma	<p>Students must earn a minimum of 22 credits in the following areas:</p> <ul style="list-style-type: none">English: 4 creditsMathematics: 4 creditsScience: 3 creditsSocial Studies: 4 creditsPhysical Education: 1 creditHealth: 1 creditArt: 1 creditMusic: 1 creditForeign Language: 2 creditsCareer and Technical Education: 1 creditComputer Science: 1 credit <p>Students must also earn a minimum of 2 credits in the following areas:</p> <ul style="list-style-type: none">English: 2 creditsMathematics: 2 creditsScience: 2 creditsSocial Studies: 2 creditsPhysical Education: 1 creditHealth: 1 creditArt: 1 creditMusic: 1 creditForeign Language: 1 creditCareer and Technical Education: 1 creditComputer Science: 1 credit
Advanced Diploma	<p>Students must earn a minimum of 28 credits in the following areas:</p> <ul style="list-style-type: none">English: 6 creditsMathematics: 6 creditsScience: 4 creditsSocial Studies: 4 creditsPhysical Education: 1 creditHealth: 1 creditArt: 1 creditMusic: 1 creditForeign Language: 4 creditsCareer and Technical Education: 1 creditComputer Science: 1 credit <p>Students must also earn a minimum of 4 credits in the following areas:</p> <ul style="list-style-type: none">English: 4 creditsMathematics: 4 creditsScience: 4 creditsSocial Studies: 4 creditsPhysical Education: 1 creditHealth: 1 creditArt: 1 creditMusic: 1 creditForeign Language: 1 creditCareer and Technical Education: 1 creditComputer Science: 1 credit

EXHIBIT 6

Elizabeth M. Siniscalco

From: Jennifer Schwartzott
Sent: Tuesday, January 31, 2017 10:28 PM
To: Elizabeth M. Siniscalco
Subject: FW: Site Visit
Attachments: Ms. Gibbons (1).pdf

From: Kevin McCormick [mailto:kmccormick@rcmcs.org]
Sent: Tuesday, January 31, 2017 4:57 PM
To: Jennifer Schwartzott <JMS@orblaw.com>
Subject: Fwd: Site Visit

----- Forwarded message -----

From: **Dennis Francione** <dfrancione@rcmcs.org>
Date: Fri, Sep 30, 2016 at 1:30 PM
Subject: Fwd: Site Visit
To: Kevin McCormick <kmccormick@rcmcs.org>

Share this letter with the board. Thanks.

Dennis Francione
CEO/Founder
Rochester Career Mentoring Charter School
30 Hart Street, 3rd Floor
Rochester, New York 14605
(585) 232-1045

----- Forwarded message -----

From: **Dennis Francione** <dfrancione@rcmcs.org>
Date: Fri, Sep 30, 2016 at 1:29 PM
Subject: Site Visit
To: Susan Gibbons <Susan.Gibbons@nysed.gov>
Cc: David Frank <David.Frank@nysed.gov>, Susan Megna <Susan.Megna@nysed.gov>, Kevin McCormick <kmccormick@rcmcs.org>

Susan-

I'd like to take this opportunity to thank Karen and you for your visit last Monday and Tuesday. We look forward to continuing our discussion with you during the renewal process.

Dennis Francione
CEO/Founder
Rochester Career Mentoring Charter School
30 Hart Street, 3rd Floor

Rochester, New York 14605
(585) 232-1045

--

Kevin McCormick
President - Board of Trustees

Rochester Career Mentoring Charter School
30 Hart Street - 3rd Floor
Rochester, NY



Dear Ms. Gibbons,

I would like to thank the Charter School Office (CSO) for the site visit conducted on Monday and Tuesday (September 26-27, 2016). I am pleased that members of the CSO team got to witness first-hand the challenges of implementing the project based learning (PBL) we facilitate while balancing the integration of the common core and state standards. I also appreciate the attention to detail that your team has invested and will continue to do so in reviewing our charter school renewal application, along with our addendums to specific concerns the CSO team cited.

During the robust conversation between CSO and RCMCS staff regarding student performance, many areas of strength were highlighted (e.g. 75% graduation rate, 62% cohort ELA passing rate and 69% cohort math passing rate). A question for strong consideration was introduced to the RCMCS team by the CSO pertaining to the most recent annual performance of students in mathematics specific to the Integrated Algebra and the Common Core Algebra I. We recognize the concerns raised by the CSO that RCMCS' student Regents' assessment outcomes adopted by the Board of Regents have fallen below the level of the Rochester City School District's (RCSD) achievement level over the past three years. And while nobody can be satisfied with the current outcomes, we believe there are some important background considerations, and we have been successful in making significant improvements each year, and will continue to make steady progress annually.

Subsequently, I offer a couple of additional points for consideration as well as actions that are already underway and will continue to be emphasized in the renewed charter:

- 1) Since we are the lone 9th – 12th grade career-oriented, personalized small charter high school in the city, we have addressed the enormous task of assisting our entry-level 9th graders with their academic skills. Since our charter school inception, RCSD middle school students have demonstrated low proficiency in English and Math, lowest in the Big Five and the entire State. A majority of those students reading and math proficiency is at an average of a sixth grade level. With that said, we have strengthened our 9th Summer Bridge Program to address the skills deficiency evident in our 9th grade students. Given our strategic action plan and more time for development, our Summer Bridge Program will be second to none in the city of Rochester.
- 2) The 2014-2015 school year was a transition year in our assessment approach as we realigned curriculum to meet the common core standards for Algebra 1. As a result, the first group of students from RCMCS took the Common Core Algebra 1. The majority of the students taking the Common Core Algebra 1 did not sit for the Integrated Algebra Regents. This was a conscious decision to raise the level of expectations in order to achieve a Regents Diploma. Yet improvement in our overall performance in mathematics is critically needed for our students to become more proficient in project based learning, the foundation of our instructional approach. Therefore, we have sought the assistance of the Charles A. Dana Center at the University of Texas, Austin, to provide us a more concentrated and thorough analysis approach to our students' mathematic performance and their success on the Regents' examinations. This connection between the Center and the charter school will provide our leaders and teachers with intensive training in creating lessons which go beyond low level critical thinking skills, and will lend technical support and coaching to our teaching staff.

- 3) During the site visit discussion, performance in relation to the Rochester City School District was mentioned several times, specific to the District's performance of 22% on the Common Core Algebra I. As Rochester Career Mentoring continues to show improvement on the Common Core Algebra I (a 23 percentage point increase in 2015-16 to 37%), it is important to contextualize that the majority of schools in the Rochester City School District performed below the district-wide performance of 22%. Additionally, in 2014-2015, RCMCS not only surpassed the Rochester City School District's performance on the Integrated Algebra Regents, but surpassed many of the District's schools and similar to Common Core Algebra, the majority of schools in the district had performance below the district average. Specifically, 60% of the RCSD secondary schools scored below their district average in both Algebra I CC and Integrated Algebra.
- 4) To illustrate our gains and upward momentum in mathematics, our Regents Geometry score surpassed the Rochester City School District's 2% during the 2015-2016 school year. The first year of administration for that exam (12-13), we were 31% points lower than the RCSD proficiency level, the second year (13-14), we were 12% points lower than RCSD. This is an example of annual improvement.
- 5) With performance of the Algebra 1 CC results increasing by 23 percentage points to a proficiency rate of 37% in 2015-2016 (representing a 47% gap reduction from state-wide performance in 2014-2015), the school recognizes and has taken the following measures to see higher achievement rates in a shorter period of time:
 - Moving from NWEA assessments to authentic content specific benchmark assessments administered each marking period. The decision to utilize Castle Learning to track student baseline levels and growth towards achieving state standards has immediate and positive results because it is aligned to the curriculum, provides actual diagnostic information, early identification of skill gaps and a system of monitoring instructional strategies.
 - Introduction of additional opportunities for increased instructional time in areas of need by student, by standard. Students are scheduled into enrichment and prep classes to complete enrichment and direct instruction through Edgenuity, a personalized on-line instructional program that offers both remediation and acceleration.
 - Professional development focused on continuous improvement of teaching and learning. While 74% of the staff is returning for a second year, only 9% of them have worked at RCMCS for more than one year. Developing a common understanding of rigorous instruction focused on increased achievement levels takes time to develop. The significant gains made by our school over the last school year in academics, graduation, climate and culture will continue to grow exponentially because of the commitment levels of the professionals currently serving our children.

Finally, during our final conversation, before you left RCMCS on Tuesday, I was very adamant that I knew the challenges that other educators and consultants said I would experience building an alternative secondary school in the city of Rochester. My passion, commitment, and persistence have always been to bring about a systemic change in the secondary classroom that no other high school has endeavored. We have taken a number of steps to correct some of the operational and instructional difficulties we faced early on in our development as a charter school. However, it is quite evident that today we are reaching a new plateau because RCMCS' culture has changed to a more conducive learning environment

and students are more focused on improving their academic performance. I can honestly say that continuing this path and given more time RCMCS will not only be successful but will be a model, not only for the city of Rochester, but for New York State, as well.

As our renewal application continues through the review process, and with particular interest to continue the conversation that began this week, I would like to request a follow-up conference call with the CSO team to address any additional questions that you may have.

Thank you for your continued support helping our students achieve success.

Sincerely,

A handwritten signature in black ink, appearing to read "Dennis Francione", written in a cursive style.

Dennis Francione
CEO

cc: David Frank
Susan Megna
Kevin McCormick

EXHIBIT 7



Comparative Data to Inform Instructional Decisions

To help provide context to Measures of Academic Progress® (MAP®) normative percentiles, this document includes multiple **College and Career Readiness (CCR)** benchmarks, including those from **ACT®** and **Smarter Balanced Assessment Consortium (Smarter Balanced)**®.

When you're armed with MAP interim assessment data, you're better prepared to meet your students when and where they need you most.

Use the comparative data in the tables below as one of your data points for instructional decision making. While not intended for use as a single placement guide, these data can help inform a variety of programmatic and instructional decisions, including:

- identifying and qualifying students for various instructional strategies
- guiding teachers who do not regularly make decisions on instructional program choices for students
- scheduling and grouping to meet students' learning needs
- screening for special or alternative instruction
- staffing and resourcing

About each chart

- The grade designations represent beginning-of-year grade levels.
- The RIT scores defining each level are separated by 1/2 standard deviation except for the highest level, which is set at the 95th percentile.
- At all levels, consider differentiated instruction, flexible grouping, or tiered instruction.
- As scores ascend, give more consideration to curriculum-compacting, accelerated instructional pacing, and special programs.
- As scores descend, give more consideration to additional instructional time, one-on-one tutoring, use of short cycle assessments, and special programs.

The instructional suggestions in this document are intended to provide initial ideas, not to be an exhaustive list of options.

MATHEMATICS														
		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3)	Spring				204	217	229	230	235	242				52-72
CCR (ACT ≥ 22)	Spring						226	232	238	243	246			61-74
CCR (ACT ≥ 24)	Spring						230	237	243	248	252			70-83
NWEA	Fall	165	184	199	212	225	236	243	250	256	260	262	266	95
NWEA	Fall	155	175	190	203	216	226	233	239	244	248	250	253	84
NWEA	Fall	148	169	183	197	209	219	225	231	235	239	240	243	69
NWEA Median	Fall	140	163	177	190	202	211	218	223	226	230	230	233	50
NWEA	Fall	133	156	170	184	195	204	210	214	217	221	220	223	31
NWEA	Fall	125	150	164	177	188	197	202	206	209	212	211	213	16
NWEA	Fall	118	143	157	171	182	190	195	198	200	204	201	204	7

Higher Achievement

Lower Achievement

A student score at or above the following scores on a 6+ Mathematics Survey with Goals test suggests student readiness for:
230 Introduction to Algebra; 235 Algebra; 245 Geometry

READING														
		K	1	2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
CCR (Smarter Balanced Level 3)	Spring				202	209	214	218	222	225				56-62
CCR (ACT ≥ 22)	Spring						215	220	224	227	230			59-69
CCR (ACT ≥ 24)	Spring						218	223	227	230	233			66-75
NWEA	Fall	163	182	200	214	224	231	236	240	243	246	248	250	95
NWEA	Fall	155	174	190	204	214	221	226	230	233	236	237	239	84
NWEA	Fall	148	167	182	196	206	213	218	222	225	228	229	231	69
NWEA Median	Fall	141	161	175	188	198	206	211	214	217	220	220	223	50
NWEA	Fall	134	154	167	180	190	198	204	207	209	212	212	214	31
NWEA	Fall	128	148	159	173	183	191	196	199	202	205	204	206	16
NWEA	Fall	121	141	152	165	175	183	189	192	194	197	196	198	7

Higher Achievement

Lower Achievement

LANGUAGE USAGE														
				2	3	4	5	6	7	8	9	10	11	2015 Norms Percentile
Higher Achievement	NWEA	Fall		202	214	223	229	233	237	240	242	244	246	95
	NWEA	Fall		191	205	213	219	224	228	230	232	234	236	84
	NWEA	Fall		183	197	206	213	218	221	223	225	226	229	69
	NWEA Median	Fall		175	182	192	205	211	217	216	218	219	222	50
Lower Achievement	NWEA	Fall		166	182	192	199	204	207	209	211	211	214	31
	NWEA	Fall		158	174	184	192	197	200	202	204	204	207	16
	NWEA	Fall		150	167	177	185	190	194	195	197	197	199	7

GENERAL SCIENCE														
					3	4	5	6	7	8	9*	10*		2015 Norms Percentile
Higher Achievement	NWEA	Fall			207	213	218	223	227	230	234	236		95
	NWEA	Fall			199	206	211	216	219	222	225	227		84
	NWEA	Fall			193	200	206	210	213	216	219	220		69
Lower Achievement	NWEA Median	Fall			187	195	200	204	207	210	212	213		50
	NWEA	Fall			182	189	195	199	201	204	206	207		31
	NWEA	Fall			176	183	189	193	195	198	200	200		16
	NWEA	Fall			170	178	184	187	190	192	194	193		7

*General science status norms for grades 9 and 10 should not be used to evaluate performance in topically differentiated high school science courses where science content is more specialized.

For many reasons, it is inadvisable to compare performance of a student on one set of test norms to his or her performance on another. The user is strongly advised to use the 2015 norms because they provide the current and most accurate reference for MAP scores. Slight differences from the 2011 norms have been observed, some of which reflect true change in the performance of the students. In addition, evidence indicates three other plausible sources for these differences. School's demographics changed between 2011 and 2015 and may have contributed to differences. Methodological improvements such as a larger and more representative sample, the use of nine (vs five) terms of data, and a new model for estimating growth have made the 2015 norms more accurate. Finally, the varied nature of Common Core State Standards adoption, implementation, and testing appear to have resulted in lower test scores. The sources of these observed differences are the subject of further research.

Need more information about how to use the data in this document to maximize every student's learning? Contact your account manager at 503-624-1951 or 866-654-3246.

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MAPXX_MKTG10051 0000835 December 2015



Student Growth Summary Report

Aggregate by School

Term: Spring 2012-2013
District: Rochester Career Mentoring Charter School

Norms Reference Data:
Growth Comparison Period:
Weeks of Instruction: 4 (Fall 2012)
End - 32 (Spring 2013)
None
No

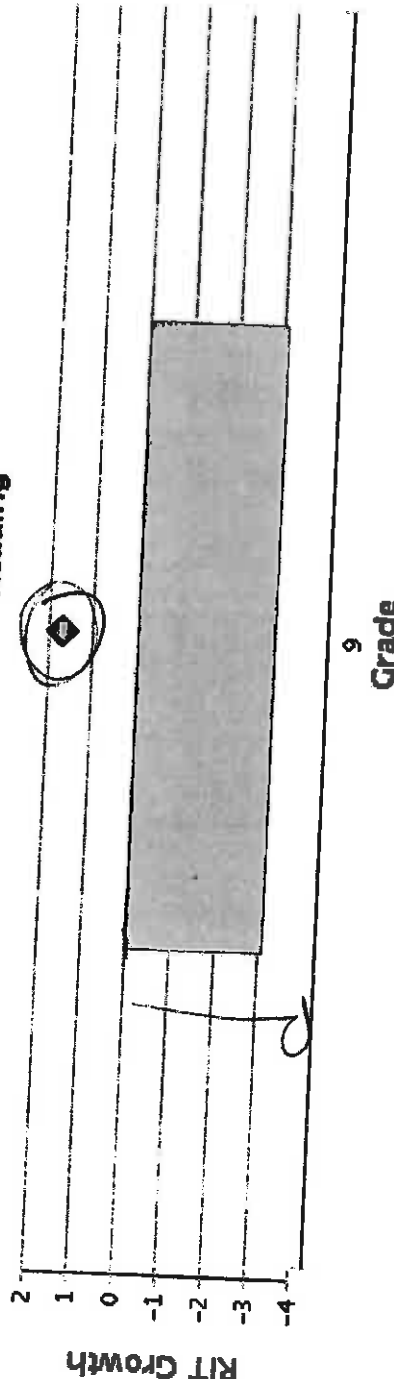
Grouping:
Small Group Display:

ROCHESTER CAREER MENTORING CHARTER SCHOOL

Reading

Grade (Spring 2013)	Achievement Status				Growth			
	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Projected Growth
9	213.5	13.9	17	210.4	15.3	6	-3.1	1.7
							Count Met Projected Growth	Percent Met Projected Growth
							20	36
							School Conditional Growth Index	School Conditional Growth Percentile
							-2.10	2

Reading



Student Growth Summary Report

Aggregate by School

Term: Spring 2012-2013
District: Rochester Career Mentoring Charter School

Norms Reference Data:
Growth Comparison Period:
Weeks of Instruction:

2015 School
Fall 2012 - Spring 2013
Start - 4 (Fall 2012)
End - 32 (Spring 2013)
None
No

Grouping:
Small Group Display:

ROCHESTER CAREER MENTORING CHARTER SCHOOL

Language Usage

Grade (Spring 2013)	Growth Count†	Achievement Status						Growth						Comparative	
		Fall 2012			Spring 2013			Grade Level			Growth				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	
9	59	213.7	12.9	24	210.3	13.8	7	-3.4	2.5	2.1	16	27	-2.50	1	

Language Use

Language Usage

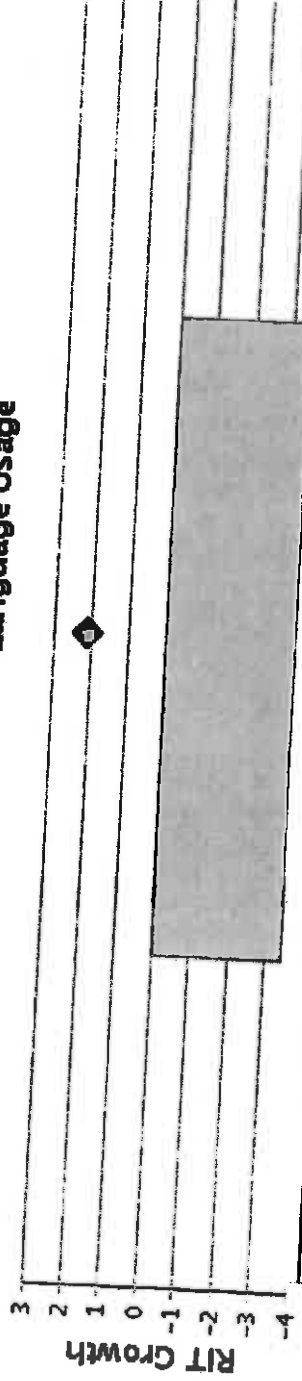


EXHIBIT 8

Rochester Career Mentoring Charter School

*2011 New York State Education Department Request for Proposals to Establish
Charter Schools Authorized by the Board of Regents for [Rochester Career
Mentoring Charter School]*

Dennis P. Francione
Lead Applicant

Media Contact: Dennis P. Francione

Rochester City School District, NY

Grade-level: 9th – 12th

Total Enrollment: 320

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2011-NYSED Charter School Application Statement of Assurances

Please disregard the four assurances that are found on the top half of page 24 of the 2011 Charter School Application Kit (the text preceding "I. EDUCATION PLAN"). Instead, please provide the following information in a one-page Charter School Application Statement of Assurances:

- ☒ We intend to apply for a Charter School Planning and Implementation Grant (CSP). We understand that if the [Rochester Career Mentoring Charter School] application is approved by the NYS Board of Regents and issued a charter, the school is qualified to receive a federal CSP grant, pending available funding and final approval of budget materials by the NYSED Charter School Office and the New York State Comptroller. We agree to complete all required budget information and assurances (Exhibit A) according to forthcoming instructions and a revised timeframe to be issued by NYSED.

Note: The instructions in the 2011 Charter School Application Kit (page 11) are to submit CSP Grant Application information with the Full Application by the deadline of March 31, 2011.

Effective with this memo, these instructions are revised as above. The CSP Grant Application forms are not to be submitted with the Full Application by March 31, 2011.

- ☒ In accordance with New York Education Law Section 2851(2)(t), in the case of the closure or dissolution of the [Rochester Career Mentoring Charter School], we agree to abide by and implement the forthcoming Closing Procedures for New York State Charter Schools Authorized by the Board of Regents to be issued by NYSED.

- ☒ We understand that if we intend to request waivers from a federal, state, or local regulation or rule that is generally applicable to public schools that we believe are necessary for the successful operation of the charter school, we propose be waived, or otherwise not apply to the charter school, we will include such requests along with justification where appropriate in the application narrative.

- ☒ I attest that all information included in this New York State Education Department 2011 Charter School Application for the proposed [Rochester Career Mentoring Charter School] is accurate and correct.

Dennis P. [Signature] Signature of Lead Applicant

March 25, 2011 Date

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The prospectus submitted in January 2011 reflected our Founding Group's original plan of enrolling both 9th and 10th graders during the 2012 start-up year. Based on feedback provided in the NYSED Charter School Office's Prospectus Review and during the March 8th conference call, the Founding Group has decided to enroll only 9th graders during the 2012 start-up year. The change does not fundamentally alter our school design as we remain a 9th-12th grade charter. Moreover, enrolling only 9th graders the first year will allow us to better define and facilitate building our student-centered school culture.

I. EDUCATION PLAN

Mission Statement

Rochester Career Mentoring Charter School (CMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college.

A. Curriculum and Instruction

The Founding Group believes that in order for our curriculum and instruction to be effectively implemented, the following four key designs must be addressed:

I. Personalization: We believe that by connecting our students with a teacher-advisor our curriculum design will be enhanced.

We will offer each and every student an **Individual Learning Plan**, which is a description of the unique work a student has planned for the quarter. It is focused around each student's career interest and passion, as well as grade level academic expectations and special needs. No two students will have the same Individual Learning Plan. Most of the Individual Learning Plan will revolve around student academic work and a student's internship and project work.

Our students will be introduced to a **Wrap Around Advisement**, which is a small community within the school that provides each student a personal approach to learning through an adult coach and advocate. Students remain with the same advisory for two to four years in order to build relationships that will sustain the student as he or she works through each career exploration, personal, academic, social/emotional and family-related issue. Teacher-advisors will "loop" with their students into year two and will help them continue their Individual Learning Plan through writing and broadening of their learning strengths and concerns, outlining the Regents requirements for a 10th grader, and refining their career interest and goals.

II. Teachers as Curriculum Designers: We believe that if teachers are involved in designing our curriculum framework, they will feel more invested in our charter school's success and more engaged in our students.

Rochester Career Mentoring Charter School will use the Rochester City School District's curriculum framework which is aligned to the New York State Common Core Standards, core curriculum, and assessments. As such, project-based learning will serve as the primary delivery model of the curriculum,

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incorporating teacher-designed student inquiry projects. In order to facilitate and strengthen our teachers' understandings and use of project-based learning (PBL), our teachers will participate in project-based

learning models presented by the Buck Institute for Education (BIE). These workshops will begin in August 2012 and continue into the school year. Sessions during the school year will include enrolled students, and will function as an incubator. Upon approval of this charter school, a formal plan will be developed between the charter school Founding Group and a representative (David Ross) from BIE.

Buck Institute for Education conducts formative and summative research in partnership with universities, state departments of education, school reform networks and school districts, and makes regular presentations at the annual meetings of the American Educational Research Association (AERA), Association for Educational Communications and Technology (AECT), and Society for Information Technology and Teacher Education (SITE). BIE demonstrates how students go through an extended process of inquiry in response to a complex question, problem, or challenge. Rigorous projects help students learn key academic content and practice 21st century skills, such as collaboration, communication and critical thinking. Similarly, projects such as these will be infused in each of our charter school's student's core academic courses and career interest. BIE also has conducted research and studies for High Tech High that signified positive instructional results from its teaching staff. BIE research found that High Tech High teachers who were involved and invested in project-based learning reported higher academic achievement results from their students.¹

Since we are infusing our project-based learning instructional approach in the Rochester City School District's curriculum framework, we will invite city public school district teachers to join our charter school teachers in the project-based learning workshops offered by BIE. Also, the project-based learning workshops will begin in the summer of 2012 as shown on the sample professional development chart below and on the next page (Table 1).

Table 1

Timeline	BIE on site	Deliverable	Who receives deliverable?	Who reviews/edits deliverables?
Day 1 Introduction to PBL101 August/2012	Yes		Educational Leader/teachers	Educational Leader/teachers
Day 2 & 3 PBL101 August/2012	Yes	Project Design Overview (BIE Word doc)	Educational Leader/teachers	Educational Leader/teachers
4 weeks after PBL101 September/2012		Project calendar developed	BIE	BIE
4 weeks after PBL101 September/2012		Project Teaching and Learning Guide Provided	BIE	BIE

¹ Ravitz, J. (2010). Beyond changing culture in small high schools: Reform models and changing instruction with project-based learning. *Peabody Journal of Education*, 85(3), 290-313.

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4 weeks after PBL101 September/2012		Supporting Assessments	BIE	BIE
6 weeks after PBL101 September/2012	Yes	Final draft (including revisions) of all project design and assessment documents	Educational Leader/teachers/BIE	Educational Leader/teachers/BIE
7 weeks after PBL101 No later than early October/2012	Yes	Project launch		
11 weeks after PBL101 November/2012	Yes	Project debrief and reviewed		

- ✓ BIE provides for on-site facilitation of PBL 101
- ✓ All other coaching visits are arranged with partner organization
- ✓ The next PBL training session would continue into the second semester of school
- ✓ All workshops, coaching sessions, and BIE material costs are reflected in our budget.

In addition to the above, our teachers will receive training in the Career Choices curriculum by representatives from Academic Innovations, Inc. Discussions have already occurred with Academic Innovation representative, Karen Shiner, and our Founding Group. The importance of this curriculum is that it clearly demonstrates the need for students to learn about career and post-secondary opportunities, and to understand why they must rigorously prepare for such opportunities while still in high school. This curriculum easily integrates with other interdisciplinary course work in English, mathematics, social studies, and science; it helps students align academics with career interest and exploration.

Rochester City School District's Deputy Chief for School Innovation, Mary Doyle, and Deputy Superintendent of Teaching and Learning, Beth Mascitti-Miller, have been informed by the lead applicant of this charter school that upon approval of our charter by NYS Education department, a plan will be developed to invite specific city teachers to our BIE workshops and coaching sessions. This joint effort complies with the Rochester City School District's Compact between city public schools and charters.

In drawing upon project-based learning as our primary instructional delivery model, all of our teachers' classrooms will look more like workshops than the traditional classroom arrangement where students learn in isolation. Instead, our classrooms will be student-centered with laptops, instructional resources, and materials readily available to each student. It will not be uncommon for their students to work independently, in pairs, or as a group. This approach is especially important to meet the needs of diverse learners with different learning styles.

Rochester Career Mentoring Charter School will adhere to Education Law, Section 2854 (1) (d) and provide project-based learning instruction aligned with NYS Common Core Standards, required Regents courses (next page, Table 2), and provision of true career exploration and attainment of job readiness skills.

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Table 2

EDUCATION	LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies	Other Required Courses/ Other Electives Recommended Electives/ Learner Activities
		9	English/ Language Arts I	Integrated Algebra	Living Environment	Global and Geography I	Career Development & Occupational Studies
		10	English/ Language Arts II	Geometry	Earth Science	Global History and Geography II	Foreign Language
		11	English/ Language Arts III	Algebra 2 Trigonometry	Chemistry	U.S. History	Fine Arts
		College Placement Assessments- Academic/Career Advisement Provided					Physical Education
		12	English Language Arts IV (Final Project)	Pre-calculus	Physics	Participation in Government /Economics	Internship I & II Health & Physical Education

Rochester Career Mentoring Charter School's instructional program will require a full-time teacher at each subject and grade-level, which totals four core academic teachers in our first year. We offer this framework as a four-year design that integrates subject-area learning standards inclusive of the New York State Common Core Standards from English/ Language Arts and social studies into a humanities approach to learning. The teacher designed project-based learning units will also offer a four-year design where mathematics and science learning standards are interwoven for skill mastery and application. Under the guidance of the Coordinator of Internship, teachers will infuse components of the Career Choices curriculum as the content areas lend themselves to that integration. Our core academic teachers will be flexible in their delivery of information to students. There will be time when our core academic teachers will teach skills and content independently. Our daily master schedule allows for team teaching as well as coaching students involved in project-based learning.

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Our students will guide themselves in understanding the concepts and skills being applied to the New York State Learning Standards through a brainstorming, prioritizing, clarifying, and selecting process, led by their teachers. The first step for our charter school students is to understand the standards being taught. In every core academic class, a teacher meets with the class as a large group and indicates the learning standard to be taught, along with a teacher prepared learning unit.

Students will be aware of how, for example, the Global History and Geography I standards are aligned with English/Language Arts standards. Students will be able to look at the relevance of issues and their application to a lesson or unit of study by brainstorming personal ideas, connections and concepts that they see related to the issue. Students should be free to contribute countless ideas from their own lives involving the issue at hand as demonstrated by the diagram below.



Through brainstorming, students will take what they have formulated and begin to give definition to each idea by designing critical questions for each of the ideas. Asking the right questions may take some research. Since our charter high school teaches one student at a time in a personalized environment, learning style plays an important role in this process. Our students will be allowed to research ideas and questions independently, as a team, or as a whole group. We know that based on research, some students are visual learners, whereas others learn best by listening and/or doing.

As students prepare to create and share new knowledge through this unit of study, they will be responsible for gathering information by reading and recording facts that pertain to the idea chosen. Sharing of the idea by dramatizing, demonstrating, illustrating, sketching, and interpreting will move students into a more vivid understanding of the issue.

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As the lessons continue, students move to comparing and contrasting, critiquing, and examining the issue in full detail. This allows students to analyze every specific aspect and detail of the issue as they work toward creating their final project. To distinguish the legitimacy of a project and its application to the NYS Learning Standards, students must be able to present, judge, and defend for the project they will create. After defining, clarifying, and researching ideas, students begin to prioritize the important ideas related to culture. By prioritizing, students are provided the chance to combine ideas that may overlap and/or eliminate ideas that are not aligned with the issue.

Students next begin to elect a specific idea for their project. Our charter school students will be responsible for developing a plan for their project with guidance and coaching from their teachers. Every planned project must be flexible enough to allow students to add and/or delete from the project. Projects will continue to be refined as the students continue to research. These projects will not only include research, but critical thinking, decision making, problem solving and collaboration among the students, as well. Our students will learn how to work as a team rather than in isolation. In fact, all of these classroom skills are comparable to the skills workers need to become productive, employable citizens in our community.

Every student will be expected to complete projects and activities which demonstrate his/her knowledge and understanding of concepts and ideas associated with the New York State Learning Standards with a strong emphasis on Career Development and Occupational Studies. The ability of students to demonstrate their application of newly learned skills and knowledge will play a key role in motivating and assessing students.

Our teachers will be expected to prepare and deliver a rigorous model of instruction. Rigor will not be compromised by "dumming down" the instruction as a result of teacher judgments about students' ability. Instead, teachers will have access to student assessment data which will objectively indicate students' proficiency levels in reading and math to be used to inform and differentiate instruction. Teachers will be trained to increase the learning capacity of students and offer a challenging curriculum to all students. Students will have access to on-grade level and more advanced material through the learning of strategies that will allow students to access knowledge and understanding of difficult material.

On the next page is an example of a "sample" lesson unit that would be facilitated and modeled by the teachers. This draft was also reviewed by Buck Institute for Education representative, David Ross. The lesson integrates NYS Learning Standards in English/Language Arts and social studies and mathematics and science with the infusion of career development concepts and skills. Literacy, technology, and career development concepts are strategically infused across all content areas. The activities listed in this sample lesson are correlated to the learning standards they are meant to address. This sample unit also will be integrated into with the Rochester City School District's curriculum framework.

Upon approval of our charter school, the Chief Executive Officer and members of our Curriculum and Assessment Committee will arrange specific meetings with the Deputy Superintendent of Teaching and Learning, Beth Mascitti-Miller, to review and discuss the updated revised Rochester City School District's curriculum framework and how we will integrate it with our project based learning units and lessons.

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Sample Unit 1

Introductory Unit – A Framework for Integrated and Cross-Content Learning
“Building Foundations for Academic and Workforce Success in the 21st Century”
 Grade 9 (All students participate in Unit 1)

Unit Duration
4 weeks

NYS Learning Standards	Essential Questions	Input/Activities	Performance Indicators/Outcomes	Assessments and Evaluation Tools
English/Language Arts <i>Integrated</i> Reading and Writing, Speaking and Listening for Information and Understanding, Critical Analysis, and Social Interaction	What personal skills, aptitudes, and abilities define personal attributes?	Complete “Student Attributes Survey” and review results. Staff and students are paired and interview each other to determine essential personal characteristics then create montages illustrating strengths, talents and interests of all members of the school community.	Create a personal profile based on survey results for use in science class	Complete personal profile template identifying personal strengths/skills
	What writing, speaking and listening skills are employed during interviews?		Design a profile chart of characteristics reflective of highly successful persons read about, identifying challenges faced and overcome (group task)	Craft montage personality profiles of individuals and display
	What personal attributes define individual class members and the group as a whole?	Read text: Community Success Stories. Chart out personal and professional characteristics and skills of persons represented in selected stories and challenges overcome	Prepare a list of questions for interviewing a person in the community Draft a personality profile outlining characteristics of a highly successful person from the community	Write 8-12 appropriate interview questions Incorporate interview notes into the personality profile essay to serve as a baseline writing sample
	What characteristics identify highly successful individuals and groups?			SRI Reading Assessment
	How is challenge defined?	Learn interview techniques and skills		
	Who is someone in the community who has faced adversity and overcome challenges to	Practice development of cross content literacy strategies		

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	become a successful citizen?			
	How does information about highly successful individuals impact the code of conduct?			
NYS Learning Standards	Essential Questions	Input/Activities	Performance Indicators/Outcomes	Assessments and Evaluation Tools
<p>Social Studies</p> <p><u>Standard 1:</u> History of the United States and New York</p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York</p> <p><u>Standard 5:</u> Civics, Citizenship, and Government</p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other</p>	<p>How have US citizens responded and reacted to public education as a right?</p> <p>Over time, have US citizens acted responsibly in developing their full potential to become contributing members of society?</p> <p>What types of educational opportunities do students from around the world look forward to in their lifetimes?</p> <p>What factors attribute to highly functioning systems?</p> <p>Who am I and what do I bring to my school</p>	<p>Students investigate a broad perspective by means of examining primary and secondary documents to discover the contributing factors leading to public education as a right for all citizens in the US.</p> <p>Students uncover the national and international trends in regards to high school and college graduation rates spanning the past thirty years</p> <p>Students examine perspectives to determine how educational trends affect opportunities in the workforce and college options.</p> <p>Students survey websites to</p>	<p>Design a timeline of the critical moments in United State's history leading to present-day public education systems.</p> <p>Create an educational summary graphing national high school and college graduation rates and unemployment rates</p> <p>Begin vocabulary portfolio define rights, responsibilities, opportunity, privilege, citizenship and participation</p> <p>Define Culture</p> <p>Prepare notes and plan visuals for group presentation</p>	<p>Student groups will present findings defending two central ideas: <i>Do US students have significant educational privileges compared to other teenage students around the world? Do US students take advantage of the rights offered to them under the US Constitution and adequately prepare themselves for adulthood?</i></p> <p>Based on the findings and information presented by groups of students, all students contribute to create a rubric detailing the attributes of a productive community within a successful educational system and the</p>

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<p>nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation</p>	<p>community?</p> <p>Who makes up my school community?</p> <p>What similarities and difference are evident amongst the members of my community?</p> <p>What skills do I possess and what tasks would best utilize and further develop those skills?</p> <p>What type of culture emerges as a result of the attributes of the members of this community?</p>	<p>develop an understanding of how teenagers from other parts of the world access education</p> <p>Students refer to the personal profile chart and the group profile chart to identify predominant characteristics, commonalities among members and diversity reflected.</p>	<p>Characterize the emerging school culture based on the members of the community, its commonalities and differences.</p>	<p>roles, rights, and responsibilities of its members, including expectations of school participation and involvement. This document becomes the climate-code of conduct for CMCS.</p> <p>Adhering to the criteria of the conduct, a contract is formed and signed by students, parents and teachers.</p> <p>Town hall established; in its opening, each member of the community is introduced by another member using the montage as a reference point.</p>
NYS Learning Standards	Essential Questions	Input/Activities	Performance Indicators/Outcomes	Assessments and Evaluation Tools
<p>Science</p> <p><u>Standard 1:</u> Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seeks answers, and develop solutions.</p> <p><u>Standard 4:</u></p>	<p>What are the characteristics of inquiry?</p> <p>What are the characteristics of a successful environment conducive to growth and productivity? How is ingenuity developed through the use of conventional</p>	<p>Students practice Socratic method; explain and define characteristics and procedures of inquiry</p> <p>Students develop literacy and inquiry skills to reconcile competing explanations; clarify points of agreement and</p>	<p>Identify an individual that you would define as successful in the workplace. Interview that individual. Identify the position that this person holds and provide a description of the roles and responsibilities that are important</p>	<p>Analyze information from first unit of study concerning elements of success, and integrate understanding of these components in personalized goal setting, interview essay and climate-code of conduct.</p>

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<p>Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.</p> <p>Students will demonstrate their critical thinking skills in an essay on a situation they have faced.</p> <p>Students will elaborate on basic scientific and personal explanations of natural phenomena, and develop extended visual models and mathematical formulations to represent ones thinking.</p> <p>Major Understandings 1.1a Scientific explanations are built by combining evidence that can be observed with what people already know about the world.</p>	<p>techniques and procedures?</p>	<p>disagreement; and to formulate their own conclusions based on the evidence present.</p> <p>Identify elements of successful environments in the natural world</p>	<p>to the position. Observe the personal qualities of that individual that indicate competency. Ask critical questions to determine from the interview what qualities, skills, and personal attributes, are essential to success in that position</p> <p>Elaborate on your personal explanation of a natural phenomena, (workforce competency) and develop an extended visual model to represent your thinking. Highlight the specific knowledge that you provide your community about successful workforce elements.</p> <p>Students will share data from the interviews to develop a chart of the most desirable personal qualities and most essential 21st century skills in the workforce represented in the interviews. Students will</p>	
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			explain the phenomenon associated with preparing for a successful future a 21 st century global society	
NYS Learning Standards	Essential Questions	Input/Activities	Performance Indicators/Outcomes	Assessments and Evaluation Tools
<p>Mathematics</p> <p><u>Standard 1:</u> Analysis, Inquiry, and Design</p> <p>Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seeks answers, and develop solutions.</p> <p><u>Standard 2:</u> Information Systems</p> <p>Students will access, generate, process, and transfer information using appropriate technologies.</p> <p><u>Standard 3:</u> Mathematics</p> <p>Students will understand mathematics and become mathematically confident by communicating and</p>	<p>How many minutes are spent in the activities one chooses to participate in over the course of a ten-day period?</p> <p>What probable conclusions can be drawn about use of time if ten days represents one year?</p> <p>What individual conclusions can be made based on the study of time allotment data?</p> <p>What is the significance of two million minutes?</p> <p>How can two million minutes be charted for success?</p>	<p>Students will gain insight into the value of time and time management by outlining how the minutes of each day are spent over a ten day period of time.</p> <p>Students will apply probability to data from the ten-day period to determine how personal use of time is allocated over the course of one year.</p> <p>Students will view "Two Million Minutes" video. Through the video presentation, students will explore global perspectives regarding work ethics, and world views on education.</p> <p>Students will apply the knowledge and thinking skills of mathematics,</p>	<p>Students will generate a summary based on the conclusive evidence of the ten-day study indicating successes and challenges. Based on observations and concepts from the video and as a result of new understandings of time as an element of success in high school, student will set work ethic goals for academic success in the first 10 weeks of school. Students will mathematically chart out what two million minutes signify in relation to their high school education</p> <p>Identify essential changes required to succeed in a 21st century global workforce</p>	<p>Graph individual use of time, label criteria, and summarize amount of minutes spent in each activity using percentages.</p> <p>Create a visual that presents the individual now and the adult individual determining in mathematical language the difference education will make in pursuing one's future goal.</p> <p>Construct and present understandings of 21st century workforce skills in reference and in relation to observations, interview, and information presented in the first unit of study at CMCS to substantiate individualized learning goals</p>

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<p>reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and</p> <p>Standard 7: Interdisciplinary Problem Solving</p> <p>Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.</p>		<p>science, and technology to address real-life problems and make informed decisions</p>		
NYS Learning Standards	Essential Questions	Input/Activities	Performance Indicators/Outcomes	Assessments and Evaluation Tools
<p>Career Choices</p> <p><i>Based on Career Development and Occupational Studies Learning Standards</i></p> <p>Standard 1: Career Development</p> <p>Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and</p>	<p>What does career development mean in terms of academic and personal growth?</p> <p>How do we prepare students for a role as learner?</p> <p>What is the importance of learning styles and how does this information impact my goals as a learner?</p>	<p>Students engage in the foundation of student-centered learning to develop a practical understanding of how instruction will be organized and assessed</p> <p>Students complete a learning style inventory</p> <p>Students categorize results of a survey determining the readiness of new</p>	<p>Ask students to share their passions. Begin brainstorming possible careers that address their passions.</p> <p>Have students brainstorm what they think well known individuals would define success.</p> <p>Discuss work ethics as illuminated in the video.</p>	<p>Culminating unit activity: Portfolio entry: Articulate personal and academic goals for the first ten weeks of school as baseline for career-based on multiple learning experiences and information garnished in the first unit of study, students will complete a goal setting template addressing areas of strength, and set</p>

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<p>abilities to future career decisions.</p> <p>Standard 2: Integrated Learning</p> <p>Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</p> <p>Standard 3a: Universal Foundation Skills</p> <p>Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</p>	<p>How do we prepare to become purposeful and productive members in the 21st century workforce and active members of the community?</p> <p>Why are the 9th and 10th grade years so important?</p> <p>How do I build capacity toward reaching my potential?</p> <p>How do I address issues in school and in my life?</p> <p>How do I address frustration and anger?</p>	<p>entrants to the workforce (<i>Are they really ready to work?</i>, The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and the Society for Human Resource Management, US, 2006.)</p> <p>Students read research predictors of high school graduation:</p> <p><i>(What Matters for Staying On-Track and Graduating in Chicago Public Schools: A Close Look at Course Grades, Failures, and Attendance in Freshman Year, Consortium on Chicago School Research at the University of Chicago, 2007.</i></p>	<p>School and community support systems / teachers, advisor, mentor, community agencies emerge as a support network to keeping students on track, ensuring goals are met, and in assisting students with dealing with school and personal issues that create frustration and anger in order to minimize distractions to learning.</p>	<p>goals with descriptors identifying how goals will be met. This template will be formally that monitored and addressed throughout the first weeks of school.</p>
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There are other important courses and learning standards which our students will be required to take as our charter school develops and grows over the next five years. Some of those courses will be derived from the Rochester City School District's curriculum framework and may include:

English IV is the foundation course for our career-based senior project. This course demonstrates that our students have focused on and mastered the concepts and skills of their career interest. Students should clearly demonstrate that they have been able to define their career choice and its importance in society. The senior project must be research-based and include literature on their career. Students are expected to write a well-thought out 15 – 20 paper about their career choice and the impact it will have on them as productive, employable citizens. Students also will be responsible for making a presentation of their career choice to both a three-member review committee and to a public audience at the charter school's end of the year exhibition event. This course will prepare them for those presentations.

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Fine Art is required for students to continue their understanding of drawing, painting, art history, and design. Fine Arts will emphasize a finessed use of technique, style, and understanding of visual language with the expectation of students working at a more advanced level. Students will become aware of the career options offered in the field of the arts.

Physical Education is a required course intended for students who attend CMCS. This course will emphasize Personal Health and Fitness Standard 1, A Safe and Healthy Environment Standard 2, and Resource Management Standard 3. Students will demonstrate and will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants. Students will also be aware of some career options in the field of physical fitness and sports.

Health is a required course intended for students to learn the nature of human growth and development and recognize the relationship between behaviors and healthy development. Students will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors. Students will demonstrate personally and socially responsible behaviors. They will learn about taking care of and respect for themselves and others. Our students will recognize threats to the environment and offer appropriate strategies to minimize them. They will analyze how health laws, policies and regulations protect personal and environmental safety and demonstrate ways to care for and show respect for self and others. Students will also be aware of some of the career options in the field of health and human services

Language Other Than English: Spanish 1 is an introductory course for students who require a Foreign Language. It is intended to develop limited proficiently in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak proficient with accurate pronunciation and intonation, while fostering an appreciation of the culture. Each student will be expected to master the building blocks of the language and will therefore have to achieve full mastery of each of the unit topics in order to progress to following stages; these skills will be evaluated by both written and oral presentation in translation, and comprehension/speaking skills respectively. Students will also be aware of the employment opportunities in language interpretation.

We recognize the importance of students' successful transitions into 9th grade, as adolescents must make key decisions related to their academic trajectories, crucial lifestyle choices, and high drop-out rates (<http://www.academicinnovations.com/docs/ftsc.pdf>) (Mizelle & Irvin, 2000).² Transitions into 9th grade are even more critical for our prospective students, as the RCSD's school configurations are in flux, with some students transitioning from K-8 models, while others face multiple transition points coming from K-6 and 7-8 school configurations. In addition to high rates of student mobility in the RCSD, the need for a 9th grade transition program is made that much more critical. Thus, our 9th graders will participate in a mandatory summer bridge program scheduled the summer prior to the start of the school year. During this program, we will provide our students and their parents with orientation into high school, and begin the process of implementing life skills, self discovery, and academic skills with comprehensive guidance. We will provide lessons and interactive activities that will have the students project themselves to age 29, as per the Career Choices 10 year plan, and begin discussing how to not live beyond their means and how to become economically self sufficient and with an emphasis on how their academics and education will play an important role in their future and plans. We will integrate soft skills from Career Choices and

² Mizelle, N. B., & Irvin, J. L., (2000). Transition from middle school into high school. *Middle School Journal*, 31(5), 57-61.

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begin career exploration in a one week session that will last approximately 15-20 hours. Utilizing the Career Choices curriculum for the summer bridge program will provide continuity and a foundation for the curriculum's focus on the areas of personal social development, educational achievement, and, career and life skills.

Our charter school's first year calendar provides a number of instructional days for our students to meet or exceed the NYS learning standards. CMCS has a longer school year, we have added 13 more instructional days to our school calendar, exceeding the State Education Department's required minimum of 180 instructional days. The longer year adds time for learning and cuts down on summer forgetting. We begin the school year in late August which is earlier than most of the school districts within Monroe County to provide our teachers sufficient time to introduce our students to the advisement; to get to know students better; to acquaint students to our student-centered workshop instructional approach to teaching and learning.

Every class assigned to our 9th graders on their daily schedule meets the requirements of the Regents so that our students will be on the pathway to receiving a local or advanced Regents diploma. Our unique daily schedule is intended to provide students with ample opportunities to transfer their new understanding of concepts and skills into relevant projects and activities. The goal will be to meet the needs of each student and prepare them to access chosen college, career, and employment opportunities by fully engaging them in their education and by making their future aspirations attainable.

Additionally, learning standards of all subject areas may strategically cross between core academic content-areas and other subject areas such as fine art, foreign language, and physical education classes. For example, a student working on a project focusing on the Tibetan movement for independence in a social studies class may be meeting learning standards in several subject areas such as English and social studies. The evidence of this work may culminate in a project that is part of one or more classes. Teacher collaboration, with students' career interests, academic skills, and goals in mind, will drive this design.

In addition to the workshops we will receive from Buck Institute for Education, teachers will participate in a series of workshops that train them on how to better understand student learning styles as it applies to our charter school pedagogical approach. Students will be dismissed early every Wednesday so that teachers can participate in three hours of professional development. During this time, teachers will be trained on how to increase the learning capacity of students by continuing their own study of project-based learning. Teachers will conduct workshops, review student work, listen to guest speakers, and/or visit specific sites, such as museums, art galleries, industries/corporations, and colleges/universities. Also, our school calendar allows for two professional days a year for teachers to work on the mission and design of our charter school. School will not be in session for students those two days.

III. Career Internship: We believe that if our students are provided real world learning experiences outside the charter school building, the NYS Learning Standards and Regents courses become more relevant to them.

A report published in 2006, *The Silent Epidemic: Perspectives of High School Dropouts*,³ highlighted the fact that almost one-third of public high school students and almost 50 percent of minorities do not graduate with their class. Academic failure was not found to be the primary cause for failure. Seventy

³ Bridgeland, J, DiIulio, J, and Morison, K. (2006) "The Silent Epidemic: Perspectives of High School Dropouts". Civic Enterprises in association with Peter D. Hart Associates for the Bill and Melinda Gates Foundation.

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percent of drop-outs surveyed reported that they did not see how the academics applied to the real world and almost half found their classes boring. More than 80 percent felt that if schools provided opportunities for real-world learning such as internships, there would be a greater likelihood that students would graduate from high school. CMCS will connect students, and the school, to the community and the World of Work by emphasizing career exploration and real world learning experiences for all its students.

Academic Innovations' Career Choices curriculum will provide the foundation for self-discovery, career exploration, and understanding the connection between school and work for 9th and 10th graders at CMCS. Career Choices will be implemented by teacher-advisors during elective block and will receive training by the developer.

This program also stresses the development of personal effectiveness skills such as attitude and personal responsibility which is the foundation upon which successful careers and self-sufficiency are built (SEE ETA's Competency Pyramid- Table 3). They will learn about themselves, explore what they want out of life, and prepare for future adulthood with the development of a 10-year plan.

Table 3 HIGH DEMAND/HIGH GROWTH TALENT DEVELOPMENT



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Based on table 3, competencies 1 through 3 will be developed with students in grades 9 and 10. Students in grades 11 and 12 will apply competencies 1 through 3 and further develop competencies 4 and 5 during their internship experiences. Upon high school graduation, students will be prepared to comprehend and utilize competencies 6 through 9 in their collegiate or workplace experiences.

Career planning will be a critical component of each student's Individual Learning Plan. According to the 2002 Final Evaluation Report of the New York State Department of Education Career Plan Training Initiative, high school graduates are "more certain of their career directions, more confident in their ability to secure meaningful employment in their fields of interest, and where employed, more often have jobs related to current educational programs and their long-term career plan goals than students with little or no career planning experience."

Additional web-based resources developed by the New York State Department of Labor will be utilized to provide additional information about the labor market, growth industries, and demand occupations which will enhance the student's career planning process. These resources include CareerZone, and O*NET, a program nation's primary source of occupational information.

The Coordinator of Internship will play a key role in connecting local industry leaders with the students and staff of CMCS. The Coordinator will develop relationships with key local industry representatives and business leaders who can be classroom guest speakers, deliver workshops on a variety of career-related topics, host site tours, provide informational interviews, be mentors and provide internship experiences and even provide summer jobs or jobs to graduating students. The Coordinator will also be responsible for leading the planning and implementation of career events, such as an annual career fair including employers and educational/training representatives. Mini-career fairs in the fastest growing industries, like healthcare, may also be offered to educate students on the hottest career opportunities.

Eleventh and 12th graders may participate in a range of real-world learning experiences matched to their areas of career interest and developed by the Coordinator of Internship in conjunction with teacher-advisors. Specific and measurable learning goals and objectives will be defined for each student by teacher-advisors in conjunction with the Coordinator of Internship and internship/project mentors. Students will be evaluated at the end of their field world based on these objectives by their mentor and teacher-advisor. Additionally, teacher-advisors will ensure that the student's learning in their internship or community service project is connected to classroom academics and academic achievements.

Eleventh and 12 grade students will participate in non-paid community-based projects or internships at least twice a week for a minimum of three-hours a day. Projects may be developed to solve a community or business challenge or provide valuable information that will aid in the resolution of a problem for the business, organization, or community. Examples of these types of projects include developing a bi-lingual brochure for a human service organization, creating an informational video for a business or program, assisting in a medical research project, and compiling data for a grant application.

Through these internships and service learning experiences, 11th and 12 graders will learn more about their personal strengths, hone their soft skills, and develop critical workplace competencies that will enable them to work effectively within organizations which will lead to long term career success. These skills include teamwork, customer service, problem solving, decision making, creative thinking, planning, organizing, scheduling, and workplace computer applications and technology competencies. Internship and project mentors will provide students with ongoing feedback regarding their performance and work-

related competencies as well as serve as a source of information regarding occupations and career opportunities in their industry.

Students will be monitored and supported in all of their field activities by the Coordinator of Internship. All internship site supervisors and project mentors will receive training on the mentoring process and how to be an effective and supportive mentor by the Internship Coordinator, in conjunction with Hillside Work Scholarship Connection (HW-SC). HW-SC Youth advocates will also work with the Coordinator of Internship to provide support to students in their field work. HW-SC youth advocates will conduct weekly visits to the employer partner work site to ensure that there is a successful transition for the students from classroom to their internship or field work by building meaningful long term relationships with the students, parents/guardians, mentor or internship supervisor and all other adults working to provide services that benefit the student.

IV. Enrichment Block and Student Support: We believe and know that in order for our students to succeed in their learning appropriate support systems must be built into our school culture.

- Extended time will be offered as part of student schedules during the Enrichment block to support their achievement of the New York State Common Core Standards and job-readiness skills, such as communication, interpersonal, problem solving and decision making skills. Classes recommended by the teacher-advisors will be offered to students during the Enrichment block to review and apply to Learning Standards to the New York State Regents assessments. Students will be provided added support by charter school staff in all Regents standards areas. In addition, students who accelerate in their Regents sequence may choose to take additional courses for an advance Regents diploma during the enrichment block. The foundation of the first year will be the building blocks of our second year (2013 – 2014) when another 80 ninth graders will enroll in our charter. We have taken into consideration that teachers may have to teach one course outside their subject certification area in order to provide the extra support our students may need.
- We have budgeted for a counselor, beginning in our second year, who will provide added support in creating a pathway to college for our students. Our counselor will aid teachers in preparing our students for the appropriate steps that will enable them to proceed either to college or the work force. Our counselor will manage any college courses, career-based seminars, and workshops that students receive credit for content in courses. She/he will also monitor high school transcripts and college applications students have completed. In addition to the counselor, our charter school will work with local youth agencies to help support our students' academic, career interest, and character development success.
- Rochester Career Mentoring Charter School (CMCS) is committed to keeping families engaged in their children's education, both at school and in the home. Parents and guardians play a huge role in supporting our students' success both in and out of school. Every parent will meet with their child's teacher-advisor before school opens. The teacher-advisor will promote parents meaningful involvement in their children's education and career program by providing information, resources and strategies through the Independent Learning Plan with parents. The teacher-advisor will always be the advocate and supporter for their advisory students and their parents. The special narrative report card gives parents a more thorough understanding of their children's progress and brings parents into the school for regular conferences. Parents will receive the calendar of school events and will always be welcome and invited to participate in any event that promotes our charter school's development. Not only will parents be expected to meet with

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their child's teacher-advisor quarterly, but will be asked to participate in school conferences, career fairs, and school celebrations. Teachers regularly recognize and celebrate the significant progress of their students, engaging parents, business and community partners in identifying commendable progress.

- CMCS teachers will work with intervention partners, school supports and parents in a coordinated effort to take action at the first sign of a student falling behind. The teacher-advisor will meet with the student and modify the Individual Learning Plan to reflect the academic and/or behavioral strategies and supports needed to help students keep pace with their peers without swaying from their learning style and/or pace. For example, certain students may need more time-on-task, whereas others may need special one-on-one attention to catch up with their grade-level peers.
- CMCS's Student Support Team (SST) will focus on students who are not succeeding despite the implementation of supports and/or interventions implemented and documented on the student's Independent Learning Plan. The SST will review grade report cards, test records identifying academic strengths and weaknesses (Scholastic Reading and Math Inventories, Accuplacer Diagnostic etc.), work habits, interactions with peers, class and homework grades, attendance/tardiness records, and independent work products to analyze the student's completion, accuracy and overall quality of independent work. Also, teacher interview regarding student's academic level, performance. Based on review of this information the SST will identify the student's skills and performance gap(s) and determine the likely reasons for the student's learning and/or behavioral difficulties. An intervention plan containing outcome goals, methods to track the student's improvement during intervention, timeline to monitor student progress and follow-up, roles of the teachers, parents, student and appropriate community members will be developed and implemented. According to the timeline, the student's performance will be analyzed by the team to determine the effectiveness of the plan and steps for moving forward.
- Supporting General Education Classrooms. While the main focus of CMCS's special education staff is providing direct service to students with disabilities, they will collaborate with general education teachers around ways they can adapt, modify and differentiate instruction in the general education classroom, making these places better able to meet the needs of our diverse student population.
- Read 180 will be implemented during the Enrichment block with students (including special needs and ELL students) reading more than 2 years below grade level. The Read 180 program components will also be modified to include projects that are aligned to the charter school instructional program focused on career exploration. These will be integrated into the independent reading and small group instruction time. Read 180 topics are relevant to the developmental age of the student and adaptive to each student's individual reading levels by way of strategies, texts, and computer-generated content in the tutorials. This allows for flexibility and alignment of themes and tasks without compromising the program's ability to increase student reading and writing proficiency levels.
- Our students will be afforded the opportunity to continue to develop their personal study habits and/or career goals throughout the summer months. Students will be provided the opportunity to conduct a career search based on their passions and interests. This career search may also lead to a part time job opportunity. Our students will be encouraged to search for internship opportunities

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over the summer months. Some students who have been placed in an internship during the regular school may extend it over the summer months. Working with the Rochester City School District, courses may be offered our students for Regents review in summer school to enable them to pass Regents exams and advance to the next grade level.

- Working closely with Rochester Career Mentoring Charter School's Coordinator of Internship and teacher-advisors, Hillside Work-Scholarship Connection (HW-SC) participants are matched with a professional Youth advocate and receive support and incentives to stay in school and graduate. Students are engaged in year round activities that build academic, employment, leadership, and social skills. In order to gain employment, students must meet academic, attendance and attitude standards, although all 9th graders will receive youth employment training. In order to increase job retention, HW-SC strives to match all students with a work-site mentor. To meet academic needs of youth, school-based services, volunteer tutors from higher education partners and the community help students in course content areas. After school tutorial offered by HW-SC will play an important role in our student's academic and behavioral success.

B. School Calendar and Daily Schedule.

Required Attachment 3 and Attachment 4:

X Sample Daily Schedule for one grade in each division at which the school intends to operate (high school).

X Proposed Annual Calendar for the first year of operation.

C. Target Population

Projected	Enrollment	Table			
	2012-13	2013-14	2014-15	2015-16	2016-17
9 th	80	80	80	80	80
10 th		80	80	80	80
11 th			80	80	80
12 th				80	80
Total:	80	160	240	320	320

- Due to the mobility of Rochester city students and their families, we anticipate we will need to enroll new students in the 9th and 10th grade from our waiting list; however, we will not enroll new students at grades 11th and 12th. Students who enter at the 10th grade level, along with their parents, will be required to attend an orientation prior to entry to introduce them to our school culture. We anticipate a small or no decline in students enrolled in grades 11th and 12th.
- Retention patterns in the Rochester City School District appear higher the longer the student is enrolled in the high school. Given our instructional/mentoring approach, we anticipate only a small decline in student enrollment in grades 11 and 12.

Rochester Career Mentoring Charter School (CMCS) will educate students with disabilities in the least restrictive environment with their non-disabled peers to the maximum extent appropriate and allowed by each student's Individualized Education Program (IEP) prepared by the Committee on Special Education (CSE) of the student's district of residence. CMCS will provide special education services in accordance with the federal Individuals with Disabilities Education Act (IDEA) and all applicable New York State

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laws and regulations regarding special education and in accordance with the IEP recommended by the CSE of the students' district of residence.

CMCS is committed to providing a quality education to its students with disabilities. CMCS will hire two full-time, highly qualified, appropriately certified special education teachers. The special education teachers will work in the general education classroom with special education students individually, in small groups, and/or provide resource room services depending on the students' IEP. In addition to providing special education services to students, the special education teacher/coordinator will serve as: (1) a liaison between the district of residence CSE and CMCS, (2) assist the Educational Leader with coordination of professional development to ensure that school personnel understand the requirements and responsibilities relating to the education of students with disabilities, (3) provide consultation and support to classroom teachers and overall school community. For related services, CMCS will request the district of residence to provide related services on site.

CMCS teachers will be knowledgeable of their roles and responsibilities of the special education students in their classes through consultation with special education teachers prior to and during the school year. CMCS will ensure that general education teachers have an opportunity to regularly meet and plan with the special education teacher to review each student's IEP, and address the unique curricular needs stated on the IEP. This includes but is not limited to accommodations (how a student accesses and demonstrates learning), adaptations (changes made to the environment, curriculum, instruction and assessment practices in order for a student to be a successful learner), services, academic strengths, needs etc. At CMCS, we envision ILPs functioning in tandem with student Individual Educational Plans (IEPs).

CMCS builds in many opportunities for individualized learning and ensures that students get plenty of personal attention; it is well suited to students with disabilities. Special educators will co-plan with general education teachers; make regular rounds of all classrooms to ensure that instruction is differentiated to meet students' needs.

This charter high school will provide all necessary staff and any specialized curricular materials to enable ELL students to achieve proficiency and attain the high standards established for all students in the school. In addition, CMCS will ensure that no ELL students will be excluded from curricular and extracurricular activities and events based on an inability to speak and understand the language of instruction. ELL students will not be assigned to Special Education because of their lack of English proficiency.

D. Assessment

Rochester Career Mentoring Charter School will administer the required Regents tests to its students in grades 9 – 12. Students are expected to graduate with a Regents or Advanced Regents diploma with a minimum of 22 credits.

Administration of tests (*Regents-level)	Grade-level	Date
English I	9	June/2013
Integrated Algebra*	9	June/2013
Living Environment*	9	June/2013
Global History and Geography I	9	June/2013

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Administration of minimum required Regents tests:

- Comprehensive English at grade 11
- US History at grade 11
- Global History and Geography at grade 10
- One Regents-level Mathematics (e.g. Integrated Algebra at grade 9)
- One Regents-level Science (e.g. Living Environment at grade 9)

Additional Requirements:

- Students pursuing an Advanced Regents Diploma will follow the requirements set forth by the Commissioner's Part 100 regulations
- PSAT in grades 10 and 11 depending on student performance
- SAT in grades 11 and 12 depending on student performance
- Foreign Language Assessment at grade 9
- Accuplacer Diagnostics – August; Grade 10, 11, 12

The Accuplacer Diagnostic will be administered to students beginning at grade 10. It is an assessment that measures a student's readiness for college level coursework. The Accuplacer Diagnostic is a computer based assessment that measures core skills in reading comprehension, writing and mathematics. The summary produced through this assessment helps to identify key skill areas that need remediation as the student prepares for post secondary education. Rochester Career Mentoring Charter School will administer this assessment every August beginning with the 10th grade. The data collected will contribute to the student's overall Individual Learning Plan.

Our students will be assessed in each of the core academic skill areas by a combination of ongoing class work, projects, and Regents testing. In addition, reading and numeracy proficiency levels will be determined through administration of the Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI). Where applicable, English Language Learners will be assessed for their language level through the Scholastic's SPI, specifically designed to identify literacy proficiency levels of ELL students.

Measurable Outcomes	Method of Measurement
In the first year, 85% of students will meet or exceed the NYSED requirement of passing all required Regents exams.	<ul style="list-style-type: none"> • Required Regents test results met • Teacher testing and student exhibitions • Comet Database
Student attendance rates will be a minimum of: 92% attendance in 2012-13; and will increase 1.5% each year after.	<ul style="list-style-type: none"> • Quarterly attendance reports recorded by teacher-advisors along with Comet Database
In 2016, the CMCS will graduate its first class of students who began in 2012-13 as 9 th graders. It is expected that 85% of the initial 9 th grade cohort will graduate in June 2016. In 2017, the CMCS will graduate its second class of students who enrolled in the school as 9 th graders in 2013-14. It is expected that 90% of the initial 9 th grade	<ul style="list-style-type: none"> • All Regents requirements met • Narrative report card (Report card that explains why a student received a certain letter grade.). • Completion of the CMCS internships requirements • Met minimum attendance requirements

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cohort will graduate.

Students in the 11th & 12th grade will complete a career-interest internship experience.

- Successfully completes senior projects
- Comet Database
- Business mentor and Coordinator of Internship will evaluate internship projects and field experiences.
- List of competencies co-developed by internship coordinator and business mentor to measure learning and skills gained.
- Evidence presented in college/career portfolios
- Completion of small projects assigned by the business mentor
- Evidence presented in the Individual Learning Plan.
- Evidence presented by the student's final senior project.

By grade 12, students will be responsible for developing and creating a yearlong individual career-based and research-based project that will be presented at a public forum during the charter school's year-end exhibition night. Seniors will be provided support with a three-member committee, which includes the teacher-advisor, mentor, and another student.

Our school will develop a customized data platform (COMET) which will allow staff to manage, store, and access student data to inform instruction, and collect data on socio-emotional indicators which combined, will also serve as an early warning system on student progress. The system will also be accessible to parents, allowing them to gain access to key indicators of student progress including the Individual Learning Plan. (www.childreinsinstitute.net)

Finally, Rochester Career Mentoring Charter School will use rubrics to assess the knowledge and understanding students have captured in their projects and activities. Rubrics will be teacher created and will be linked to specific NYS Learning Standards.

E. School Climate and Discipline

The Student Learning Code of Conduct, as well as the discipline rules and procedures for providing a safe and orderly school environment at the Rochester Career Mentoring Charter School (CMCS), will identify some of the disciplinary infractions cited in the Rochester City School District's Code of Conduct manual, section 5000-5080. Recognizing the uniqueness of the CMCS as a small, personalized school learning environment where students are treated as one student at a time, every available resource and support will be made available to help improve a student's character and behavior.

Safe Schools

It is the belief of the Rochester Career Mentoring Charter School (CMCS) and staff that school should be safe havens for students within the community. Rochester Career Mentoring Charter School believes and fully intends to maintain a school in which children and personnel are safe. In addition, it is the expectation of our charter school that students arrive to school appropriately dressed and ready to learn.

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To that end, CMCS supports strong, consistent disciplinary expectations of students with regards to language used by students, their respect of self and others, and their personal conduct as learners in a personalized environment.

Parents/guardians will always be involved in their children's education at CMCS. Our teacher-advisors will consistently maintain connection with their advisory students' parents/guardians, as well as subject-area teachers. Home visits, school conferences, phone conferences will be some of the ways school staff and parents/guardians will be in contact with each other. Most importantly, parents/guardians and students will receive our Student Learning Code of Conduct booklet to read and review during the summer months and will have an opportunity to discuss our expectations at the summer orientation.

Rochester Career Mentoring Charter School has budgeted for security personnel to maintain our building's safe environment. All staff and students will be required to wear electronic personal ID card. All visitors, including parents/guardians, family members, educational, business, and community members will be greeted and asked to state the reason for their visit upon entering the building. Proper identification will be issued each visitor.

It is the mission of Rochester Career Mentoring Charter School to provide an education for every child in a safe learning environment that seeks to ensure respect for the dignity of children, families, and all employees. To that end, this Student Learning Code of Conduct seeks to direct student behavior based on clearly defined expectations, responsibilities, and consequences. For that reason, this Student Learning Code of Conduct is written primarily for the student audience.

Student Support Services

Community agencies and services will play an active role in diminishing student misconduct. CMCS will seek the assistance and support from agencies throughout Monroe County, such as Threshold, Center for Youth Services, Pathways to Peace, and Boys and Girls Club of Rochester, to help guide and counsel students who repeatedly violate the Learning Code of Conduct. Hillside Work-Scholarship Connection will also play an active role in securing community agency and service support.

II. ORGANIZATIONAL PLAN

A. Governing Body

Rochester Career Mentoring Charter School (CMCS) is governed by a Board of Trustees (BOT). It is the responsibility of the BOT as a collective BOT and as individual members to advance, promote, and facilitate to the best their ability the mission, goals, and objectives of the CMCS.

CMCS Board of Trustees members must:

- Demonstrate a total commitment to the school, its mission and core values and more generally, to the improvement of public education.
- Share a belief that all children, regardless of learning style, race, family background or socio-economic status, can achieve academic and social excellence.
- Execute governance responsibilities with integrity and conviction.
- Serve as a resource to other Trustees and to the school's leadership and staff.
- Attend monthly board meetings, other meetings deem important, and volunteer for board committees.

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- Must be at least 18 years old.

It shall be the responsibility of the Board of Trustees to meet monthly during the academic calendar year (August through June) and more so if the President of the BOT or a majority of its members deems it necessary. The BOT is further responsible for and obligated to announce, hold, and conduct its meetings in a manner and location to promote public attendance. In recognition of the need to possibly meet more frequently during the initial start of the CMCS, the BOT also shall have the responsibility for establishing and delegating to ad hoc work groups, such as an executive committee work group; a budget, finance & audit committee work group; an academic and assessment committee work group; Personnel and Hiring Committee work group; and complaints and ethic committee work group.

Required Attachment 5 and Attachment 6:

☒ Proposed corporate by-laws

☒ Proposed Code of Ethics

B. Founding Group Composition

The Founding Group has been dedicated to improving the graduation rate of city students, and has worked vigorously on this school design for the past three years. Each member is an important stakeholder in this charter high school. One of our members, Marci Miller, whose name was submitted on our prospectus as a Board of Trustees member, will serve as a valuable resource for our internship program. Her board membership will, in turn, be designated for a parent representative whose child is enrolled in our charter school. This change does not alter the design and number of board members articulated in our by-laws.

1. **Dennis P. Francione**, Founder and Chief Executive Officer (CEO) of Rochester Career Mentoring Charter School, is a retired school Principal of the Rochester City School District. He is also a lifetime resident of the city. Mr. Francione is very knowledgeable about school reform and understands completely that a small, personalized school environment will better equip urban students to graduate and advance either to college or the world of work. All three of his children attended city schools. Mr. Francione will oversee the mission, school design, and educational plan for the Board. Mr. Francione will serve ex-officio on the Board.
2. **Dr. Jeannine Dingus-Eason**, President of the Board of Trustees, is Associate Professor of Educational Leadership at St. John Fisher College and is a city resident. Dr. Dingus' background is in promoting school reform in an urban environment.
3. **Kevin McCormick**, Vice-President of the Board of Trustees, is Senior Vice-President of Informational Technology at Rochester Midland Company. He has served on a design team for the City School District which helped create several small high schools in the city. He also has been instrumental in helping us with our school organization and finances.
4. **Eugenio Cotto, Jr.** the Secretary of the Board of Trustees, is a city resident and is the Executive Director of Community Group 14621. He completely understands that the community group he represents has the lowest graduation rate throughout the city and his challenge with this charter school is to improve that rate.
5. **Connie Felder**, a Board of Trustees member, is the Deputy Director of Rochester Works, Inc., a federally funded non-profit representing the local Workforce Investment Board which provides workforce preparation services and programs for youth, adults, and employers.
6. **Christine Hill**, a Board of Trustees member, is a city resident and retired Rochester City School District's Director of Special Education, secondary assistant principal and former charter school

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administrator provides knowledge of the critical components of special education, ELL, and charter school operations.

7. **Dianne Spang**, a Board of Trustees member, is Director of K-12 Programs at Rochester. Institute of Technology (RIT) has worked with Rochester public schools on college readiness programming including GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), STEP (Science, Technology and Entry Programs), and Liberty Partnerships Program. She also was a member of a Design Team to create a model small high school for the City School District.
8. **Roderick Green**, a Board of Trustees member, is Executive Director of Hillside Work-Scholarship Connection, is a Board of Trustees member. Mr. Green has been instrumental in setting the stage for our tutorial and mentoring program. He brings a wealth of knowledge about how our students can achieve in an appropriate internship.
9. **Ellen Tomasso**, an attorney, is a Board of Trustees member and a city resident. Her children attend city schools and she is familiar with the special education arrangements implemented in the city. Ms. Tomasso has guided us with any question members may have had with charter laws.
10. **Parent Representative**, vacancy, will be a voting Board of Trustees member elected by all parents/guardians who have a child enrolled in the charter school.
11. **Marci Miller**, Rochester Regional Vice President for the Empire State Chapter of Associated Builders and Contractors, Inc., is a member of the Founding Group who will serve as a resource and facilitate in matching students with member companies that will provide internship opportunities within the building trades.

Required Attachment 7, Attachment 8, and Attachment 9:

- ☒ Prospective founding group resumes or CVs
- ☒ Completed Statement of Assurances
- ☒ Completed Request for Information from Prospective Charter School Board Members

C. Management and Operation

As prescribed by Education Law subdivision 2853(1) (f), the Board of Trustees shall have final authority for all policy, budget and operational decisions of the CMCS. The BOT also shall be responsible for providing input in the budget development process including setting of priorities, approve the school's annual operating budget and any necessary mid-year amendments; approve any significant changes in mission, vision, or curriculum; participate in the establishment of the school's goals and objectives, approve such goals and monitor annual progress towards them; review and approve the school's policy manual; adopt governance bylaws; participate as necessary in site visits to the school and charter renewal process; and be ambassadors for the school in the community assisting in developing vital community partnerships and securing grant funds.

The day-to-day decisions of the school shall be delegated to the Chief Executive Officer (CEO) whose primary responsibility is to manage the planning, opening, and daily operations of the charter school. The CEO supervises the Educational Leader and Director of Operations.

It shall be the responsibility of the CEO to receive and accept monthly financial reports from the Director of Operations and to provide them to the BOT. The Director of Operation's responsibilities include at least the following fiscal oversight, which include, but not limited to: Budget Status Report, Cash Flow Statement, Vendor contracts, Budget Amendment Request (if necessary), Report on contracts awarded and pending requests, and Bank Reconciliation statements

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It shall be the responsibility of the CEO to receive and accept monthly education reports from the Educational Leader. The Educational Leader supervises the Coordinator of Internship and the teachers. The Educational Leader's responsibilities include at least the following academic oversight and quality assurance: monitor student attendance and the Student Learning Code of Conduct and maintain data on student achievement including, if available, data on student progress towards being on grade level. The Educational Leader will consistently meet and confer with Coordinator of Internship who will be responsible for directing career-based curriculum and programs for the teachers, and developing the career mentoring and internship program. In addition, the Educational Leader will make formal and informal observations of his/her teachers' performance pertaining to teaching and learning, and be a model of "best practices" for them. The Educational Leader will foster parent/guardian engagement in the school and with its staff throughout the school year.

Teachers will not only be content instructors, but advisors to a small group of students on a daily basis, as well. Teachers will assist students in developing meaningful projects through inquiry and utilization of project-based assessment to demonstrate growth and depth of understanding of concepts and learning standards. Teachers will facilitate learning within student career projects and internships that is both challenging and meets the individual needs, interests, and abilities of each student. They will also meet and consult with parents/guardians when deemed appropriate.

Required Attachment 10 and Attachment 11:

X Organizational Chart that shows the staffing structure and reporting responsibilities for the board, administration and staff.

X Key position descriptions describing critical skills or experiences every employee included in the organizational chart (description can be general for core teachers). Qualifications for hiring should provide assurance that background checks and child abuse registry will be conducted for every employee in accordance with the law.

C.1. Charter Management Organizations*

X We do not intend to contract with a not-for-profit charter management organization.

D. Staffing and Human Resources

Hiring Process

The hiring process will be multi-step. Once an instructional position has been established and budgeted for, it will be properly advertised in a local newspaper or posted online with at least one job search site, and provided to college teaching programs in western New York in an effort to draw the best possible pool of eligible candidates. Other vacant positions will be posted on at least one job search site. Advertisement of staff positions will also be placed in the local newspaper, Education Leadership, Education Week, and Teacher Magazine. Listing of our available positions will be placed on our own website, Monster.com, and NYSED teaching positions availability list.

Steps in the hiring process include: completion of an application including documentation of NYS teacher certification; a Personnel and Hiring Committee, which may consist of Board of Trustees, Chief Executive Officer, administration and staff representation, will be responsible for reviewing the applications and selecting interviewees; interviewees will be invited to come to the school for an engagement, responding to scenarios they may encounter in the classroom and school. The Chief Executive Officer and Personnel and Hiring Committee will review written responses by the interviewee

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to scenarios and lesson plans based on a rating system to select finalist candidates; and final candidates will be extended an offer of employment. Rochester Career Mentoring Charter School (CMCS) will implement a recruitment process that hires culturally competent teachers and staff. These individuals must hold themselves accountable for making measurable gains with the school's focus on academic and career-based achievement. It will seek candidates whose instructional philosophy includes, but is not limited to:

- A belief in collaboration and team teaching
- A belief that students should be actively involved in their own learning and choosing their own career interest.
- High academic expectations for all students
- The ability to build relationships with students and peers
- The ability to lead and motivate students
- Create and manage a responsive learning environment that enables students to be creative, feel safe and to develop to their full potential;
- Work on curriculum development, in addition to implementation; weave many real-life experiences and examples into curriculum;
- Committed to the complex work of project-based, student-centered, career-focused learning; integrate technology into instructional program and demonstrate professional use;
- Develop and use rubrics for evaluating student products; and establish and involve students in the development of their Individual Learning Plans;
- Encourage parents/guardians to be partners in their child's education.

Evaluation Process

All staff will undergo an annual professional performance review covering their particular areas of responsibility. The Educational Leader will be responsible for evaluating the performance of the teaching staff, including the Coordinator of Internship.

One area of teacher evaluation will include success and effectiveness in implementing project based learning instruction. The sample rubric below will be the instrument used to complete such evaluation.

(Draft CMCS Teacher Appraisal Rubric)

Traditional Teacher Behaviors 0 _____ 2	Transitional Behaviors 2+ _____ 3	Project-Based Learning Teacher Behaviors 3+ _____ 5
Teacher lectures 75-90% of the period leaving students only 10% opportunity to work in teams and/or independently and to answer higher level questions or respond to recall questions.	Teacher lectures 50% of the time leaving students 50% of the time to work in teams and/or independently and to answer higher level questions or to respond to thought questions.	Teacher uses direct teaching 10-25% of the block leaving student empowered over their learning experience and to work in teams and/or independently.
Teacher writes his or her own curriculum without knowledge or collaboration with other faculty.	Teacher writes his or her own curriculum and then asks for feedback from other teachers in the team.	Teacher works in a collaborative team to determine "what is essential" to know in all content areas and how every subject is interrelated.

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Teacher feels the need to cover a large amount of material that is set by the NYS Learning Standards and frequently consults the Pacing Chart as a guide to timing curriculum.	Teacher feels the need to cover a large amount of material, but feels empowered to evaluate from knowledge of the examination what is most important to take more time to teach in depth.	Teacher picks the most essential topics to cover in depth. Teacher favors understanding of content over simply completion of all materials. Higher level thinking and analytical skills are encouraged.
Teacher only carries out State's recommended curriculum guidelines.	Teacher follows State curriculum guidelines, but sometimes makes his or her own decisions regarding student learning.	Teacher follows State's curriculum guidelines, but feels empowered to make decisions about student-centered learning.
Teacher gives topics to students to research and uses teacher-generated projects and activities.	Teacher guides the students to pick topics that he/she has prepared.	Teacher empowers students to generate questions which lead to topics for student research, student-generated projects and activities.

Retention of Staff

Continuity of staff is important to the success of the school and in building a team environment fostering true teacher collaboration. Instructional staff will receive ongoing professional development in support of the school's mission with the assistance of coaches from Buck Institute for Education and have online resources available to them for reference. A teacher that has fewer than three years of instructional experience will also receive peer group support with other teachers. The Founding Group believes the continued investment in professional development, equipping staff with the tools they need, providing them with greater influence in curriculum and the professional development plan, and having a team environment among school staff will all act as tools to retain effective and committed staff.

CMCS staff will have more supports, professional growth opportunities and opportunities for input in decision-making than is traditionally afforded teachers in some local school districts. The Founding Group believes that this will make teachers more invested in the school and help to create a desire to remain with the school

Staffing

Anticipated Administration & Instructional Staffing

Title	2012-13	2013-14	2014-15	2015-16	2016-17
Chief Executive Officer	1	1	1	1	1
Educational Leader	1	1	1	1	1
Director of Operations	1	1	1	1	1
Coordinator of Internship	1	1	1	1	1
Special Education Coordinator	.5	.5	.5	.5	.5
Counselor		1	1	1	1
Special Education Teacher	1	1.5	2.5	3	3

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English	1	2	3	4	4
Mathematics	1	2	3	4	4
Social Studies	1	2	3	4	4
Science	1	2	3	4	4
ELL	.5	1	1.5	2	2
Spanish	1	1	1.5	1.5	1.5
Physical Education	.5	1	1	1	1
Total	11.5	18	24	29	29

In addition to the above, Rochester Career Mentoring Charter School will also establish elective classes taught by a certified teacher in foreign language teacher and physical education teacher, and which meets requirements set by New York State for receiving a Regents Diploma. The Founding Group has negotiated free student memberships to a local city gym that allows each student extra time during and after school hours to promote a healthy living habit in our community. Moreover, charter school students will participate in the healthy New York campaign that focuses on drug and smoke-free environments and obesity issues.

Instructional Personnel per Classroom

Each classroom will have one certified teacher. In keeping with the instructional model and master schedule, integrating English/Language Arts with Social Studies, and Mathematics with Science and Technology each teacher will plan and at times team teach with his/her counterpart. On occasion, each teacher may be required to teach a class outside his/her certification. In addition, individual class preparation time has been built in the master schedule for each teacher.

Our budget reflects the hiring of a foreign language teacher, a physical education teacher, special education teachers, and an English Language Learner teacher who will provide for independent classes and for cross between core academic content-areas. Money has also been set aside in the budget in the event a substitute teacher is needed.

Non Discrimination

The recruitment and hiring procedures of CMCS will not discriminate on the basis of gender in compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1641) in compliance with 34 C.F.R. § 106.9. Additionally, the Rochester Career Mentoring Charter School will not discriminate in its recruiting, hiring, training, evaluation or promotion of persons. Such actions are taken without regard to age, race, creed or religion, color, national origin, sexual orientation, gender, disability, marital status, military status.

E. Student Recruitment, Enrollment, and Evidence of Demand

Rochester Career Mentoring Charter School (CMCS) will admit students without regard to race, creed, ethnicity, disability, or socio-economic background to the charter school that are eligible to enroll in grade nine according to the promotional policies of the NYS Board of Regents. Each January the school will implement its application and enrollment process for 80 new students, including seats for Students with Disabilities and English Language Learners. Once seats have been set aside for ELL and students with disabilities, the remaining seats will be allocated equitably among the three attendance zones of the Rochester City School District's Managed Choice Policy. Rochester Career Mentoring Charter School will attempt to draw students equally from each zone to aid in student population diversity. If more than

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80 students entering in grade nine the first year, and grade nine each year thereafter apply to the school, the school will create a waitlist by zone. The waitlist will be established within 10 business days after the application deadline of April 1st.

The City of Rochester struggles with the lowest high school graduation rate of the Big 5 Cities at less than 50%. Interestingly, while high numbers of students in Rochester are not meeting yearly benchmarks, surrounding suburban school districts are reporting high success rates. As a result of such dismal failure rates, retaining an educated population for prosperity in the local workforce and community becomes increasingly difficult. Thus, the Founding Group believes its charter school is marketable and will provide city parents/guardian with an educational alternative and school choice for their children.

Application Process for the School

- **January 2012:** It is the intent of CMCS to directly mail an Information Packet to all 8th grade students residing in the City of Rochester across the three attendance zones. This packet will include information on the school's unique instructional model, its mission and vision, services provided, as well as the appropriate application materials. These materials will be provided in English and Spanish. The alternative method for recruitment of students includes utilization of local print and electronic media through stories on the school and advertising, appearances on local radio shows whose target audiences closely align with the applicant pool; collaborating with the County and City to have applications available at neighborhood libraries and recreation centers; and collaborating with neighborhood organizations to BOT make people aware of the school and have applications available at their offices. Additional recruitment efforts will be conducted as cited on page 4 of the prospectus.
- **April 1, 2012:** Applications are due according to Education Law 2854 (2) (b) as amended in 2010.
- **April 2012:** If applications received exceed available seats, a wait list will be created based on the sequence of the lottery results by zone and students will be offered admission should seats become available in the order they are listed.
- **Late April 2012:** Students should receive an acceptance letter to the charter school, with this letter will be the enrollment paperwork including student health form and release for transfer of student records. Students must remit their enrollment paperwork not later than June 1st. After this date, available seats will be offered to students on the waitlist in the order they are listed by attendance zone. Student health records may be submitted up to July 1st.
- **May 2012:** A school "open house" will be held for parents, students and staff. This will be an opportunity for the students who received a seat and their parents to learn more about the school, its instructional model, expectations of students and parents, and to meet the staff.
- **August 2012:** Students, parents/guardians orientation and summer bridge program commence. Should a student select to withdraw from the Rochester Career Mentoring Charter School, a conference will be held with the student, parents, Hillside Youth advocate, and teacher-advisor to discuss this decision and seek to ensure the student is enrolling in another school to continue their education. Parents will be provided with information on the paperwork they will need to complete with the new school to have their student's records transferred.

F. Community Involvement

While working on the development of the application, individuals have been recruited to serve on the Board of Trustees from a cross-section of the community with experience in different areas. These individuals are all very excited about and believe in the proposed charter school's mission and have brought their expertise to bear in developing the application. Our lead applicant also worked with the

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Superintendent, the Deputy Chief of School Innovation and the Deputy Superintendent of Teaching and Learning for the Rochester City School District to establish a relationship for their compact between city schools and charters.

In addition, the Founding Group received letters of recommendation and support from City School District representatives, such as Rochester Board of Education President Malik Evans and Superintendent Jean-Claude Brizard. Signatures and supporting letters were also received from political and community agency representatives, such as NYS Assemblyman and Monroe County Democratic Chair Joseph Morelle, NYS Senator Joseph Robach, Rochester City Council President Lovely Warren, Monroe County Legislator Saul Maniero and President Ernest Falger of Community Group 14621. Community organization Group 14621 provided signatures from city residents who are in favor of this school concept and design, as well as assisting with the identification of an appropriate facility for the school. Due to page limitation for this application, all of the letters of recommendation and community signatures will be provided upon request.

The Founding Group received support and training in preparation for the charter school application from Dirk Tillotson and his Incubator's Group associated with the NYS Charter Schools Association. We received support from Andy Portanova, President of Progress Rochester, Inc. whose agency managed the Founding Group's planning funds. Moreover, we received support of this charter school's concept and design from Board of Regents member, Wade Norwood, at a breakfast meeting.

F.1. Joint Application

This does not apply to our charter school.

III. FINANCIAL PLAN

A. Budget

The Rochester Career Mentoring Charter School (CMCS), through its Finance Committee, will develop a set of financial policies, including guidelines for borrowing and investment strategies, through a strategic planning process. The financial management plan will be comprehensive, including the areas of compliance, purchasing and logistics, financial accounting, cash management, credit, ledger control, reporting and payroll.

1. Key Budget Assumptions:

- CMCS will support class size of approximately 20 children per section.
- Special Education and English Language Learners will represent significant numbers of children, and our plan to meet their unique requirements drives budgeting. We anticipate 15% SPED children and approximately 10% ELL children. Their requirements are reflected in the number of SPED teachers and ELL specialists in each year of the program.
- On the revenue side, the budget forecast is driven by the basic assumption that 90% of enrollees will be free and reduced lunch eligible.
- Conservative revenue projections with no changes in state, federal allocations.
- 3% annual escalation in educational materials, office supplies, furniture, technology

2. Cash Flow Shortfalls: Although we have devised a budget plan that is consistently net income positive, it is possible, even likely in years 1 and 2, that cash reserves will be limited during certain

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periods. We anticipate delays will occur with respect to the receipt of state and federal funding streams including possibly the per pupil allocation from the school district. To cover these periods, CMCS will access a short-term borrowing vehicle such as a line of credit. The founding team has reached out to M&T Bank and Chase (a commercial lender). Both lenders are familiar with school financing and both offer credit lines for this purpose, either secured or unsecured, and they have expressed readiness to assist upon existence of the charter.

In the event we do not receive the CSP Planning and Implementation Grant, the Board of Trustees will seek other funds from local, state-wide and national resources to augment our budget (e.g. Gleason Foundation and The Walton Family Foundation). State-wide we will turn to the NYS Charter Schools Association to seek their assistance in locating funds. Locally we will turn to community agencies such as: Rochester Area Community Foundation, Wegmans Corporation, and Hillside. All board members are extremely dedicated to functioning as fund raisers for our charter school, and will assist in planning a strategy to raise the appropriate funds.

3. **Staff Responsible for Financial Oversight:** Director of Operations (DO) will be hired by the BOT and will have experienced in charter school budget planning and not-for-profit corporate finance. After CMCS receives the authorization from SED for our charter school, the BOT will create and submit for bidding a formal RFQ for outsourcing the following services.
 - Manage annual financial audit, tax filings and 990 filing with auditor, Cash and Treasury management, Insurance and Risk Management, Food Services Payroll and Benefits
4. **Protection of Student and Financial Records:** Data security for the financial records and student information is the responsibility of the Director of Operations. CMCS will comply fully with all regulations pertaining with keeping and monitoring of student records requiring the protection of student privacy. CMCS will not disclose any information from the student's permanent records without consent of the parent or legal guardian of a student under 18 years of age, or of a student 18 years of age or older except as authorized pursuant to, or in response to, a subpoena, as required by law. The parent or legal guardian of a student under 18 years of age, or a student 18 years of age or older is entitled to access the student's school records by submitting a written request. The DO's responsibility for tracking enrollment and attendance eligibility, Title I eligibility, as well as SPED and ELL enrollment as each metric is associated with state and federal entitlements as well as grant monies. Tracking the precise eligibility of each student will be an on-going process that begins during student recruitment, intensifies with registration and re-occurs at key junctures an annual financial report will be provided with audit by an independent, certified public accountant and participate as required, in public school audits conducted by the New York State Comptroller.

A general account will be set up for the administration of funds and the CEO and Director of Operations will be the only people with check-writing authority. The Board of Trustees will establish a maximum cap for discretionary expenditures. Except for emergency purchases cleared with the school's administrator, all expenditures and contracts will be handled through an encumbrance system of purchase orders for clear tracking of expenditures and status of account balances. Each individual with check writing authority will be covered by a fidelity bond in accordance with guidelines of New York Department of Revenue Administration. Accounting activities will consist primarily of the bi-weekly payroll paid to school personnel and the maintenance of an accounts payable system to track amounts due to vendors of the school.

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The charter school will also undergo periodic programmatic reviews of its professional development program to ensure that the training provided to staff is meeting their needs to deliver an effective instructional program; review of its ESL program to determine whether the program is meeting the needs of ELL students for academic achievement; and the internship program to verify the program is enriching the career exploration and job readiness skills of students while making a meaningful contribution to the host organization.

Required Attachment 17 **X Budget and Cash Flow Template**

B. Financial Management

Rochester Career Mentoring Charter School plans to hire an independent certified public accountant (CPA) to conduct annual fiscal audits of all financial records, pursuant to Education Law 2851(1).

1. GAAP: Rochester Career Mentoring Charter School will follow public school accounting guidelines and will put in place internal accounting controls necessary to safeguard its assets. Rochester Career Mentoring Charter School will use accrual basis accounting in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial report will be provided with audit by an independent, certified public accountant and participate as required, in public school audits conducted by the New York State Comptroller.
2. Internal Controls:
 - Payroll The Director of Operations (DO) will be responsible for providing payroll administration and related services to the school. The DO will establish a system—including a schedule and set of procedures—to ensure that (a) the school obtains and collects all necessary employee data at the commencement of employment and on an ongoing basis; (b) the school processes payroll, prepares required records and reports and submits such records and reports to the appropriate agencies; and (c) the payroll management and human resources processes are reviewed on an ongoing basis and modified, as needed.
 - Purchases: The Director of Operations will be responsible for establishing a purchasing and acquisition system. The system will ensure that assets are secure, and that supplies purchased are tracked. Purchase orders for goods up to \$10,000 for the good of the school may be processed pending approval from the DO. For agreed upon standard purchases less than \$10,000, the DO, with Educational Director approval, can acquire goods from vendors based solely on price, quality, dependability and date of delivery. For purchases exceeding \$10,000 at least three (3) competitive quotes from vendors must be obtained offering reasonably similar products.
 - The Director of Operations is responsible for signing all checks subject to authority by the Board. All checks over \$100 shall be issued only when approved by the CEO. All checks in excess of \$3,000 will require the signature of the CEO and the BOT.
 - Compliance: The Director of Operations will be responsible for all functions related to ensuring that the school is operating in compliance with its charter and all governmental regulations. The Job Description of the Director of Operations will also be responsibility to carry out or to provide oversight to all areas of compliance for the school. Title I - V, teacher

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certification, safety, fire drill coordination, health, fingerprinting, software compliance, COBRA letters and the student lottery will follow all applicable laws. Annual sexual harassment and Anti-bullying seminar will be planned

3. **Cash Management and Investing:** After the budget has been completed and cash balances determined, the Director of Operations in partnership with the BOT, will create an investment strategy for a portion of the funds. Investment options may include savings accounts, CDs, treasury bills and money market mutual funds.
4. **Tax Status:** The board shall take the reasonable steps to establish and maintain the Charter School Status as a tax-exempt organization under federal 501-(c)-3 and if applicable, state law, such that contribution to the charter school is tax deductible to the donors for federal income tax purposes.
5. **Summary:** The proposed budget is solvent and based upon conservative assumptions for both revenue and expenditures. Estimate quote for various expenditure, including insurance, payroll services, professional development, etc, were sought wherever possible and practicable. Such quotes were used in developing our expenditure assumption, increasing our confidences that we are more than adequately covered and anticipation that we will not face significant deviation from the proposed expenditures. Should such occur, a contingency fund of 2.5% of total expenditure budget has been established.

C. Facility:

Rochester Career Mentoring Charter School will be a grow-out school as outlined in this application. In Year 1, the charter school will serve 80 ninth grade students, and adding a grade level of 80 students each year in years two and three; so that in year four the school serves not more than 320 students in grades 9-12. The charter school does not anticipate any further growth either in the number of students served or the grades included in the school beyond this, either in the initial charter period or beyond that timeframe.

As the school is a grow-out, the budget is expected to grow accordingly during the first three years as the number of students and requisite staff increases on an annual basis as these increases impact salary, benefits, payroll taxes, insurance, instructional supplies and technology costs. It is anticipated that there will be contractual and fixed cost increases as well over time, though efforts will be made to contain such increases. These costs may adjust annually beyond the initial charter period should a renewal of the charter be granted.

It is expected that the initial facility will be of sufficient size to meet the school's needs at its full grow out serving grades nine through twelve. Therefore, any physical expansion is not anticipated.

A specific facility has not yet been identified. However, as the facilities under consideration are part of the local Catholic Diocese, the buildings are quite similar in their offerings. Generally they are a three story building, with a community room or auditorium, gymnasium, small kitchen on ground level. The buildings include offices for administrators and administrative support, classrooms, and bathroom facilities. Each classroom is approximately 720 sq ft. The third floor includes classrooms each being approximately 720 sq ft as well as bathroom facilities. The school nurse office is either on the second or third floor depending on the building. Total building square footage is estimated between 36,000 and 42,000 sq ft. Once the charter is approved, the Board will select a licensed realtor to identify other potential locations.

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In addition, the Chief Executive Officer will contact CB Richard Elis for assistance. This is a national firm with offices in Syracuse, Albany, Buffalo, and Rochester which has the experience of working with urban real estate, and would be able to establish offers/opportunities for an appropriate building for this charter school.

All of the properties being considered provide more than ample parking for staff and visitors. Each building is highly accessible to public transportation, which will be provided to students through the district of residence. Any building that we occupy will meet architectural access requirements for persons with disabilities, as indicated in the Americans with Disabilities Act and local building codes addressing architectural access.

D. Transportation:

All students attending Rochester Career Mentoring Charter School (CMCS) must reside in the City of Rochester. Therefore, all students are eligible for transportation provided by the Rochester City School District (RCSD) under Education Law, except in the case of a student living within 1.5 miles of the charter school's location. RCSD utilizes public transportation for its high school students and would thereby provide transportation for CMCS students on Rochester Genesee Regional Transit Authority (RGRTA) buses as well. Students will receive a bus pass that may be used on RGRTA buses.

Since the school year schedule for CMCS will differ from that of RCSD, the Board of Trustees will work with RGRTA to reach a Memorandum of Understanding that stipulates the bus passes provided to CMCS students through RCSD will be honored on all days that CMCS is in session whether or not those dates coincide with the RCSD calendar. This will address any possible need for supplemental transportation.

E. Food Services:

It is the intent of the Rochester Career Mentoring Charter School to have a vendor provides school food service. At this time, the school expects to contract with Foodlink of Rochester through Freshwise Catering. Freshwise has an established school food service program that exceeds the national nutritional standards for child nutrition programs at schools. They have the ready capacity to serve the school's student population, starting with 80 students and growing out to no more than 320 students. CMCS will offer breakfast and lunch in compliance with all requirements of the National School Lunch Program, served in a manner consistent with State and Federal guidelines. We will distribute Form 1041 to students upon enrollment and ensure completed 1041 forms are collected from parents. Immediately after collecting form 1041, we will assign meal categories to each student, based on parent income levels. The Director of Operations will have responsibility for overseeing the school lunch program. Freshwise has estimated the cost per meal would be \$2.40 for lunch and \$1.40 for breakfast. Our contact at Freshwise is David Ward, Director of Food Services.

F. Insurances:

The Career Mentoring Charter School, New York will carry property and equipment loss coverage; general liability; Directors and Officers insurance; hired and non-owned auto; and an Umbrella policy; as well as NYS Disability and Workers Compensation coverage for employees. The NYS Disability and Workers Compensation coverage will be in accordance with NYS requirements based on the school's workforce. One million in coverage for each of general liability, Directors and Officers insurance, and an

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Umbrella policy is anticipated. The actual amount of property and equipment loss coverage will be determined once the facility has been identified. However, the amount of coverage is expected to be over \$100,000. This amount will be adjusted based upon the facility and corresponding lease secured; along with the number and value of computers, equipment and furnishings that will be housed in the facility. We received a quote of insurance from the Ten Eyck Group.

G. Pre-Opening Plan

Action/Activity	Timeline	Person Responsible
Student Recruitment: CMCS will follow the guidelines of student recruitment set forth by Education Law Section 2854 (2) (a-d) and any amendments made to the law in 2010.	Completed by April 1, 2012	CEO
Create a website	September, 2011	CEO
Creations of recruitment pamphlets, brochures, and advertisements will be underway to attract 80 ninth graders to the charter school.	January 2012	CEO
Application designed noting special attention to students with disabilities.	January 2012	CEO
Community forums will be underway to make eligible students and their families aware of the school, its program, and the application process/deadline.	January 2012	CEO/Board of Trustees
Newspaper and City Newspaper will be used to advertise openings for the school.	February 2012	CEO
Charter School Lottery, acceptance letters and prepare wait list	April 1, 2012	CEO
Begin enrollment process of students (IEP, language determination)	April 2012	CEO/Director of Operation
Hold an "Open House" to introduce the culture and program of our charter	May 2012	CEO/Educational Leader
Hold Orientation and Summer Bridge Program for all enrolled students so staff, students and their families have an opportunity to meet and learn more about the culture of the school and to involve parents and students in the charter school's unique program.	August 2012	CEO/Educational Leader
ROCHESTER CITY SCHOOL DISTRICT'S (RCSD) compact with charter schools		
Arrange a meeting with Deputy Chief of School Innovation to review RCSD's compact with local charter schools, and arrange dates for further meetings.	Upon approval of this charter school by NYSED.	CEO/RCSD's Deputy Chief of School Innovation
Arrange a meeting with Deputy	Upon approval of this	CEO/BOT's Curriculum &

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Superintendent of Teaching and Learning to review RCSD's curriculum framework, and arrange dates for further meetings.	charter school by NYSED.	Assessment Committee/ RCSD's Deputy Superintendent of Teaching and Learning
Action/Activity	Timeline	Person Responsible
Staff Recruitment		
Begin the process of advertising for a Director of Operations	October - November 2011	CEO/ Board of Trustees
Screen, interview, and select final candidate for Director of Operations	December 2011	CEO/ Board of Trustees
Begin the process of advertising for an Educational Leader.	January - February 2012	CEO/ Board of Trustees
Screen, interview, and select final candidate for Educational Leader	March 2012	CEO/ Board of Trustees
Finalize the job application for teacher advisors/instructor.	January 2012	CEO/ BOT Personnel and Hiring Committee
Ensure timely posting of the available positions through multiple methods including distribution to education programs in western New York and posting on job website that will reach at least western New York.	January - February 2012	CEO/ BOT Personnel and Hiring Committee
Conduct initial review of applications and select interviewees and verification of credentials.	March 2012	CEO/ BOT Personnel and Hiring Committee
Interviewees will complete the interview process.	March - April 2012	CEO/ BOT Personnel and Hiring Committee
Identify finalists, conduct background checks/sex offender registry. Offers of employment will be extended.	April 2012	CEO/ BOT Personnel and Hiring Committee
Action/Activity	Timeline	Person Responsible
Staff Development		
Designing summer professional development involving Advisory Program and Curriculum Development for instructional staff.	April - June, 2012	CEO
Designing Summer Bridge Program for newly enrolled 9 th graders	April - June, 2012	CEO
Instructional staff will receive professional development on developing students' Individual Learning Plans, working with students and parents through this process and the importance of regular updates.	July - August 2012	CEO/Educational Leader/ Instructional Staff
Instructional staff will receive professional development on creating project-based learning units. Selected city public school teachers will join charter staff.	August 2012 - January 2013	Educational Leader/Instructional Staff & selected Rochester City School District teachers/

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Conduct professional development on Buck Institute and Career Choices curriculum	July - August 2012	BIE trainer. CEO/ Educational Leader BIE/Coordinator of Internship/Academic Innovations
School Operations	Timeline	Responsible Parties
Development of all policies required by law and desired by the Board of Trustees.	November 2011 - January 2012	Board of Trustees/ Legal Counsel, as needed
Requisite insurance policies will be acquired.	January 2012	Director of Operations
Arrange for food service and maintenance of all health records	June - August 2012	Director of Operations
Set up procurement system for school staff	June - August 2012	Director of Operations
Order teaching materials, furniture and other necessary items	June 2012 - August 2012	Director of Operations
A building lease/sale will be negotiated and signed.	March 2012	CEO/Director of Operations/Legal
Classroom and office equipment purchased	April - August 2012	CEO/Director of Operations
Negotiate student transportation with Rochester Genesee Regional Transit Authority	February - April 2012	CEO/Director of Operations
Transfer of utilities, installation of additional hardware as needed including telephones, wireless routers, etc.	March to May 2012	Director of Operations
Identify healthcare benefits provider, negotiate and sign contract, effective service April 1, 2011.	February to March 2012	Director of Operations with legal counsel as needed
Negotiate and sign payroll services administration contract.	March 2012	Director of Operations
Begin recruitment of support staff with priority on maintenance and security whose employment will commence in July or August.	March to July 2012	CEO/Educational Leader/Director of Operations
Ensure employee completion of the requisite paperwork for enrollment in the NYS Teachers or State employee retirement system.	March 2012	Director of Operations
Negotiate and sign professional service contract with consultants involved in staff/curriculum development.	January 2012	CEO/Director of Operation
Begin acquisition of furnishings for offices and classrooms, including technology hardware for teachers/students	April - May 2012	CEO/Educational Leader/ Director of Operations
Acquire and install the student information system.	May - July 2012	Director of Operations/ Software Vendor
Order classroom instructional supplies and	May - August 2012	Educational Leader/

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materials including textbooks.		Director of Operations
Negotiate and recommend approval by the BOT of contract for accounting and end of year auditing services.	June - July 2012	Board of Trustees/ Director of Operations
Action/Activity	Timeline	Person Responsible
Board of Trustees		
Conduct Board Meetings upon charter school approval on the third Wednesday of each month.	Beginning October 2011	Board of Trustees
Ratify school by-laws	Within 30 days of issuances of charter	Board of Trustees
Board Development sessions.	November 2011 - June 2012	Board of Trustees
Finalize budget	January 1, 2012	Financial Committee
Begin process for 501.c.3 (tax exempt status)	January 1, 2012	Financial Committee/Legal
Contract with vendor to handle accounting and fiscal duties	January 1, 2012	Financial Committee
Provide evidence of accounting system with internal controls and fiscal policies	January 1, 2012	Financial Committee
Establish chart of accounts	January 1, 2012	Financial Committee
Establish bank accounts	October 2011	Financial Committee
Ensure federal title applications submitted in timeline manner	January 1, 2012	Financial Committee
Set up annual audit schedule with a CPA	January 1, 2012	Financial Committee
Establish payroll system	January 1, 2012	Financial Committee
Establish system to report enrollment of students to school districts	February - April 2012	Director of Operations/ Financial Committee

EXHIBIT 9

Intake Process for RCMCS possible SPED student:

1. Application is received via email, U.S. postal mail, in person or via student
2. ***Deatie will send e-mail to Christine Hill with names for review. If necessary, parent/teacher meeting is set up.***
3. ***Deatie will contact SPED dept when an IEP or 504 plan is designated and SPED dept will review for accommodations and program services necessary to begin student.***
4. If student can be accepted Deatie will obtain all necessary documentation from the parent and current school:
 - Birth certificate
 - Social security card
 - Proof of address
 - Parent Photo ID (driver's license)
 - Report card (most recent), showing attendance
 - Disciplinary referrals
 - Custodial paperwork (if applicable)
 - IEP or 504 plans, including BIP (Behavior Intervention Plan)
 - Immunizations
 - Physical
5. ***SPED will ask the RCSD to provide access to the IEP on IEP Direct. Current IEP will be in hardcopy in the front office in the students CUM file.***
6. Report card from previous year has been acquired and reviewed by Sarah for placement purposes. Advisor will also be decided by Sarah based on student's needs. ***SPED dept will work with Sarah to identify the services necessary to develop the students schedule based on their IEP needs.***
7. Student arrives and meets with Kim to receive their schedule and is shown around and to first block class.

After Lottery

1. Same process as above except we will request records and meet as a committee to except the student.
2. If we as a committee agree to enroll the student Deatie will reach out to the parent to complete the enrollment process.

RCMCS Special Education SOP

- **Mission:** The mission of the Special Education department is to provide strategies and activities to support, nurture, and encourage our students so they will be successful both academically and socially as members of the high school community. They navigate their way through high school.
- **Vision:** The vision of the Special Education Department at RCMCS is to prepare students to become productive members of society through career exploration, mentoring, close advisor/advisee relationships, and a rigorous curriculum.

Special education programs and services at RCMCS

- **Integrated Co-Teaching (ICOT):** Within the ICOT model, both the general and special education teacher work together to teach all students in the classroom. Students are considered as “ours”, not yours or mine, and teachers plan together, take responsibility for sharing instruction, and work together to ensure the success of all students in the ICOT class. Lessons are to be differentiated to meet the diverse needs of the students. Co-planning: The general and special education teachers will have time to plan and develop lessons based on the established curriculum. They will collaborate to revise the curriculum as changes are made by the state. *Please see attached document in Appendix for in depth description.*
- **Resource Room (RR):** Rochester City School District (RCSD) will provide a special education teacher to work in the RR as directed by designated students' IEPs in groups of no more than five students with disabilities. The RR teacher will design lessons and activities, and provide strategies and study skills to achieve the goals as outlined on the student's IEPs. Lessons will be designed to strengthen areas of academic or social/emotional weakness and are not to replace instruction provided in the core academic classes, ICOT classes or to provide tutoring services in areas of need. Collaboration and frequent communication with core curriculum teachers along with frequent communication with parents is an expectation. This is considered a “pull out” program, since the student comes to the resource room.
- **Consultant Teacher (CT) Direct and Indirect:** (Provided by RCSD) The Consultant Teacher will assist IEP designated student(s) in core academic classes by working directly with the student in the classroom (Direct CT) or consulting with the teacher (Indirect CT) to provide specific strategies to achieve goal(s) listed on the student's IEP. Frequent communication with parents is an expectation. This is considered a “push in” service since the teacher “pushes into” the classroom.
- **Counseling:** Provided by RCSD. This service is IEP driven and is provided in conjunction with a student's primary special education program.(ICOT, RR, SLT) Counseling is provided in an alternate room in groups of no more than five special education students.
- **Speech Language Therapy:** Provided by RCSD
- **Occupational Therapy (OT) and Physical Therapy (PT):** Provided by RCSD

Roles and Responsibilities of special education and general education teachers:

Special Education teachers are responsible for establishing and maintaining relationships with their students. Through this relationship, teachers will monitor and implement elements of a student's IEP or 504 Plan and ensure that other necessary staff members are aware of and follow the appropriate pieces of the plan. Elements include coordinating services with outside sources and resources, planning and implementing accommodations for local and state testing, and helping to design and plan lessons with the general education teacher. The special education teachers will become the case managers for a certain group of students with special education services. As case managers, teachers will be responsible for attending meetings, monitoring and documenting progress, and determining if services are appropriate and necessary.

General Education teachers are responsible for developing the curriculum and instructing the students. They are responsible for working with the Special Education teachers to ensure the needs of all students are being met. Even though they may not be aware of all the strategies to use to reach a diverse student population, they should be willing to seek out the assistance of the Special Education teacher to create differentiated lessons using multiple strategies. Units, projects, tests, quizzes, and other assessments should be shared with the special education teacher to make sure individual student accommodations are being met. Both the general education and special education teachers can teach the class using the co-teach model.

Individualized Education Plan (IEP) development, distribution, and tracking:

- **IEP at a Glance-** *See attached document in Appendix*
 - The IEP at a Glance is intended to be a quick and easy reference for the general education teacher to help remind him or her of the student's needs within the classroom. The document does not divulge personal information, but rather highlights and identifies strategies for the classroom during day-to-day instruction (class notes provided, preferential seating, etc.) as well as test modifications.
- **IEP Dissemination Log-** *See attached document in Appendix*
 - The IEP Dissemination Log is used to identify and verify the appropriate content teachers have reviewed and read their student(s)'s IEP. Once the teacher has received, viewed, and read the IEP, he or she is required to sign the Log.
- **IEP Weekly Service/Contact Log -***See attached document in Appendix*
 - This document serves as notification that the special education teacher provided the required services as outlined by a student's IEP during a given week.
- **Weekly Goal Sheet-** *See attached document in Appendix*
 - This sheet lists all of an individual student's goals and provides a location for the special education teacher to record any comments, concerns, observations, and data showing said student's progress or lack thereof towards achieving the goals.
- **Dates for Progress Reports-** Provided by RCSD- *See attached document in Appendix*
 - These dates are established by RCSD. At various and specific points throughout the year, the special education teacher is required to provide a report detailing student progress toward established goals as outlined in the IEP.
- **Annual Reviews**
 - Annual reviews are required each year to ensure an individual student's IEP is still valid and pertinent to the needs of the student. At these reviews, the student's classification, services, and progress towards any goals are discussed. If necessary, changes are made to the program to better serve the needs of the student. In some cases, a student may be declassified if he or she no longer needs the services outlined on the IEP due to growth, performance, or other valid factors.

Accommodations and Progress tracking:

State and Local regulations governing special education including:

CSE process referrals, timelines, notifications, documentation, CSE meetings, parental roles, procedural safeguards, reevaluations etc.

- New Classifications and Referrals-
- Suspension:
 - RCMCS follows all state and federal mandates as they pertain to students with disabilities to

- ensure students are not unjustly suspended for actions relating directly to their disabilities.
 - Reviewed on a case by case basis.
 - Actions leading to suspension:
 - Any action that puts another student or staff member in immediate physical danger
 - Verbal or physical threats
 - Theft
 - Throwing, hitting, pushing objects or people
 - Spitting on another student or staff.
 - Student will be interviewed by Director of Climate & Culture and RCMCS Special Education Faculty.
 - Witnesses will be interviewed.
 - A parent/guardian meeting with the student &/or other students involved will be held to determine course of action.
 - The number of days of the suspension will be determined by the severity of the incident and/or if this was a recurring incident/problem.
 - If the suspension was a result of a recurring problem or issue, then the team will work together to determine alternate courses of action to keep the student in school while keeping the other students safe. The alternate action will also be designed to help the student stop the recurring negative behavior.
- Response to Intervention(as it applies to Special Education)-*See attached document in Appendix*
- Transition-
- Removals and Suspension for SWDs (Part 201)
 - **Parents/Guardians have the right:**
 - **to be notified immediately by telephone, if possible, and to receive written notice within 24 hours of a proposed suspension of five school days or less. The notice should describe the incident, proposed suspension and their child's rights. They also have the right to request an informal conference with the school principal prior to the suspension unless their child's presence in school poses a danger.**
 - **to receive written notice of your opportunity for a hearing with the Director of Climate & Culture if the suspension is for more than five consecutive school days, which describes their child's rights to counsel and to question and present witnesses.**
 - **for their child to receive alternative instruction during the first ten days of any suspension or removal to the same extent as nondisabled students, if their child is of compulsory school age.**
 - **for their child to receive education services necessary to enable their child to progress in the general education curriculum and appropriately advance toward achieving his or her IEP goals if their child is suspended or removed for more than ten school days in a school year.**
 - **for the student will also have services to address the behavior that resulted in the disciplinary action if their child is removed to an interim alternative educational setting.**
 - **for the student to have the CSE develop or review and implement a behavioral intervention plan for their child that is based on the results of a functional behavioral assessment, if their child is suspended or removed for more than ten school days in a school year.**
 - **for the child to a CSE meeting to determine whether their child's behavior which led to the disciplinary action is related to his or her disability (manifestation determination) when suspension or removals results in their child being**

suspended or removed for more than ten school days in a school year (disciplinary change in placement).

- for their child not to be suspended or removed for behaviors that are determined to be related to their child's disability, except for suspensions or removals ten school days or less in a school year and for removals to interim alternative educational settings.
- to challenge, in an expedited due process hearing before an impartial hearing officer, the decision of the CSE regarding the relationship between their child's behavior that resulted in a disciplinary action and his or her disability (manifestation determination).
- to challenge, in an expedited due process hearing before an impartial hearing officer, any placement decision related to discipline.

Manifestation Determination

General requirement for manifestation review. A review of the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability must be made immediately, if possible, but in no case later than 10 school days after:

- (1) a decision is made by a superintendent of schools to change the placement of a student to an interim alternative educational setting pursuant to section 201.7(e) of this Part; or
- (2) a decision is made by an impartial hearing officer to place a student in an interim alternative educational setting pursuant to section 201.8 of this Part; or
- (3) a decision is made by a board of education, district superintendent of schools, building principal or superintendent pursuant to section 201.7(a) or (b) of this Part to impose a suspension that constitutes a disciplinary change in placement.

Testing Accommodations:

- General Education Teachers will notify the appropriate Special Education Teacher no later than 72-96 hours before an exam, test, or quiz so that the special education teacher can make the necessary arrangements for student accommodations. Ideally, the General Education Teacher will have a calendar mapped out a month in advance so the Special Education has advanced notification of any major assignments as well as assessments to accommodate students who need extra time with projects as well as tests and quizzes.

Testing Accommodations Tracking Sheet- *See attached document in Appendix*

- This sheet is designed to track and record a student's testing accommodations. If a student refuses services, he or she must sign this form to serve as evidence that accommodations were offered, but declined.

Functional Behavior Assessment (FBA)-*See attached document in Appendix*

- An FBA is created if a student is repeatedly exhibiting negative behaviors and no other form of intervention has been successful at eliminating the behavior. The FBA identifies the *specific* behavior, records when the behavior occurs, tries to identify potential triggers, and records the student response to the behavior. The FBA also should try to determine the possible motivation for the behavior (Is it for attention? Poor nutrition?)

Behavior Intervention Plan (BIP)-*See attached document in Appendix*

- A BIP is created from the FBA and is the actual plan that will be put in place to help eliminate the negative behaviors. This document is a signed contract between the student and special education teacher. The FBA is very specific in describing and identifying the behaviors in question and the actions that will be taken to help the student reduce the recurrences.

Strategies Tool Kit-*See attached document in Appendix*

Appendix (forms)

1. Co-Planning and ICOT Responsibilities Description
2. IEP at a Glance Form
3. IEP Dissemination Log
4. IEP Weekly Service/ Contact Log
5. Weekly Goal Sheet
6. Testing Accommodations Tracking Sheet
7. Functional Behavior Assessment (FBA)
8. Behavior Intervention Plan (BIP)
9. Strategies Tool Kit

1. Co-Planning and ICOT Responsibilities Description

Special Education Teacher	General Education Teacher
Collaborates with general education staff to define roles	Collaborates with special education staff to define roles
Attends weekly meetings with general education teacher and related service staff to plan and discuss issues related to all students: <ol style="list-style-type: none"> 1. Comes to meetings prepared 2. Encourages others to share concerns 3. Identifies concerns without implicating people 4. Shares ideas and seeks consensus 5. Records on team meeting notes who is to do what and by when 6. Reviews past meeting notes to ensure tasks are done 	Attends weekly meetings with special education teacher and related service staff to plan and discuss issues related to all students: <ol style="list-style-type: none"> 1. Comes to meetings prepared 2. Encourages others to share concerns 3. Identifies concerns without implicating people 4. Shares ideas and seeks consensus 5. Records on team meeting notes who is to do what and by when 6. Reviews past meeting notes to ensure tasks are done
Provides information to the general education staff about disabilities, the special education process, confidentiality, and individual student IEPs	Provides information to the special education staff about grading, curricula, the general education process and approaches
Plans weekly lesson with general education teacher and identifies accommodations and modifications and co-teaching method to be used	Plans weekly lesson with special education teacher and shares SOL objectives and essential skills, instructional strategies and co-teaching method to be used
Makes curricular accommodations and modifications	Assists with making curricular accommodations and modifications

Special Education Teacher	General Education Teacher
<p>Participates in collaborative meetings to:</p> <ol style="list-style-type: none"> 1. Make decisions about teaching IEP objectives and how progress will be recorded on objectives 2. Develop IEPs and Behavioral Intervention Plans (BIPs) 	<p>Participates in collaborative meetings to:</p> <ol style="list-style-type: none"> 1. Make decisions about teaching IEP objectives within the general education curriculum 2. Assist in developing/updating IEPs and BIPs
Develops data collection procedures for IEPs and BIPs and guides others to use in the classroom	Assists in implementing IEPs and BIPs within the general education setting
Plans with general education staff regarding adaptations to schedule, lesson plans, room arrangements and materials	Plans with special education teacher regarding adaptations to schedule, lesson plans, room arrangements and materials
Provides large group, small group and individual instruction to all students	Provides large group, small group and individual instruction to all students
Coordinates with general education teacher to communicate with families of students in the class	Coordinates with special education teacher to communicate with families of students in the class
Holds joint parent-teacher conferences with general education teacher	Holds joint parent-teacher conferences with special education teacher
Provides and receives feedback from general education teacher about use of teaching strategies	Provides and receives feedback from special education teacher about use of teaching strategies
Communicates to general education teacher any individualized grading procedures indicated in the IEPs of students with disabilities	
Coordinates with the general education teacher regarding how grading procedure will be implemented in the class	Coordinates with the special education teacher regarding how grading procedure will be implemented in the class

Special Education Teacher	General Education Teacher
Participates in all training activities provided for the general education teacher	Participates in any special education training that contains information that is useful in working with all students in the collaborative model
Shares weekly schedule with aide regarding class assignment and role. Supervises and assists the aide to work within the collaborative classes	Assists the paraprofessional in working within the collaborative classes
Coordinates services with therapists and communicates scheduled appointments with general education teachers	
Maintains IEP/eligibility records for the students with disabilities	Collaborates with special education teacher on collection of data related to IEP objectives
Collaborates with general education teacher to collect, record, and maintain grades for all students	Maintains all students' grade records and records daily/weekly achievements in the grade books
Collaborates with the general and special education teachers to develop and implement activities to promote respect among all students	Collaborates with the general and special education teachers to develop and implement activities to promote respect among all students
Keeps other staff informed on known likes, dislikes, interests and abilities of students	Keeps other staff informed on known likes, dislikes, interests and abilities of students

2. IEP at a Glance Form

IEP at a Glance

Student:

Parent/Guardian:

Phone Number:

Related Services:

Disability:

Special Alerts	Program Modifications	Test Accommodations
		-extended time-1.5-small group/separate location-use of scribe-tests read

Academic Achievement	Social & Physical	Management Needs

Goal #1

Goal #2:

Goal #3:

Goal #4:

Goal #5:

Goal #6:

3. IEP Dissemination Log

Dissemination of IEP Information

School Year 20 _____ to 20 _____

To meet New York State Compliance Regulations, we are required to communicate to teaching staff the IEP's of the students that they teach in their classrooms. It is important in your role as Case Manager that you communicate to each of the teachers working with students assigned to you their individual needs and advise each teacher of their responsibilities in the implementation of the IEP.

Please place a copy of the IEP in each student's CUM so every person working with the student has access to it.

Student Name _____

Student ID _____

Class/Related Service	Teacher	Conference Date	Comments
General Education Teacher			
Sp/Language Therapist			
Occupational Therapist			
Physical Therapist			
Social Worker			
Physical Education			
Art			
Music/Band			
Other:			

Signature of Case Manager _____

4. IEP Weekly Service Contact Log

Special Education Service Delivery Contact Log

Teacher: _____ Week of: _____

Student	Monday	Tuesday	Wednesday	Thursday	Friday	Total	Goals
---------	--------	---------	-----------	----------	--------	-------	-------

Names/Hours on IEP							Covered
							See weekly goal sheet
							See weekly goal sheet
							See weekly goal sheet
							See weekly goal sheet
							See weekly goal sheet
							See weekly goal sheet
							See weekly goal sheet
							See weekly goal sheet
							See weekly goal sheet
							See weekly goal sheet
							See weekly goal sheet

Codes for days of the week: A – absent, C – core curriculum, I – inclusion, P – pull aside, R - resource

5. Weekly Goal Sheet

Goal	Criteria	Method	Schedule	Goal Check
-------------	-----------------	---------------	-----------------	-------------------

[illegible]

6. Testing Accomodations Tracking Sheet

Testing Accommodations Tracking Worksheet

Test: _____

Date of Test: _____

IEP

Student	Accomodations	Docs. Completed
---------	---------------	-----------------

9th Grade

1.	_____	

2.	_____	_____
2.	_____	

3.	_____	

4.	_____	

5.	_____	

6.	_____	

7.	_____	

8.	_____	

9.	_____	

10.	_____	

11.

12.

13.

Student

Accomodations

Docs. Completed

10th Grade

1.

2.

3.

4.

5.

6.

504 Plan

Student

Accomodations

Docs. Completed

9th Grade

1.

2.

3.

10th Grade

1.

2.

3.

EXHIBIT 10



Institute for Learning Centered Education
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February 12, 2017

CHANGING A SCHOOL'S CULTURE TO EMBRACE PROJECT-BASED LEARNING IS A LENGTHY PROCESS

By Dan Drmacich and Don Mesibov

Dan Drmacich was principal of Rochester's *School Without Walls* for 23 years, a school with a nationwide reputation for its Project Based Learning, including a requirement for every student to produce an extensive, individual senior project for graduation.

Don Mesibov has conducted more than 1,000 workshops in his career and he has focused on Project Based Learning since 1988. He was a key note speaker at a New York City conference which brought together teachers from around the country who had been awarded \$5,000 for submission of a PBL proposal accepted by Chase Bank for a nationwide contest. Mesibov has coauthored three books on constructivist-based (i.e. learner-centered) teaching practices linked to standards.

According to Drmacich and Mesibov:

Project Based Learning is extremely difficult for teachers to learn and effectively and consistently apply to their classrooms, without the necessary, regular professional development and support. Some teachers may use project-based learning and other learner-centered strategies, but, only occasionally, because they are not sure of how to use these strategies as a way to address state and or district standards.

With all due respect to the people in state education departments, and other influential positions in the field of education, including administration, these individuals often lack the classroom experience and understandings to assess a school that is focused on learner-centered teaching practices. Often these people buy into the concept of constructivism, (student engagement, learner-centered practices, or whatever name they label it), but they rarely understand how difficult it is for a "good" teacher to learn and adapt the skills and strategies required to feel in control and to effectively facilitate within a learner-centered environment. The skills required to create a learner-centered classroom environment are essential for a teacher to be able to teach through project based learning.

Why is it so difficult for a teacher to acquire the requisite skills for PBL?

Until approximately 20 years ago and even now, many people who had worked their way through the educational system, as students and then as classroom teachers, had experienced only traditional teaching methods, including lecture, worksheets and short answer/essay tests. Consequently, when they became administrators, they expected their staffs to teach the way they had taught.

However, gradually over the past twenty years education departments of universities have been training future teachers to use rubrics, journaling, performance assessments, portfolios and many other learner-centered practices. These practices are essential for any teacher implementing PBL. Many administrators are now supervising staffs that are expected to use classroom strategies that even the best of our administrators are often unfamiliar with. It is as if administrators are similar to someone who has never been on a baseball field but is expected to manage a major league baseball team.

School districts in New York State are supposed to choose from among six professionally designed rubrics for evaluating teachers. Each of these rubrics requires the creation of a learner-centered environment for a teacher to receive the highest rating. Common Core standards are best met by teachers who are learner-centered. PBL is probably the most difficult learner-centered strategy for any teacher to master; because it takes more time than most other classroom strategies to learn and implement, it is critical that teachers use it effectively.

As a result of all of the foregoing, many administrators as well as people in the Commissioner's Office do not understand how difficult it is for a teacher who has had infrequent experience with learner-centered practices to suddenly design PBL lessons that may require anywhere from two days to two weeks of class time. Between them, Dan and Don can name a number of teachers who have mastered the skills necessary to teach in a learner-centered classroom environment and to use PBL as a major strategy for student learning.

However, there are usually only a few in every school. The teachers who use learner-centered strategies often state that they have been working on it for at least several years and that they are still learning. They will tell you they have had to move slowly, learning as they go with lots of trial and error, and a need for professional, experienced support.

Demand for our workshops is steadily increasing. More teachers are buying into the fact that they need to be using more learner-centered strategies if they are to help students intrinsically engage and learn more effectively. Many of them will talk of how long a journey it is to become a proficient learner-centered teacher and, even longer, to be comfortable using PBL to help students address standards.

A major hurdle is that administrators are used to sending teachers to one-day workshops and expecting them to come back ready to change their teaching practices. If you tell them that PBL is more difficult, they will say "OK, I'll send them to a three-day workshop." They are used to sending teachers for training in a new program where the same skills teachers already have, are used, and they simply need to learn about the new program's components. However, to design and implement PBL requires a teacher to learn and use an entirely different set of skills that they have never been trained to use.

Over the years, we have read articles distributed by the New York State Education Department that have essentially stated:

- It takes more than 14 repetitions, in the classroom, with the help of videos, and other experiences, for a teacher to adopt a new practice and to be comfortable enough to actually use the practice in classroom situations.
- It requires at least three years at the elementary level and six years at the secondary level for a significant education reform initiative to be fairly assessed for its effectiveness. One reason is that it takes time for teachers to be trained in something new and the students need to adjust, also. Often test scores and other measures of success actually go down during the early stages of a major reform initiative, in part for these reasons.

All one has to do to understand the complexities of Project Based Learning is to google "Pros and Cons of Project Based Learning," or any other sentence using the words 'Project Based Learning.' What you'll find is pages of instructions for teachers seeking information and one can easily imagine the time and practice needed for any teacher who wants to begin the long journey into becoming a PBL teacher.

Drmacich and Mesibov have had extensive experience working with and supporting teachers who aspire to become competent with PBL. They will attest to the fact that it is a multi-year process requiring intensive training, classroom observations with feedback, and on-going support.

EXHIBIT 11

ROCHESTER CAREER MENTORING CHARTER SCHOOL

BYLAWS

(as of August 1, 2016)

ARTICLE I

NAME

The name of the Corporation is Rochester Career Mentoring Charter School (referred to as RCMCS).

ARTICLE II

MEMBERSHIP

RCMCS has 8 members. The rights which would otherwise vest in the members vest in the School Leadership (the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (the "Board").

ARTICLE III

BOARD OF TRUSTEES

A. **Powers.** The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements of the School's Charter and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School 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 School; to prescribe powers and duties for them and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the School, 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 School;
5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;

6. To act as trustee under any trust incidental to the School'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, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws;

9. 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 New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. **Number of Trustees.** The number of Trustees of the School shall be not fewer than nine (9) and shall not exceed eleven (11) inclusive of one parent representative with a child currently enrolled in school. 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 or, in the event that only one Trustee remains, then by the sole remaining Trustee. Trustees-elect assume office subject to approval by the [Charter Entity].¹

2. **Eligibility.** The Board may elect any person who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

3. **Interested Persons.** Not more than forty percent (40%) of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person 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 (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.

4. **Term of Office.**

(a) The term of office for BOT members shall be three years except for the parent member who shall serve two (2) year terms; and the founding members of the BOT who shall serve through the development year and the five year start up period of the school unless they choose to resign or are removed in a manner in accordance with Education Law subdivision 226(8). Unless appointed to fill an existing vacancy and

excluding the founding members of the BOT whose official term begins with the approval of the charter request, terms of office begin on July 1 of the year in which the appointment was made and ends on June 30th of the year the term is to expire.

(b) The appointment of new or the reappointment of current members of the BOT whose terms are about to expire shall occur through a simple majority vote of the members of the BOT present in a properly called and publicly announced meeting unless a quorum is not present.

(1) Nominations for new or vacant positions may come from either a committee on nominations established by the BOT or from individual BOT members. Nominations from either means do not require a second to be proper and voted on.

(2) If multiple appointments are made to new or vacant positions on the BOT and if the number of nominees is greater than the positions to be filled, members of the BOT are to cast votes in a single secret ballot election for no more than the number of nominees than there are positions to be filled. Those nominees receiving the most votes shall be declared appointed, thus if there are three positions to be filled and five nominees then the three nominees with the most votes shall be declared appointed.

(3) Existing members of the BOT whose terms are about to expire and who request reappointment are to have their reappointment considered through a secret ballot election in which the present Board members vote yes or no on that reappointment. In any meeting where BOT reappointment and vacant positions are to be filled; each will be conducted as a separate election with the reappointment election occurring first.

(c) Parent Member: The parent member, who is a voting member of the BOT, shall be nominated and elected in a properly called and publicly announced meeting of all parents or legal guardians of students enrolled in the school. The meeting shall be held in the month of June but prior to June 30.

(1) Nominations are to be made from the "floor" of the meeting and do not require a second. However, the person nominated must be present to accept a nomination or have his/her designee bring to the nominating meeting a written statement that he/she will accept a nomination. Self-nominations are in order.

(2) The election is to be by secret ballot with the ballots counted at the meeting by a neutral party appointed by the Chief Executive Officer. In a multi-nominee election with more than two persons contesting, a nominee must win forty (40) percent of more of the vote to be declared appointed to the BOT. In the event no nominee receives a minimum of forty (40) percent then a runoff election is to be conducted immediately after the outcome is announced between the two nominees receiving the most votes. The nominee receiving the most votes in the runoff shall be declared appointed to the BOT.

(3) The parent member is eligible for reappointment (re-election) to the BOT as long as he/she has a child enrolled in the school. For the purposes of BOT membership, parent shall include grandparent or other relative, foster parent, or legal guardian.

(4) If vacancy occurs for any reason in the BOT membership set aside for a school parent, a new parent member will be chosen in the manner described above to serve the balance of the term.

(5) A vacancy will be considered in the BOT membership set aside for a school parent if the duly elected parent member can be shown to no longer have a child enrolled in the school, or chooses to resign their seat.

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 or Suspension of Trustees, Officers and Employees.** The Board may remove or suspend from office by vote of a 2/3 majority of the entire Board any Trustee, officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty (*provided*, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee), in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. **Resignation by Trustee.** A Trustee may resign by giving written notice to the Board President 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 President 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 School business.

ARTICLE IV **OFFICES**

The School's principal office shall be located at the school operated by the School (the "School Facility"), which shall be at such place as the Board may select from time to time by resolution of a majority of the Board. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

ARTICLE V
MEETINGS OF THE BOARD

- A. **Place of Meetings.** Board Meetings shall be held at the School Facility or at any other reasonably convenient place as the Board may designate; *provided* that Board meetings shall be scheduled at least monthly at the School Facility.
- B. **Annual Meeting.** 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. **Frequency of Meetings.** A minimum of twelve (12) meetings (inclusive of the June Annual Meeting and any Special Meetings) shall be scheduled each year on dates determined by the Board; *provided* that Board meetings shall be scheduled at least monthly at the School Facility.
- D. **Special Meetings.** A Special Meeting shall be held at any time called by the President, 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. **Notice to Trustees.** Notices to Trustees of Board Meetings shall be given as follows:
1. If the Board fixes the dates of regular meetings (which may include the Annual Meeting) for the year, then such meetings may be held without further notice of time and place. In the event that the date of an Annual Meeting or regular meeting is changed (or a regular meeting is added), written notice of the new meeting date (or the date of the new regular meeting) will be provided at least ten (10) days in advance of the meeting.
 2. Special Meetings shall be held upon reasonable notice (at least 48 hours, if practicable).²
 3. 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 School'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.
 4. Board Agenda Development will adhere to the following timeline:
 - (a) 10 days prior to the board meeting Agenda items requested by Executive Secretary
 - (b) 5 days prior to the board meeting Agenda items due
-

(c) 5 days prior to the board meeting Agenda ready for review by President and CEO.

(d) President approves Agenda and sends to all board members.

(e) Day of Board Meeting the Agenda is placed in every board member's folder, along with documentations for the meeting.

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.

H. **Public Notice.** Public notice of all Board meetings and of all meetings of Committees shall be given in accordance with the requirements of the Article 7 of the Public Officers Law (the "Open Meetings Law").

ARTICLE VI **ACTION BY THE BOARD**

A. **Quorum.** Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

B. **Action by the Board.**

1. **Actions Taken at Board Meetings.** Any business may be transacted and any corporate action may be taken at any annual, regular or special meeting of the Board at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. **Board Participation by Other Means.** In all events, a quorum of Trustees must be present to lawfully conduct a Board meeting. To the extent permitted by the Open Meetings Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, *provided* that all Trustees participating in such meeting can hear one another. Trustees shall not be entitled to vote unless they attend the meeting in person or, to the extent permitted by the Open Meetings Law, by live video-conferencing. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe. All meetings of the Board are subject to the provisions of the Open Meetings Law.

C. Committees.

1. Appointment of Committees. The Board may create committees of the Board (each, a "Committee") for any purpose, and the President of the Board shall appoint members to and designate the Presidents of such Committees, subject to the approval of the Board. A Committee will consist of not fewer than three Trustees (or not fewer than five Trustees in the case of the Executive Committee), who shall be appointed by the President, subject to the approval of the Board.

2. Standing Committees. The Board shall have three standing Committees: an Executive Committee (Presided by the President), a Finance Committee (Presided by the Treasurer) and an Education and Accountability Committee. Additional Committee members shall be appointed by the President, subject to the approval of the Board.

3. Authority of Committees. The Board may delegate to a Committee any of the authority of the Board, except with respect to:

- (a) The election of Trustees;
- (b) Filling vacancies on the Board or any Committee which has the authority of the Board;
- (c) The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- (d) The appointment of other Committees, or the members of the Committees.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Committee are to be conducted. In the absence of such prescription, a Committee may prescribe the manner of conducting its proceedings, subject to the provisions of these Bylaws.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- (a) One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
- (b) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

(c) A Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, *provided* the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. **Investments.** In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1., and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, *provided* that those powers are exercised within the ultimate direction of the Board.

E. **Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, *provided* that such inspection is conducted at a reasonable time after reasonable notice, and *provided* that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. **Participation in Discussions and Voting.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving: (a) a conflict of interest for such Trustee (even if such conflict of interest does not constitute a prohibited transaction under applicable law); (b) indemnification of that Trustee uniquely; or (c) any other matter at the discretion of a majority of the Trustees then present.

G. **Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII **OFFICERS**

A. **Officers.** The Officers of the School consist of a President (the "President"), Vice President (the "Vice President"), a Secretary and a Treasurer. The School also may have such other officers as the Board deems advisable.

1. **President.** Subject to Board control, the President has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and these bylaws may prescribe. If present, the President shall preside at Board meetings.

2. **Vice President.** If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.

3. **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the School's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the School's Charter and Bylaws, with amendments; (c) keep or cause to be kept a copy of the School's incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (e) have such other powers and perform such other duties as the Board may prescribe.

4. **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by any loan agreement; (g) President the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. **Election, Eligibility and Term of Office.**

1. **Election.** The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. **Eligibility.** A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the President.

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 School, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII

NO LIABILITY OF TRUSTEES; INDEMNIFICATION; INSURANCE

A. **No Liability of Trustees.** The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

B. **Indemnification.** The School shall (in the case of Trustees and Officers) and may (in the case of employees and agents), to the fullest extent permitted by law, indemnify any person made, or threatened to be made, a party or witness to any action, investigation or proceeding by reason of the fact that he or she (or his or her testator) is or was a Trustee, officer, employee or agent of the School,

against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. No indemnification may be made to or on behalf of any person if (a) his or her acts were committed in bad faith, or were the result of his or her deliberate dishonesty and were material to such action or proceeding, or (b) he or she personally gained a financial profit or other advantage to which he or she was not legally entitled in the transaction or matter in which indemnification is sought.

C. Insurance. The School shall have the power to purchase and maintain all insurance policies deemed to be in the best interest of the School, including insurance to indemnify the School for any obligation which it incurs as a result of its indemnification of Trustees, Officers, employees or agents, or to indemnify such persons in instances in which they may be so indemnified.

ARTICLE IX CONFLICTS OF INTEREST

A. Code of Ethics. The Board shall approve a Code of Ethics applicable to Trustees, officers and employees of the School, compliant with the General Municipal Law, which may be amended from time to time by the Board.

B. 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 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 School'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 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. These provisions will be consistent with the General Municipal Law.

ARTICLE X OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the School 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 School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. 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 School by any contract or engagement, to pledge the School'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 School may be signed by the President of the Board, the Head of School, or Treasurer. Check requests for amounts of \$10,000.00 or greater must be signed by two (2) 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 School 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. **Interpretation of Charter.** To the extent of any conflict between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XI **AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these Bylaws, subject to approval by the Charter Entity, where applicable.

ARTICLE XII **REFERENCES TO DOCUMENTS**

References in these Bylaws to the certificate of incorporation of the School (the "Charter"), or to any other document, shall include all amendments thereto or changes thereof unless specifically excepted.

CERTIFICATE OF THE SECRETARY

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

Secretary of the School

**ROCHESTER CAREER MENTORING CHARTER SCHOOL
OFFICER AND EMPLOYEE**

CODE OF ETHICS

Officers and employees of the Rochester Career Mentoring Charter School (CMCS) shall hold their positions to serve and benefit the students and community, and not for personal gain or advantage. The Board of Trustees recognizes that, in order to implement this fundamental principle, there is a need for clear and reasonable standards of ethical conduct. This Code of Ethics establishes such standards by defining and prohibiting acts incompatible with the public interest.

The Board of Trustees also recognizes that compliance with ethical standards rests primarily on personal integrity, and further recognizes the integrity of CMCS officers and employees generally. However, in order that the offending case be discerned with certainty and corrected quickly, this Code of Ethics utilizes the BOT Complaints & Ethics Committee, which shall render opinions with respect to the Code of Ethics and compliance with the ethical standards set forth herein.

Finally, the Board of Trustees recognizes that CMCS officers and employees have a right of privacy. Therefore, this Code of Ethics is not intended and should not be interpreted to intrude unreasonably upon the privacy of any CMCS officer or employee. However, when using school facilities or school-owned or provided equipment, including computers, telephones, telecommunications devices, etc, the school expressly reserves the right to monitor its facilities and its equipment, and that there is no expectation of privacy accruing to an individual.

I. Definitions

- a. Generally words in the singular number shall include the plural number, and words in the plural number shall include the singular number. The masculine gender shall include the feminine, and the feminine gender shall include the masculine.
- b. "Rochester Career Mentoring Charter School officer or employee" shall mean any person elected, appointed or hired to serve the CMCS in any capacity, whether paid or unpaid, or for a term fixed or not fixed, including, without limit, persons serving on a temporary, part-time or seasonal basis, persons serving as consultants, persons paid with funds derived from other than CMCS revenue sources, and persons serving on administrative or advisory boards, commissions, or committees, whether permanent or temporary.

- c. "Family" for purposes of the Code of Ethics shall mean the parent, sibling, spouse, child, household member, or any same sex civil union or marriage recognized in New York State, another state, or country, of a CMCS officer or employee.
 - d. "Gift" shall mean anything of value given to a CMCS officer or employee. The value of a gift shall be defined as its fair market value. .
 - e. "Person" shall mean any individual, corporation, partnership, or business entity, and shall include a CMCS officer or employee.
 - f. "Contract" shall mean an oral or written obligation to do an act, or to refrain from doing an act, arising from an exchange of promises between or among persons.
 - g. An "interest" shall mean a benefit or advantage of an economic or tangible nature that a CMCS officer or employee would gain or lose as a result of a decision or action, or an omission to decide or to act, on the part of the CMCS or its Board of Trustees.
 - h. "Claim" shall mean any demand, oral or written, made upon the Rochester Career Mentoring Charter School or its Board of Trustees, to fulfill an obligation arising from law or equity.
 - i. "Public information and records" shall mean that information obtainable pursuant to the Family Educational Rights and Privacy Act (FERPA), Article 6 of the New York Public Officers Law (the Freedom of Information Law), and CMCS guidelines adopted pursuant to those laws.
- II. **Generally**
- a. A CMCS officer or employee shall exercise independent judgment on behalf of the Rochester Career Mentoring Charter School, and shall pursue a course of conduct which will maintain parent, student and staff trust and confidence in the CMCS.
 - b. In no event shall a CMCS officer or employee treat any person more favorably than it is the custom and practice to treat the general public.

- c. In no event shall a CMCS officer or employee use his/her official position to secure unwarranted privileges or exemptions for himself/herself or others.
- d. In no event shall a CMCS officer or employee allow any person to improperly influence him/her in the performance of his/her official duties.
- e. In no event shall a CMCS Officer or Employee have any romantic, sexual or other unprofessional relationship with any student of the School even if the relationship is consensual. No officer or employee shall engage in any act, whether or not directly related to employment, and irrespective of the time and place of the incident, or of the connection or lack of connection between a child and the School, which would constitute a crime of physical or psychological abuse of a child; or sexual misconduct with a child; that arrest on such charges shall constitute grounds for suspension; and that indictment or conviction shall be deemed sufficient grounds for termination.

III. Use of Public Funds for a Private Purpose

- a. In no event shall a CMCS officer or employee give loan or contribute CMCS money, credit, property or services to any individual, or to any private or charitable corporation, association or undertaking, for a private purpose.
- b. In no event shall a CMCS officer or employee use or permit the use of CMCS property, equipment, materials or vehicles, for the convenience, advantage, benefit or profit of himself/herself or any other person.
- c. In no event shall a CMCS officer or employee submit to the CMCS a request to be reimbursed for the purchase of personalized items (other than approved stationery), or a request to be reimbursed for items which are for personal use.
- d. In no event shall a CMCS officer or employee submit to the CMCS a request to be reimbursed for the purchase of one or more meals unless:
 - i. The CMCS officer or employee is traveling outside of his/her regular work area on official business for an extended period of time, exceeding a full work day, or
 - ii. The CMCS is faced with business of such an immediate nature that it is essential for the School officer or employee to work at mealtime to complete the business at hand, or

- iii. The purchase is specifically authorized by the Director of Operations.
- e. In no event shall a CMCS officer or employee submit to the CMCS a request to be reimbursed for the purchase of one or more alcoholic beverages or tobacco or tobacco products.

IV. Gifts and Contributions

- a. In no event shall a CMCS officer or employee solicit, accept or receive a gift having a value in excess of the dollar value established by New York State Law in § 805-a of the General Municipal Law, whether in the form of money, property, services, loan, travel, entertainment, hospitality, promise, or any other form, from a person who has a contract with or an interest in a matter proposed or pending before the Rochester Career Mentoring Charter School or its Board of Trustees.
- b. The foregoing provision shall not apply to contributions solicited or received in accordance with the Election Law of the State of New York.

V. Public Information and Records

A CMCS officer or employee may only disclose, with proper authorization, public information and records and shall be bound by the privacy requirements of State and Federal law, and the fiduciary duties imposed under the NYS General Municipal Law.

VI. Representing Persons in Transactions with the Rochester Career Mentoring Charter School

In no event shall a CMCS officer or employee, whether paid or unpaid, represent any person, other than himself/herself, in business negotiations, or in actions or proceedings, whether judicial or administrative, to which the Rochester Career Mentoring Charter School or its Board of Trustees is a party, except when acting as an official for a duly recognized collective bargaining unit.

VII. Employment of Family Members

In no event shall any member of the family of a CMCS officer or employee be appointed or hired to serve under the direct authority or supervision of that officer or employee.

In no event shall a CMCS officer or employee participate in decision making by the Rochester Career Mentoring Charter School or its Board of Trustees regarding the employment of any member of the family of that officer or employee.

VIII. Private or Other Public Employment

In no event shall a CMCS officer or employee have any employment, or engage in any business or commercial transaction, or engage in any professional activity, or incur any obligation, as a result of which, directly or indirectly, she/he would have an interest that would impair his/her independence of judgment or action in the performance of his/her official duties, or that would be in conflict with the performance of his/her official duties.

IX. Contracts with the Rochester Career Mentoring Charter School

In no event shall a CMCS officer or employee have an interest in a contract between any person and the Rochester Career Mentoring Charter School or its Board of Trustees.

X. Disclosure of Interest

- a. With respect to a matter proposed or pending before the Rochester Career Mentoring Charter School or its Board of Trustees, in no event shall a CMCS officer or employee discuss, vote on, decide, or take part in, formally or informally, a matter in which she/he has an interest.
- b. The foregoing provision shall not apply to a CMCS officer or employee whose interest in a proposed or pending matter is minimal, provided that the CMCS officer or employee makes disclosure of the matter, in accordance with the following procedures:
 - i. The CMCS officer or employee shall identify his/her interest, that is, the benefit or advantage that would be gained or lost if the matter were to be acted on in various ways, and the underlying basis of it, such as ownership, investment, contract, claim, employment, or family relationship, and shall completely and specifically describe and disclose his/her interest, and its underlying basis, in writing, to his/her immediate supervisor and the chairperson of the Complaints and Ethics Review Committee.
 - ii. If the CMCS officer or employee, his/her immediate supervisor, or the chairperson of the Complaints and Ethics Review Committee is of the opinion that the disclosure raises a question of whether the interest is minimal, so as to allow participation, the question shall be submitted to the Complaints and Ethics Review Committee for an opinion.

- iii. The Complaints and Ethics Review Committee shall render an opinion whether the CMCS officer or employee shall participate in the matter, and the CMCS officer or employee shall abide by the opinion.
- iv. Failure to disclose properly or to abide by the opinion of the Complaints and Ethics Review Committee shall make any participation of the CMCS officer or employee in the matter null and void.

XI. Penalties

- A. A CMCS officer or employee who fails to perform an act which is required, or who performs an act which is prohibited by the Code of Ethics, or an opinion, rule or regulation issued pursuant thereto, may be subject to removal or disciplinary action in the manner provided by law and/or collective bargaining agreement.
- B. Any contract willfully entered into by the Rochester Career Mentoring Charter School or its Board of Trustees, in which there is an interest prohibited by the Code of Ethics, or an opinion, rule or regulation issued pursuant thereto, shall be null and void and wholly unenforceable.
- C. The Board of Trustees or its designee may seek an injunction to enforce the provisions of the Code of Ethics

XII. Complaints and Ethics Review Committee

There is hereby established a Complaints and Ethics Review Committee, the membership of which shall be comprised of the Director of Operations, the Vice President of the Board of Trustees and two other members of the Board of Trustees appointed by a majority vote. The panel may elect to engage the School's legal counsel as necessary. The position of chair shall be rotated annually.

A. Powers and Duties

- a. The Committee shall have the powers and duties prescribed by Article 18 of the General Municipal Law.
- b. The Committee may issue rules and regulations consistent with and in furtherance of the requirements set forth in the Code of Ethics, and may require such disclosure, financial or otherwise, as it deems appropriate or necessary. Any rules and regulations issued by the Complaints and Ethics Review Committee shall be formally communicated to the Board of Directors.

EXHIBIT 12



Board Training Outline 2017-2018 School Year

The Rochester Career Mentoring Charter School Board of Trustees (Board) continues to be committed to its continued development to provide the highest caliber of oversight and governance to enable the successful operation of the school and facilitation of the charter. The following is a training outline that will be presented to the Board for approval in April 2017 for implementation beginning in July 2017.

The Board will hold a total of four retreats during the 2017-2018 fiscal year dedicated to the training of the Board. The topics of these trainings are outlined below as well as a time frame for completion. The Board will reach out to experts for each of the topics. These experts will facilitate the Board's learning process in the corresponding topic area.

Topic	Time Frame	Facilitator	Exact Date
Establishing clear roles and responsibilities	July 2017-September 2017	TBD	TBD*
Developing Board Policies and Procedures	October 2017-December 2017	TBD	TBD*
Best Practices in Financial Oversight	January 2018-March 2018	TBD	TBD*
Dealing with Human Resource Issues	April 2018-June 2018	TBD	TBD*

*The Board will decide on specific date ranges at its April 2017 meeting. Dates will be finalized when facilitators are identified and the facilitator and the Board agree on specific dates.

EXHIBIT 13



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

DIRECTOR
OFFICE OF SCHOOL INNOVATION
ROOM 5N EB Mezzanine, 89 WASHINGTON AVENUE, ALBANY NY, 12234
Tel: 518/474-1762; Fax: 518/474-1405; charterschools@mail.nysed.gov

April 3, 2014

Kevin McCormick, Board President
Rochester Career Mentoring Charter School
30 Hart Street
Rochester, NY 14605
kmccormick@rochestermidland.com

Via Electronic Transmission

Dear Mr. McCormick:

This letter serves as notice to the Rochester Career Mentoring Charter School's Board of Trustees that, pursuant to Section 6.3 of the School's Charter Agreement, the New York State Education Department ("NYSED" or "the Department") is requiring Rochester Career Mentoring Charter School ("RCMCS" or "the School") to develop and implement a corrective action plan as described in this letter.

Section 6.3 of RCMCS charter agreement with the NYS Board of Regents states:

Corrective Action. *If NYSED determines that the Charter School is not progressing toward one or more of the performance or education goals set forth in the Charter, that the quality of the Charter School's educational program or governance is not satisfactory, or that the Charter School is not in compliance with the terms and conditions of the Charter and/or applicable law or regulation, then NYSED may develop and implement a corrective action plan. Nothing contained herein shall be in derogation of the Regents' ability to revoke the Charter, place the Charter School on probationary status, or initiate mandatory remedial action in accordance with the Act and §8.3 of this Charter Agreement.*

Based upon observations that were made during visits to the School during the first two years of its operation (described below), NYSED has serious concerns about the quality of the School's educational program and that the School is not in compliance with some of the terms and conditions of the School's charter. In addition, NYSED is concerned that the School is not progressing toward meeting or exceeding the student performance benchmarks in the Performance Framework which is part of the Oversight Plan for the School (§6.2 of the School's charter agreement), or the performance goals articulated by the School itself in its application for a charter, which is incorporated as part of the School's charter (§1.1 of the charter agreement). All of these concerns also point to an underlying question about the quality of the School's governance.

Observations from School Visits

On March 20, 2014, NYSED staff visited RCMCS, located at 30 Hart Street in Rochester, New York. This was a check-in visit to inform NYSED's Charter School Office about the School's progress in implementation of the charter issued in 2011. Charter School Office staff had previously visited the School on June 17, 2013, December 6, 2013 and January 23, 2014. During all of these visits, concerns were noted with school climate and culture and the impact that those issues are having on teaching and learning at the School. Student behavior observed in classrooms demonstrated the absence of a common set of expectations promoting a safe and orderly school environment conducive to teaching and learning. The classroom environments in almost all classrooms visited were poorly controlled and appeared to be lacking in clear expectations for student behavior. Our observations from these visits are outlined below:

In all classrooms, some or many students were:

- disengaged in lessons; many were engaged in non-academic conversations and activities with one another;
- disrespectful of teachers/challenging teachers' authority/ignoring teachers' directions/talking back;
- swearing or using profanity toward teachers and/or other students;
- using cell phones and social media in ways unrelated to class instruction;
- moving around the classrooms and in and out of the classrooms at will; or
- arguing and play-fighting with each other.

In many classrooms, teachers were:

- ignoring inappropriate student behavior;
- making ineffective attempts to modify student behavior;
- consistently failing to engage students in learning.

Additional Concerns

In addition to the concerns noted above, which are based upon observations made during School visits, NYSED also has concerns in the following areas:

Governance: A review of the Board of Trustees minutes over the term of the School's charter indicates that the Board has not been sufficiently focused on oversight of the School's progress toward implementation of the charter, achievement of School goals or the completion of a performance-based evaluation of the School's Chief Executive Officer.

Staffing: The numerous changes in leadership structure, leadership roles and staff hiring during the first two years of the School's operation, and significant turnover in teaching staff have contributed to weaknesses in school culture and climate and progress toward meeting the School's academic goals.

Implementation of the charter: Key elements of the School's charter are not in place, including an academically rigorous, student-centered curriculum, detailed individualized

learning plans with teacher-advisor 'looping', and a comprehensive set of assessments across several outcome areas (academic, college and job readiness).

Progress toward achievement of academic goals: The School's self-identified academic goal is: "85% of students will meet or exceed the NYSED requirement of passing all required Regents exams," however, exam results for 2012 and 2013 show extremely low passage rates on all Regents examinations given at the School.

Corrective Action Plan

Pursuant to §6.3 of the Charter Agreement (above), the Department is requiring the following:

1.) **By no later than 5:00 p.m. on Monday, April 28, 2014, RCMCS must provide a draft corrective action plan to NYSED that addresses the above-listed concerns and is designed to achieve the following observable outcomes at the School:**

- **Instructional practices will engage students in standards-based learning and performance tasks appropriate to the student grade level.**
- **The board will review, and adjust where needed, the rigor of class instruction to align with expectations on Regents examinations.**
- **Interactions among and between students, teachers and staff will be respectful, safe and conducive to teaching and learning.**
- **The School will achieve and retain a qualified teaching and leadership workforce that is able to meet all educational and operational needs and implement the program described in the School charter.**
- **The board will implement a performance-based evaluation system for School leadership, itself and service providers.**

The draft plan must include specific corrective actions related to each of the observable outcomes listed above that the School intends to implement and an implementation timeline with specific dates by which those actions will be completed. Such corrective actions may include, but need not be limited to, training for the Board of Trustees related to oversight and management of the School and its administrative leadership, mandatory training for all teachers and staff concerning effective student and classroom management strategies, and mandatory student assemblies outlining the School's code of conduct and consequences for violations of that code of conduct.

The draft Corrective Action Plan must be submitted directly to me via email at wclarke@mail.nysed.gov by the date and time indicated above.

2.) Within one week of receiving the draft plan, NYSED will provide, in writing, its approval or disapproval of the draft plan. If the plan is not approved by NYSED, the school will be required to amend the plan and resubmit it to NYSED for approval.

3.) Upon approval of the draft Corrective Action Plan by the Department, the School is required to provide **monthly status reports to the Department**. Such status reports shall include information about the implementation of the Corrective Action Plan and achievement of the outcomes, and shall be submitted to the Charter School Office Liaison, Christine Coxon, via email at: ccoxon@mail.nysed.gov. The status reports

must be received by no later than 3:00 p.m. on the last Monday of each month until the Department notifies the School that status reports are no longer necessary.

Failure to meet any of the above listed requirements and/or failure to meet and maintain the delineated outcomes to the satisfaction of NYSED, may result in action by the Department and Board of Regents to place the school on probationary status and require implementation of a remedial action plan, and pursue non-renewal or revocation of the School's charter in accordance with Article 56 of the Education Law.

The Department (or its designees) will conduct unannounced visits to RCMCS. During those visits, the Department will be documenting whether the Corrective Action Plan is being implemented and that the outcomes, listed above, are being met and maintained.

If you have questions concerning this matter, please contact me at wclarke@mail.nysed.gov.

Sincerely,



Bill Clarke

- c: Paul Clark, Vice President, RCMCS Board of Trustees
Diane Spang, Secretary, RCMCS Board of Trustees
Christina Bachwicz, Member, RCMCS Board of Directors
Roderick Green, Member, RCMCS Board of Trustees
Christine Hill, Member, RCMCS Board of Trustees
David Passero, Member, RCMCS Board of Trustees
Dennis Francione, CEO, RCMCS
Ken Slentz, NYSED Deputy Commissioner
Christine Coxon, NYSED, CSO Liaison

EXHIBIT 14

To: William Clarke

From: Kevin McCormick, President of Rochester Career Mentoring Charter School

This letter is in response to the meeting you arranged with the Board of Trustees on Wednesday, January 28th at 1:00 p.m. We thank you for informing us about your immediate concerns with Rochester Career Mentoring Charter School.

Rochester Career Mentoring Charter School (RCMCS) was founded on the principles of providing secondary students a unique instructional design that would invest them in significant, meaningful learning. This charter was approved by the NYSED charter School Office and the Board of Regents in 2011, with the understanding that the Rochester Career Mentoring Charter School would be a systemic educational change, unlike almost all other regular and charter schools in New York State.

At our meeting the Board of Trustees members and, I were astonished to hear that you are recommending that our charter be revoked. You provided us with no evidence or any research-based factual reports conducted on our charter that the school charter should be revoked. Your accusation that RCMCS is performing poorer than the Rochester City School District is without merit. Where is the evidence? I also recall you stating that there "does not appear a sense of urgency on the part of RCMCS" to improve it student academic performance and testing results. This statement is in direct opposition of what our charter school personnel have been doing.

In our brief two years of existence, we have been in good standings as indicated by Susan Gibbon's first year written full day visit report. Susan explained that RCMCS was going through the same operational openings most first year charter schools go through. Last year, Christine Coxon visited our charter, but never sent us a written draft. This left us in limbo. We were only asked to do a Corrective Action Plan, but were never provided the reasons why, objectives, and guidelines for the creation of the Corrective Action Plan.

Previously, when we received the final draft of this year's "Two Full-day Visit," our CEO, Mr. Francione and the Educational Leader, Ms. Velickovic, began to immediately develop an evidenced-based packet challenging some of the unfounded statements in the final draft. Susan Megna's e-mail, stating that we would be provided time to respond to the report with a thorough evidenced-based response, in our opinion, would demonstrate our improvements this school year and would be critical for the charter school office concerns. Our Leadership Team was in the process of completing this report.

Furthermore, our confusion of the assessment you have been providing our charter school remains. Below is a letter to you challenging quite a few statements found in the final draft prepared by Susan Gibbons.

This following response from the Educational Leader and supported by the CEO is to attest to what was witnessed and experienced during the New York State Review Visit on October 30, 2014 and October 21, 2014.

On the morning of the first day of the visit, I met with the three reviewers (Susan Gibbons, Susan Magna, and Jeri Chapman) to give them an overview of staffing for the day. That day, we had three teachers who were absent and a vacant spot in Earth Science 10, which was filled by a long-term substitute. I explained the absences to the reviewers, and was told that they would not enter those classrooms during their classroom visit. When the reviewers made their way around the school to conduct classroom visits later on in the day, I was in the hallways and was disappointed to see that they entered each of the rooms in which there was a noted substitute, in some cases more than once. It is my understanding that the comments found in the state report released in January 2015 regarding worksheets being given to students came directly from the rooms observed in which there was a substitute teacher. This was not the case with our English 11 teacher the state observed, whose students were performing projected-based activity involving a classroom demonstration. Nothing was mentioned of this activity in the report.

I would also like to take time to make a comment on the overall culture of the Rochester Career Mentoring Charter School during the State of New York Review on October 30, 2014 and October 31, 2014. As the Educational Leader of the school, I, as always, was very visible in the hallways that day and as my daily routine was monitoring hallway activity during the time in which the state reviewers were on the third floor doing classroom observations. Hallways were exceptionally quiet and all students traveling to the restroom or any other location had a pass in hand. I know this to be true as I was one of the individuals asking students for passes. Students were exceptionally well behaved and one student even approached state reviewer Jeri Chapman and asked her if she needed help finding her next classroom. This student escorted Ms. Chapman to the classroom where she was conducting an observation and told Ms. Chapman, "I hope that you have a great rest of your day". There was one notable discipline issue during the second day of classroom observations, in which a student became disrespectful to a teacher. This student was removed from the classroom and appropriately disciplined for her lack of respect. Upon the conclusion of the state review at the end of the day on October 31, 2014, I informally met with the then four state reviewers in Mr. Francione's office and asked them if they needed anything and offered support. At that time, one of the reviewers stated "Thank you. Your teachers have been very hospitable and your students have been very polite and well behaved". Upon the state reviewers leaving, I was left with a very positive impression regarding the culture of the school, both from my observations of student behavior during the classroom visits, and from the comments and overall demeanor of the reviewers at the conclusion of their visit on October 31, 2014. I was shocked to read their comments in the report regarding the culture of the school. Their report is directly opposite of the impression I was left with on the final date of their review.

With regard to the culture of the school, it is critical to note that the data used against our school in the January 2015 report is not applicable to the 2014-2015 school year.

The report cites, on numerous occasions, data from a student survey administered in June 2014. Not only was this data made available from an entirely different school year, this data also does not reflect my presence as the Educational Leader of the school, nor the presence of several key new staff members who have helped to improve the culture of the school. That student survey data from June 2014, shows student dissatisfaction with a dismissed staff member with whom many students had strong relationships. It is my belief that this key piece of information tainted the data demonstrated in the survey and that administration of a current survey would not yield the same results.

I recognize, as the Educational Leader of the school, that the Rochester Career Mentoring Charter School has some areas that it can certainly improve as we strive to be one of the best schools in the Rochester area. As a school, we have recognized areas of need and have written them into our Corrective Action Plan. Keeping in mind that we are only in our third year of operation and that we are making notable efforts to improve recognized areas of need, it would be important for NYS officials to provide accurate feedback with regard to areas of the school where notable improvement has been made, in addition to the feedback received regarding areas that have yet to be improved in the school.

With that said we have done some research and found that we are on the correct path to helping Rochester improve its educational performance in NYS.

What we know from our general knowledge and research is the following:

1. Rochester, NY ranks 4th in child poverty in the United States.
2. The Rochester City School District ranks at the bottom in testing outcomes and college readiness of the Big Five Cities in New York State.
3. The Rochester City School District has been warned by NYSED and Legislative Officials a mayoral or state takeover will take place if evidence of district-wide improvement is not seen.
4. Research on schools that have implemented a constructivist/learner-centered philosophy and methodology culture have experienced extremely impressive results. (Refer to Eight Year Study)

To address this research, we made it quite clear at our application interview in 2011 that our school design is a systemic school culture change that is difficult to develop and implement, but extremely necessary, given the needs of our students, and past successes of Rochester students. We strongly believe that we are moving in the right direction and making significant progress.

EXHIBIT 15

From: Jennifer L. Aronson
To: Elvira Wade
Subject: FW: Updated Corrective Action Plan – Immediate “Now” Plan.
Date: Wednesday, February 08, 2017 12:42:25 PM
Attachments: [behaviors tracking_email to all teachers.doc](#)
[Cell Phone Policy as of 4.14.docx](#)
[Corrective Action Plan May 2.docx](#)
[Letter to Bill Clarke.doc](#)

From: Jennifer Schwartzott
Sent: Wednesday, February 08, 2017 12:41 PM
To: Jennifer L. Aronson <jla@orblaw.com>
Subject: FW: Updated Corrective Action Plan – Immediate “Now” Plan.

Jen, Kevin is the Board Pres.

From: Kevin McCormick [<mailto:kmccormick@rcmcs.org>]
Sent: Tuesday, February 7, 2017 6:06 PM
To: Jennifer Schwartzott <IMS@orblaw.com>; Dennis Francione <dfrancione@rcmcs.org>
Subject: Fwd: Updated Corrective Action Plan – Immediate “Now” Plan.

----- Forwarded message -----

From: Kevin McCormick <kmccormick@rcmcs.org>
Date: Fri, May 2, 2014 at 8:16 AM
Subject: Updated Corrective Action Plan – Immediate “Now” Plan.
To: Bill Clarke <WCLARKE@mail.nysed.gov>, Christine Coxon <ccoxon@mail.nysed.gov>, KSLENTZ@mail.nysed.gov.
Cc: Christina Bakewicz <cbakewicz@rcmcs.org>, Christine Hill <chill@rcmcs.org>, Dennis Francione <dfrancione@rcmcs.org>, Dianne Spang <dlspop@rit.edu>, Daniel McFarlane <dmcfarlane@rcmcs.org>, David Passero <dpassero@rcmcs.org>, Paul Clark <pclark@rcmcs.org>, Roderick Green <rgreen@rcmcs.org>, Jennifer Borsa <jborsa@rcmcs.org>, Rick <rgrybos@rochester.rr.com>, Tamara Varnado <tvarnado@rcmcs.org>, Victoria Best <vbest@rcmcs.org>, Deborah Alloco <dalloco@rcmcs.org>

May 2, 2014

Bill Clark, Director
Office of School Innovation
Room 5N EB Mezzanine, 89 Washington Avenue
Albany New York 12234

Dear Mr. Clark,

Attached is the Rochester Career Mentoring Charter School’s Corrective Action Plan –

Immediate "Now" Plan.

The plan was developed as a collaborative action among the Board of Trustees, Chief Executive Officer, Educational Leader, and all teaching staff. It addresses the concerns identified in your email.

Some of the actions that we have started after your last state visit to our school:

- Town Hall meetings with all the students explaining the policies, including Code of Conduct, expectations and zero tolerance.
- Roll out of the Cell Phone Policy (See attachment).
- Notification letters to the parents of students in danger of not being promoted.
- Modification to the Jupiter Gradebooks System, to monitor, track and reporting of behavior issues. (See attachment of an email describing how-to record issues by student)

We look forward to your timely review and approval of the plan.

--

Kevin McCormick
President - Board of Trustees

Rochester Career Mentoring Charter School
30 Hart Street - 3rd Floor
Rochester, NY

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Kevin McCormick
President - Board of Trustees

Rochester Career Mentoring Charter School
30 Hart Street - 3rd Floor
Rochester, NY

Please take a few minutes this morning to read through this e-mail and review the Log tab In your Jupiter Gradebooks. Beginning today, please track all of the behaviors listed in the Discipline column. Anytime you observe one of these behaviors click on the student(s) name and then place a check mark next to the behavior you observed and click Done. You may utilize this process on a student more than once during a class period or day.

For the category "Other" look at this as meaning "Parent Contact" and check the appropriate box to provide the reason that a parent contact was made. In the "Description" box or "Staff Notes" box you can enter the type of contact made (phone, text, e-mail) and any notes about the contact or conversation.

If there is an action taken or consequence given due to the behavior check the appropriate box in this section.

Each advisement has been assigned to one of the following team members: Dan, Victoria, Denise or Jennifer. Weekly meetings will be held to review discipline reports per advisement. Specific plans will be developed and maintained to address negative student behaviors and support positive student behaviors.

A formal policy around logging discipline issues and parent contacts will be distributed prior to next Wed. and will be reviewed during PD.

In the meantime, if you have any questions let me know.

[illegible]

*** TO BE ADDED TO CODE OF CONDUCT ***



We Care About Your Future

Rochester Career Mentoring Charter School
30 Hart Street, Door 3, 3rd Floor
Rochester, NY 14605
Phone: (585) 232-1045
Fax: (585) 232-1058
Web: www.rcmcs.org

April 2014

RCMCS CELL PHONE POLICY

ELECTRONICS POLICY / CELL PHONE USE

Cell phones/electronic devices and their use have become a huge issue at the Rochester Career Mentoring Charter School (RCMCS). In order to respect the important work of, engagement in the classroom, and the teaching and learning environment, this document will clarify the new cell phone/electronic devices policy for this charter school.

The policy is:

- Cell phones/electronic devices can be used during breakfast and lunch breaks only, Monday through Friday.
- Once inside the classroom, cell phones and devices must not be visible under any circumstances – even though they may be ON. Cell phones must be silenced.
- If a cell phone or electronic device rings or is used for any reason or is visible any time during class time, or the student is caught using it during class time, the student will be asked to surrender it.
- No head phones should be visible for use with a cell phone or any electronic device
- No teachers will be on their cell phones during the school day except when answering a call from the main office or an administrator
- Teacher cell phones should not be visible during the school day

OFFENSES:

- **First Offense** – the student will receive a warning from the teacher to put the cell phone or electronic device away immediately.
- **Second Offense** – the cell phone or electronic device will be placed in a large white envelope marked with the student name, and will be held in the main office. Phones/devices will ONLY be surrendered and picked up by the student at the end of the day.
- **Third Offense** – the device will be placed in a large white envelope marked with the student name, and will be held in the main office. Phones/devices will ONLY be surrendered and picked up by your parent/guardian.

The staff of RCMCS asks for your FULL cooperation with our policy. Students will not respect this policy if they believe their parents will bail them out of the consequence.

ROCHESTER CAREER MENTORING CHARTER SCHOOL **CORRECTIVE ACTION PLAN (Immediate Plan)**

SITED BY SED:

- Respectful interaction among and between students teachers and staff
- Engaging instructional practices
- Rigor of Instruction

CURRENT ENVIRONMENT:

- 152 students currently enrolled at RCMCS. Leadership team, with direct support of teaching staff, will address items identified from SED by May 2nd, 2014 with measurable deliverables, identified staff and precise due dates.

RCMCS BENCHMARKS:

- Personalization. Students remain with advisors to build relationships that will sustain the student with their personal, academic, social/emotional and family related issues.
- Constructivism and Project Based learning, as our Instructional delivery models, teachers' classrooms will look more like workshops than traditional classrooms.

Desired State	How We Will Get There	Deliverable Product	Person Responsible	Due Date
Interaction between students, teachers and staff will be appropriate and respectful	The leadership team and teacher-advisors will monitor progress for overall improvement in ALL student behaviors as defined by the Code of Conduct	Each leadership member will specifically be assigned 38 students, along with their teacher-advisors, to ensure success of this initiative. Advisement will utilize School database system (Juniper) to track specific behaviors for on-going improvement	Daniel T. McFarlane, Ed. Leader Victoria Best, Internship Coordinator Jennifer Borsa, Dir. of Operations and Finance Denise Barclay, School Counselor	May 2, 2014 The data from Juniper will be included in the weekly reporting to NYS.
	Open communication with families to maintain engagement on all aspects of our students growth and attainment at RCMCS	Written letter to all families explaining policies surrounding Code of Conduct, expectations and zero tolerance policy at RCMCS	Daniel T. McFarlane	Letter May 5, 2014 Mailing May 6, 2014
	Meeting with students to explain Code of Conduct, behavioral policy, cell phone policy and expectations	Town hall meeting by afternoon advisements	Daniel T. McFarlane Victoria Best	May 5, 2014
	Leadership team will meet weekly with teacher-advisors to review progress of students interactions with teachers/staff	Spreadsheet will track daily behaviors which will be an integral part of weekly meetings with teacher-advisors to track behavioral improvements	Teaching Staff Daniel T. McFarlane Victoria Best Jennifer Borsa Denise Barclay	May 8, 2014 The spreadsheet will be updated daily and the weekly sheet will be part of our reporting to NYS

Desired State	How Will We Get There	Deliverable Product	Person Responsible	Due Date
	Parent/Teacher Conference Evening at RCMCS. Held on May 7 th , 2014	Teacher-Advisors will have an opportunity to discuss student behaviors, academic attainment and collaborative efforts to work together	Teaching Staff/Daniel T. McFarlane	May 7, 2014
Engaging Instructional Practices	Internal assessment of Constructivist Pedagogy	Constructivist consultants from St. Lawrence University will assess classroom environment. Will provide written and verbal follow-up with Educational Leader then teaching staff upon completion	Daniel T. McFarlane	First review, May 2, 2014
Rigor of Instruction	Review of students failing or in danger of failing for immediate academic intervention	Teacher-advisors will be in weekly contact with families for proper progress-monitoring	Teaching Staff/Daniel T. McFarlane	May 5, 2014
	Test taking strategies and test taking tactics in each academic course to prepare students for Regents and final exams	Practice Regents testing strategies and weekly assessments to evaluate students' growth and development	Teaching Staff/Daniel T. McFarlane	May 12, 2014
	After school tutoring for students in academic need	Daily assessment and recovery of student progress in core academics. After school hours support	Teaching Staff/Daniel T. McFarlane	May 12, 2014

Rochester Career Mentoring Charter School

30 Hart Street Rochester NY

585 232-1045

May 2, 2014

Bill Clark, Director
Office of School Innovation
Room 5N EB Mezzanine, 89 Washington Avenue
Albany New York 12234

Dear Mr. Clark,

Attached is the Rochester Career Mentoring Charter School's Corrective Action Plan – Immediate "Now" Plan.

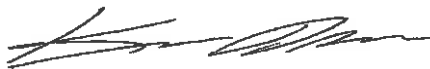
The plan was developed as a collaborative action among the Board of Trustees, Chief Executive Officer, Educational Leader, and all teaching staff. It addresses the concerns identified in your email.

Some of the actions that we have started after your last state visit to our school:

- Town Hall meetings with all the students explaining the policies, including Code of Conduct, expectations and zero tolerance.
- Roll out of the Cell Phone Policy (See attachment).
- Notification letters to the parents of students in danger of not being promoted.
- Modification to the Jupiter Gradebooks System, to monitor, track and reporting of behavior issues. (See attachment of an email describing how-to record issues by student)

We look forward to your timely review and approval of the plan.

Sincerely yours,



Kevin McCormick, Board President

cc: Paul Clark, Vice President, RCMCS Board of Trustees
Diane Spang, Secretary, RCMCS Board of Trustees
Christina Bakewicz, Member, RCMCS Board of Directors
Roderick Green, Member, RCMCS Board of Trustees
Christine Hill, Member, RCMCS Board of Trustees
David Passero, Member, RCMCS Board of Trustees
Tamara Varnado, Member, RCMCS Board of Trustees
Dennis Francione, CEO, RCMCS
Dan McFarland, Educational Leader, RCMCS
Ken Slentz, NYSED Deputy Commissioner

Rochester Career Mentoring Charter School

30 Hart Street Rochester NY

585 232-1045

Christine Coxon, NYSED, CSO Liaison

EXHIBIT 16

Elvira Wade

From: Jennifer L. Aronson
Sent: Wednesday, February 08, 2017 12:43 PM
To: Elvira Wade
Subject: FW: Corrective Action Plan_ RCMCS

From: Jennifer Schwartzott
Sent: Wednesday, February 08, 2017 12:41 PM
To: Jennifer L. Aronson <jla@orblaw.com>
Subject: FW: Corrective Action Plan_ RCMCS

From: Kevin McCormick [mailto:kmccormick@rcmcs.org]
Sent: Tuesday, February 7, 2017 6:08 PM
To: Jennifer Schwartzott <JMS@orblaw.com>; Dennis Francione <dfrancione@rcmcs.org>
Subject: Fwd: Corrective Action Plan_ RCMCS

----- Forwarded message -----

From: Bill Clarke <wclarke@mail.nysed.gov>
Date: Fri, Jun 13, 2014 at 4:49 PM
Subject: Corrective Action Plan_ RCMCS
To: Board of Trustees <bot@rcmcs.org>, Dennis Francione <dfrancione@rcmcs.org>, Kevin McCormick <kmccormick@rcmcs.org>
Cc: Christine Coxon <CCOXON@mail.nysed.gov>, Susan Gibbons <SGIBBONS@mail.nysed.gov>, Susan Megna <SMEGNA@mail.nysed.gov>, Tara Reilly <TREILLY@mail.nysed.gov>

Kevin-

We have reviewed the latest revision of the RCMCS corrective action plan. Because the plan does not include a specific component that we have requested and is essential to any corrective action plan, NYSED cannot approve the submitted corrective action plan. Specifically, the plan fails to set forth measurable outcome goals. Measurable short- and long-term outcomes must be established for each of the five areas of concern listed in the original corrective action notification.

While we have offered multiple points of guidance in past conversations and correspondence, below is a specific example of how a corrective action plan might set forth measurable outcome goals:

In the area of student engagement, for example, a goal might address the number of students on task/engaged in classrooms. By establishing a benchmark and tracking daily through direct classroom observation, improvement in student engagement could be measured over the next six month period. This measure would demonstrate and measure the effectiveness of the school's inputs.

In the area of student academic performance and instructional rigor, a goal might address proficiency as demonstrated by an internal assessment (ie NWEA) over time. This measure would demonstrate student progress and the effectiveness of your instructional and academic interventions.

Please revise the corrective action plan by Friday, June 20, 2014 (12:00 p.m.) noting, as we have asked for previously, that the quantitative outcome measures are essential to your demonstration of progress and the effectiveness of the school's inputs.

As usual, please let us know if you have any questions.

Thanks, Bill

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Kevin McCormick
President - Board of Trustees

Rochester Career Mentoring Charter School
30 Hart Street - 3rd Floor
Rochester, NY

EXHIBIT 17

From: Jennifer L. Aronson
To: Elvira Wade
Subject: FW: RCMCS Corrective Plan
Date: Wednesday, February 08, 2017 12:42:18 PM
Attachments: CORRECTIVE ACTION 6.23.14.doc

I am sending a few more from Jen S.

From: Jennifer Schwartzott
Sent: Wednesday, February 08, 2017 12:41 PM
To: Jennifer L. Aronson <jla@orblaw.com>
Subject: FW: RCMCS Corrective Plan

From: Kevin McCormick [mailto:kmccormick@rcmcs.org]
Sent: Tuesday, February 7, 2017 6:05 PM
To: Jennifer Schwartzott <JMS@orblaw.com>; Dennis Francione <dfrancione@rcmcs.org>
Subject: Fwd: RCMCS Corrective Plan

----- Forwarded message -----

From: Kevin McCormick <kmccormick@rcmcs.org>
Date: Tue, Jun 24, 2014 at 4:48 PM
Subject: RCMCS Corrective Plan
To: Bill Clarke <WCLARKE@mail.nysed.gov>, Christine Coxon <ccoxon@mail.nysed.gov>, Susan Megna <SMEGNA@mail.nysed.gov>, Dennis Francione <dfrancione@rcmcs.org>, Susan Gibbons <SGIBBONS@mail.nysed.gov>, Board of Trustees <bot@rcmcs.org>, Daniel McFarlane <dmcfarlane@rcmcs.org>

Bill

The team worked diligently on the revision of the Corrective Plan. We believe we have addressed all your concerns.

Kevin

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Kevin McCormick
President - Board of Trustees

Rochester Career Mentoring Charter School
30 Hart Street - 3rd Floor
Rochester, NY

--

Kevin McCormick
President - Board of Trustees

Rochester Career Mentoring Charter School
30 Hart Street - 3rd Floor
Rochester, NY

ROCHESTER CAREER MENTORING CHARTER SCHOOL CORRECTIVE ACTION PLAN

Cited by SED:

Instructional practices will engage students in standards-based learning and performance tasks appropriate to the student grade level.

Desired State	How We Will Get There	Deliverable Product	Short-Term Measurable Outcome	Short-Term Due Date and By Whom	Long-Term Measurable Outcome	Long-Term Due Date and By Whom
Student will be engaged in tasks assigned by the teacher at the start of the school year	Teaching staff will establish and implement the rituals and routines for classroom conduct	Written rituals and routines posted in each classroom	Classroom observation will show an increase of 50% (40 out of 80) of the 9 th grade students in following rituals and routines	8/18/14 At the start of the Summer Bridge Program Educational Leader (Dennis - Interim)	100% (80 out of 80) of the 9 th grade students will follow the written rituals and routines	9/5/14 Educational Leader (Dennis – Interim)
	Teachers will establish a baseline for student engagement for each of their classes by completing classroom profile	Completed class profiles	Classroom observation will show an increase of 50% (40 out of 80) of students following rituals and routines	9/15/14 At the start of the new school year (CEO – Dennis)	Classroom observations will show an increase of 25% of students following rituals and routines	10/16/14 Educational Leader (Dennis – Interim)
	Revise teacher observation and evaluation forms to include engagement and appropriate student behavior	Teachers and leaders will revise the observation and evaluation forms during summer staff development by using the PBL rubric approved in the Charter and Danielsen rubric	100% (20.5 out of 20.5) of the teachers will be given the revised PBL rubric and evaluation forms used throughout the year	8/14/14 100% (20.5 out of 20.5) of teachers will have the forms	Wednesday staff development sessions – 100% (20.5 out of 20.5) of the teachers and leaders will divide in their triads to assess the effectiveness of the new evaluation forms and revise accordingly	12/10/14 Educational Leader (Dennis – Interim)

ROCHESTER CAREER MENTORING CHARTER SCHOOL CORRECTIVE ACTION PLAN

100% (20.5 out of 20.5) teachers will participate in a minimum of two informal observations	The completed informal constructivist teacher observation forms for 100% (20.5 out of 20.5) of the teaching staff	100% (20.5 out of 20.5) of the teaching staff will have one completed informal observation conducted	9/19/14 Educational Leader (Dennis – Interim) and Director of Constructivism (Dan)	100% (20.5 out of 20.5) of the teaching staff will have two informal observations.	12/10/14 Educational Leader (Dennis – Interim) and Director of Constructivism (Dan)
100% (20.5 out of 20.5) of teachers will participate in a minimum of one formal observation (first semester)	Completed formal observation for all teaching staff (20.5 out of 20.5)	100% (20.5 out of 20.5) of teaching staff will have a formal observation	1/23/15 Educational Leader (Dennis – Interim) and Director of Constructivism (Dan)	100% (20.5 out of 20.5) of teachers will have two formal observations	5/22/15 Educational Leader (Dennis – Interim) and Director of Constructivism (Dan)

ROCHESTER CAREER MENTORING CHARTER SCHOOL **CORRECTIVE ACTION PLAN**

Each teacher will develop and implement a curriculum map that reflects constructivism and project-based learning aligned with NYS and common core standards	Three staff members will attend a Constructivist conference The conference experience results in a planning format that correlates constructivism approach for curriculum mapping, lesson planning and measuring student growth with NYS standards	The planning document format developed at the constructivist conference	Staff who attended the conference will use the project developed at the conference to plan staff development	7/20/14 Director of Constructivism (Dan)	100% (20.5 out of 20.5) of teachers will use the developed planning format	9/3/14 Director of Constructivism (Dan) and every first Wednesday and thereafter
Each teacher will develop and implement lesson plans using the format presented in July that incorporates constructivism aligned with NYS Regents and common core standards	100% (20.5 out of 20.5) of the teacher lesson plans will be reviewed and critiqued once a month review of lesson plans	100% (20.5 out of 20.5) of teachers will use the form developed in July to create engaging, rigorous lessons that incorporate constructivism aligned with NYS Regents and common core standards	100% (20.5 out of 20.5) of teachers will complete and submit lesson plans weekly and electronically	9/18/14 Educational Leader (Dennis – Interim)	50% (10.5 out of 20.5) of teachers will need minimal critiquing, the other 50% (10.5 out of 20.5) will need to submit plans electronically monthly	10/2/14 Educational Leader (Dennis – Interim)

ROCHESTER CAREER MENTORING CHARTER SCHOOL CORRECTIVE ACTION PLAN

	Director of Constructivism will meet once per month with each to guide in planning and implementing lessons		100% (20.5 out of 20.5) of teachers will use the format to develop engaging, rigorous lessons that reflect constructivism aligned with NYS Regents and common core standards	9/24/14 Director of Constructivism (Dan) each month thereafter	50% (10 out of 20.5) of teachers will need minimal critiquing and meet bi-monthly with the Director of Constructivism (Dan)	12/4/14 Educational Leader (Dennis – Interim)
Student performance will increase as a result of teachers using the new format, lesson plans being monitored and critiqued monthly, professional development on constructivism aligned with NYS Regents and common core standards	Students will be assessed using Northwest Evaluation Association (NWEA) test, Test Wizard	Teachers will use data in the planning and delivery of instruction as evidenced in their planning documents	The teachers will establish baseline data for Grade 9.	10/10/14 Educational Leader (Dennis – Interim)	30% (41 out of 72) continuously enrolled students will increase by two stanines on the NWEA 30% (41 out of 72) continuously enrolled 10 th grade students will pass two out of the five Regents exams with 65% or better	4/17/15 Educational Leader (Dennis – Interim) 6/27/15 Educational Leader (Dennis – Interim)

ROCHESTER CAREER MENTORING CHARTER SCHOOL CORRECTIVE ACTION PLAN

Cited by SED:

The Board will review, and adjust where needed, the rigor of class instruction to align with expectations on Regents examinations

Desired State	How We Will Get There	Deliverable Product	Short-Term Measurable Outcome	Short-Term Due Date and By Whom	Long-Term Measurable Outcome	Long-Term Due Date and By Whom
Board will develop a dashboard reporting system as a means to measure the schools progress and achievement of regents expectations	Board professional development work session to identify specific data requirements for each dashboard as specified in the charter	List of specific data for each element specified in the charter will be presented as a dashboard	Board minutes	9/30/14 President of the Board and CEO	Written summary of the data elements will be produced and used to measure progress	12/22/14 President of the BOT

ROCHESTER CAREER MENTORING CHARTER SCHOOL CORRECTIVE ACTION PLAN

Cited by SED: Interactions among and between students, teachers and staff include respectful, safe and conducive to teaching and learning

Desired State	How We Will Get There	Deliverable Product	Short-Term Measurable Outcome	Short-Term Due Date and By Whom	Long-Term Measurable Outcome	Long-Term Due Date and By Whom
Staff, students and parents will follow the Charter Code of Conduct	Code of Conduct professional development to ensure all staff understands Code of Conduct policy revisions	Completed evaluation forms of the professional development session	100% (20.5 out of 20.5) teachers indicate that they understand and can follow the code of conduct policy	Educational Leader (Dennis – Interim) and Director of Constructivism (Dan)	Does Not Apply	Does Not Apply
	Advisory small group meetings to establish and insure that all students and parents understand the revised code of conduct	Parents and students will sign off on the code of conduct agreement	100% (80 out of 80) parents will sign the code of conduct pledge before or during the summer parent bridge program	Educational Leader (Dennis – Interim) and Director of Constructivism (Dan)	100% (160 out of 160) parents of 10 th and 11 th graders entering during the new school year will sign code of conduct pledges	2/1/15 Educational Leader (Dennis – Interim)
	Use of the student peer review board as designated by the student code of conduct	Teacher completes the infraction referral to be submitted to the bi-weekly student peer review board meetings for evaluation	Parents will meet with the student advisors on a quarterly basis 100% peer reviews will result in a plan of action for correction	Sign-in sheets 9/30/14 Educational Leader (Dennis – Interim)	Educational Leader (Dennis -Interim) and Teachers 10% fewer students will be referred for peer review	Monthly Educational Leader (Dennis – Interim)

ROCHESTER CAREER MENTORING CHARTER SCHOOL CORRECTIVE ACTION PLAN

		Service providers submit monthly data showing how many students were serviced	Completed data logs have 100% of students serviced	ILP updated to reflect behavior plan developed by the student success team	8/18/14 Educational Leader (Dennis – Interim) and Teacher Advisors	60% of students serviced will meet the goals in their individual learning plans	12/12/14 Educational Leader (Dennis – Interim)		
		Student success team will conduct a workshop during summer professional development	Summer session has been assigned and will be conducted	Agenda and sign-in sheets Session evaluation sheets	Educational Leader (Dennis - Interim) and the Center for Youth and Hillside Work Scholarship Connection and future collaborative partners	7/23/14 with follow-up at Wednesday professional development sessions monthly	Monthly Educational Leader (Dennis – Interim)		
Develop a dashboard to monitor the school's implementation of the code of conduct policy	Board will identify specific data requirements during the summer work session to be included in the dashboard	Written dashboard requirements given to CEO (Dennis)	Data requirements are met through completion of code of conduct dashboard submitted monthly	10/15/14 President of the BOT	Completed dashboards submitted monthly	President of the BOT and CEO (Dennis)			

ROCHESTER CAREER MENTORING CHARTER SCHOOL CORRECTIVE ACTION PLAN

Cited by SED:

The Board will implement a performance-based evaluation system for school leadership, itself and service providers.

Desired State	How We Will Get There	Deliverable Product	Short-Term Measurable Outcome	Short-Term Due Date and By Whom	Long-Term Measurable Outcome	Long-Term Due Date and By Whom
Implement a performance-based evaluation system for the school leadership, service providers and board of trustee members	Create an organizational chart that lists duties and responsibilities for the CEO, Educational Leader, Director of Operations and Teacher Leaders to be placed in the employee handbook	Organization Chart Revised job descriptions Revised employee handbook	Organization chart, all job descriptions and employee handbook are revised according to the charter school management model	8/15/14 CEO (Dennis) and President of BOT	Organizational charts and job descriptions are disseminated to 100% (35 out of 35) of staff and BOT members (9 out of 9)	9/17/14 CEO (Dennis) and President of BOT
	Develop a job description, performance expectations and board member agreements will be developed	Written job description of BOT members Written expectations Signed agreements	Written job description and expectations are incorporated into the BOT manual	9/01/14 President of the BOT	Job descriptions and written expectations are disseminated to CEO (Dennis)	9/17/14 President of BOT
	Board will develop and conduct annual self-evaluation process	Written process to be used for board self-evaluation	Board members will document plans of action to support the school and by generating specific goals that are evaluated twice per year	9/30/14 President of the BOT	BOT members will evaluate progress in meeting their goals by submitting a progress report to the BOT President	12/22/14 President of the BOT

ROCHESTER CAREER MENTORING CHARTER SCHOOL CORRECTIVE ACTION PLAN

Leadership Evaluation	The Leadership team (Educational Leader, Director of Constructivism, Director of Operations) will be evaluated on their performance according to their job description and a goal-setting process with the CEO	CEO will meet with the Leadership team to explain the evaluation and goal-setting process that will be used in measuring their job performance aligned with charter goals	Leadership team agenda and meeting minutes outlining the evaluation process that will be used to assess performance	7/18/14 CEO (Dennis)	Mid-Year status report will be submitted showing progress toward meeting annual goals for each Administrator	12/22/14 CEO (Dennis)
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ROCHESTER CAREER MENTORING CHARTER SCHOOL CORRECTIVE ACTION PLAN

Cited by SED:

The school will achieve and retain a qualified teaching and leadership workforce that is able to meet all educational and operational needs and implement the program described in the school charter

Desired State	How We Will Get There	Deliverable Product	Short-Term Measurable Outcome	Short-Term Due Date and By Whom	Long-Term Measurable Outcome	Long-Term Due Date and By Whom
Develop a plan to recruit and retain qualified teachers and leadership candidates	Create a committee of teachers, students and board sub-committee (personnel committee) to work with teachers and higher education representatives to identify a process for successful recruitment of highly qualified staff	Written recruitment plan	Recruitment plan implemented	12/31/14 CEO (Dennis)	A bank of candidates for open and potential positions Confidential list of candidates – from recruitment activities and applications on file	6/01/15 CEO (Dennis)
All staff involved in the interview process will follow the procedures identified in the charter	Create a cover sheet that shows each step in the hiring process has been followed as stated in the charter with sign-off by appropriate staff	Checklist is developed to show each step of the hiring process as stated in the charter	The checklist is used as a cover sheet on the folders of candidates recommended for hire	2/20/15 CEO (Dennis)	The minutes of the BOT show that 100% of staff hired have completed the process as evidenced by the cover sheet/checklist	6/1/15 CEO (Dennis)

ROCHESTER CAREER MENTORING CHARTER SCHOOL CORRECTIVE ACTION PLAN

Increase staff retention rate	Create a committee of teachers, administrators and BOT members to identify what is needed to retain staff. The committee will address, but are not limited to: reviewing charter policies, salary, benefits, working conditions and environment	The committee will submit written recommendations utilizing available data to the CEO (Dennis) with the findings	CEO reports findings to BOT	11/30/14 CEO (Dennis)	The written recommendations will be submitted to the President of the BOT for approval	1/4/15 President of the BOT
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From: Jennifer L. Aronson
To: Elvira Wade
Subject: FW: RCMCS CORRECTIVE ACTION PLAN
Date: Wednesday, February 08, 2017 12:42:29 PM

From: Jennifer Schwartzott
Sent: Wednesday, February 08, 2017 12:41 PM
To: Jennifer L. Aronson <jla@orblaw.com>
Subject: FW: RCMCS CORRECTIVE ACTION PLAN

From: Kevin McCormick [mailto:kmccormick@rcmcs.org]
Sent: Tuesday, February 7, 2017 6:07 PM
To: Jennifer Schwartzott <JMS@orblaw.com>; Dennis Francione <dfrancione@rcmcs.org>
Subject: Fwd: RCMCS CORRECTIVE ACTION PLAN

----- Forwarded message -----

From: Kevin McCormick <kmccormick@rcmcs.org>
Date: Thu, Jun 19, 2014 at 4:35 PM
Subject: RCMCS CORRECTIVE ACTION PLAN
To: Bill Clarke <WCLARKE@mail.nysed.gov>, Christine Coxon <ccoxon@mail.nysed.gov>, Susan Megna <SMEGNA@mail.nysed.gov>, Dennis Francione <dfrancione@rcmcs.org>, Susan Gibbons <SGIBBONS@mail.nysed.gov>, Board of Trustees <bot@rcmcs.org>

Bill, we worked on the plan today but the team feels to develop a quality plan, we need an extension until end of business this Tuesday.

Thank you,

Kevin

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Kevin McCormick
President - Board of Trustees

Rochester Career Mentoring Charter School
30 Hart Street - 3rd Floor
Rochester, NY

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Kevin McCormick
President - Board of Trustees

Rochester Career Mentoring Charter School
30 Hart Street - 3rd Floor
Rochester, NY

EXHIBIT 18

Elvira Wade

From: Jennifer L. Aronson
Sent: Wednesday, February 08, 2017 12:43 PM
To: Elvira Wade
Subject: FW: This week status update

From: Jennifer Schwartzott
Sent: Wednesday, February 08, 2017 12:42 PM
To: Jennifer L. Aronson <jla@orblaw.com>
Subject: FW: This week status update

From: Kevin McCormick [<mailto:kmccormick@rcmcs.org>]
Sent: Tuesday, February 7, 2017 6:10 PM
To: Dennis francione <dfrancione@rcmcs.org>; Jennifer Schwartzott <JMS@orblaw.com>
Subject: Fwd: This week status update

----- Forwarded message -----

From: Christine Coxon <ccoxon@mail.nysed.gov>
Date: Tue, May 27, 2014 at 9:53 AM
Subject: Re: This week status update
To: Kevin McCormick <kmccormick@rcmcs.org>
Cc: Susan Megna <SMEGNA@mail.nysed.gov>, Bill Clarke <WCLARKE@mail.nysed.gov>

Kevin, I did not receive an excel sheet. If I can receive it today that would be very helpful. Thanks, Christine

Christine Coxon
New York State Education Department
Charter School Office
EBA Room 471, 89 Washington Street
Albany, NY 12234
(518) 486-5947

>>> Kevin McCormick <kmccormick@rcmcs.org> 5/26/2014 7:04 PM >>>

Christine, during our conference call two weeks ago, I spoke about data problems with Juniper. As it turns out we lost the data for the first two weeks. On Friday, as per our agreement, my email should have included two files; a Word document that included our plan, and a second file, an Excel file that displayed last week's data, with the type of issues and occurrences.

If I forgot to include the Excel file, please tell me and I'll email it out.

On Fri, May 23, 2014 at 4:41 PM, Christine Coxon <ccoxon@mail.nysed.gov> wrote:

Thank you Kevin for the updates. I need numbers as supporting information. As examples: Daily counts of how many teachers stay to offer tutoring and how many students stay with each teacher; how many disciplinary actions occur daily, the nature of that incident (i.e. horse play, etc. You can use the VADIR categories.) and the consequence for

each action (i.e. parent conference, detention, etc.) Please keep in mind these are examples, not an all inclusive list. This data should be retroactive to the due date of the Corrective Action Plan of April 28. Thanks, Chistie

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>>> Kevin McCormick <kmccormick@rcmcs.org> 5/23/2014 4:09 PM >>>
as requested the RCMCS weekly update

Kevin McCormick
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Rochester Career Mentoring Charter School
30 Hart Street - 3rd Floor
Rochester, NY

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From: Jennifer L. Aronson
To: Elvira Wade
Subject: FW: RCMCS weekly status report
Date: Wednesday, February 08, 2017 12:43:46 PM
Attachments: Corrective Action Plan Immediate May 16.docx

From: Jennifer Schwartzott
Sent: Wednesday, February 08, 2017 12:42 PM
To: Jennifer L. Aronson <jla@orblaw.com>
Subject: FW: RCMCS weekly status report

From: Kevin McCormick [mailto:kmccormick@rcmcs.org]
Sent: Tuesday, February 7, 2017 6:11 PM
To: Jennifer Schwartzott <JMS@orblaw.com>; Dennis Francione <dfrancione@rcmcs.org>
Subject: Fwd: RCMCS weekly status report

----- Forwarded message -----

From: Kevin McCormick <kmccormick@rcmcs.org>
Date: Fri, May 16, 2014 at 2:27 PM
Subject: RCMCS weekly status report
To: Bill Clarke <WCLARKE@mail.nysed.gov>, Christine Coxon <ccoxon@mail.nysed.gov>, Dennis Francione <dfrancione@rcmcs.org>

as requested May 16 corrective action plan weekly status report

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ROCHESTER CAREER MENTORING CHARTER SCHOOL
CORRECTIVE ACTION PLAN (Immediate Plan)

SITED BY SED:

- Respectful interaction among and between students teachers and staff
- Engaging Instructional practices
- Rigor of instruction

CURRENT ENVIRONMENT:

- 152 students currently enrolled at RCMCS. Leadership team, with direct support of teaching staff, will address items identified from SED by May 2nd, 2014 with measurable deliverables, identified staff and precise dues dates.

RCMCS BENCHMARKS:

- Personalization. Students remain with advisors to build relationships that will sustain the student with their personal, academic, social/emotional and family related issues.
- Constructivism and Project Based learning, as our instructional delivery models, teachers' classrooms will look more like workshops than traditional classrooms.

Desired State	How We Will Get There	Deliverable Product	Person Responsible	Due Date	Weekly Follow-up
Interaction between students, teachers and staff will be appropriate and respectful	The leadership team and teacher-advisors will monitor progress for overall improvement in ALL student behaviors as defined by the Code of Conduct	Each leadership member will specifically be assigned 38 students, along with their teacher-advisors, to ensure success of this initiative. Advisement will utilize School database system to track specific behaviors for on-going improvement	Daniel T. McFarlane, Ed. Leader Victoria Best, Internship Coordinator Jennifer Borsa, Dir. of Operations and Finance Denise Barclay, School Counselor	May 2, 2014/Update May 16, 2014	Leadership team continued daily oversight of their assigned 38 students and their advisors. Through weekly contact with advisors the leadership team continues to ensure the integrity of behavioral tracking and cell phone usage throughout the school. These meetings have gleaned that behaviors are beginning to align as appropriate between teachers/advisors. Jupiter is the tool utilized daily to support this data-driven process.
	Open communication with families to maintain engagement on all aspects of our students growth and attainment at RCMCS	Written letter to all families explaining policies surrounding Code of Conduct, expectations and zero tolerance policy at RCMCS	Daniel T. McFarlane	May 5, 2014/Update May 16, 2014	Letter written home has been used for "talking points" between teacher/advisors and families. Teachers have been thoroughly educating our families on expectations, rules and rituals that are required with the school. These discussions continue through the weekly contact between teacher/advisor's and our families.
	Meeting with students to explain Code of Conduct, behavioral policy, cell phone policy and expectations	Town hall meeting by afternoon advisements	Daniel T. McFarlane Victoria Best	May 5, 2014/Updated May 16, 2014	Following our Town Hall meetings, each teacher/advisor will be meeting with student's that have egregious issues that involve any behavioral issues. Through their Individual Learning Plans, teacher/advisors are setting realistic goals in improving their behavior. This enhances the 1:1 meetings for teacher and student.

	Leadership team will meet weekly with teacher-advisors to review progress of students interactions with teachers/staff	Spreadsheet will track daily behaviors which will be an integral part of weekly meetings with teacher-advisors to track behavioral improvements	Teaching Staff Daniel T. McFarlane Victoria Best Jennifer Borsa Denise Barclay	May 8, 2014/Updated May 16, 2014	Leadership team met again this week with their three assigned advisors to review and evaluate progress in our initiatives. Teachers are consistent with addressing these behaviors and our zero-tolerance policy. Emphasis was placed on Jupiter as the primary database to be used for ensuring that improvements are being monitored on a weekly basis at RCMCS.
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Desired State	How Will We Get There	Deliverable Product	Person Responsible	Due Date	Weekly Follow-up
	Parent/Teacher Conference Evening at RCMCS. Held on May 7 th , 2014	Teacher-Advisors will have an opportunity to discuss student behaviors, academic attainment and collaborative efforts to work together	Teaching Staff/Daniel T. McFarlane	May 7, 2014/Updated May 16, 2014	Parent/Advisor conference was conducted on Wednesday evening May 7 th , 2014. Families were provided an opportunity to discuss student behaviors, academic attainment and other pertinent issues. Meetings are being held on a consistent weekly basis with families to discuss issues related to their children. These meetings will continue, in addition to weekly phone calls, in the continued development of strong family connections.
Engaging Instructional Practices	Internal assessment of Constructivist Pedagogy	Constructivist consultants from St. Lawrence University will assess classroom environment. Will provide written and verbal follow-up with Educational Leader then teaching staff upon completion	Daniel T. McFarlane	First review, May 2, 2014/Updated May 16, 2014	Donald and Susan Mesibov from St. Lawrence University came on Friday, May 2 nd to begin an assessment of our Constructivist style of teaching. This program is in process and will be completed on May 21 st , 2014. As Educational leader, I have been in verbal contact with the Mesibovs since their May 2 nd , 2014 visit to better understand expectations for their next visit on May 21 st , 2014. Based on these discussions, it is critical to maintain fidelity to the charter and fully working with our teaching staff. Final report will be submitted after May 21 st , 2014.

Rigor of Instruction	Review of students failing or in danger of failing for immediate academic intervention	Teacher-advisors will be in weekly contact with families for proper progress-monitoring	Teaching Staff/Daniel T. McFarlane	May 5, 2014/Updated May 16, 2014	Teacher/Advisors were in contact with their advisee's families through the evening conference on May 7 th and by further telephone conversations. These discussions surrounded students in danger of failing or those that are failing in their course work. As noted, these meetings continue with our students families each week.
	Test taking strategies and test taking tactics in each academic course to prepare students for Regents and final exams	Practice Regents testing strategies and weekly assessments to evaluate students' growth and development	Teaching Staff/Daniel T. McFarlane	May 12, 2014/Updated May 16, 2014	Teachers are now providing rigorous test taking strategies on a weekly basis and assessing growth toward the June Regents exams. In addition, teachers are reviewing data from administered exams and doing item analysis to determine deficiencies to better assist in developing additional strategies in the remaining few weeks prior to Regents and final exams in June. Each teacher that is giving a Regents exam in June is providing a "Regents question or questions" of the day as an ice breaker in class.
	After school tutoring for students in academic need	Daily assessment and recovery of student progress in core academics. After school hours support	Teaching Staff/Daniel T. McFarlane	May 12, 2014/Updated May 16, 2014	Teaching staff is in process of offering after school tutoring services to their students based on need. This is providing teachers a manner in which to determine growth and success. This program continues based on student need in any academic course offered in the school.
	Communicating with each of our student's families to ensure they are aware of ALL academic requirements for their child to graduate from RCMCS.	Each student's family will be provided a copy of our Internal Course Sequence Tracking Sheet for their child. A letter of explanation will be provided to visually demonstrate where their child stands and what steps are needed to ensure each student matriculates on time.	Teaching Staff Denise Barclay Daniel McFarlane	May 21, 2014	

	<p>Staff evaluated a need to establish specific blocks of time to impactfully prepare students for Regents examinations and course final examinations in June of this year.</p>	<p>The teaching staff has established a two-hour window each Wednesday morning from 9:00am-11:00am to strictly focus on Regents preparation, testing strategies and precise tactics for testing success.</p>	<p>Teaching Staff/Daniel T. McFarlane</p>	<p>Start Date: May 21, 2014</p>	
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From: Jennifer L. Aronson
To: Elvira Wade
Subject: FW: This week status update
Date: Wednesday, February 08, 2017 12:43:01 PM

From: Jennifer Schwartzott
Sent: Wednesday, February 08, 2017 12:42 PM
To: Jennifer L. Aronson <jla@orblaw.com>
Subject: FW: This week status update

From: Kevin McCormick [<mailto:kmccormick@rcmcs.org>]
Sent: Tuesday, February 7, 2017 6:10 PM
To: Dennis francione <dfrancione@rcmcs.org>; Jennifer Schwartzott <JMS@orblaw.com>
Subject: Fwd: This week status update

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counts of how many teachers stay to offer tutoring and how many students stay with each teacher; how many disciplinary actions occur daily, the nature of that incident (i.e. horse play, etc. You can use the VADIR categories.) and the consequence for each action (i.e. parent conference, detention, etc.) Please keep in mind these are examples, not an all inclusive list. This data should be retroactive to the due date of the Corrective Action Plan of April 28. Thanks, Chistie

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From: Jennifer L. Aronson
To: Elvira Wade
Subject: FW: this weeks status report
Date: Wednesday, February 08, 2017 12:42:58 PM
Attachments: Evaluators' Recommendations.doc
weekly discipline statistic report.xlsx
Corrective Action Plan Immediate May 30 2014.doc

From: Jennifer Schwartzott
Sent: Wednesday, February 08, 2017 12:42 PM
To: Jennifer L. Aronson <jla@orblaw.com>
Subject: FW: this weeks status report

From: Kevin McCormick [mailto:kmccormick@rcmcs.org]
Sent: Tuesday, February 7, 2017 6:10 PM
To: Jennifer Schwartzott <JMS@orblaw.com>; Dennis francione <dfrancione@rcmcs.org>
Subject: Fwd: this weeks status report

----- Forwarded message -----

From: Kevin McCormick <kmccormick@rcmcs.org>
Date: Fri, May 30, 2014 at 4:18 PM
Subject: this weeks status report
To: Christine Coxon <ccoxon@mail.nysed.gov>, Bill Clarke <WCLARKE@mail.nysed.gov>, Susan Megna <SMEGNA@mail.nysed.gov>, Dennis Francione <dfrancione@rcmcs.org>, Christine Hill <chill@rcmcs.org>, Dianne Spang <dlsppop@rit.edu>, David Passero <dpassero@rcmcs.org>, Paul Clark <pclark@rcmcs.org>, Roderick Green <rgreen@hillside.com>, Christina Bakewicz <cbakewicz@rcmcs.org>

Christine,

Attached this week are three files:

- The update action plan



- The weekly discipline statistic report
- A recommendation from Don Mesibov's. Don is the consultants from St. Lawrence University who assess our classroom environment early May.

Any question please email me

Thank you,

Kevin

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RECOMMENDATIONS

- Create and maintain a narrow focus for staff on constructivist-based classroom teaching practices with a particular emphasis on project-based learning.
 1. Devote a minimum of 90 minutes on Wednesday afternoons toward professional development on this topic. The agenda should be to reflect on a practice teachers were previously asked to attempt in the classroom, discuss something new that teacher agree to try, and agree on a date for reflection on this practice teachers will attempt.
 2. There should be continuity of the agendas for these Wednesday sessions and all professional development.
 3. If Buck Institute or any other provider is utilized for professional development there must be frequent follow-up until the entire staff is effectively utilizing what was taught at these sessions.
 4. Allow time for regularly scheduled discussion groups where staff can select a topic and have a facilitated discussion on some aspect of classroom teaching practices which has been determined by staff and announced in advance so participants can bring research and ideas. The facilitator can be the principal, a teacher, an outsider, or can be handled on a rotating basis among any or all of the foregoing. If no other time is available this can be done as a separate 45 minutes of the Wednesday sessions, separate from the 90 minutes of professional development.
- Cultivate a climate of ownership among staff that becomes a model for the ownership the teachers must cultivate in the classroom among students for taking responsibility for their own learning.
 1. Let staff needs, as expressed by staff, drive the agendas for the Wednesday sessions and for all professional development.

2. Utilize at least one week of summer training to challenge staff, with skillful facilitation, to organize or reorganize how the school will function throughout the year. Challenge staff with the question: "If this were your school what would you do that we are currently doing and what would you change?" The administration should not be bound by every staff recommendation, but should accede to as many of the recommendations of staff as it feels are feasible.
 3. Create a steering committee consisting of leadership and staff representation that will oversee the functioning of the school and will be viewed by the Educational Leader, who should be a member of this committee, as a valuable resource, not a committee to in any way replace his leadership functions. This committee must receive training in its role and must meet regularly as well as on an as-needed basis.
- Publicize and emphasize the research, promulgated at times by the New York State Education Department, that indicates it takes at least six years for a major educational initiative to reach the point that it can be effectively evaluated by an improvement in student performance; however, as part of this public initiative suggest benchmarks that will indicate, along the way, that the school is being successful. These benchmarks should include what research indicates a school must be doing in order to achieve improvement in student performance.

Discipline Statistics Report

	5/23/2014	5/30/2014	Total
Violations			
Talking/Disrupting Class	64	15	79
Profanity	75	66	141
Disrespect Staff	12	12	24
Dress Code	5	0	5
Not in Class	4	2	6
Leaving Class w/out permission	22	14	36
Late to class	29	19	48
Food			0
Cellphone/Game/Earphones	9	11	20
Littering	1	3	4
Misuse Supplies/Equipment		3	3
Computer Violation	4	6	10
Sexual Harrassment			0
Physical Harrassment			0
Teasing/Insulting	6	10	16
Play Fighting	5	6	11
Fighting			0
Bullying		3	3
	236	170	406
Consequences			
Call Home	3	23	26
Home Visit		0	0
Restorative Practice	34	11	45
Parent Teacher Meeting			0
Confiscated	1	1	2
Total Consequences	38	35	73
Positive Reinforcement			
Card mailed home			0
Positive call home	3	3	6
Merit award/certificate			0
Total Positive Reinforcements	3	3	6
Phone Calls Home			
Good Behavior	7	7	14
Academic Concerns	4	4	8
General Concerns			0
Medical Incidents			0
Non-discipline (other)	103	100	203
Total Phone Calls Home	114	111	225

**ROCHESTER CAREER MENTORING CHARTER SCHOOL
CORRECTIVE ACTION PLAN (Immediate Plan)**

SITED BY SED:

- Respectful interaction among and between students teachers and staff
- Engaging Instructional practices
- Rigor of instruction

CURRENT ENVIRONMENT:

- 152 students currently enrolled at RCMCS. Leadership team, with direct support of teaching staff, will address items identified from SED by May 2nd, 2014 with measurable deliverables, identified staff and precise dues dates.

RCMCS BENCHMARKS:

- Personalization. Students remain with advisors to build relationships that will sustain the student with their personal, academic, social/emotional and family related issues.
- Constructivism and Project Based learning, as our instructional delivery models, teachers' classrooms will look more like workshops than traditional classrooms.

Desired State	How We Will Get There	Deliverable Product	Person Responsible	Due Date	Weekly Follow-up
Interaction between students, teachers and staff will be appropriate and respectful	The leadership team and teacher-advisors will monitor progress for overall improvement in ALL student behaviors as defined by the Code of Conduct	Each leadership member will specifically be assigned 38 students, along with their teacher-advisors, to ensure success of this initiative. Advisement will utilize School database system to track specific behaviors for on-going improvement	Daniel T. McFarlane, Ed. Leader Victoria Best, Internship Coordinator Jennifer Borsa, Dir. of Operations and Finance Denise Barclay, School Counselor	May 2, 2014/Updated May 30, 2014	Leadership team continued daily oversight of their assigned 38 students and their advisors. New agenda system for each meeting was designed to keep each discussion on task and focused on internal plan. Through weekly contact with advisors the leadership team continues to ensure the integrity of behavioral tracking and cell phone usage throughout the school. The total number of incidents is beginning to demonstrate an overall reduction with behaviors and cell phone usage. Weekly spreadsheet provided by RCMCS, as a data resource, is showing these results. Conducting small group discussions about rules and routines in advisement has helped teachers connect with their advisees. Yet more time is definitely needed for teachers to learn more about the effectiveness of restorative practice.
	Open communication with families to maintain engagement on all aspects of our students growth and attainment at RCMCS	Written letter to all families explaining policies surrounding Code of Conduct, expectations and zero tolerance policy at RCMCS	Daniel T. McFarlane	May 5, 2014/Updated May 30, 2014	Letter written home has been used for "talking points" between teacher/advisors and families. Teachers have been thoroughly educating our families on expectations, rules and rituals that are required with the school. Each teacher-advisor is using their

					tracking binders to monitor weekly contacts with families. This tracks date, person spoken to on the phone and topic discussed.
	Meeting with students to explain Code of Conduct, behavioral policy, cell phone policy and expectations	Town hall meeting by afternoon advisements	Daniel T. McFarlane Victoria Best	May 5, 2014/Updated May 30, 2014	Following our Town Hall meetings, each teacher/advisors are meeting with student's that have egregious issues that involve any behavioral issues. Through their Individual Learning Plans, teacher/advisors are setting realistic goals in improving their behavior. Each teacher/advisor meeting will entail precise goals for each individual student with family support. This enhances the 1:1 meetings for teacher and student. Families are also invited to these meetings and supports our efforts in ensuring all parties are working together.
	Leadership team will meet weekly with teacher-advisors to review progress of students interactions with teachers/staff	Spreadsheet will track daily behaviors which will be an integral part of weekly meetings with teacher-advisors to track behavioral improvements	Teaching Staff Daniel T. McFarlane Victoria Best Jennifer Borsa Denise Barclay	May 8, 2014/Updated May 30, 2014	Leadership team continues their weekly sessions each week with their three assigned advisors to review and evaluate progress in our initiatives. Teachers are addressing these behaviors and our zero-tolerance policy. Through weekly staff meetings, teachers are identifying through data tracking, that students are improving and making conscious and concerted efforts in improving behaviors.

Desired State	How Will We Get There	Deliverable Product	Person Responsible	Due Date	Weekly Follow-up
	Parent/Teacher Conference Evening at RCMCS. Held on May 7 th , 2014	Teacher-Advisors will have an opportunity to discuss student behaviors, academic attainment and collaborative efforts to work together	Teaching Staff/Daniel T. McFarlane	May 7, 2014/Updated May 30, 2014	Following the May 7 th evening, meetings are being held on a weekly basis with families to discuss issues related their children. These meetings will continue, in addition to weekly phone calls, in the continued development of strong family connections and academic review. All meetings are tracked in teacher-advisor's binders with notes related to discussions. Items are reviewed in teacher-advisor and leadership team meetings.

Engaging Instructional Practices	Internal assessment of Constructivist Pedagogy	Constructivist consultants from St. Lawrence University will assess classroom environment. Will provide written and verbal follow-up with Educational Leader then teaching staff upon completion	Daniel T. McFarlane	First review, May 2, 2014/Updated May 30, 2014	Donald and Susan Mesibov provided a verbal overview of their findings and general recommendations in our weekly professional development for teaching staff on Wednesday, May 21 st . Donald and Susan indicated they will be completing a written response as a formal submission to the school with specific recommendations. Donald and Susan Mesibov provided a preliminary written response to the leadership team to review on Thursday, May 29 th , 2014. Attached document provided by Donald Mesibov will be used to provide guidance in summer professional development program. Donald Mesibov understands the challenges we have ahead of ourselves in following the 9 principles of a constructivist classroom, but firmly believes this charter is on the right path of offering our students a rigors and an engaging learning environment. (see attached recommendations)
Rigor of Instruction	Review of students failing or in danger of failing for immediate academic intervention	Teacher-advisors will be in weekly contact with families for proper progress-monitoring	Teaching Staff/Daniel T. McFarlane	May 5, 2014/Updated May 30, 2014	Teacher/Advisors continue to be in contact with their advisee's families from the evening conference on May 7 th and by further telephone conversations. The over-arching follow-up has been formulated through phone calls and face-to-face meetings with families. Primary discussion revolves around Regents preparation, course grades and weekly work in classrooms.

	Test taking strategies and test taking tactics in each academic course to prepare students for Regents and final exams	Practice Regents testing strategies and weekly assessments to evaluate students' growth and development	Teaching Staff/Daniel T. McFarlane	May 12, 2014/Updated May 30, 2014	Teachers are now providing rigorous test taking strategies on a weekly basis and assessing academic growth toward the June Regents exams. In addition, teachers are reviewing data from administered exams and doing item analysis to determine deficiencies to better assist in developing additional strategies in the remaining few weeks prior to Regents and final exams in June. Teaching staff is using some basic test taking strategies in class to help student's succeed. They are using old Regents exams for practice and material review and using programs, such as Test Wizard, to assess progress.
	After school tutoring for students in academic need	Daily assessment and recovery of student progress in core academics. After school hours support	Teaching Staff/Daniel T. McFarlane	May 12, 2014/Updated May 30, 2014	Teaching staff is in process of offering after school tutoring services to their students based on need and availability of student's. This is providing teachers a manner in which to determine growth. This program continues based on student need in any academic course offered in the school. In addition, families have been provided details on Regents review courses offered at the local library system in the City of Rochester. This is an after-hours program designed for urban youth. Weekly review from teacher's on what students they are receiving after hours and what progress those student's are making in review sessions.
	Communicating with each of our student's families to ensure they are aware of ALL academic requirements for their child to graduate from RCMCS.	Each student's family will be provided a copy of our internal Course Sequence Tracking Sheet for their child. A letter of explanation will be provided to visually demonstrate where their child stands and what steps are needed to ensure each student matriculates on time.	Teaching Staff Denise Barclay Daniel McFarlane	May 21, 2014/Updated May 30, 2014	Each family was provided a mailed copy of our Cohort/Course Sequence documentation, along with a cover letter, providing each family an opportunity to see what courses are required from the State of New York and RCMCS to matriculate from the school. This documentation provides additional opportunities for discussions with our families to ensure success of our students. Teacher-advisors are adding this documentation

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From: Jennifer L. Aronson
To: Elyra Wade
Subject: FW: cell phone policy/ and no C only B challenge
Date: Wednesday, February 08, 2017 12:11:58 PM

From: Dennis Francione [mailto:dfrancione@rcmcs.org]
Sent: Wednesday, February 08, 2017 11:03 AM
To: Jennifer L. Aronson <jla@orblaw.com>
Subject: Fwd: cell phone policy/ and no C only B challenge

Hi, Jennifer-

Feb 2015, our PTO was helping teachers plan a strategy for cell use and abuse. This was a strategy for the CAP.

Dennis Francione
CEO/Founder
Rochester Career Mentoring Charter School
30 Hart Street, 3rd Floor
Rochester, New York 14605
(585) 232-1045

----- Forwarded message -----

From: Adams, Olivene <Olivene_Adams@urmc.rochester.edu>
Date: Tue, Feb 10, 2015 at 12:28 PM
Subject: cell phone policy/ and no C only B challenge
To: Dennis Francione <dfrancione@rcmcs.org>
Cc: Deborah Alloco <dalloco@rcmcs.org>

PLEASE DON'T SKIM AND READ ALL! Very Important information I'm sharing (thanks)

Morning,

I wanted to bring to your attention that at the meeting on February 5, 2015 we all agreed that preparing for our children future is a must and making sure the necessary tools, structure, staff, communication, expertise education and testing is what our children need to be successful.

We all agreed that parent involvement is a must in helping to see the school become a success. Dennis, mentioned that Rochester Career Mentoring Charter School has a relationship with Monroe community College my old Alma-Mater (class of 06) It's an excellent school!

What better way to prepare kids than to just give them what the Colleges are expecting of students! This is important especially when over half of city school kids graduates usually attend their local community Colleges. I find it difficult for any young learning student to be expected to follow future rules when they are not enforced to have to do it in their primary learning. Below is a copy of Monroe Community College cell-phone Policy taken right from their own handbook.

CLASSROOM POLICY

1. In all instances, civility and respect for classmates and the instructor are expected.
2. Book bags, briefcases, etc. are not allowed on your desk during class. They must remain on the floor near your chair.
3. You may not use cell phones in class.
 - a. All ringers must be turned off.
 - b. You may not text message, place or answer calls.
 - c. All earphones, headphones, headsets or any other accessory for your cell phone may not be used in class – that means, out of sight and not on your head or in your ear.
4. You may not use any device (for example, iPod, MP3 player) to listen to or view music or other programming in class.
5. You will be asked to leave class if you disregard classroom policy.

This policy is a College Policy and the way a student should conduct him or herself in a class room should not be taught at College level! At the college level it is expected that you already have class-room ethics. But to obtain this it must be taught at the high-school and primary levels.

Again, providing excellence and advancement will leave less room for mishaps. The next time, face-book texting in the class-room to start fights, sexual acts etc. and downtown fights happen: We hope It won't be our school issue and instead we will be sharing advice with other schools on what we are doing that is working for our school.

I want to propose a new method that I made up and I call it no C only B challenge. This is an all year around challenge where you can earn a spot-light and points based on how high or low your B or A is. The awards are everything from a chance to be the teacher in one of your classes and teach a class, a day off of school excluding test days and need parent approval for the day plcked, running the office for half of a day (principal personal assistant) etc.

I'm full of ideas, and I'm available to help. I ALSO NEED THE INFORMATION FOR THE PROGRAM AT MCC FOR COLLEGE CREDITS thank you!

Enjoy your week!

EXHIBIT 19

From: [Jennifer L. Aronson](#)
To: [Elyra Wade](#)
Subject: FW: [BOT] Fwd: Draft action plan
Date: Wednesday, February 08, 2017 12:12:14 PM
Attachments: [Rochester Career Mentoring Charter School Site Visit report Review and Initial Action Plan.docx](#)

From: Dennis Francione [mailto:dfrancione@rcmcs.org]
Sent: Wednesday, February 08, 2017 11:20 AM
To: Jennifer L. Aronson <jla@orblaw.com>
Cc: Jennifer Schwartzott <JMS@orblaw.com>; Brandan Keaveny <bkeaveny@rcmcs.org>
Subject: Fwd: [BOT] Fwd: Draft action plan

Jennifer-

Our consultant, Dirk Tillotson, Great School Choices. provided us assistance with the CAP.

Dennis Francione
CEO/Founder
Rochester Career Mentoring Charter School
30 Hart Street, 3rd Floor
Rochester, New York 14605
(585) 232-1045

----- Forwarded message -----

From: Kevin McCormick <kmccormick@rcmcs.org>
Date: Wed, Jan 28, 2015 at 3:56 PM
Subject: [BOT] Fwd: Draft action plan
To: Board of Trustees <bot@rcmcs.org>

----- Forwarded message -----

From: Dennis Francione <dfrancione@rcmcs.org>
Date: Tuesday, January 13, 2015
Subject: Fwd: Draft action plan
To: Kevin McCormick <kmccormick@rcmcs.org>

Kevin-

Please read and let's discuss before you send to board.

Dennis Francione
CEO/Founder
Rochester Career Mentoring Charter School

30 Hart Street, 3rd Floor
Rochester, New York 14605
(585) 232-1045

----- Forwarded message -----

From: **Dirk Tillotson** <dirk.tillotson@gmail.com>
Date: Tue, Jan 13, 2015 at 5:31 PM
Subject: Draft action plan
To: **Dennis Francione** <dfrancione@rcmcs.org>

here you go Dennis, we should kind of talk through it and build it out some based on what you guys have already done, we can also allocate some responsibilities to accomplishing the tasks and also really demonstrating the progress. there are some other areas that we should discuss separately. So please digest and let me know when you would like to discuss etc.

Let me know if the contract works as well

We will get through this and much more to come

D

Dirk Tillotson
Founder and Executive Director
Great School Choices, Inc.
Founder
NY Charter School Incubator
347 545 1776
510 366 6902

"It is easier to build strong children, than to repair broken men"-- Frederick Douglass

--

Kevin McCormick
President - Board of Trustees

Rochester Career Mentoring Charter School
30 Hart Street - 3rd Floor
Rochester, NY

You received this message because you are subscribed to the Google Groups "Board of Trustees" group.

To unsubscribe from this group and stop receiving emails from it, send an email to bot+unsubscribe@rcmcs.org.

To post to this group, send email to bot@rcmcs.org.

Rochester Career Mentoring Charter School Site Visit report Review and Initial Action Plan

This analysis is organized around the site visit report itself, identifying the key areas they identified, the evidence cited and then briefly identifying concrete next steps to demonstrate to them the improvement needed. We will need to work to prioritize areas, allocate responsibility and set timelines and accountability (the blank who, what, when column). Your team has probably already begun to address many of these areas, in which case we should document and review process as well as set some accountabilities and feedback mechanisms. You should also anticipate scrutiny on the areas not covered in the site report, so we should be proactively looking at some of the quality benchmarks that were marked as N/A in preparation for scrutiny. There are a variety of documents that were reviewed in the initial report that should also be reviewed and revised, which are included following the table.

Next Steps

1. Review progress on areas identified, actively seek data through surveys, data reviews, interviews, and focus groups, engage stakeholders.
2. Document progress, develop action plans, and create specific timelines, responsible parties and deliverables, board undertakes strategic planning and prioritization.
3. Share out action planning with the community, engage stakeholders in design and implementation, create active and efficient feedback loops
4. Continually document the process, outcomes, and modifications made based on data.

Specific areas to review and document

1. Overall human resources review, development based on effective practices and implementation, encoded in the staff handbook
2. Review of curricula and curricular responsibilities of staff, revise roles if necessary, creation of curricula bank aligned with the schools philosophy and criteria identified by SED, staff roles and responsibilities in developing, overseeing and reviewing curricula defined
3. Develop and implement better utilization of student data and alignment of rigor between Regents examinations and school assessments
4. Develop and implement formal and informal quality instructional rubrics that reflect the school's philosophy, and include specific learning outcomes
5. Review and analyze behavior management policies, practices and professional development, revise as necessary, and engage stakeholders in implementation
6. The Advisory program should be reviewed and clarified with more specific and consistent goals, activities and outcomes, specifically including the development of ILPs, support and engagement, and school culture, greater PD and structure for teachers to implement

7. Review Board documents, align them, conduct self-evaluation, strategic planning session, develop and implement board development plan, design and implement final dashboard, take more robust minutes reflecting board oversight
8. Focus on the Key Design elements and their implementation, increase targeted student support, internship goals and training identified and implemented, greater accountability and instructional rigor based on RCMCS philosophy

The SED report review

Area identified	Critique	Measures/evidence	Remediation	Who What when
Curriculum underdeveloped	<ol style="list-style-type: none"> 1. "teachers as curriculum designers" Model hasn't worked due to turnover 2. Critical components of curricula are Missing, including differentiation, most importantly 	<p>Curriculum materials Provided during school Visit</p> <p>RCMCS curriculum Materials list</p>	<p>Clarify for teaching staff the curriculum requirements/components</p> <p>Create a more formal curricula bank from existing lessons and publicly available sources (engageny)</p> <p>Designate staff to support curriculum development with teachers and to be responsible for lesson standards and banking, as well as the overall curriculum</p> <p>Undertake an annual curricular review during the summer for efficacy and alignment</p> <p>Review the "teachers as curricular designers" model, and determine its efficacy or supports needed for success</p> <p>Create staff responsibility to greater align assessment rigor and review</p> <p>Conduct failed item analysis to determine curricular modifications</p>	
Use of data to make curricula modifications	<ol style="list-style-type: none"> 1. There is little correlation between the rigor in teacher assessments and the regents 2. There is limited use of data to determine curricular or 	Gaps between teacher grades and regents aligned midterms		

	program efficacy	MAP results	Continue to implement PD around the use of data to improve C and I	
Instructional Practices	<ol style="list-style-type: none"> 1. There was little or no evidence of rigorous instruction 2. Limited "constructivist" student engagement was observed 	<p>Stakeholder interviews</p> <p>Classroom observations</p> <p>Student survey</p>	<p>Communicate to all stakeholders the use of data and the data itself for transparency and actionability</p> <p>Develop observational quality rubrics built around constructivist practices</p> <p>Provide ongoing PD and support to implement rubrics aligned to instructional philosophy</p> <p>Implement rubrics into formal evaluative observations</p>	
Behavior Management/ school culture	<ol style="list-style-type: none"> 1. School not adhering to its dress code 2. Lack of evidence as to whether policy changes have worked 3. Student survey showed significant issues peer to peer 	<p>Stakeholder interviews</p> <p>Observations</p> <p>Student survey</p>	<p>Clarify and implement dress code</p> <p>Track behavioral issues as part of dashboard, and analyze changes</p> <p>Given the peer to peer issues, consider some more peer based intervention strategies</p> <p>Reinforce and clarify key aspects of school culture across stakeholders, review and revise the handbook and policies as necessary</p>	
School Safety	<ol style="list-style-type: none"> 1. Parents and student surveys raised challenges around school safety 2. Teachers survey indicated high levels of discrimination and harassment in the school 	Stakeholder surveys	<p>Review, revise, and continually reinforce policies and norms around safety</p> <p>Consider peer based strategies for safety interventions</p> <p>Work with teachers to understand and</p>	

			address their challenges, review harassment and discrimination policies and create practices to implement a discrimination and harassment free environment	
Learning environment	<ol style="list-style-type: none"> 1. Observations of classrooms showed less than half were safe and respectful 2. Students reported peer to peer respect issues 3. Parents report peer to peer respect issues 	<p>Observations</p> <p>Stakeholder surveys</p>	<p>Review, revise, and reinforce policies and norms around respect, implement this throughout the community</p> <p>Develop and implement classroom observation rubrics around safety and respect</p> <p>Increase peer to peer interventions, and communication across the community</p> <p>Increasingly track and analyze data around school safety and peer to peer interactions, tracking the efficacy of interventions</p> <p>School should specifically build outcome measures and data tracking as part of the contracting process</p>	
Partnerships	The school needs to measure implementation and results from partnerships	interviews		
Communication	<ol style="list-style-type: none"> 1. Questions about the school communication from advisors and its frequency 2. Parent survey showed mixed results 	<p>Interviews</p> <p>Parent survey</p>	<p>Review current strategies and oversight mechanisms, work with parents to identify optimal communication strategies</p> <p>Create a proactive and focused engagement strategy that can be tracked and analyzed, work with PTO</p>	
Family Satisfaction	<ol style="list-style-type: none"> 1. Comprehensive school survey raised concerns from all stakeholders about behavior 	<p>Stakeholder Surveys</p> <p>Interviews</p>	<p>As above, reviewing data, analyzing and refining policies and professional development to implement a more positive</p>	

	<p>and school culture</p> <ol style="list-style-type: none"> 2. Lack of accountability in partnerships to support school culture 3. Advisory program lacks curriculum, is inconsistently implemented, and has not yielded results 4. High attrition rate evidences low satisfaction 	<p>Observations</p> <p>Student attrition rates</p>	<p>school culture</p> <p>Building explicit measures of progress and accountability into contracts, and holding contractors accountable</p> <p>Develop or utilize a specific curricula for advisory with PD and support on its implementation, this could be an opportunity to really inculcate the improved school culture of respect and work with students on individual goals in ILP</p> <p>Develop a stronger outreach and early work with students and families once admitted to asses fit, develop stronger summer program and peer supports for students, create a process to assess reasons for attrition and develop plans remediate, set specific targets for attrition and track it in an ongoing way, as well as conducting exit surveys</p>	
Board Membership and self-evaluation	<ol style="list-style-type: none"> 1. Board lacks sufficiently diverse composition 2. Board self-evaluation isn't completely aligned with job description, and doesn't capture some key responsibilities 	<p>Board roster</p> <p>Trustee job description</p> <p>Trustee self-evaluations</p>	<p>Review the board composition and recruit for members with key expertise (legal, finance, maybe HR, intern partners, employers etc)</p> <p>Review Job description and self-evaluation tool and revise for consistency and to meet the priorities of the school</p>	
Strategic Planning and continuous improvement	<ol style="list-style-type: none"> 1. Dashboard development is a work in progress and there is not yet a consistent process for communicating essential data to the board to inform decision- 	<p>Interviews</p> <p>Review of dashboard</p> <p>Review of meeting</p>	<p>Review key accountability outcomes, school priorities, and reporting schedules and finalize monthly dashboard that will be available 48 hours prior to meeting, to inform board decisionmaking</p>	

	making 2. Board is not sufficiently responding the State's requirement of a performance based evaluation system 3. Minutes do not reflect urgency or key deliberations, like strategic planning	minutes	<p>Review current evaluation processes for Board and staff, assure that it utilizes key accountability data, review with stakeholders and implement</p> <p>Undertake an additional strategic planning meeting to prioritize and clarify key goals, strategies, and accountability measures</p> <p>Adopt a more robust process of taking minutes, while the legal standard is really only a summary of motions made and votes taken with an accounting of all votes, SED seems to want a more robust accounting of the debate that demonstrates the Board's urgency and oversight</p>	
Oversight of school management incl. performance based evaluations	<p>1. Board has not clearly evidenced the capacity to oversee the school based on data</p> <p>2. Board needs to develop a CEO evaluation that includes independent data and is performance based</p> <p>3. Board needs to proactively and structurally address strategic challenges</p>	<p>Interviews</p> <p>School leader evaluation tool</p> <p>Trustee job description</p>	<p>Board should get PD on assessment interpretation and key accountability measures</p> <p>Board should adopt an evaluation tool that is based on key objective accountability measures</p> <p>Board should conduct another strategic planning session, reviewing data, setting strategic priorities, and agreeing on goals and measures of progress—HR improvement specific should be addressed</p>	
Communication with the school community	there is limited evidence that the board effectively communicates to families	<p>Minutes</p> <p>Interviews</p>	<p>Board should create specific forums where Board communicates with the school community, this could be part of the job</p>	

			Surveys	description (participation in school events, pto meeting visit, forums with community etc)	
Legal obligations to the school and stakeholders	Absence of an attorney seems to limit the school's ability to understand its legal liabilities	Board job description Board self-evaluation	Other specific communications or feedback mechanisms with the community Recruit a lawyer		
Roles and Responsibilities clearly defines	<ol style="list-style-type: none"> Staff turnover has resulted in changing roles that are not clearly defined in role or needed expertise Org chart needs revision to reflect supervisory relationships 	Org chart interviews	Do a formal analysis of any liability, conflict of interest issues, assure that your policies are compliant, particularly conflict of interest and code of ethics Review and revise the staff handbook, clarifying roles, responsibilities and needed expertise for positions		
Communication among community members	<ol style="list-style-type: none"> Questions around whether the communication strategy of the school is aligned with families capacity 	Interviews Site visit focus group	Review and revise the org chart to reflect supervisory relationships Conduct technology survey of families to understand online utilization		
High quality staff	<ol style="list-style-type: none"> new hiring process has not resulted in decreased turnover Specific concerns were raised by parents that are related to staff stability 	Interviews Staff attrition rates Parent surveys	Conduct focus group or survey of families around best ways to communicate Continue to develop and implement improved HR processes, hiring, orientation, support, evaluation, feedback, retention Conduct staff satisfaction survey and respond to concerns raised Utilize exit interviews to understand staff departures and track and explain attrition in the current year		

			Conduct parent surveys to monitor satisfaction and respond in the identified areas	
Systems to monitor and maintain instructional and organizational quality	<ol style="list-style-type: none"> 1. Formal evaluation process does not have identified tools 2. Informal observation tool does not capture issues of student learning of the lesson skills or standards 3. School's PD may not be aligned to teacher needs 4. Mentor teachers do not have specific roles 	Formal and informal evaluation tools	<p>If feasible increase the number of formal observations and develop with teachers the formal evaluation rubric (either self created or drawing from Danielson etc) and provide a robust process of feedback to support improvement</p> <p>Review and revise informal observation tools to reflect instructional priorities as well as learning outcomes (pre posting of standards or goals, exit tickets, etc)</p> <p>Undertake review of PD schedule, and survey teachers regularly on PD needs, aligning support to needs</p> <p>Create more rigorous PD efficacy evaluation and utilize that in planning pD</p> <p>Clearly define mentor teacher roles, responsibilities and intended outcomes, create an evaluative process for mentor teachers to determine efficacy</p>	
Key Design Elements	<ol style="list-style-type: none"> 1. Some key design elements are being partially implemented (ILPs, teacher advisors, enrichment and support), Others are very underdeveloped (PBL, rigorous constructivist engagement), questions about 	<p>Surveys</p> <p>Board minutes</p> <p>interviews</p>	<p>Clarify and reinvigorate the advisory curriculum to better review and support IPL goals</p> <p>Better align data to provide the support and enrichment necessary for students to reach goals</p>	

	<p>implementation of internships</p> <p>2. Investment in constructivist instruction drains resources from the other priorities</p>		<p>PD should specifically support advisers in their roles with students</p> <p>Instructional evaluation rubrics should be developed to encompass the philosophy of the school as well as emphasizing learning outcomes for students</p> <p>Teacher as curriculum designer model should be revisited and either revised or better supported to produce appropriate curricular materials</p> <p>Internships need to have a deliberate tracking and evaluation process, with specified training for site staff and explicit learning outcomes for students</p> <p>Students support and enrichment needs to be more targeted and robust to remediate learning gaps and bring students to grade level</p> <p>Review commitment to constructivism and either more faithfully implement or revise</p>	
<p>Instruction, classroom management, leadership, and parent involvement is consistent with the school's mission and KDEs</p>	<p>The school's practices have not fostered the level of achievement consistent with the school's mission (low rates of on-track students and low regents passage rates)</p> <p>The level of instructional rigor is low</p> <p>High level student engagement and</p>	<p>Academic success rates</p> <p>Class observations</p> <p>Parent surveys</p>	<p>Review the process of identifying student needs and remediating them most generally, assure that optimal student academic supports are in place</p> <p>Develop instructional quality rubrics that encompass key measures of rigor aligned with your instructional philosophy</p>	

	inquiry were not evident Parent involvement (outside of sports) in school activities was minimal		<p>Orient students to instructional philosophy and demonstrate for them what active engagement looks like and reinforce active participation</p> <p>Develop specific activities for parent engagement based on parent engagement survey, implement and track active parent engagement</p>	
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Documents reviewed by SED and updates needed

- Map
- ☒ Teacher roster – demonstrate qualifications, length of tenure
- ☒ Current organization chart – review and change as necessary
- ☒ A master school schedule
- ☒ Board materials
 - Minutes- take more active minutes that demonstrate greater oversight
 - Job Description- Review to meet needs and to align with evaluation
 - ☒ Board self-evaluation documents – align to job description and school needs, include specifically diversity in composition, create a board development plan based on self evaluation
 - ☒ Blank teacher and administrator evaluation forms
 - Develop and include Quality Instruction rubric tied to school philosophy and demonstrating learning outcomes
 - Review and revise teacher evaluation process if necessary, include specific accountabilities around student learning
 - Review and revise administrator evaluation process, include specific external accountability goals and data
 - ☒ Student/family handbook- Review handbook and policies, revise if necessary
 - ☒ Staff handbook and personnel policies – Review and revise staff handbook, specifically outlining staff roles and responsibilities where needed (mentor teacher etc.), and evaluation process. Also include more robust overall Human resources strategy

- ☑ **A list of curricular documents -- organize and supplement curricular documents with emphasis on the key elements RCMCS identifies and also those identified in the site report**
- ☑ **A list of major assessments**
- ☑ **Standardized internal assessment data -- demonstrate analysis and utilization of the data**
- ☑ **Data showing the percentage of students with disabilities and English language learners**
- ☑ **Professional development plans and schedules -- review and revise these based on data, develop an ongoing process of evaluating PD and being responsive to PD needs of staff+**
- ☑ **A description of efforts to recruit and retain SWDs, ELLs, and FRPL-eligible students**

EXHIBIT 20



VTS SPECIALISTS IMPROVING SCHOOL CLIMATE FINAL PROJECT SCOPE

November 14, 2014

OVERVIEW

1. Project Background and Description

The initial meeting was attended by the CEO Dennis Francione, Jennifer Bulling and Victor T. Saunders after I had completed a presentation to the 9th and 10th grade classes. That presentation was focused on student's related to Positive Decision Making and Accountability for Behavior. The CEO expressed concern related to negative behaviors by specific students affecting the classroom management of RCMCS teachers. At that time the CEO requested Professional Development for the staff focused specifically on classroom management skills and skill building related to the decrease negative behaviors. Mr. Francione felt classroom disruption was prevalent and it was impeding the ability of the teacher to get the most instruction accomplished during the time available. A follow up meeting with Victor T. Saunders and Principal Velickovic to set up strategy for the project rollout was conducted.

2. Project Scope

- ❖ Teachers complete self-assessment for classroom management capabilities or shortcomings
- ❖ Consultant completes 2 days of classroom observations of teacher student interaction and environmental factors that could affect or enhance behavior.
- ❖ Self-assessment data collected from the teachers used as a training tool to improve classroom management related to skills showing lowest scores from assessments
- ❖ Complete a 3 hour interactive Professional Development Workshop on Effective Classroom Management & Cultural Competency Awareness to improve school climate
- ❖ Shared tools to Improve Staff cohesion regarding Crisis Response to Escalating Negative Behaviors
- ❖ How to Illicit Student Trust Thru Engagement & Positive Interaction
- ❖ Individual meetings with specific teachers and support staff regarding classroom expectations were conducted and feedback given related to tools demonstrated that were learned during workshop on school climate

3. High-Level Requirements

- ❖ Become consistent and confident when addressing negative classroom behaviors
- ❖ Ability to confidently engage when responding to negative classroom behaviors
- ❖ Build staff cohesion through productive solution focused team meetings
- ❖ Consistently and Repetitively address classroom expectations
- ❖ Share your culture as you try to gain further knowledge about others



VTS SPECIALISTS YOUTH INTERVENTION STRATEGIES

4. Deliverables

The new system must include the following:

- The administration will have buy in related to skills being exhibited by staff acquired through Professional Development Workshop
- Ability to interface classroom behavior interventions seamlessly within the existing constructivist model
- Ability to incorporate non-traditional methods of interaction to connect with students and build cohesive relationships
- Improve Staff Crisis Response To Escalating Negative Behaviors
- The staff will exhibit improved cultural awareness and its effects on learning styles

5. Affected Parties

The current classroom expectations of Rochester Career Mentoring Charter School will be revisited throughout the school in all grades regularly and discussed with students. The negative classroom behaviors will be addressed more consistently with uniformity among all staff. This is in line with recognizing negotiable and non-negotiable aspects of a democratic classroom environment. Staff will become more inclusive of the cultural aspects that may affect a student's ability to accept the lessons.

6. Affected Business Processes or Systems

The collaborative efforts related to VTS Specialists work with St. Lawrence Professor Don Mesibov will not take place as previously planned. Moving forward the collaborative intervention efforts within the constructivist model will be designed with the input of Director of Constructivism Dan McFarlane. The facilitator will offer ongoing availability to staff in regards to discussing strategies and techniques that may have a positive and long lasting effect on the school and classroom climate.

APPROVAL AND AUTHORITY TO PROCEED

We approve the project as described above, and authorize the team to proceed.

Name	Title	Date
Dennis Francione	Chief Executive Officer	9/30/14
Maria Velickovic	Principal	9/30/14



Jennifer Bulling	Executive Director of Operations & Finance	9/30/14
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EXHIBIT 21

Leadership Strategic Action Plan

2015

#1--Dennis is putting together a charter school monitoring and investment committee of 2 teachers, 1 parent, and 1 consultant and CEO to hold the instructional leadership team and teaching staff accountable for the daily instructional operations of the school. Also, to hold the instructional leadership team accountable for the behavioral improvement of our students. Dennis will chair the committee. This committee will be in place by January 5, 2015.

CEO's Expectations of its Educational Leader beginning January 5, 2015.

1. **Autonomy:** I can recognize allowing the leader of the school to obtain autonomy to a certain degree. I need to see the following:
 - A written narrative drafted by the Educational Leader which pertains to the way the Instructional Team will be utilized.
 - A written narrative drafted by the Educational Leader about the utilization of the talents and expertise of teacher leaders. Which committees should be formed to address the State report and how much autonomy will the Educational Leader give the teachers?
 - A clearly defined narrative drafted by the Educational which explains the different roles of the Educational Leader and Director of Constructivism and explaining how the two coincide.
 - Greeting the students every morning at the front door when they come up from breakfast. Taking an interest and investment in our students every morning.
 - The Educational Leader becomes a walking manager who frequently visits classrooms and assists the instructional staff when requested.
 - More visibility in the hallways during the day. Assigning meetings before or later in the day. Holding formal teacher conferences/meeting at the end of the school day when permitted.
2. **Suspension:** The CEO will review all suspensions given to students to date.
 - From this day forward, January 5, 2015, any recommended long-term suspension must be approved by the CEO before it goes into effect.
 - From this day forward, all recommended short term suspensions will be reviewed by the Student Success Center Committee, which includes Dennis Francione, Theresa Cortez, Christopher Stell (chair), James Easley, and Ronda Wada.
 - The Student Learning Code of Conduct must be adhered to.
3. **A Student Recruitment Strategic Plan** will be put together by the Educational Leader. This Strategic Plan will be presented to the teaching staff (date TBA) and a Power Point Presentation will be conducted for the Board of Trustees on January 21, 2015.

Expectations of Director of Operations

Jennifer will continue to assume the role of financial manager and building operations pertaining to maintenance of the buildings and building expansion under my management and leadership.

- **Work with Landsman on expansion for 2015 – 2016 school year**
- **Weekly reviews of the cleanliness of the building must be maintained.**
- **Prepare an analysis of the budget for Athletics Department for CEO, by January 8, 2015.**

Rochester Career Mentoring Charter School

- Review and prepare a narrative of the instructional teaching staff credentials making sure everyone is up to date.
- Maintain monthly budget analysis for the CEO and Board of Trustees.

Expectations of Director of Constructivism

- Map out the monthly Wednesday's workshops for Constructivism. Beginning with January, note the theme of each workshop.
- An external reviewer and evaluator will be assigned the charter.
- Maintain and oversee testing and assessment, including Mid-terms and Finals, with the assistance of the Career counselor.
- Assist CEO with the State Review Plan



EXHIBIT 22



New York State Education Department

Full Site Visit Report
Performance Framework
2014-2015

Rochester Career Mentoring Charter School

October 30-31, 2014

Date of Report: January 7, 2015

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SCHOOL DESCRIPTION¹

Opening Information

Date initial Charter Approved by Board of Regents	09/13/2011
School Opening Date	08/20/2012
Charter Term	9/13/2011 - 6/30/2017

Location

School Year(s)	Location(s)	Grades at Location	District of Location	Districts Served
2012-present	30 Hart Street, Rochester, NY 14605	9-11	Rochester	Rochester

Partner Organizations

Partner Name	Partnership Type	Dates of Service
None		

Mission Statement

Rochester Career Mentoring Charter School (CMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college.

Key Design Elements

• Personalization (Individual Learning Plans and teacher-advisors)
• Teachers as Curriculum Designers (based on RCSD curriculum framework, aligned to CC, using project-based learning)
• Career Internships
• Enrichment Block and Student Support

¹ The information in this section was provided by the NYS Education Department Charter School Office.

School Characteristics²

School Year	Chartered Enrollment	Actual Enrollment	Grades Served
2012- 2013	80	78	9
2013-2014	160	172	9-10
2014-2015	240	225	9-11
Maximum enrollment: 320			

Student Demographics

	2012-2013			2013-2014		
	Percent of School Enrollment	Percent of Rochester CSD Enrollment	Variance ³	Percent of School Enrollment	Percent of Rochester CSD Enrollment	Variance
Race/Ethnicity						
Black or African American	83%	61%	22	75%	61%	14.2
Hispanic	15%	25%	(9.3)	18%	25%	(7.6)
White	1%	10%	(9.0)	4%	10%	(5.8)
Special Populations						
Students with Disabilities	12%	18%	(5.9)	16%	18%	(2.1)
Limited English Proficient	2%	10%	(8.1)	0%	11%	(11)
Economically Disadvantaged	90%	83%	7.9	100%	87%	12.8

² Enrollment data presented here is based on information provided by the school on-site and in 2012-2013 and 2013-2014 Annual Reports. Data could not be reliably extrapolated from NYSED data because of significant inaccuracies caused by double-counting of individual students in the school SIRS submission.

³ Variance is defined as the percent difference of subgroup enrollment between the charter school and district of location.

Current Board of Trustees

Board Member Name	Term	Position/Committees
Kevin McCormick	Founding member 2016 expiration	President Executive Committee Financial Committee
Paul Clark	First term (added 10/2012) 2016 expiration	Vice President Executive Committee Ethics Committee
Dianne Spang	Founding member 2016 expiration	Secretary Executive Committee Building, Personnel and Curriculum Committees
Christine Hill	Founding member 2016 expiration	Officer Ethics, Building, Personnel and Curriculum Committees
Christina Bakewicz	First term (added 9/2011) 2016 expiration	Officer Personnel and Curriculum Committees
Tamara Varnado	First term 2016 expiration	Parent Representative PTO, Ethics and Personnel Committees
Dr. Shirley Sommers	New Oct 2014 2016 expiration	Officer Personnel and Curriculum Committees
Jeanette C. Silvers, Ed.D	New Oct 2014 2016 expiration	Officer Personnel and Curriculum Committees

School Leader(s)

School Year	School Leader(s) Name and Title
2012 – present	Dennis Francione, Chief Executive Officer
2012 - 2013	Colette Cateau, Educational Leader
2013 - 2014	Daniel McFarlane, Educational Leader
2014 - present	Maria Velickovic, Educational Leader

School Visit History

School Year	Visit Type	Evaluator (NYSED/External)	Date
2013-14	Drop in	NYSED	May 2, 2014
2013-14	Check in	NYSED	March 20, 2014
2013-14	Check in	NYSED	December 5, 2013
2012-13	Check in	NYSED	June 17, 2013

Corrective Action

On April 2, 2014, NYSED required the School to develop and implement a corrective action plan that would address identified concerns in the areas of instruction and academic rigor, school culture and climate, and leadership, staffing and governance, and lead to demonstrated improvement toward meeting the Board of Regents Performance Framework benchmarks and the performance goals articulated by the School in its charter. The School was directed to take corrective action to produce the following elements:

- Consistent implementation of instructional practices that engage students in standards-based learning and performance tasks appropriate to the grade level, and that are sufficiently rigorous to align with expectations of proficiency as measured by Regents examinations;
- A school climate that is respectful, safe and conducive to teaching and learning;
- A stable and qualified teaching and leadership workforce able to meet the School's educational goals;
- Implementation of a performance based evaluation system for School leadership, board of trustees and service providers.

METHODOLOGY

A two-day full site visit was conducted at Rochester Career Mentoring Charter School on October 30-31, 2014. The SED team conducted interviews with the board of trustees, school leadership team, teachers, parents, and students. In cooperation with school leadership, the team administered anonymous online surveys to teachers and parents. The team used the NYSED Monitoring Plan to guide the process.

The team conducted 29 classroom observations in Grades 9-11. The observations were approximately 20 minutes in length. Team members recorded observations on the Classroom Observation Worksheet and used the Classroom Observation Rubric to guide their reviews.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- Map
- Teacher roster
- Current organization chart
- A master school schedule
- Board materials
- Board self-evaluation documents
- Blank teacher and administrator evaluation forms
- Student/family handbook
- Staff handbook and personnel policies
- A list of curricular documents
- A list of major assessments
- Standardized internal assessment data
- Data showing the percentage of students with disabilities and English language learners
- Professional development plans and schedules
- A description of efforts to recruit and retain SWDs, ELLs, and FRPL-eligible students

BENCHMARK ANALYSIS

The Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school authorized or renewed in 2012 or beyond, outlines 10 Performance Benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

The three key areas above are the on-site focus. Observational findings from the site visit are presented in alignment with the Performance Framework Benchmarks and Indicators, though not all Indicators are necessarily assessed on every site visit. For a full description of the Indicators under each Benchmark, please access the following link:

<http://www.p12.nysed.gov/psc/documents/CSPerformanceFramework022113.pdf>

The Benchmarks included in the Performance Framework are as follows:

- Benchmark 1: Student Performance
- Benchmark 2: Teaching and Learning
- Benchmark 3: Culture, Climate, and Family Engagement
- Benchmark 4: Financial Condition
- Benchmark 5: Financial Management
- Benchmark 6: Board Oversight and Governance
- Benchmark 7: Organizational Capacity
- Benchmark 8: Mission and Key Design Elements
- Benchmark 9: Enrollment, Recruitment, and Retention
- Benchmark 10: Legal Compliance

Benchmarks 2, 3, 6, 7 and 8 will be the focus of the Full Site Visit.

The Department's recommendation to the Regents will be a summary of key findings based on the guidelines outlined in the *Regents' Charter School Renewal Policy*⁴, and will include an assessment of whether the charter school exceeds, meets, approaches, or falls far below each performance benchmark (see scale below).

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

⁴ Approved by the New York State Board of Regents at the November 5, 2012 meeting.

**New York State Education Department
Charter School Performance Framework**

Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or come close to meeting student achievement goals for academic growth, proficiency, and college and career readiness on state standards and achievement goals outlined in the school's charter.	N/A
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Falls Far Below
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Falls Far Below
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	N/A
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	N/A
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Falls Far Below
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Falls Far Below
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Falls Far Below
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	N/A
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	N/A

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: The site visit team determined that Rochester Career Mentoring Charter School (RCMCS) Falls Far Below Performance Benchmark 2.

Evidence: The School has not established systems to ensure that students have access to a well-implemented, cohesive, and comprehensive curriculum that is consistent with the expectations of the New York State P-12 Common Core Learning Standards (CCLS). The School confirms that the use of data to design an academic program that meets the needs of all students remains in the early stages of implementation. Instructional practices in use by teachers fail to engage students in their learning. Strategies (such as a revised school-wide behavior management plan and use of student supportive services provided by community-based organizational partners) to address persistent misbehavior that disrupts the learning environment have yet to demonstrate a positive impact on the School's outcomes. According to the NYSED Teacher Survey, only five out of 15 teachers agree that the school climate and culture directly support student learning and achievement.

Curriculum (Performance Framework Benchmark 2, Indicators 3, 4, 5, 6): One of the School's key design elements defined in its charter is "teachers as curriculum designers." To implement that element, the School provides time during the summer professional development period for teachers to construct curriculum maps for their content area. However, the substantial turnover in teaching staff at the school has resulted in the school employing a large number of novice and early career teachers who are then charged with creating curriculum without demonstrated expertise in curriculum design. According to the NYSED Teacher Survey, 10 out of 15 teachers are new to the School this year.

The curriculum materials provided for review by the site visit team include sequences of content topics to be covered during the school year and brief descriptions of learning activities and core materials. Some of the RCMCS course descriptions include essential questions. Missing from the curricula are critical components such as explicit learning targets, sample formative/summative assessments (RCMCS curriculum materials list indicates "tests and quizzes" are the assessments to be used), and rubrics or criteria for determining whether students have mastered the intended objective. A major omission from the School's curriculum documents are any strategies for differentiating lessons to meet the variety of learning needs evident among the School's students.

Use of Data (Performance Framework Benchmark 2, Indicators 1, 7, 11): School leaders, teachers and members of the Board of Trustees confirmed that the use of student data to make meaningful modifications to the curriculum is not yet well implemented by teachers. Gaps between passing grades on teacher-developed measures of achievement (course grades) and Regents-aligned mid-terms (Table 1) demonstrate substantial differences between the rigor expected by teachers and the Regents-level rigor promised in the school's mission. The School administered the Measures of Academic Progress (MAP, NWEA <https://www.nwea.org/>) twice during the 2013-14 school year to assess student progress. The first administration of the 2014 year occurred in September, with the second scheduled for the first

week of November, 2014. The school leaders stated that results from the MAP confirm what the school knew from other data: that most students are well below average in both math and reading. Three-quarters of the ninth graders ranked in the low rating, below the twenty-first percentile. Half the tenth graders fell into that category as well. Eleventh graders demonstrated stronger performance, with 38% below the twenty-first percentile in reading and 23% at that level in mathematics. School leaders reported that teachers are receiving professional development during Wednesday professional development sessions to help them analyze and use the results of the MAP assessments. While the school has experimented with a variety of strategies to deal with different levels of student learning needs, it has not employed a systematic use of data to determine which strategies are having a positive impact on student outcomes.

Table 1: RCMCS Course and Mid-Term Passing Rates (third quarter 2013-2014) (school provided data)

9 th Grade	Course			Mid- Term		
Subject	# Stud taking course	# Stud passing course	% Stud passing course	# Stud taking local mid-term	# Stud passing mid-term	% Stud passing mid-term
Foundations of Math	32	11	34%	29	5	17%
Integrated Algebra	38	9	24%	37	1	3%
Living Environment	64	59	92%	64	26	41%

10 th Grade	Course			Mid- Term		
Subject	# Stud taking course	# Stud passing course	% Stud passing course	# Stud taking local mid-term	# Stud passing mid-term	% Stud passing mid-term
Global II	72	60	83%	72	24	33%
English II	76	75	99%	76	57	75%
Chemistry	76	61	80%	55	7	13%
Geometry	63	60	95%	27	22	81%

Instructional Practices (Performance Framework Benchmark 2, Indicators 8, 9): The most common instructional practice in the classes observed by the site visit team involved students using laptop computers to look up definitions or fill in blanks on worksheet packets. There was little or no evidence of rigorous instruction and while many students were obediently complying with the teacher's instructions, there was little evidence that students were cognitively engaged in their learning. Student participation was limited to completing assigned tasks and answering teacher-initiated questions. No examples of student-generated questions were observed.

Table 2: Instructional Practices

Ratings: 0 – No or limited evidence 1 – Partial Evidence 2 – Consistent Evidence			
	0	1	2
2. The teacher implements high-quality, rigorous instruction.	18	10	0
3. The teacher uses instructional practices to promote high levels of student engagement and inquiry.	19	6	0

Students' responses on a School-administered June 2014 survey confirmed the observations during the site visit. A significant number of students reported they rarely experienced the school-defined "constructivist" teaching strategies on a regular or frequent basis (Table 3).

Table 3: Excerpt from June 2014 Student Survey (n = 87)

How often have you. . .	5 or more times	3 or 4 times	2 times	1 time	never
Worked in small groups?	17	25	25	9	10
Completed an essay or project using multiple sources of information including different types of technology?	18	27	18	12	10
Had whole class discussions?	21	20	19	16	11
Participated in hands-on activities, projects or science experiments?	23	19	16	15	14

Learning Environment (Performance Framework Benchmark 2, Indicator 10): Persistent student behavior that disrupts the learning environment interferes with students' access to a productive learning experience. The school has adopted an array of strategies to reduce class disruptions, but has yet to establish a consistently orderly environment. Full discussion of the evidence about the learning environment appears in Benchmark 3.

Benchmark 3: Culture, Climate and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: The site visit team determined that Rochester Career Mentoring Charter School Falls Far Below Performance Benchmark 3.

Evidence: The School uses a variety of strategies, partnerships with community organizations and personnel to address students' social and emotional health, but school leaders report that the programs have not led to a meaningful reduction in student misbehavior. While there is moderate agreement among parents and students that the school is safe, survey responses reveal serious concerns about student-to-student interactions. Communication between the school and families appears inadequate to establish a positive working relationship needed to support the success of all students. Although the school conducted a comprehensive survey of students and parents in June, 2014, it is not clear how school leaders have responded to the concerns raised by the survey respondents. Overall satisfaction with the School's programs and operations continues to be limited, expressed in the high rate of student withdrawals during the school year.

Behavior management (Performance Framework Benchmark 3, Indicators 1, 2, 3, 4): At the start of the 2014-2015 school year, the School revised its behavior management plan to address persistent class disruptions caused by student clothing and cell phone use during class. The School limited cell phone use to lunch and non-class times and proposed a dress code that mirrored career expectations. Students petitioned to allow tee-shirts in addition to collared shirts, and the School approved the amendment. Observations during the visit suggest that not all students are adhering to the dress code and the School did not provide data to demonstrate whether the new policies have resulted in the desired improvement in the school environment.

In the June 2014 student survey administered by the School, a number of students reported significant instances of serious threats to the school climate. Physical fights, bullying, and threats are not uncommon, according to the students responding to the survey.

Table 4: Excerpt from June 2014 Student Survey (n = 87)

	Almost always	Often	Some of the time	Rarely	Almost never
Students threaten other students at my school.	15	21	28	13	9
Students bully other students.	11	17	25	23	10
Students get into physical fights.	18	22	31	12	3
Teachers often shout at students.	16	21	3	11	7
Students bring alcohol or illegal drugs to school.	8	4	17	25	31

School Safety (Performance Framework Benchmark 3, Indicators 5, 7): The three parents and the 11 students participating in the site visit focus groups affirmed that the school is safe. However, survey responses from 15 parents and 87 students present a more moderate assessment of the School's safety and only five out of 15 teachers agreed that the School was free of discrimination and harassment, according the NYSED CSO Teacher Survey.

Table 5: Excerpt from June 2014 Parent & Student Surveys

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
(Parents n = 15) My child is safe at school.	4	5	2	2	2
(Students n = 87) I feel safe in this school.	13	30	29	8	7

Over 16 percent of students and 25 percent of parents disagree or strongly disagree that the School is safe. While a small proportion of the total population, these responses raise concerns that the School has not established adequate safeguards to preserve feelings of safety for all students.

Learning Environment (Performance Framework Benchmark 2, Indicator 10): The classroom climate observed by the site visit team revealed fewer than 50 percent of classes demonstrating even partial evidence of a classroom environment that is safe and where students are treated with respect.

Table 6: Instructional Inventory (Excerpt)(n = 29)

Ratings: 0 – No or limited evidence 1 – Partial Evidence 2 – Consistent Evidence			
	0	1	2
Climate, Culture and Safety			
1. Classroom climate is characterized by high, clear expectations for student behavior and routines.	17	10	1
2. Students participate and are engaged in learning.	11	17	0
3. Classroom environment is safe and students are treated with respect.	6	20	1

Students responding to the June 2014 survey administered by the School generally agreed that teachers treat students with respect, but highlighted less agreement about the presence of respectful interactions from students to teachers and between students.

Table 7: Excerpt from June 2014 Student Survey (n = 87)

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Teachers treat students with respect.	16	29	26	7	9
Students treat teachers with respect.	4	9	32	15	27
Students treat each other with respect.	6	10	30	16	25

Parents generally agree that respect is prevalent at the school, though almost 53 percent of parents responding to the survey confirm student responses, that students do not treat teachers with respect (Table 8).

Table 8: Excerpt from June 2014 Parent Survey (n = 15)

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Adults treat students with respect.	5	8	1	0	1
Students treat teachers with respect.	2	2	2	5	3
Parents treat teachers with respect.	4	5	4	1	0

Partnerships (Performance Framework Benchmark 3, Indicator 6): The School has established contractual relationships with several social service agencies to provide support for students' social and emotional health. The Student Success Center (SSC), established this year, is intended to provide essential services for students facing challenging social or emotional issues. As implemented, the SSC serves as a "time out" space for disruptive or uncooperative students removed from class. The SSC is managed by staff from The Center for Youth Services.

Communication (Performance Framework Benchmark 3, Indicators 8, 9, 10): According to school leaders, teachers assigned as advisors are responsible for calling parents with both good news and concerns. The three parents in the focus group agree that they receive information about their child but these parents may not be representative, since one works at the School and another is the parent delegate on the board of trustees. School leaders explained that they invited all parents to participate in the focus group in a letter sent home with students, but none of the parents who attended recalled having received or seen that letter.

One item on the June 2014 parent survey addressed communication from the School. While five parents responded that they receive information from the school several times a month, seven of the 15 parents report they receive information about what child is studying twice a year or less. The school has not yet established communication strategies that enable parents to be active partners in their child's education.

Table 9: Excerpt from June 2014 Parent Survey (n = 15)

How often have you...	Several times a month	Once a month	Every other month	Once or twice this school year	Never
Received information about what your child is studying in school?	5	3	0	3	4

Assessment of family and student satisfaction and responses to concerns (Performance Framework Benchmark 3, Indicators 11, 12, 13): The School administered a comprehensive survey to students and parents in June of each of the two completed school years. The survey responses provided to the site visit team reveal serious concerns from parents and students about the behavior of students and the interactions among students and between students and teachers. The School has implemented the Student Success Center staffed by community agencies and school personnel to provide counseling support for students who disrupt the learning environment, but measurable evidence that the Center is producing positive change in the school and classroom climate is not available. When asked whether the Center was achieving the desired results, the leadership team offered their anecdotal sense that the number of referrals has decreased since the start of the year, but did not have data at hand to demonstrate the precise changes. The school leader reported his concern that the results from the partnership with the counseling agency staffing the Center was not producing outcomes sufficient to recommend their continuation, but did not offer precise benchmarks or targets to be met to inform decisions about continuation of those services. Students interviewed during the site visit indicated that those who are referred to the Center often return to class with no change in behavior, continuing their disruptive effect on the learning environment.

In addition to the Student Success Center, the School intends that its advisory program serve as a proactive effort to respond to student and parent concerns about school climate. However, there is no advisory curriculum being followed across the school, resulting in widely different uses of this strategy that to date have not yielded positive results. The three parents interviewed by the site visit team described their understanding that the advisory period is not well managed. Two advisory sessions observed during the site visit confirmed parents' comments. While the teacher attempted to engage students in an activity, some were at the computers, others chatting, and some left the classroom.

Retention of students at the School is a measurable indicator of family satisfaction. RCMCS has retained 75% of its students during the first two years of operation. As of the date of the site visit, 25 students have withdrawn from the school in the two months since the start of the school year.

Table 10: Student Withdrawal and Retention

(2014-2015 information provided by the school and from the Board of Trustees September 2014 Dashboard)

	2012-2013	2013-2014	2014-2015 (as of Oct 31, 2014)
Enrollment target from charter	80	160	240
# Students enrolled	84	172	217
# Students withdrawing during the school year	10	42	19
% Retention	95%	75%	79% (Oct 31)

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: The site visit team determined that Rochester Career Mentoring Charter School (RCMCS) **Falls Far Below** Performance Benchmark 6.

Evidence: Until recently, the RCMCS Board of Trustees has not engaged in strategic planning based on evidence of school performance. Policies have been initiated in response to issues that have arisen, rather than proactively in anticipation of needs. A newly refined dashboard report is requested at monthly board meetings summarizing some of the key indicators of school performance but not all relevant information is included to enable the board to respond effectively to the requirements of the charter or to the Corrective Action Plan. The board reports that the dashboard is under continual revision, making it difficult to track key indicators over time.

Board membership and self-evaluation (Performance Framework Benchmark 6, Indicators 1, 5): The Board of Trustees at Rochester Career Mentoring Charter School seated two new members this year, recruited by the school leader to replace two of three members who resigned in 2014, before the end of their terms. Both new members have expertise in the field of education, one in the area of teacher education at an area college and the other as a retired educator who had provided professional development for the RCMCS staff. The background of the eight members is primarily in the area of K-12 education and supportive services for youth, with no members with expertise in the finance or legal fields.

Four board members completed a checklist self-evaluation in September 2014, rating their adherence to expected duties as a trustee. The items on the checklist address key areas: Support of the RCMCS mission; regular attendance at board meetings and school events; collaborative behavior; and support of the school financially through fundraising and personal donations. The checklist items are different from the ten areas of responsibility listed in the June 2014 board job description developed with the assistance of a consultant. The new job description includes responsibilities to "monitor and strengthen" the school's programs and services, a critical function of the board. However, the job description document does not describe the qualifications of prospective board members to indicate the board's intention to ensure a diverse range of expertise among its members.

Strategic planning and continuous improvement ((Performance Framework Benchmark 6, Indicators 2, 4) The RCMCS board of trustees stated that they have an intensified commitment to "asking the tough questions" of the School. Minutes of board meetings in January and February 2014 report multiple requests for specific school performance information from school leaders. The board created a "dashboard" document to succinctly capture key indicators of school performance, including enrollment, attrition, attendance, staffing, course passing rates, Regents passing rates, as well as charter-specific data on internship placements, personalization, participation in after school activities 'teachers as curriculum designers' and enrichment/ student support services. According to board members, the intention is to have the dashboard provided by the School before monthly board meetings so members have an opportunity to examine the data and ask questions or seek clarification

during the meeting. The sample September 2014 dashboard document provided to the site visit team was only partially complete. Minutes of the September board meeting do not include discussion of the dashboard data or format. Board members described the dashboard as “a work in progress,” indicating that there is not yet a consistent process for communicating essential data to inform board decisions.

As described by the board and school leaders, School policies and programs have been changed in response to issues that have arisen. The revised student code of conduct with the requirement that parents sign to indicate receipt of the policy emerged from ongoing concerns about behavior in the building. Changes in the dress code to require a more professional, career appropriate style of dress is intended to align with the start of internships for students in grade 11. Board members added that stricter hiring practices, requiring teaching candidates to meet with staff and demonstrate a lesson, was initiated in response to the high rate of staff turnover during the School’s first two years.

The board reported being active participants in developing the School’s Corrective Action Plan in response to the State’s concerns about the school’s ability to fulfill the commitments in its charter, issued in September, 2011. In the plan, the School listed strategies that, while potentially valuable, do not directly address the central area of concern noted in the corrective action designation; namely, instruction that engages students in rigorous learning opportunities. In a progress update submitted by the board in September 2014, the corrective action required of the board – implementing a performance-based evaluation system for the school leadership, service providers, and board of trustee members – lists the job description and expectations for board members as the only actions completed to date. Other deliverable products listed in the plan do not express an understanding of the State’s requirement of a performance based evaluation system.

While board members describe participating in a retreat, minutes from that event were not available for review. Also, recent board meeting minutes do not show a sense of urgency around the high number of student withdrawals and continuing turnover in instructional staff, factors which threaten the fiscal viability of the school. Even though the September dashboard was incomplete, as noted previously, the September board minutes did not document any discussion of the data that was provided, including the below-target 85% attendance rate, the two teaching positions still open, or the significant discrepancy between course passing rates and Regent’s passing rates.

Oversight of school management including performance-based evaluation process for school leaders (Performance Framework Benchmark 6, Indicators 3, 5): One of the items in the recently updated board job description is “determine, monitor and strengthen the (sic) programs and services.” According to meeting minutes and interviews with board members, management of school operations has been the responsibility of the CEO and the board has deferred to the school leader to handle day to day operations. The board’s requests for data, now recorded on the dashboard document, is just starting to be put into place as a regular practice. Board members explained that their review of the school’s progress monitoring data (NWEA MAP assessments) last year was challenging because they did not understand how to interpret the results. Meeting records do not show how the board used the data submitted on the September dashboard to carry out its responsibilities as listed in the new job description document: “Monitor progress in achieving the outcomes and goals” and “Assess the quality of the program and services.”

The board recently completed a review of the school leader in October 2014. The document shared with the site visit team lists a number of performance indicators which both the CEO and the board evaluated. Overall the school leader received a rating of “met expectations” despite issues mentioned

elsewhere in this report and on the September dashboard document, such as below-target student attendance; academic results; the high rate of student withdrawals; teacher turnover; and data from the June 2014 survey that reveals persistent concerns about the school climate. The majority of the data cited in the evaluation is provided by the CEO, and, while the board indicated it is revising the school leader evaluation to incorporate a rubric, there was no indication how the board would gather independent evidence to inform its ratings.

The board admitted that its most significant challenge is to stop the turnover in personnel; however, the board offered no structured remediation strategy other than the revised hiring process for teachers. A critical challenge emerged within the past month when the Coordinator of Internships abruptly resigned, raising questions about the ability of the School to carry out its core mission, internships for all eleventh grade students. The school leader and other administrators reported they have recovered the essential information they need and the mentorships are scheduled to proceed as originally designed. They intend a wide search for a replacement, setting a target of January to fill that position.

Communication with the school community (Performance Framework Benchmark 6, Indicator 6):

As discussed under Benchmark 3, the three parents interviewed during the site visit are well aware of activities at the School because of their positions as staff and board members. The communication they mentioned came from teachers or school leaders, and there are questions whether information in print form is being received by families. The board process for communicating with families and the community includes a regular public comment section at the beginning of each board meeting. Minutes reflect few participants in the public comment sections.

Legal obligations to the school and stakeholders (Performance Framework Benchmark 6, Indicator 7):

The new board job description document makes explicit the responsibility of trustees to be aware of and ensure compliance with all legal obligations required of the School. In the board checklist self-evaluation form, members are asked to inform the board if there are potential conflicts of interest. One board member reported his role as a supervisor for the agency providing services in the Student Success Center. The board assured the site visit team that the new board member who had previously been contracted to offer professional development to the staff would no longer provide that service. Board members were alerted to consult their attorney regarding the employment of a board relative at the school. The absence of legal expertise on the board raises concerns that actual or perceived conflicts of interest may create barriers to the School's success.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: The site visit team determined that Rochester Career Mentoring Charter School Falls Far Below Performance Benchmark 7.

Evidence: Roles and responsibilities for some leadership and staff positions are briefly defined in some school documents, but the school handbook does not describe staff qualifications and performance evaluation criteria. The School has an informal system in place to ensure that new staff members are aware of the expectations of their role, a considerable challenge given the persistently high rates of turnover in personnel at RCMCS. Frequent changes in organizational structures with few consistent systems to manage operations threatens the ability of school leaders and staff to provide an effective and efficient educational program that fosters the success of all students as promised in the charter.

Roles and responsibilities clearly defined (Performance Framework Benchmark 7, Indicator 1): According to RCMCS teachers, frequent changes to the leadership and organizational structures over the past year have resulted in changes in roles and responsibilities which are not clearly defined. Outlines of the general responsibilities of the Educational Leader, Director of Operations, and the Director of Constructivism were provided during the leadership team interview. The supervisory relationships shown in the 2014-2015 organizational chart present the Educational Leader with oversight over the Director of Constructivism, a role now held by the previous instructional leader at the school. The division of duties for ensuring quality instruction at the school between these two roles is unclear and the expected qualifications and expertise required for these roles is not included in the personnel handbook.

The 2014-2015 organizational chart also shows the Career Counselor position in line with the teachers, athletic director and student success center, with no direct link to the Coordinator of Internships, raising questions about how the career counseling curriculum aligns with and supports the aims of the internship program. As mentioned previously, the Coordinator of Internships abruptly resigned at the beginning of this school year after serving in that position since the school's opening. With little supporting organizational connections or a clear system of accountability, the resignation created challenges to the School to reconstruct existing commitments so that the inaugural eleventh grade class could participate in planned internships, a key design element of the school.

Communication among community members (Performance Framework Benchmark 7, Indicator 2): RCMCS uses Google Docs to store curriculum information, making it possible for teachers to share lessons and plans with one another using a permission system. In addition, the Jupiter system stores student information (grades, attendance, discipline), and parents can set up online access to monitor their child's performance remotely. School leaders shared their belief that not all families have computer access and suggested that the Jupiter system is not regularly used because of that limitation. However, the School has not conducted a technology survey of families to confirm the scope of online opportunities available to its families. As described previously, the School relies on print material sent home with students or through the mail to communicate with families, a system that proved ineffective

when parents reported not receiving the invitation to participate in the site visit focus group. Teachers and advisory leaders are expected to call parents regularly with concerns as well as compliments.

High quality staff (Performance Framework Benchmark 7, Indicator 3): According to members of the board of trustees, the primary challenge for RCMCS is stopping the continual turnover in staff. A more rigorous hiring process initiated last year has not yet resulted in reduced turnover: Four teachers resigned since August, four new teachers were added, one starting three days before the site visit, and two open positions are being filled by substitutes.

Table 11: Staff Attrition 2013-2014

	FTE 2013	Added 7/2013 – 6/2014	Departed 7/2013 – 6/2014
Teachers	10	12	9
Administrators	5	5	4

Surveys completed in June 2014 reveal parent concerns about staff turnover, with written responses on the survey addressing a number of issues: (a) lack of homework; (b) school condition, appearance; (c) communication about school events; (d) prevalence of disruptive students; (e) lack of response to concerns about student disability; (f) inexperienced, unskilled teachers; (g) unskilled classroom management. Data about staff stability from the start of this school year suggest that the board and school leaders have yet to develop an effective strategy to minimize the disruption to the educational program caused by staff turnover.

Systems to monitor and maintain instructional and organizational quality (Performance Framework Benchmark 7, Indicator 4): RCMCS has a system of formal observations twice per year conducted by the Director of Learning (Educational Leader on the 2014-2015 Organizational Chart). The evaluation tools are not described in the school documents provided for the site visit or in the school handbook.

In addition to the formal reviews, the Director of Constructivism conducts weekly informal observations to monitor a set of teacher actions consistent with the constructivist approach. The observation checklist includes 31 indicators across five categories: characteristics of constructivist teaching; constructivist classroom; teacher's role; assessment; teacher self-assessment. Most of the indicators describe the actions teachers should take to implement a constructivist learning experience, and, while several describe how students will be organized (in groups), none of the indicators in the checklist capture evidence about whether students can demonstrate their learning of the skills or concepts in the lesson.

School leaders provided a professional development calendar showing sessions occurring during the summer and during the early release Wednesdays during the school year. Feedback on the school's professional development is collected by asking participants to fill out a "3, 2, 1" reflection worksheet – 3 ideas I took away; 2 ideas I can apply; and 1 question or concern I still have." The school has no system for tracking of whether strategies taught in training sessions are put into action by teachers. Six teachers in the focus group said that the professional development is very helpful. A survey administered by the CEO indicates that the school's professional development is not reaching all teachers and is not typically seen as helpful.

As noted in other sections of this report, systems to maintain instructional quality at RCMCS are hampered by the frequent turnover among teachers. The school assigns a veteran teacher to serve as a

mentor to orient new teachers to the RCMCS culture but mentors are not held to specific outcomes. Another effort intended to raise the quality of staff is the new hiring process launched June 2014. Board members said that the new process is intended to ensure that prospective candidates appreciate the expected commitments and challenges of teaching at RCMCS. The four resignations so far this year raise questions as to whether the new procedures are improving retention.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: The site visit team determined that Rochester Career Mentoring Charter School Falls Far Below Performance Benchmark 8.

Evidence: RCMCS is far from meeting its mission of becoming a “model secondary school.” While some key elements are being implemented, the core academic program does not meet the “rigorous academic standards” as measured by student outcomes that would be sufficient to provide students with “the academic and technical skills needed for today’s workforce and/or entrance into college.”

RCMCS Mission: *Rochester Career Mentoring Charter School (CMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today’s workforce and/or entrance into college.*

RCMCS Key Design Elements:

- Personalization (Individual Learning Plans and teacher-advisors)
- Teachers as Curriculum Designers (based on RCSD curriculum framework, aligned to CC, using project-based learning)
- Career Internships
- Enrichment Block and Student Support

Key design elements (Performance Benchmark 8, Indicator 2): RCMCS established ambitious design elements as core components of its educational program: personalization; teachers as curriculum designers; career internships; and enrichment block and student support. At the start of the School’s third year of operation, RCMCS has implemented individual learning plans and teacher advisors (personalization) and devised a daily schedule that includes enrichment and support. The curriculum remains in the early stages of development, and project based learning is not a common or consistent method of engaging students in rigorous learning experiences. 2014-2015 is the first year for eleventh grade students, the year when internships are implemented as part of the school’s design. At the time of the site visit, school leaders were dealing with the abrupt resignation of the Coordinator of Internships and preparing to send students on their first internship experiences.

A number of challenges have impacted the implementation of these key design elements.

Enrichment block and student support:

- Board members, school leaders, and teachers pointed out the substantial learning weaknesses among students enrolling at RCMCS. The extended day and summer bridge programs are intended to remediate learning gaps and bring students up to grade level, but Regents results and course passing rates show that significant numbers of students are not reaching a level of proficiency to put them on track to graduate with a Regents diploma.
- Recently, the board approved a recommendation from the CEO to provide additional tutoring services for RCMCS students, in recognition of the ongoing weaknesses of current support services.
- Enrichment for academically capable students is arranged on a one-on-one basis.

While some key design elements have the potential for helping students meet the goal of college and career readiness, the School continues to face serious challenges in its efforts to fully and effectively implement its design. In addition, the School has chosen to invest personnel and time toward establishing an educational program grounded in constructivism, a valid model but not one that is part of its mission or key design elements. These investments drain resources (time, personnel, effort) from full and focused attention to effective execution of the strategies and approaches promised in the original charter.

Instruction, classroom management, leadership and parent involvement is consistent with the school's mission and key design elements (Performance Benchmark 3, Indicator 3): The RCMCS educational program – curriculum, instruction, classroom management – has not fostered the levels of achievement consistent with the School's mission -- to graduate all students with a Regents diploma and "the academic and technical skills needed for today's workforce and/or entrance into college." According to school leaders, only 53 percent of students are on track to graduate with a Regents diploma. The School shared that 44 of 77 eleventh graders have passed one or no Regents exams.

Less than one-third of the classes visited by the site visit team (detailed under Benchmark 2 and included in Appendix A) demonstrate even partial evidence of high quality rigorous instruction. Even fewer instances of high levels of student engagement and inquiry were noted. The RCMCS mission promises to "engage students in career exploration, college preparation, and rigorous academic standards" which were not in evidence during the site visit. With the exception of sports events, parent involvement in school activities is minimal, and communication is a continuing problem as reported by the survey responses and the parents interviewed during the site visit.

While the RCMCS mission and key design elements are credible and potentially valuable elements in a quality learning organization, students have yet to enjoy the benefits of a well-executed educational program.

APPENDIX A: INSTRUCTIONAL INVENTORY

Rochester Career Mentoring Charter School
Total Classrooms Observed = 29

0 - No or Limited Evidence	1 - Partial Evidence	2 - Consistent Evidence
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Data below represents number of times instructional practice was observed, partially observed, or not observed.

Three main instructional practices identified by the RCMCS school leader:

- a. Constructivist teaching practices
- b. Personalization
- c. Student engagement

		0	1	2
Curriculum and Instruction				
1. The three main instructional practices identified by the school leader are observed.	a.	21	7	1
	b.	23	6	0
	c.	10	19	0
	Overall	18	10	1
2. The teacher implements high-quality, rigorous instruction.		18	10	0
3. The teacher uses instructional practices to promote high levels of student engagement and inquiry.		19	6	0
Climate, Culture and Safety				
4. Classroom climate is characterized by high, clear expectations for student behavior and routines.		17	10	1
5. Students participate and are engaged in learning.		11	17	0
6. Classroom environment is safe and students are treated with respect.		6	20	1

EXHIBIT 23

To: William Clarke

From: Kevin McCormick, President of Rochester Career Mentoring Charter School

This letter is in response to the meeting you arranged with the Board of Trustees on Wednesday, January 28th at 1:00 p.m. We thank you for informing us about your immediate concerns with Rochester Career Mentoring Charter School.

Rochester Career Mentoring Charter School (RCMCS) was founded on the principles of providing secondary students a unique instructional design that would invest them in significant, meaningful learning. This charter was approved by the NYSED charter School Office and the Board of Regents in 2011, with the understanding that the Rochester Career Mentoring Charter School would be a systemic educational change, unlike almost all other regular and charter schools in New York State.

At our meeting the Board of Trustees members and, I were astonished to hear that you are recommending that our charter be revoked. You provided us with no evidence or any research-based factual reports conducted on our charter that the school charter should be revoked. Your accusation that RCMCS is performing poorer than the Rochester City School District is without merit. Where is the evidence? I also recall you stating that there "does not appear a sense of urgency on the part of RCMCS" to improve it student academic performance and testing results. This statement is in direct opposition of what our charter school personnel have been doing.

In our brief two years of existence, we have been in good standings as indicated by Susan Gibbon's first year written full day visit report. Susan explained that RCMCS was going through the same operational openings most first year charter schools go through. Last year, Christine Coxon visited our charter, but never sent us a written draft. This left us in limbo. We were only asked to do a Corrective Action Plan, but were never provided the reasons why, objectives, and guidelines for the creation of the Corrective Action Plan.

Previously, when we received the final draft of this year's "Two Full-day Visit," our CEO, Mr. Francione and the Educational Leader, Ms. Velickovic, began to immediately develop an evidenced-based packet challenging some of the unfounded statements in the final draft. Susan Megna's e-mail, stating that we would be provided time to respond to the report with a thorough evidenced-based response, in our opinion, would demonstrate our improvements this school year and would be critical for the charter school office concerns. Our Leadership Team was in the process of completing this report.

Furthermore, our confusion of the assessment you have been providing our charter school remains. Below is a letter to you challenging quite a few statements found in the final draft prepared by Susan Gibbons.

This following response from the Educational Leader and supported by the CEO is to attest to what was witnessed and experienced during the New York State Review Visit on October 30, 2014 and October 21, 2014.

On the morning of the first day of the visit, I met with the three reviewers (Susan Gibbons, Susan Magna, and Jeri Chapman) to give them an overview of staffing for the day. That day, we had three teachers who were absent and a vacant spot in Earth Science 10, which was filled by a long-term substitute. I explained the absences to the reviewers, and was told that they would not enter those classrooms during their classroom visit. When the reviewers made their way around the school to conduct classroom visits later on in the day, I was in the hallways and was disappointed to see that they entered each of the rooms in which there was a noted substitute, in some cases more than once. It is my understanding that the comments found in the state report released in January 2015 regarding worksheets being given to students came directly from the rooms observed in which there was a substitute teacher. This was not the case with our English 11 teacher the state observed, whose students were performing projected-based activity involving a classroom demonstration. Nothing was mentioned of this activity in the report.

I would also like to take time to make a comment on the overall culture of the Rochester Career Mentoring Charter School during the State of New York Review on October 30, 2014 and October 31, 2014. As the Educational Leader of the school, I, as always, was very visible in the hallways that day and as my daily routine was monitoring hallway activity during the time in which the state reviewers were on the third floor doing classroom observations. Hallways were exceptionally quiet and all students traveling to the restroom or any other location had a pass in hand. I know this to be true as I was one of the individuals asking students for passes. Students were exceptionally well behaved and one student even approached state reviewer Jeri Chapman and asked her if she needed help finding her next classroom. This student escorted Ms. Chapman to the classroom where she was conducting an observation and told Ms. Chapman, "I hope that you have a great rest of your day". There was one notable discipline issue during the second day of classroom observations, in which a student became disrespectful to a teacher. This student was removed from the classroom and appropriately disciplined for her lack of respect. Upon the conclusion of the state review at the end of the day on October 31, 2014, I informally met with the then four state reviewers in Mr. Francione's office and asked them if they needed anything and offered support. At that time, one of the reviewers stated "Thank you. Your teachers have been very hospitable and your students have been very polite and well behaved". Upon the state reviewers leaving, I was left with a very positive impression regarding the culture of the school, both from my observations of student behavior during the classroom visits, and from the comments and overall demeanor of the reviewers at the conclusion of their visit on October 31, 2014. I was shocked to read their comments in the report regarding the culture of the school. Their report is directly opposite of the impression I was left with on the final date of their review.

With regard to the culture of the school, it is critical to note that the data used against our school in the January 2015 report is not applicable to the 2014-2015 school year.

The report cites, on numerous occasions, data from a student survey administered in June 2014. Not only was this data made available from an entirely different school year, this data also does not reflect my presence as the Educational Leader of the school, nor the presence of several key new staff members who have helped to improve the culture of the school. That student survey data from June 2014, shows student dissatisfaction with a dismissed staff member with whom many students had strong relationships. It is my belief that this key piece of information tainted the data demonstrated in the survey and that administration of a current survey would not yield the same results.

I recognize, as the Educational Leader of the school, that the Rochester Career Mentoring Charter School has some areas that it can certainly improve as we strive to be one of the best schools in the Rochester area. As a school, we have recognized areas of need and have written them into our Corrective Action Plan. Keeping in mind that we are only in our third year of operation and that we are making notable efforts to improve recognized areas of need, it would be important for NYS officials to provide accurate feedback with regard to areas of the school where notable improvement has been made, in addition to the feedback received regarding areas that have yet to be improved in the school.

With that said we have done some research and found that we are on the correct path to helping Rochester improve its educational performance in NYS.

What we know from our general knowledge and research is the following:

1. Rochester, NY ranks 4th in child poverty in the United States.
2. The Rochester City School District ranks at the bottom in testing outcomes and college readiness of the Big Five Cities in New York State.
3. The Rochester City School District has been warned by NYSED and Legislative Officials a mayoral or state takeover will take place if evidence of district-wide improvement is not seen.
4. Research on schools that have implemented a constructivist/learner-centered philosophy and methodology culture have experienced extremely impressive results. (Refer to Eight Year Study)

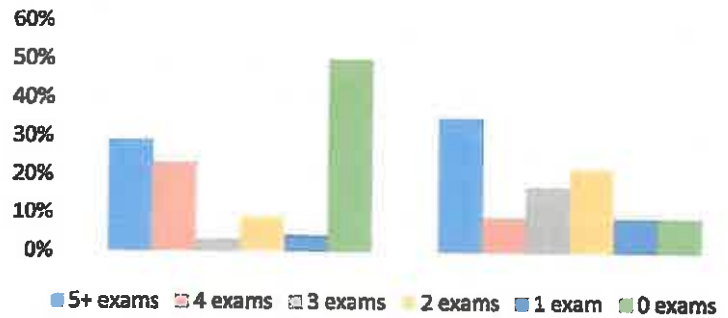
To address this research, we made it quite clear at our application interview in 2011 that our school design is a systemic school culture change that is difficult to develop and implement, but extremely necessary, given the needs of our students, and past successes of Rochester students. We strongly believe that we are moving in the right direction and making significant progress.

EXHIBIT 24

Academic Goal #1

85 % of students will meet or exceed NYSED requirements of passing a minimum of five Regents exams by the end of their 4th school year.

Cohort 2013	August	January
5+ exams	29%	35%
4 exams	23%	9%
3 exams	3%	17%
2 exams	9%	22%
1 exam	4%	9%
0 exams	50%	9%

Exam Accrual**Enrollment****Total Enrollment**

Target	260	
Actual	239	92%

ELL

Target	22	
Actual	4	18%

Students With Disabilities

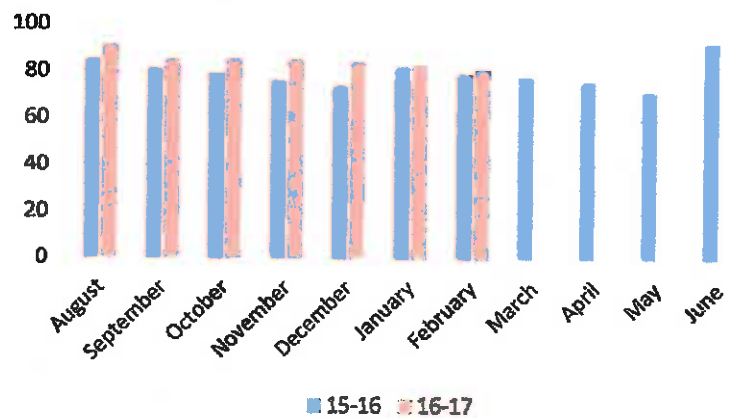
Target	48	
Actual	33	69%

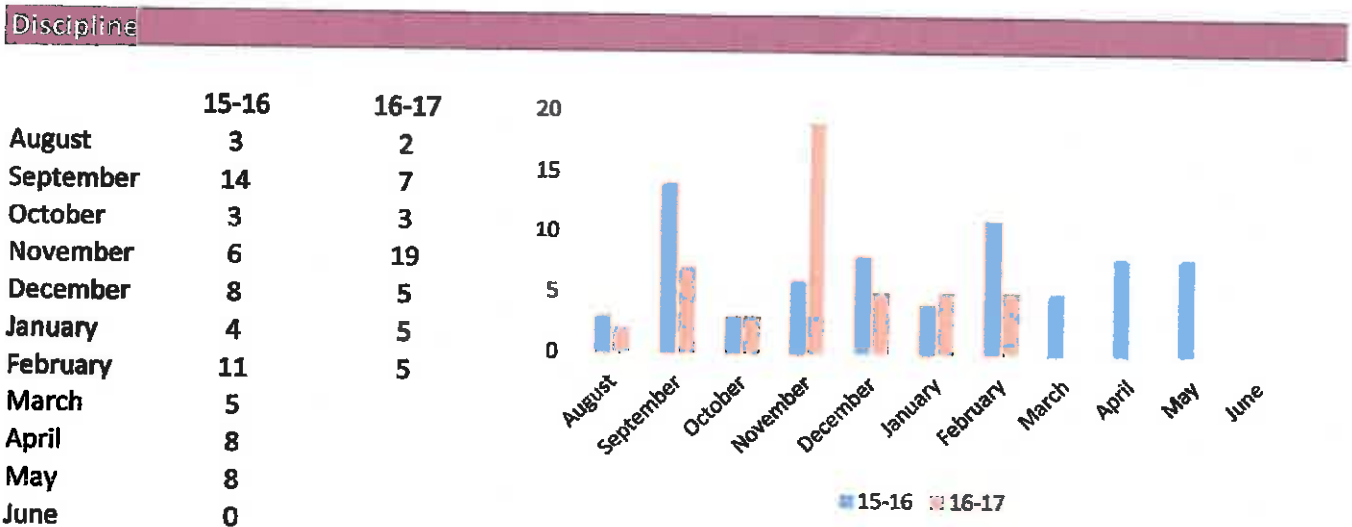
Economically Disadvantaged

Target	204	
Actual	218	107%

Attendance

	15-16	16-17
August	85	91
September	81	85
October	79	85
November	76	85
December	74	84
January	82	83
February	79	81
March	78	
April	76	
May	72	
June	93	



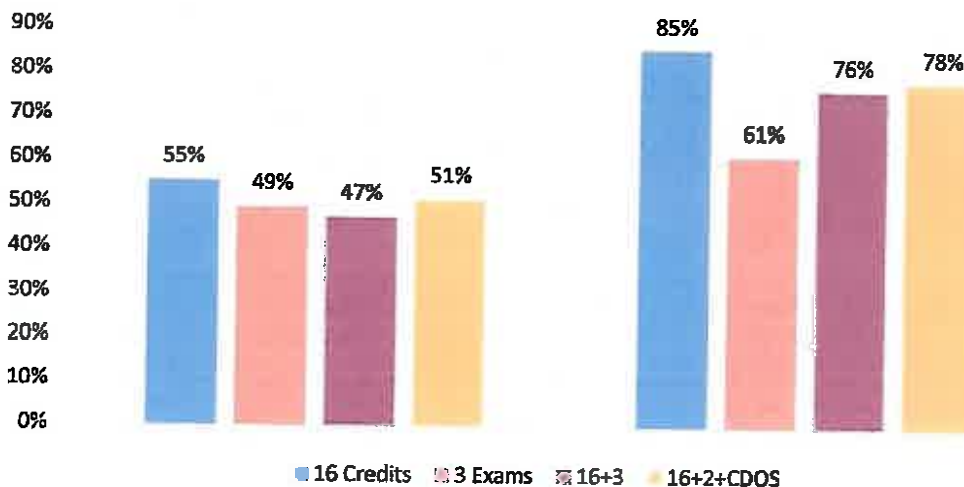
**Duplicated Suspensions:**

August	September	October	November	December	January	February	March
0	1	0	1	2	1	0	

Academic Goal #2**80% graduation rate in June 2017 (class of 2013).**

ON-track graduation is defined as 16 credits and a minimum of passing 3 exams when entering the 12th grade.

		16 Credits	3 Exams	16+3	16+2+CDOS
Grade 12	Thru August	55%	49%	47%	51%
	After January	85%	61%	76%	78%



Academic Goal #3

95% of students will complete required hours of internship experience for graduation.

Cohort 2013

Internship Hours Accrual

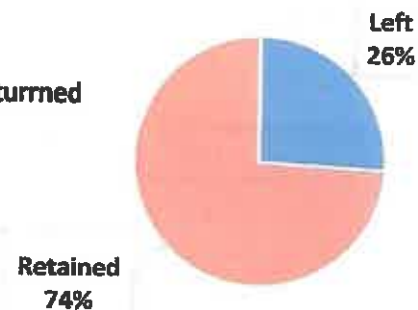
Cohort 2013		
Hours	# Students	% Students
0-30	4	9%
31-60	7	15%
61-100	5	11%
101-200	14	30%
201-250	9	20%
251-400+	5	11%
Complete	30	65%

Cohort 2014		
Hours	# Students	% Students
0-30	14	24%
31-60	8	14%
61-100	10	17%
101-200	10	17%
201-250	1	2%
251-400+	1	2%
Complete	17	29%

Governance Goal #1

Staff Retention

74% (17 of the 23) of staff from the 2015-2016 school year returned



Finance Goal #1

BOT will implement policies and procedures for financial oversight of the school budget.

	Unrestricted Net Assets	Current Liabilities	Net Cash Flow
2014	\$318,121.00	\$138,873.00	\$ 214,906.00
2015	\$385,892.00	\$159,147.00	\$ 220,988.00
2016	488,461.00	111,464.00	179,921.00
2017			439,308.00
2016-2017	Unrestricted Net Assets	Current Liabilities	Net Cash Flow
September	488,461.00	111,464.00	179,921.00
October	428,146.00	149,838.03	377,678.00
February	697,379.00	11,680.00	439,308.00

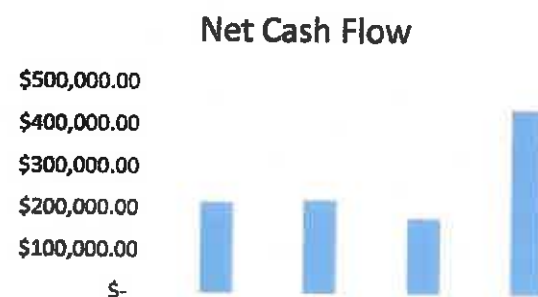


EXHIBIT 25

Elvira Wade

From: Jennifer L. Aronson
Sent: Wednesday, February 08, 2017 12:12 PM
To: Elvira Wade
Subject: FW: Teacher Retention Work plan
Attachments: Teacher Retention 2014 - 15, 3.pdf

From: Dennis Francione [mailto:dfrancione@rcmcs.org]
Sent: Wednesday, February 08, 2017 11:21 AM
To: Jennifer L. Aronson <jla@orblaw.com>
Cc: Jennifer Schwartzott <JMS@orblaw.com>; Brandan Keaveny <bkeaveny@rcmcs.org>
Subject: Fwd: Teacher Retention Work plan

Jennifer-

Board member, Christine Hill, was helping us address teacher retention in the CAP.

Dennis Francione
CEO/Founder
Rochester Career Mentoring Charter School
30 Hart Street, 3rd Floor
Rochester, New York 14605
(585) 232-1045

----- Forwarded message -----

From: Christine Hill <chill@rcmcs.org>
Date: Wed, Jan 28, 2015 at 10:17 AM
Subject: Teacher Retention Work plan
To: Kevin McCormick <kmccormick@rcmcs.org>, Dennis <dfrancione@rcmcs.org>, Jeanette Silvers <jsilvers@rcmcs.org>

Hi,
Attached please find the work plan Jeanette & I developed for Teacher Retention.

Teacher Retention Board of Trustees Sub-Committee Work Plan

GOAL: To develop a Teacher Retention Plan that identifies strategies, activities based on information collected from teacher retention survey & teacher focus groups that will increase teacher retention at RCMCS. Proposed implementation date for recommendations, 3/2015.

DATE	TOPIC	ACTIVITY	outcome
11/03/14 (Group I) 11/18 & 11/20/14 (Groups 2-5)	Teacher Focus Groups Teacher Retention Discussion	BOT sub-committee will facilitate a discussion with 5 different groups of teachers at RCMCS regarding teacher retention. Group I – teachers employed with RCMCS for more than 1 year, Groups 2-5 – teachers, employed with RCMCS less than 8 months	Teaching staff response to questions regarding teacher retention at RCMCS
11/19/14	Teacher Retention Plan proposal to Board of Trustees	Present Teacher Retention Work Plan to BOT, obtain feedback, approval to incorporate activities outlined in plan	Teacher Retention Work Plan
12/1-12/5/14	Leadership Team discussion re: Teacher Retention	Meet w/Leadership Team members individually, discuss questions asked of teachers during focus groups	Leadership Team' s response to teacher retention at RCMCS
12/1-12/12/14	Development of Teacher Retention Survey	BOT sub-committee will incorporate information obtained from focus groups in to a draft survey. Childrens Institute (CI) will assist with the development of questions for survey utilizing info obtained from focus groups & researched based question bank. CI will format, conduct and compile results of teacher retention survey.	Teacher Retention Survey
2/4/15	Implementation of Teacher Retention Survey	Teachers requested to complete the Teacher Retention Survey online.	Completion of Survey
2/9-2/12/15	Teacher Retention Survey Results	BOT sub-committee will review survey results with Children Institute and organize results in a format to share with teachers & Leadership Team to develop recommendation for Teacher Retention.	Results from Teacher Retention Survey Compiled
2/18-2/23	Teacher Focus Groups & Leadership Team identify strategies	BOT sub-committee and teaching staff will review results of survey and make recommendations. Share results w/Leadership Team and obtain feedback.	Recommendations to increase teacher retention at RCMCS
2/21 /14	Teacher Retention Survey Results, Recommendations	Present Teacher Retention Survey & committee recommendations to BOT, obtain BOT feedback and identify next steps	Plan of activities & strategies to increase teacher retention

EXHIBIT 26

Rochester Career Mentoring Charter School
Full Application

*2011 New York State Education Department Request for Proposals to Establish
Charter Schools Authorized by the Board of Regents for [Rochester Career
Mentoring Charter School]*

Dennis P. Francione
Lead Applicant

Media Contact: Dennis P. Francione,

Rochester City School District, NY

Grade-level: 9th – 12th

Total Enrollment: 320

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2011-NYSED Charter School Application Statement of Assurances

Please disregard the four assurances that are found on the top half of page 24 of the 2011 Charter School Application Kit (the text preceding "I. EDUCATION PLAN"). Instead, please provide the following information in a one-page Charter School Application Statement of Assurances:

- ☒ We intend to apply for a Charter School Planning and Implementation Grant (CSP). We understand that if the [Rochester Career Mentoring Charter School] application is approved by the NYS Board of Regents and issued a charter, the school is qualified to receive a federal CSP grant, pending available funding and final approval of budget materials by the NYSED Charter School Office and the New York State Comptroller. We agree to complete all required budget information and assurances (Exhibit A) according to forthcoming instructions and a revised timeframe to be issued by NYSED.

Note: The instructions in the 2011 Charter School Application Kit (page 11) are to submit CSP Grant Application information with the Full Application by the deadline of March 31, 2011.

Effective with this memo, these instructions are revised as above. The CSP Grant Application forms are not to be submitted with the Full Application by March 31, 2011.

- ☒ In accordance with New York Education Law Section 2851(2)(t), in the case of the closure or dissolution of the [Rochester Career Mentoring Charter School], we agree to abide by and implement the forthcoming Closing Procedures for New York State Charter Schools Authorized by the Board of Regents to be issued by NYSED.

- ☒ We understand that if we intend to request waivers from a federal, state, or local regulation or rule that is generally applicable to public schools that we believe are necessary for the successful operation of the charter school, we propose be waived, or otherwise not apply to the charter school, we will include such requests along with justification where appropriate in the application narrative.

- ☒ I attest that all information included in this New York State Education Department 2011 Charter School Application for the proposed [Rochester Career Mentoring Charter School] is accurate and correct.

Dennis P. Truena Signature of Lead Applicant

March 25, 2011 Date

Rochester Career Mentoring Charter School

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2011

The prospectus submitted in January 2011 reflected our Founding Group's original plan of enrolling both 9th and 10th graders during the 2012 start-up year. Based on feedback provided in the NYSED Charter School Office's Prospectus Review and during the March 8th conference call, the Founding Group has decided to enroll only 9th graders during the 2012 start-up year. The change does not fundamentally alter our school design as we remain a 9th-12th grade charter. Moreover, enrolling only 9th graders the first year will allow us to better define and facilitate building our student-centered school culture.

I. EDUCATION PLAN

Mission Statement

Rochester Career Mentoring Charter School (CMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college.

A. Curriculum and Instruction

The Founding Group believes that in order for our curriculum and instruction to be effectively implemented, the following four key designs must be addressed:

I. Personalization: We believe that by connecting our students with a teacher-advisor our curriculum design will be enhanced.

We will offer each and every student an **Individual Learning Plan**, which is a description of the unique work a student has planned for the quarter. It is focused around each student's career interest and passion, as well as grade level academic expectations and special needs. No two students will have the same Individual Learning Plan. Most of the Individual Learning Plan will revolve around student academic work and a student's internship and project work.

Our students will be introduced to a **Wrap Around Advisement**, which is a small community within the school that provides each student a personal approach to learning through an adult coach and advocate. Students remain with the same advisory for two to four years in order to build relationships that will sustain the student as he or she works through each career exploration, personal, academic, social/emotional and family-related issue. Teacher-advisors will "loop" with their students into year two and will help them continue their Individual Learning Plan through writing and broadening of their learning strengths and concerns, outlining the Regents requirements for a 10th grader, and refining their career interest and goals.

II. Teachers as Curriculum Designers: We believe that if teachers are involved in designing our curriculum framework, they will feel more invested in our charter school's success and more engaged in our students.

Rochester Career Mentoring Charter School will use the Rochester City School District's curriculum framework which is aligned to the New York State Common Core Standards, core curriculum, and assessments. As such, project-based learning will serve as the primary delivery model of the curriculum,

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incorporating teacher-designed student inquiry projects. In order to facilitate and strengthen our teachers' understandings and use of project-based learning (PBL), our teachers will participate in project-based

learning models presented by the Buck Institute for Education (BIE). These workshops will begin in August 2012 and continue into the school year. Sessions during the school year will include enrolled students, and will function as an incubator. Upon approval of this charter school, a formal plan will be developed between the charter school Founding Group and a representative (David Ross) from BIE.

Buck Institute for Education conducts formative and summative research in partnership with universities, state departments of education, school reform networks and school districts, and makes regular presentations at the annual meetings of the American Educational Research Association (AERA), Association for Educational Communications and Technology (AECT), and Society for Information Technology and Teacher Education (SITE). BIE demonstrates how students go through an extended process of inquiry in response to a complex question, problem, or challenge. Rigorous projects help students learn key academic content and practice 21st century skills, such as collaboration, communication and critical thinking. Similarly, projects such as these will be infused in each of our charter school's student's core academic courses and career interest. BIE also has conducted research and studies for High Tech High that signified positive instructional results from its teaching staff. BIE research found that High Tech High teachers who were involved and invested in project-based learning reported higher academic achievement results from their students.¹

Since we are infusing our project-based learning instructional approach in the Rochester City School District's curriculum framework, we will invite city public school district teachers to join our charter school teachers in the project-based learning workshops offered by BIE. Also, the project-based learning workshops will begin in the summer of 2012 as shown on the sample professional development chart below and on the next page (Table 1).

Table 1

Timeline	BIE on site	Deliverable	Who receives deliverable?	Who reviews/edits deliverables?
Day 1 Introduction to PBL101 August/2012	Yes		Educational Leader/teachers	Educational Leader/teachers
Day 2 & 3 PBL101 August/2012	Yes	Project Design Overview (BIE Word doc)	Educational Leader/teachers	Educational Leader/teachers
4 weeks after PBL101 September/2012		Project calendar developed	BIE	BIE
4 weeks after PBL101 September/2012		Project Teaching and Learning Guide Provided	BIE	BIE

¹ Ravitz, J. (2010). Beyond changing culture in small high schools: Reform models and changing instruction with project-based learning. *Peabody Journal of Education*, 85(3), 290-313.

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4 weeks after PBL101 September/2012		Supporting Assessments	BIE	BIE
6 weeks after PBL101 September/2012	Yes	Final draft (including revisions) of all project design and assessment documents	Educational Leader/teachers/BIE	Educational Leader/teachers/BIE
7 weeks after PBL101 No later than early October/2012	Yes	Project launch		
11 weeks after PBL101 November/2012	Yes	Project debrief and reviewed		

- ✓ **BIE provides for on-site facilitation of PBL 101**
- ✓ **All other coaching visits are arranged with partner organization**
- ✓ **The next PBL training session would continue into the second semester of school**
- ✓ **All workshops, coaching sessions, and BIE material costs are reflected in our budget.**

In addition to the above, our teachers will receive training in the Career Choices curriculum by representatives from Academic Innovations, Inc. Discussions have already occurred with Academic Innovation representative, Karen Shiner, and our Founding Group. The importance of this curriculum is that it clearly demonstrates the need for students to learn about career and post-secondary opportunities, and to understand why they must rigorously prepare for such opportunities while still in high school. This curriculum easily integrates with other interdisciplinary course work in English, mathematics, social studies, and science; its helps students align academics with career interest and exploration.

Rochester City School District's Deputy Chief for School Innovation, Mary Doyle, and Deputy Superintendent of Teaching and Learning, Beth Mascitti-Miller, have been informed by the lead applicant of this charter school that upon approval of our charter by NYS Education department, a plan will be developed to invite specific city teachers to our BIE workshops and coaching sessions. This joint effort complies with the Rochester City School District's Compact between city public schools and charters.

In drawing upon project-based learning as our primary instructional delivery model, all of our teachers' classrooms will look more like workshops than the traditional classroom arrangement where students learn in isolation. Instead, our classrooms will be student-centered with laptops, instructional resources, and materials readily available to each student. It will not be uncommon for their students to work independently, in pairs, or as a group. This approach is especially important to meet the needs of diverse learners with different learning styles.

Rochester Career Mentoring Charter School will adhere to Education Law, Section 2854 (1) (d) and provide project-based learning instruction aligned with NYS Common Core Standards, required Regents courses (next page, Table 2), and provision of true career exploration and attainment of job readiness skills.

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Table 2

EDUCATION	LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies	Other Required Courses/ Other Electives Recommended Electives/ Learner Activities
	9		English/ Language Arts I	Integrated Algebra	Living Environment	Global and Geography I	Career Development & Occupational Studies
	10		English/ Language Arts II	Geometry	Earth Science	Global History and Geography II	Foreign Language
	11		English/ Language Arts III	Algebra 2 Trigonometry	Chemistry	U.S. History	Fine Arts Physical Education
	College Placement Assessments- Academic/Career Advisement Provided						Internship I & II
	12		English Language Arts IV (Final Project)	Pre-calculus	Physics	Participation in Government /Economics	Health & Physical Education

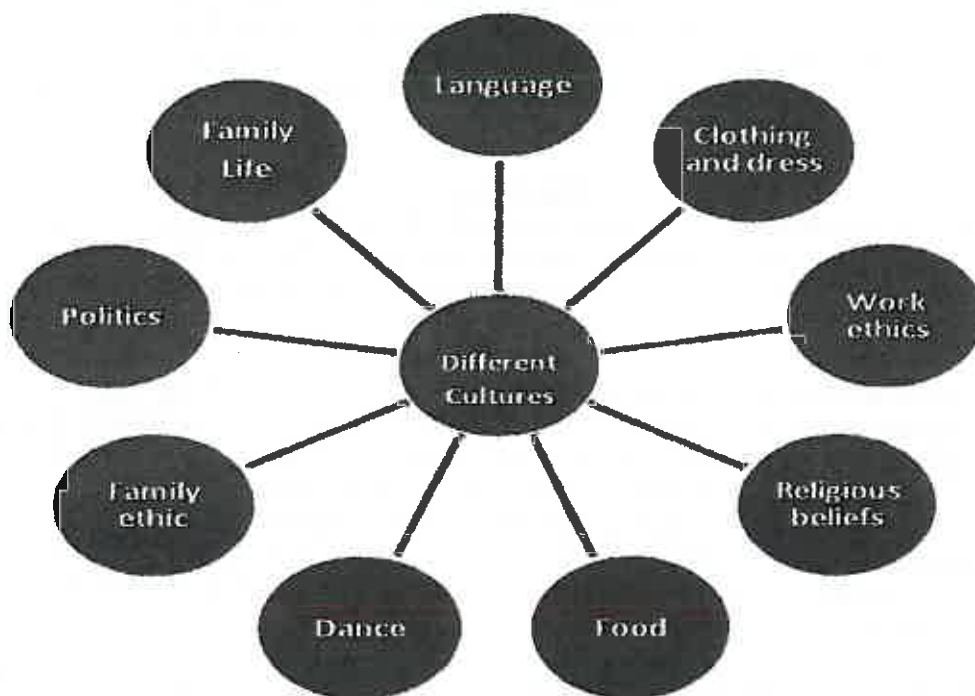
Rochester Career Mentoring Charter School's instructional program will require a full-time teacher at each subject and grade-level, which totals four core academic teachers in our first year. We offer this framework as a four-year design that integrates subject-area learning standards inclusive of the New York State Common Core Standards from English/ Language Arts and social studies into a humanities approach to learning. The teacher designed project-based learning units will also offer a four-year design where mathematics and science learning standards are interwoven for skill mastery and application. Under the guidance of the Coordinator of Internship, teachers will infuse components of the Career Choices curriculum as the content areas lend themselves to that integration. Our core academic teachers will be flexible in their delivery of information to students. There will be time when our core academic teachers will teach skills and content independently. Our daily master schedule allows for team teaching as well as coaching students involved in project-based learning.

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Our students will guide themselves in understanding the concepts and skills being applied to the New York State Learning Standards through a brainstorming, prioritizing, clarifying, and selecting process, led by their teachers. The first step for our charter school students is to understand the standards being taught. In every core academic class, a teacher meets with the class as a large group and indicates the learning standard to be taught, along with a teacher prepared learning unit.

Students will be aware of how, for example, the Global History and Geography I standards are aligned with English/Language Arts standards. Students will be able to look at the relevance of issues and their application to a lesson or unit of study by brainstorming personal ideas, connections and concepts that they see related to the issue. Students should be free to contribute countless ideas from their own lives involving the issue at hand as demonstrated by the diagram below.



Through brainstorming, students will take what they have formulated and begin to give definition to each idea by designing critical questions for each of the ideas. Asking the right questions may take some research. Since our charter high school teaches one student at a time in a personalized environment, learning style plays an important role in this process. Our students will be allowed to research ideas and questions independently, as a team, or as a whole group. We know that based on research, some students are visual learners, whereas others learn best by listening and/or doing.

As students prepare to create and share new knowledge through this unit of study, they will be responsible for gathering information by reading and recording facts that pertain to the idea chosen. Sharing of the idea by dramatizing, demonstrating, illustrating, sketching, and interpreting will move students into a more vivid understanding of the issue.

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As the lessons continue, students move to comparing and contrasting, critiquing, and examining the issue in full detail. This allows students to analyze every specific aspect and detail of the issue as they work toward creating their final project. To distinguish the legitimacy of a project and its application to the NYS Learning Standards, students must be able to present, judge, and defend for the project they will create. After defining, clarifying, and researching ideas, students begin to prioritize the important ideas related to culture. By prioritizing, students are provided the chance to combine ideas that may overlap and/or eliminate ideas that are not aligned with the issue.

Students next begin to elect a specific idea for their project. Our charter school students will be responsible for developing a plan for their project with guidance and coaching from their teachers. Every planned project must be flexible enough to allow students to add and/or delete from the project. Projects will continue to be refined as the students continue to research. These projects will not only include research, but critical thinking, decision making, problem solving and collaboration among the students, as well. Our students will learn how to work as a team rather than in isolation. In fact, all of these classroom skills are comparable to the skills workers need to become productive, employable citizens in our community.

Every student will be expected to complete projects and activities which demonstrate his/her knowledge and understanding of concepts and ideas associated with the New York State Learning Standards with a strong emphasis on Career Development and Occupational Studies. The ability of students to demonstrate their application of newly learned skills and knowledge will play a key role in motivating and assessing students.

Our teachers will be expected to prepare and deliver a rigorous model of instruction. Rigor will not be compromised by "dummying down" the instruction as a result of teacher judgments about students' ability. Instead, teachers will have access to student assessment data which will objectively indicate students' proficiency levels in reading and math to be used to inform and differentiate instruction. Teachers will be trained to increase the learning capacity of students and offer a challenging curriculum to all students. Students will have access to on-grade level and more advanced material through the learning of strategies that will allow students to access knowledge and understanding of difficult material.

On the next page is an example of a "sample" lesson unit that would be facilitated and modeled by the teachers. This draft was also reviewed by Buck Institute for Education representative, David Ross. The lesson integrates NYS Learning Standards in English/Language Arts and social studies and mathematics and science with the infusion of career development concepts and skills. Literacy, technology, and career development concepts are strategically infused across all content areas. The activities listed in this sample lesson are correlated to the learning standards they are meant to address. This sample unit also will be integrated into with the Rochester City School District's curriculum framework.

Upon approval of our charter school, the Chief Executive Officer and members of our Curriculum and Assessment Committee will arrange specific meetings with the Deputy Superintendent of Teaching and Learning, Beth Mascitti-Miller, to review and discuss the updated revised Rochester City School District's curriculum framework and how we will integrate it with our project based learning units and lessons.

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Sample Unit 1

Introductory Unit – A Framework for Integrated and Cross-Content Learning “Building Foundations for Academic and Workforce Success in the 21st Century”

Grade 9 (All students participate in Unit 1)

Unit Duration
4 weeks

NYS Learning Standards	Essential Questions	Input/Activities	Performance Indicators/Outcomes	Assessments and Evaluation Tools
English/Language Arts <i>Integrated</i> Reading and Writing, Speaking and Listening for Information and Understanding, Critical Analysis, and Social Interaction	What personal skills, aptitudes, and abilities define personal attributes?	Complete “Student Attributes Survey” and review results. Staff and students are paired and interview each other to determine essential personal characteristics then create montages illustrating strengths, talents and interests of all members of the school community.	Create a personal profile based on survey results for use in science class	Complete personal profile template identifying personal strengths/skills
	What writing, speaking and listening skills are employed during interviews?		Design a profile chart of characteristics reflective of highly successful persons read about, identifying challenges faced and overcome (group task)	Craft montage personality profiles of individuals and display
	What personal attributes define individual class members and the group as a whole?	Read text: Community Success Stories. Chart out personal and professional characteristics and skills of persons represented in selected stories and challenges overcome	Prepare a list of questions for interviewing a person in the community Draft a personality profile outlining characteristics of a highly successful person from the community	Write 8-12 appropriate interview questions Incorporate interview notes into the personality profile essay to serve as a baseline writing sample
	What characteristics identify highly successful individuals and groups?			SRI Reading Assessment
	How is challenge defined?	Learn interview techniques and skills		
	Who is someone in the community who has faced adversity and overcome challenges to	Practice development of cross content literacy strategies		

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	become a successful citizen?			
	How does information about highly successful individuals impact the code of conduct?			
NYS Learning Standards	Essential Questions	Input/Activities	Performance Indicators/Outcomes	Assessments and Evaluation Tools
<p>Social Studies</p> <p><u>Standard 1:</u> History of the United States and New York</p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York</p> <p><u>Standard 5:</u> Civics, Citizenship, and Government</p> <p>Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other</p>	<p>How have US citizens responded and reacted to public education as a right?</p> <p>Over time, have US citizens acted responsibly in developing their full potential to become contributing members of society?</p> <p>What types of educational opportunities do students from around the world look forward to in their lifetimes?</p> <p>What factors attribute to highly functioning systems?</p> <p>Who am I and what do I bring to my school</p>	<p>Students investigate a broad perspective by means of examining primary and secondary documents to discover the contributing factors leading to public education as a right for all citizens in the US.</p> <p>Students uncover the national and international trends in regards to high school and college graduation rates spanning the past thirty years</p> <p>Students examine perspectives to determine how educational trends affect opportunities in the workforce and college options.</p> <p>Students survey websites to</p>	<p>Design a timeline of the critical moments in United State's history leading to present-day public education systems.</p> <p>Create an educational summary graphing national high school and college graduation rates and unemployment rates</p> <p>Begin vocabulary portfolio define rights, responsibilities, opportunity, privilege, citizenship and participation</p> <p>Define Culture</p> <p>Prepare notes and plan visuals for group presentation</p>	<p>Student groups will present findings defending two central ideas: <i>Do US students have significant educational privileges compared to other teenage students around the world? Do US students take advantage of the rights offered to them under the US Constitution and adequately prepare themselves for adulthood?</i></p> <p>Based on the findings and information presented by groups of students, all students contribute to create a rubric detailing the attributes of a productive community within a successful educational system and the</p>

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<p>nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation</p>	<p>community?</p> <p>Who makes up my school community?</p> <p>What similarities and difference are evident amongst the members of my community?</p> <p>What skills do I possess and what tasks would best utilize and further develop those skills?</p> <p>What type of culture emerges as a result of the attributes of the members of this community?</p>	<p>develop an understanding of how teenagers from other parts of the world access education</p> <p>Students refer to the personal profile chart and the group profile chart to identify predominant characteristics, commonalities among members and diversity reflected.</p>	<p>Characterize the emerging school culture based on the members of the community, its commonalities and differences.</p>	<p>roles, rights, and responsibilities of its members, including expectations of school participation and involvement. This document becomes the climate-code of conduct for CMCS.</p> <p>Adhering to the criteria of the conduct, a contract is formed and signed by students, parents and teachers.</p> <p>Town hall established; in its opening, each member of the community is introduced by another member using the montage as a reference point.</p>
NYS Learning Standards	Essential Questions	Input/Activities	Performance Indicators/Outcomes	Assessments and Evaluation Tools
<p>Science</p> <p><u>Standard 1:</u> Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seeks answers, and develop solutions.</p> <p><u>Standard 4:</u></p>	<p>What are the characteristics of inquiry?</p> <p>What are the characteristics of a successful environment conducive to growth and productivity? How is ingenuity developed through the use of conventional</p>	<p>Students practice Socratic method; explain and define characteristics and procedures of inquiry</p> <p>Students develop literacy and inquiry skills to reconcile competing explanations; clarify points of agreement and</p>	<p>Identify an individual that you would define as successful in the workplace. Interview that individual. Identify the position that this person holds and provide a description of the roles and responsibilities that are important</p>	<p>Analyze information from first unit of study concerning elements of success, and integrate understanding of these components in personalized goal setting, interview essay and climate-code of conduct.</p>

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<p>Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.</p> <p>Students will demonstrate their critical thinking skills in an essay on a situation they have faced.</p> <p>Students will elaborate on basic scientific and personal explanations of natural phenomena, and develop extended visual models and mathematical formulations to represent ones thinking.</p> <p>Major Understandings 1.1a Scientific explanations are built by combining evidence that can be observed with what people already know about the world.</p>	<p>techniques and procedures?</p>	<p>disagreement; and to formulate their own conclusions based on the evidence present.</p> <p>Identify elements of successful environments in the natural world</p>	<p>to the position. Observe the personal qualities of that individual that indicate competency. Ask critical questions to determine from the interview what qualities, skills, and personal attributes, are essential to success in that position</p> <p>Elaborate on your personal explanation of a natural phenomena, (workforce competency) and develop an extended visual model to represent your thinking. Highlight the specific knowledge that you provide your community about successful workforce elements.</p> <p>Students will share data from the interviews to develop a chart of the most desirable personal qualities and most essential 21st century skills in the workforce represented in the interviews. Students will</p>	
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			explain the phenomenon associated with preparing for a successful future a 21 st century global society	
NYS Learning Standards	Essential Questions	Input/Activities	Performance Indicators/Outcomes	Assessments and Evaluation Tools
<p>Mathematics</p> <p><u>Standard 1:</u> Analysis, Inquiry, and Design</p> <p>Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seeks answers, and develop solutions.</p> <p><u>Standard 2:</u> Information Systems</p> <p>Students will access, generate, process, and transfer information using appropriate technologies.</p> <p><u>Standard 3:</u> Mathematics</p> <p>Students will understand mathematics and become mathematically confident by communicating and</p>	<p>How many minutes are spent in the activities one chooses to participate in over the course of a ten-day period?</p> <p>What probable conclusions can be drawn about use of time if ten days represents one year?</p> <p>What individual conclusions can be made based on the study of time allotment data?</p> <p>What is the significance of two million minutes?</p> <p>How can two million minutes be charted for success?</p>	<p>Students will gain insight into the value of time and time management by outlining how the minutes of each day are spent over a ten day period of time.</p> <p>Students will apply probability to data from the ten-day period to determine how personal use of time is allocated over the course of one year.</p> <p>Students will view "Two Million Minutes" video. Through the video presentation, students will explore global perspectives regarding work ethics, and world views on education.</p> <p>Students will apply the knowledge and thinking skills of mathematics,</p>	<p>Students will generate a summary based on the conclusive evidence of the ten-day study indicating successes and challenges. Based on observations and concepts from the video and as a result of new understandings of time as an element of success in high school, student will set work ethic goals for academic success in the first 10 weeks of school. Students will mathematically chart out what two million minutes signify in relation to their high school education</p> <p>Identify essential changes required to succeed in a 21st century global workforce</p>	<p>Graph individual use of time, label criteria, and summarize amount of minutes spent in each activity using percentages.</p> <p>Create a visual that presents the individual now and the adult individual determining in mathematical language the difference education will make in pursuing one's future goal.</p> <p>Construct and present understandings of 21st century workforce skills in reference and in relation to observations, interview, and information presented in the first unit of study at CMCS to substantiate individualized learning goals</p>

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<p>reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and</p> <p><u>Standard 7:</u> Interdisciplinary Problem Solving</p> <p>Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.</p>		<p>science, and technology to address real-life problems and make informed decisions</p>		
NYS Learning Standards	Essential Questions	Input/Activities	Performance Indicators/Outcomes	Assessments and Evaluation Tools
<p>Career Choices</p> <p><i>Based on Career Development and Occupational Studies Learning Standards</i></p> <p><u>Standard 1:</u> Career Development</p> <p>Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and</p>	<p>What does career development mean in terms of academic and personal growth?</p> <p>How do we prepare students for a role as learner?</p> <p>What is the importance of learning styles and how does this information impact my goals as a learner?</p>	<p>Students engage in the foundation of student-centered learning to develop a practical understanding of how instruction will be organized and assessed</p> <p>Students complete a learning style inventory</p> <p>Students categorize results of a survey determining the readiness of new</p>	<p>Ask students to share their passions. Begin brainstorming possible careers that address their passions.</p> <p>Have students brainstorm what they think well known individuals would define success.</p> <p>Discuss work ethics as illuminated in the video.</p>	<p>Culminating unit activity: Portfolio entry: Articulate personal and academic goals for the first ten weeks of school as baseline for career-based on multiple learning experiences and information garnished in the first unit of study, students will complete a goal setting template addressing areas of strength, and set</p>

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<p>abilities to future career decisions.</p> <p>Standard 2: Integrated Learning</p> <p>Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</p> <p>Standard 3a: Universal Foundation Skills</p> <p>Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</p>	<p>How do we prepare to become purposeful and productive members in the 21st century workforce and active members of the community?</p> <p>Why are the 9th and 10th grade years so important?</p> <p>How do I build capacity toward reaching my potential?</p> <p>How do I address issues in school and in my life?</p> <p>How do I address frustration and anger?</p>	<p>entrants to the workforce (<i>Are they really ready to work?</i>, The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and the Society for Human Resource Management, US, 2006.)</p> <p>Students read research predictors of high school graduation:</p> <p><i>(What Matters for Staying On-Track and Graduating in Chicago Public Schools: A Close Look at Course Grades, Failures, and Attendance in Freshman Year, Consortium on Chicago School Research at the University of Chicago, 2007.</i></p>	<p>School and community support systems / teachers, advisor, mentor, community agencies emerge as a support network to keeping students on track, ensuring goals are met, and in assisting students with dealing with school and personal issues that create frustration and anger in order to minimize distractions to learning.</p>	<p>goals with descriptors identifying how goals will be met. This template will be formally that monitored and addressed throughout the first weeks of school.</p>
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There are other important courses and learning standards which our students will be required to take as our charter school develops and grows over the next five years. Some of those courses will be derived from the Rochester City School District's curriculum framework and may include:

English IV is the foundation course for our career-based senior project. This course demonstrates that our students have focused on and mastered the concepts and skills of their career interest. Students should clearly demonstrate that they have been able to define their career choice and its importance in society. The senior project must be research-based and include literature on their career. Students are expected to write a well-thought out 15 – 20 paper about their career choice and the impact it will have on them as productive, employable citizens. Students also will be responsible for making a presentation of their career choice to both a three-member review committee and to a public audience at the charter school's end of the year exhibition event. This course will prepare them for those presentations.

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Fine Art is required for students to continue their understanding of drawing, painting, art history, and design. Fine Arts will emphasize a finessed use of technique, style, and understanding of visual language with the expectation of students working at a more advanced level. Students will become aware of the career options offered in the field of the arts.

Physical Education is a required course intended for students who attend CMCS. This course will emphasize Personal Health and Fitness Standard 1, A Safe and Healthy Environment Standard 2, and Resource Management Standard 3. Students will demonstrate and will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants. Students will also be aware of some career options in the field of physical fitness and sports.

Health is a required course intended for students to learn the nature of human growth and development and recognize the relationship between behaviors and healthy development. Students will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors. Students will demonstrate personally and socially responsible behaviors. They will learn about taking care of and respect for themselves and others. Our students will recognize threats to the environment and offer appropriate strategies to minimize them. They will analyze how health laws, policies and regulations protect personal and environmental safety and demonstrate ways to care for and show respect for self and others. Students will also be aware of some of the career options in the field of health and human services

Language Other Than English: Spanish 1 is an introductory course for students who require a Foreign Language. It is intended to develop limited proficiency in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak proficient with accurate pronunciation and intonation, while fostering an appreciation of the culture. Each student will be expected to master the building blocks of the language and will therefore have to achieve full mastery of each of the unit topics in order to progress to following stages; these skills will be evaluated by both written and oral presentation in translation, and comprehension/speaking skills respectively. Students will also be aware of the employment opportunities in language interpretation.

We recognize the importance of students' successful transitions into 9th grade, as adolescents must make key decisions related to their academic trajectories, crucial lifestyle choices, and high drop-out rates (<http://www.academicinnovations.com/docs/ftsc.pdf>) (Mizelle & Irvin, 2000).² Transitions into 9th grade are even more critical for our prospective students, as the RCSD's school configurations are in flux, with some students transitioning from K-8 models, while others face multiple transition points coming from K-6 and 7-8 school configurations. In addition to high rates of student mobility in the RCSD, the need for a 9th grade transition program is made that much more critical. Thus, our 9th graders will participate in a mandatory summer bridge program scheduled the summer prior to the start of the school year. During this program, we will provide our students and their parents with orientation into high school, and begin the process of implementing life skills, self discovery, and academic skills with comprehensive guidance. We will provide lessons and interactive activities that will have the students project themselves to age 29, as per the Career Choices 10 year plan, and begin discussing how to not live beyond their means and how to become economically self sufficient and with an emphasis on how their academics and education will play an important role in their future and plans. We will integrate soft skills from Career Choices and

² Mizelle, N. B., & Irvin, J. L., (2000). Transition from middle school into high school. *Middle School Journal*, 31(5), 57-61.

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begin career exploration in a one week session that will last approximately 15-20 hours. Utilizing the Career Choices curriculum for the summer bridge program will provide continuity and a foundation for the curriculum's focus on the areas of personal social development, educational achievement, and, career and life skills.

Our charter school's first year calendar provides a number of instructional days for our students to meet or exceed the NYS learning standards. CMCS has a longer school year, we have added 13 more instructional days to our school calendar, exceeding the State Education Department's required minimum of 180 instructional days. The longer year adds time for learning and cuts down on summer forgetting. We begin the school year in late August which is earlier than most of the school districts within Monroe County to provide our teachers sufficient time to introduce our students to the advisement; to get to know students better; to acquaint students to our student-centered workshop instructional approach to teaching and learning.

Every class assigned to our 9th graders on their daily schedule meets the requirements of the Regents so that our students will be on the pathway to receiving a local or advanced Regents diploma. Our unique daily schedule is intended to provide students with ample opportunities to transfer their new understanding of concepts and skills into relevant projects and activities. The goal will be to meet the needs of each student and prepare them to access chosen college, career, and employment opportunities by fully engaging them in their education and by making their future aspirations attainable.

Additionally, learning standards of all subject areas may strategically cross between core academic content-areas and other subject areas such as fine art, foreign language, and physical education classes. For example, a student working on a project focusing on the Tibetan movement for independence in a social studies class may be meeting learning standards in several subject areas such as English and social studies. The evidence of this work may culminate in a project that is part of one or more classes. Teacher collaboration, with students' career interests, academic skills, and goals in mind, will drive this design.

In addition to the workshops we will receive from Buck Institute for Education, teachers will participate in a series of workshops that train them on how to better understand student learning styles as it applies to our charter school pedagogical approach. Students will be dismissed early every Wednesday so that teachers can participate in three hours of professional development. During this time, teachers will be trained on how to increase the learning capacity of students by continuing their own study of project-based learning. Teachers will conduct workshops, review student work, listen to guest speakers, and/or visit specific sites, such as museums, art galleries, industries/corporations, and colleges/universities. Also, our school calendar allows for two professional days a year for teachers to work on the mission and design of our charter school. School will not be in session for students those two days.

III. Career Internship: We believe that if our students are provided real world learning experiences outside the charter school building, the NYS Learning Standards and Regents courses become more relevant to them.

A report published in 2006, *The Silent Epidemic: Perspectives of High School Dropouts*,³ highlighted the fact that almost one-third of public high school students and almost 50 percent of minorities do not graduate with their class. Academic failure was not found to be the primary cause for failure. Seventy

³ Bridgeland, J, DiIulio, J, and Morison, K. (2006) "The Silent Epidemic: Perspectives of High School Dropouts". Civic Enterprises in association with Peter D. Hart Associates for the Bill and Melinda Gates Foundation.

percent of drop-outs surveyed reported that they did not see how the academics applied to the real world and almost half found their classes boring. More than 80 percent felt that if schools provided opportunities for real-world learning such as internships, there would be a greater likelihood that students would graduate from high school. CMCS will connect students, and the school, to the community and the World of Work by emphasizing career exploration and real world learning experiences for all its students.

Academic Innovations' Career Choices curriculum will provide the foundation for self-discovery, career exploration, and understanding the connection between school and work for 9th and 10th graders at CMCS. Career Choices will be implemented by teacher-advisors during elective block and will receive training by the developer.

This program also stresses the development of personal effectiveness skills such as attitude and personal responsibility which is the foundation upon which successful careers and self-sufficiency are built (SEE ETA's Competency Pyramid- Table 3). They will learn about themselves, explore what they want out of life, and prepare for future adulthood with the development of a 10-year plan.

Table 3 HIGH DEMAND/HIGH GROWTH TALENT DEVELOPMENT



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Based on table 3, competencies 1 through 3 will be developed with students in grades 9 and 10. Students in grades 11 and 12 will apply competencies 1 through 3 and further develop competencies 4 and 5 during their internship experiences. Upon high school graduation, students will be prepared to comprehend and utilize competencies 6 through 9 in their collegiate or workplace experiences.

Career planning will be a critical component of each student's Individual Learning Plan. According to the 2002 Final Evaluation Report of the New York State Department of Education Career Plan Training Initiative, high school graduates are "more certain of their career directions, more confident in their ability to secure meaningful employment in their fields of interest, and where employed, more often have jobs related to current educational programs and their long-term career plan goals than students with little or no career planning experience."

Additional web-based resources developed by the New York State Department of Labor will be utilized to provide additional information about the labor market, growth industries, and demand occupations which will enhance the student's career planning process. These resources include CareerZone, and O*NET, a program nation's primary source of occupational information.

The Coordinator of Internship will play a key role in connecting local industry leaders with the students and staff of CMCS. The Coordinator will develop relationships with key local industry representatives and business leaders who can be classroom guest speakers, deliver workshops on a variety of career-related topics, host site tours, provide informational interviews, be mentors and provide internship experiences and even provide summer jobs or jobs to graduating students. The Coordinator will also be responsible for leading the planning and implementation of career events, such as an annual career fair including employers and educational/training representatives. Mini-career fairs in the fastest growing industries, like healthcare, may also be offered to educate students on the hottest career opportunities.

Eleventh and 12th graders may participate in a range of real-world learning experiences matched to their areas of career interest and developed by the Coordinator of Internship in conjunction with teacher-advisors. Specific and measurable learning goals and objectives will be defined for each student by teacher-advisors in conjunction with the Coordinator of Internship and internship/project mentors. Students will be evaluated at the end of their field world based on these objectives by their mentor and teacher-advisor. Additionally, teacher-advisors will ensure that the student's learning in their internship or community service project is connected to classroom academics and academic achievements.

Eleventh and 12 grade students will participate in non-paid community-based projects or internships at least twice a week for a minimum of three-hours a day. Projects may be developed to solve a community or business challenge or provide valuable information that will aid in the resolution of a problem for the business, organization, or community. Examples of these types of projects include developing a bi-lingual brochure for a human service organization, creating an informational video for a business or program, assisting in a medical research project, and compiling data for a grant application.

Through these internships and service learning experiences, 11th and 12 graders will learn more about their personal strengths, hone their soft skills, and develop critical workplace competencies that will enable them to work effectively within organizations which will lead to long term career success. These skills include teamwork, customer service, problem solving, decision making, creative thinking, planning, organizing, scheduling, and workplace computer applications and technology competencies. Internship and project mentors will provide students with ongoing feedback regarding their performance and work-

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related competencies as well as serve as a source of information regarding occupations and career opportunities in their industry.

Students will be monitored and supported in all of their field activities by the Coordinator of Internship. All internship site supervisors and project mentors will receive training on the mentoring process and how to be an effective and supportive mentor by the Internship Coordinator, in conjunction with Hillside Work Scholarship Connection (HW-SC). HW-SC Youth advocates will also work with the Coordinator of Internship to provide support to students in their field work. HW-SC youth advocates will conduct weekly visits to the employer partner work site to ensure that there is a successful transition for the students from classroom to their internship or field work by building meaningful long term relationships with the students, parents/guardians, mentor or internship supervisor and all other adults working to provide services that benefit the student.

IV. Enrichment Block and Student Support: We believe and know that in order for our students to succeed in their learning appropriate support systems must be built into our school culture.

- Extended time will be offered as part of student schedules during the Enrichment block to support their achievement of the New York State Common Core Standards and job-readiness skills, such as communication, interpersonal, problem solving and decision making skills. Classes recommended by the teacher-advisors will be offered to students during the Enrichment block to review and apply to Learning Standards to the New York State Regents assessments. Students will be provided added support by charter school staff in all Regents standards areas. In addition, students who accelerate in their Regents sequence may choose to take additional courses for an advance Regents diploma during the enrichment block. The foundation of the first year will be the building blocks of our second year (2013 – 2014) when another 80 ninth graders will enroll in our charter. We have taken into consideration that teachers may have to teach one course outside their subject certification area in order to provide the extra support our students may need.
- We have budgeted for a counselor, beginning in our second year, who will provide added support in creating a pathway to college for our students. Our counselor will aid teachers in preparing our students for the appropriate steps that will enable them to proceed either to college or the work force. Our counselor will manage any college courses, career-based seminars, and workshops that students receive credit for content in courses. She/he will also monitor high school transcripts and college applications students have completed. In addition to the counselor, our charter school will work with local youth agencies to help support our students' academic, career interest, and character development success.
- Rochester Career Mentoring Charter School (CMCS) is committed to keeping families engaged in their children's education, both at school and in the home. Parents and guardians play a huge role in supporting our students' success both in and out of school. Every parent will meet with their child's teacher-advisor before school opens. The teacher-advisor will promote parents meaningful involvement in their children's education and career program by providing information, resources and strategies through the Independent Learning Plan with parents. The teacher-advisor will always be the advocate and supporter for their advisory students and their parents. The special narrative report card gives parents a more thorough understanding of their children's progress and brings parents into the school for regular conferences. Parents will receive the calendar of school events and will always be welcome and invited to participate in any event that promotes our charter school's development. Not only will parents be expected to meet with

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their child's teacher-advisor quarterly, but will be asked to participate in school conferences, career fairs, and school celebrations. Teachers regularly recognize and celebrate the significant progress of their students, engaging parents, business and community partners in identifying commendable progress.

- CMCS teachers will work with intervention partners, school supports and parents in a coordinated effort to take action at the first sign of a student falling behind. The teacher-advisor will meet with the student and modify the Individual Learning Plan to reflect the academic and/or behavioral strategies and supports needed to help students keep pace with their peers without swaying from their learning style and/or pace. For example, certain students may need more time-on-task, whereas others may need special one-on-one attention to catch up with their grade-level peers.
- CMCS's Student Support Team (SST) will focus on students who are not succeeding despite the implementation of supports and/or interventions implemented and documented on the student's Independent Learning Plan. The SST will review grade report cards, test records identifying academic strengths and weaknesses (Scholastic Reading and Math Inventories, Accuplacer Diagnostic etc.), work habits, interactions with peers, class and homework grades, attendance/tardiness records, and independent work products to analyze the student's completion, accuracy and overall quality of independent work. Also, teacher interview regarding student's academic level, performance. Based on review of this information the SST will identify the student's skills and performance gap(s) and determine the likely reasons for the student's learning and/or behavioral difficulties. An intervention plan containing outcome goals, methods to track the student's improvement during intervention, timeline to monitor student progress and follow-up, roles of the teachers, parents, student and appropriate community members will be developed and implemented. According to the timeline, the student's performance will be analyzed by the team to determine the effectiveness of the plan and steps for moving forward.
- Supporting General Education Classrooms. While the main focus of CMCS's special education staff is providing direct service to students with disabilities, they will collaborate with general education teachers around ways they can adapt, modify and differentiate instruction in the general education classroom, making these places better able to meet the needs of our diverse student population.
- Read 180 will be implemented during the Enrichment block with students (including special needs and ELL students) reading more than 2 years below grade level. The Read 180 program components will also be modified to include projects that are aligned to the charter school instructional program focused on career exploration. These will be integrated into the independent reading and small group instruction time. Read 180 topics are relevant to the developmental age of the student and adaptive to each student's individual reading levels by way of strategies, texts, and computer-generated content in the tutorials. This allows for flexibility and alignment of themes and tasks without compromising the program's ability to increase student reading and writing proficiency levels.
- Our students will be afforded the opportunity to continue to develop their personal study habits and/or career goals throughout the summer months. Students will be provided the opportunity to conduct a career search based on their passions and interests. This career search may also lead to a part time job opportunity. Our students will be encouraged to search for internship opportunities

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over the summer months. Some students who have been placed in an internship during the regular school may extend it over the summer months. Working with the Rochester City School District, courses may be offered our students for Regents review in summer school to enable them to pass Regents exams and advance to the next grade level.

- Working closely with Rochester Career Mentoring Charter School's Coordinator of Internship and teacher-advisors, Hillside Work-Scholarship Connection (HW-SC) participants are matched with a professional Youth advocate and receive support and incentives to stay in school and graduate. Students are engaged in year round activities that build academic, employment, leadership, and social skills. In order to gain employment, students must meet academic, attendance and attitude standards, although all 9th graders will receive youth employment training. In order to increase job retention, HW-SC strives to match all students with a work-site mentor. To meet academic needs of youth, school-based services, volunteer tutors from higher education partners and the community help students in course content areas. After school tutorial offered by HW-SC will play an important role in our student's academic and behavioral success.

B. School Calendar and Daily Schedule.

Required Attachment 3 and Attachment 4:

X Sample Daily Schedule for one grade in each division at which the school intends to operate (high school).

X Proposed Annual Calendar for the first year of operation.

C. Target Population

Projected	Enrollment	Table			
	2012-13	2013-14	2014-15	2015-16	2016-17
9 th	80	80	80	80	80
10 th		80	80	80	80
11 th			80	80	80
12 th				80	80
Total:	80	160	240	320	320

- Due to the mobility of Rochester city students and their families, we anticipate we will need to enroll new students in the 9th and 10th grade from our waiting list; however, we will not enroll new students at grades 11th and 12th. Students who enter at the 10th grade level, along with their parents, will be required to attend an orientation prior to entry to introduce them to our school culture. We anticipate a small or no decline in students enrolled in grades 11th and 12th.
- Retention patterns in the Rochester City School District appear higher the longer the student is enrolled in the high school. Given our instructional/mentoring approach, we anticipate only a small decline in student enrollment in grades 11 and 12.

Rochester Career Mentoring Charter School (CMCS) will educate students with disabilities in the least restrictive environment with their non-disabled peers to the maximum extent appropriate and allowed by each student's Individualized Education Program (IEP) prepared by the Committee on Special Education (CSE) of the student's district of residence. CMCS will provide special education services in accordance with the federal Individuals with Disabilities Education Act (IDEA) and all applicable New York State

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laws and regulations regarding special education and in accordance with the IEP recommended by the CSE of the students' district of residence.

CMCS is committed to providing a quality education to its students with disabilities. CMCS will hire two full-time, highly qualified, appropriately certified special education teachers. The special education teachers will work in the general education classroom with special education students individually, in small groups, and/or provide resource room services depending on the students' IEP. In addition to providing special education services to students, the special education teacher/coordinator will serve as: (1) a liaison between the district of residence CSE and CMCS, (2) assist the Educational Leader with coordination of professional development to ensure that school personnel understand the requirements and responsibilities relating to the education of students with disabilities, (3) provide consultation and support to classroom teachers and overall school community. For related services, CMCS will request the district of residence to provide related services on site.

CMCS teachers will be knowledgeable of their roles and responsibilities of the special education students in their classes through consultation with special education teachers prior to and during the school year. CMCS will ensure that general education teachers have an opportunity to regularly meet and plan with the special education teacher to review each student's IEP, and address the unique curricular needs stated on the IEP. This includes but is not limited to accommodations (how a student accesses and demonstrates learning), adaptations (changes made to the environment, curriculum, instruction and assessment practices in order for a student to be a successful learner), services, academic strengths, needs etc. At CMCS, we envision ILPs functioning in tandem with student Individual Educational Plans (IEPs).

CMCS builds in many opportunities for individualized learning and ensures that students get plenty of personal attention; it is well suited to students with disabilities. Special educators will co-plan with general education teachers; make regular rounds of all classrooms to ensure that instruction is differentiated to meet students' needs.

This charter high school will provide all necessary staff and any specialized curricular materials to enable ELL students to achieve proficiency and attain the high standards established for all students in the school. In addition, CMCS will ensure that no ELL students will be excluded from curricular and extracurricular activities and events based on an inability to speak and understand the language of instruction. ELL students will not be assigned to Special Education because of their lack of English proficiency.

D. Assessment

Rochester Career Mentoring Charter School will administer the required Regents tests to its students in grades 9 – 12. Students are expected to graduate with a Regents or Advanced Regents diploma with a minimum of 22 credits.

Administration of tests (*Regents-level)	Grade-level	Date
English I	9	June/2013
Integrated Algebra*	9	June/2013
Living Environment*	9	June/2013
Global History and Geography I	9	June/2013

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Administration of minimum required Regents tests:

- Comprehensive English at grade 11
- US History at grade 11
- Global History and Geography at grade 10
- One Regents-level Mathematics (e.g. Integrated Algebra at grade 9)
- One Regents-level Science (e.g. Living Environment at grade 9)

Additional Requirements:

- Students pursuing an Advanced Regents Diploma will follow the requirements set forth by the Commissioner's Part 100 regulations
- PSAT in grades 10 and 11 depending on student performance
- SAT in grades 11 and 12 depending on student performance
- Foreign Language Assessment at grade 9
- Accuplacer Diagnostics – August; Grade 10, 11, 12

The Accuplacer Diagnostic will be administered to students beginning at grade 10. It is an assessment that measures a student's readiness for college level coursework. The Accuplacer Diagnostic is a computer based assessment that measures core skills in reading comprehension, writing and mathematics. The summary produced through this assessment helps to identify key skill areas that need remediation as the student prepares for post secondary education. Rochester Career Mentoring Charter School will administer this assessment every August beginning with the 10th grade. The data collected will contribute to the student's overall Individual Learning Plan.

Our students will be assessed in each of the core academic skill areas by a combination of ongoing class work, projects, and Regents testing. In addition, reading and numeracy proficiency levels will be determined through administration of the Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI). Where applicable, English Language Learners will be assessed for their language level through the Scholastic's SPI, specifically designed to identify literacy proficiency levels of ELL students.

Measurable Outcomes	Method of Measurement
In the first year, 85% of students will meet or exceed the NYSED requirement of passing all required Regents exams.	<ul style="list-style-type: none"> • Required Regents test results met • Teacher testing and student exhibitions • Comet Database
Student attendance rates will be a minimum of: 92% attendance in 2012-13; and will increase 1.5% each year after.	<ul style="list-style-type: none"> • Quarterly attendance reports recorded by teacher-advisors along with Comet Database
In 2016, the CMCS will graduate its first class of students who began in 2012-13 as 9 th graders. It is expected that 85% of the initial 9 th grade cohort will graduate in June 2016. In 2017, the CMCS will graduate its second class of students who enrolled in the school as 9 th graders in 2013-14. It is expected that 90% of the initial 9 th grade	<ul style="list-style-type: none"> • All Regents requirements met • Narrative report card (Report card that explains why a student received a certain letter grade.). • Completion of the CMCS internships requirements • Met minimum attendance requirements

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cohort will graduate.

Students in the 11th & 12th grade will complete a career-interest internship experience.

- Successfully completes senior projects
- Comet Database
- Business mentor and Coordinator of Internship will evaluate internship projects and field experiences.
- List of competencies co-developed by internship coordinator and business mentor to measure learning and skills gained.
- Evidence presented in college/career portfolios
- Completion of small projects assigned by the business mentor
- Evidence presented in the Individual Learning Plan.
- Evidence presented by the student's final senior project.

By grade 12, students will be responsible for developing and creating a yearlong individual career-based and research-based project that will be presented at a public forum during the charter school's year-end exhibition night. Seniors will be provided support with a three-member committee, which includes the teacher-advisor, mentor, and another student.

Our school will develop a customized data platform (COMET) which will allow staff to manage, store, and access student data to inform instruction, and collect data on socio-emotional indicators which combined, will also serve as an early warning system on student progress. The system will also be accessible to parents, allowing them to gain access to key indicators of student progress including the Individual Learning Plan. (www.childrensstitute.net)

Finally, Rochester Career Mentoring Charter School will use rubrics to assess the knowledge and understanding students have captured in their projects and activities. Rubrics will be teacher created and will be linked to specific NYS Learning Standards.

E. School Climate and Discipline

The Student Learning Code of Conduct, as well as the discipline rules and procedures for providing a safe and orderly school environment at the Rochester Career Mentoring Charter School (CMCS), will identify some of the disciplinary infractions cited in the Rochester City School District's Code of Conduct manual, section 5000-5080. Recognizing the uniqueness of the CMCS as a small, personalized school learning environment where students are treated as one student at a time, every available resource and support will be made available to help improve a student's character and behavior.

Safe Schools

It is the belief of the Rochester Career Mentoring Charter School (CMCS) and staff that school should be safe havens for students within the community. Rochester Career Mentoring Charter School believes and fully intends to maintain a school in which children and personnel are safe. In addition, it is the expectation of our charter school that students arrive to school appropriately dressed and ready to learn.

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To that end, CMCS supports strong, consistent disciplinary expectations of students with regards to language used by students, their respect of self and others, and their personal conduct as learners in a personalized environment.

Parents/guardians will always be involved in their children's education at CMCS. Our teacher-advisors will consistently maintain connection with their advisory students' parents/guardians, as well as subject-area teachers. Home visits, school conferences, phone conferences will be some of the ways school staff and parents/guardians will be in contact with each other. Most importantly, parents/guardians and students will receive our Student Learning Code of Conduct booklet to read and review during the summer months and will have an opportunity to discuss our expectations at the summer orientation.

Rochester Career Mentoring Charter School has budgeted for security personnel to maintain our building's safe environment. All staff and students will be required to wear electronic personal ID card. All visitors, including parents/guardians, family members, educational, business, and community members will be greeted and asked to state the reason for their visit upon entering the building. Proper identification will be issued each visitor.

It is the mission of Rochester Career Mentoring Charter School to provide an education for every child in a safe learning environment that seeks to ensure respect for the dignity of children, families, and all employees. To that end, this Student Learning Code of Conduct seeks to direct student behavior based on clearly defined expectations, responsibilities, and consequences. For that reason, this Student Learning Code of Conduct is written primarily for the student audience.

Student Support Services

Community agencies and services will play an active role in diminishing student misconduct. CMCS will seek the assistance and support from agencies throughout Monroe County, such as Threshold, Center for Youth Services, Pathways to Peace, and Boys and Girls Club of Rochester, to help guide and counsel students who repeatedly violate the Learning Code of Conduct. Hillside Work-Scholarship Connection will also play an active role in securing community agency and service support.

II. ORGANIZATIONAL PLAN

A. Governing Body

Rochester Career Mentoring Charter School (CMCS) is governed by a Board of Trustees (BOT). It is the responsibility of the BOT as a collective BOT and as individual members to advance, promote, and facilitate to the best their ability the mission, goals, and objectives of the CMCS.

CMCS Board of Trustees members must:

- Demonstrate a total commitment to the school, its mission and core values and more generally, to the improvement of public education.
- Share a belief that all children, regardless of learning style, race, family background or socio-economic status, can achieve academic and social excellence.
- Execute governance responsibilities with integrity and conviction.
- Serve as a resource to other Trustees and to the school's leadership and staff.
- Attend monthly board meetings, other meetings deem important, and volunteer for board committees.

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- **Must be at least 18 years old.**

It shall be the responsibility of the Board of Trustees to meet monthly during the academic calendar year (August through June) and more so if the President of the BOT or a majority of its members deems it necessary. The BOT is further responsible for and obligated to announce, hold, and conduct its meetings in a manner and location to promote public attendance. In recognition of the need to possibly meet more frequently during the initial start of the CMCS, the BOT also shall have the responsibility for establishing and delegating to ad hoc work groups, such as an executive committee work group; a budget, finance & audit committee work group; an academic and assessment committee work group; Personnel and Hiring Committee work group; and complaints and ethic committee work group.

Required Attachment 5 and Attachment 6:

- X Proposed corporate by-laws**
- X Proposed Code of Ethics**

B. Founding Group Composition

The Founding Group has been dedicated to improving the graduation rate of city students, and has worked vigorously on this school design for the past three years. Each member is an important stakeholder in this charter high school. One of our members, Marci Miller, whose name was submitted on our prospectus as a Board of Trustees member, will serve as a valuable resource for our internship program. Her board membership will, in turn, be designated for a parent representative whose child is enrolled in our charter school. This change does not alter the design and number of board members articulated in our by-laws.

1. **Dennis P. Francione**, Founder and Chief Executive Officer (CEO) of Rochester Career Mentoring Charter School, is a retired school Principal of the Rochester City School District. He is also a lifetime resident of the city. Mr. Francione is very knowledgeable about school reform and understands completely that a small, personalized school environment will better equip urban students to graduate and advance either to college or the world of work. All three of his children attended city schools. Mr. Francione will oversee the mission, school design, and educational plan for the Board. Mr. Francione will serve ex-officio on the Board.
2. **Dr. Jeannine Dingus-Eason**, President of the Board of Trustees, is Associate Professor of Educational Leadership at St. John Fisher College and is a city resident. Dr. Dingus' background is in promoting school reform in an urban environment.
3. **Kevin McCormick**, Vice-President of the Board of Trustees, is Senior Vice-President of Informational Technology at Rochester Midland Company. He has served on a design team for the City School District which helped create several small high schools in the city. He also has been instrumental in helping us with our school organization and finances.
4. **Eugenio Cotto, Jr.** the Secretary of the Board of Trustees, is a city resident and is the Executive Director of Community Group 14621. He completely understands that the community group he represents has the lowest graduation rate throughout the city and his challenge with this charter school is to improve that rate.
5. **Connie Felder**, a Board of Trustees member, is the Deputy Director of Rochester Works, Inc., a federally funded non-profit representing the local Workforce Investment Board which provides workforce preparation services and programs for youth, adults, and employers.
6. **Christine Hill**, a Board of Trustees member, is a city resident and retired Rochester City School District's Director of Special Education, secondary assistant principal and former charter school

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administrator provides knowledge of the critical components of special education, ELL, and charter school operations.

7. **Dianne Spang**, a Board of Trustees member, is Director of K-12 Programs at Rochester. Institute of Technology (RIT) has worked with Rochester public schools on college readiness programming including GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), STEP (Science, Technology and Entry Programs), and Liberty Partnerships Program. She also was a member of a Design Team to create a model small high school for the City School District.
8. **Roderick Green**, a Board of Trustees member, is Executive Director of Hillside Work-Scholarship Connection, is a Board of Trustees member. Mr. Green has been instrumental in setting the stage for our tutorial and mentoring program. He brings a wealth of knowledge about how our students can achieve in an appropriate internship.
9. **Ellen Tomasso**, an attorney, is a Board of Trustees member and a city resident. Her children attend city schools and she is familiar with the special education arrangements implemented in the city. Ms. Tomasso has guided us with any question members may have had with charter laws.
10. **Parent Representative**, vacancy, will be a voting Board of Trustees member elected by all parents/guardians who have a child enrolled in the charter school.
11. **Marci Miller**, Rochester Regional Vice President for the Empire State Chapter of Associated Builders and Contractors, Inc., is a member of the Founding Group who will serve as a resource and facilitate in matching students with member companies that will provide internship opportunities within the building trades.

Required Attachment 7, Attachment 8, and Attachment 9:

- ☒ Prospective founding group resumes or CVs
- ☒ Completed Statement of Assurances
- ☒ Completed Request for Information from Prospective Charter School Board Members

C. Management and Operation

As prescribed by Education Law subdivision 2853(1) (f), the Board of Trustees shall have final authority for all policy, budget and operational decisions of the CMCS. The BOT also shall be responsible for providing input in the budget development process including setting of priorities, approve the school's annual operating budget and any necessary mid-year amendments; approve any significant changes in mission, vision, or curriculum; participate in the establishment of the school's goals and objectives, approve such goals and monitor annual progress towards them; review and approve the school's policy manual; adopt governance bylaws; participate as necessary in site visits to the school and charter renewal process; and be ambassadors for the school in the community assisting in developing vital community partnerships and securing grant funds.

The day-to-day decisions of the school shall be delegated to the Chief Executive Officer (CEO) whose primary responsibility is to manage the planning, opening, and daily operations of the charter school. The CEO supervises the Educational Leader and Director of Operations.

It shall be the responsibility of the CEO to receive and accept monthly financial reports from the Director of Operations and to provide them to the BOT. The Director of Operation's responsibilities include at least the following fiscal oversight, which include, but not limited to: Budget Status Report, Cash Flow Statement, Vendor contracts, Budget Amendment Request (if necessary), Report on contracts awarded and pending requests, and Bank Reconciliation statements

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It shall be the responsibility of the CEO to receive and accept monthly education reports from the Educational Leader. The Educational Leader supervises the Coordinator of Internship and the teachers. The Educational Leader's responsibilities include at least the following academic oversight and quality assurance: monitor student attendance and the Student Learning Code of Conduct and maintain data on student achievement including, if available, data on student progress towards being on grade level. The Educational Leader will consistently meet and confer with Coordinator of Internship who will be responsible for directing career-based curriculum and programs for the teachers, and developing the career mentoring and internship program. In addition, the Educational Leader will make formal and informal observations of his/her teachers' performance pertaining to teaching and learning, and be a model of "best practices" for them. The Educational Leader will foster parent/guardian engagement in the school and with its staff throughout the school year.

Teachers will not only be content instructors, but advisors to a small group of students on a daily basis, as well. Teachers will assist students in developing meaningful projects through inquiry and utilization of project-based assessment to demonstrate growth and depth of understanding of concepts and learning standards. Teachers will facilitate learning within student career projects and internships that is both challenging and meets the individual needs, interests, and abilities of each student. They will also meet and consult with parents/guardians when deemed appropriate.

Required Attachment 10 and Attachment 11:

X Organizational Chart that shows the staffing structure and reporting responsibilities for the board, administration and staff.

X Key position descriptions describing critical skills or experiences every employee included in the organizational chart (description can be general for core teachers). Qualifications for hiring should provide assurance that background checks and child abuse registry will be conducted for every employee in accordance with the law.

C.1. Charter Management Organizations*

X We do not intend to contract with a not-for-profit charter management organization.

D. Staffing and Human Resources

Hiring Process

The hiring process will be multi-step. Once an instructional position has been established and budgeted for, it will be properly advertised in a local newspaper or posted online with at least one job search site, and provided to college teaching programs in western New York in an effort to draw the best possible pool of eligible candidates. Other vacant positions will be posted on at least one job search site. Advertisement of staff positions will also be placed in the local newspaper, Education Leadership, Education Week, and Teacher Magazine. Listing of our available positions will be placed on our own website, Monster.com, and NYSED teaching positions availability list.

Steps in the hiring process include: completion of an application including documentation of NYS teacher certification; a Personnel and Hiring Committee, which may consist of Board of Trustees, Chief Executive Officer, administration and staff representation, will be responsible for reviewing the applications and selecting interviewees; interviewees will be invited to come to the school for an engagement, responding to scenarios they may encounter in the classroom and school. The Chief Executive Officer and Personnel and Hiring Committee will review written responses by the interviewee

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to scenarios and lesson plans based on a rating system to select finalist candidates; and final candidates will be extended an offer of employment. Rochester Career Mentoring Charter School (CMCS) will implement a recruitment process that hires culturally competent teachers and staff. These individuals must hold themselves accountable for making measurable gains with the school's focus on academic and career-based achievement. It will seek candidates whose instructional philosophy includes, but is not limited to:

- A belief in collaboration and team teaching
- A belief that students should be actively involved in their own learning and choosing their own career interest.
- High academic expectations for all students
- The ability to build relationships with students and peers
- The ability to lead and motivate students
- Create and manage a responsive learning environment that enables students to be creative, feel safe and to develop to their full potential;
- Work on curriculum development, in addition to implementation; weave many real-life experiences and examples into curriculum;
- Committed to the complex work of project-based , student-centered, career-focused learning; integrate technology into instructional program and demonstrate professional use;
- Develop and use rubrics for evaluating student products; and establish and involve students in the development of their Individual Learning Plans;
- Encourage parents/guardians to be partners in their child's education.

Evaluation Process

All staff will undergo an annual professional performance review covering their particular areas of responsibility. The Educational Leader will be responsible for evaluating the performance of the teaching staff, including the Coordinator of Internship.

One area of teacher evaluation will include success and effectiveness in implementing project based learning instruction. The sample rubric below will be the instrument used to complete such evaluation.

(Draft CMCS Teacher Appraisal Rubric)

Traditional Teacher Behaviors 0 _____ 2	Transitional Behaviors 2+ _____ 3	Project-Based Learning Teacher Behaviors 3+ _____ 5
Teacher lectures 75-90% of the period leaving students only 10% opportunity to work in teams and/or independently and to answer higher level questions or respond to recall questions.	Teacher lectures 50% of the time leaving students 50% of the time to work in teams and/or independently and to answer higher level questions or to respond to thought questions.	Teacher uses direct teaching 10-25% of the block leaving student empowered over their learning experience and to work in teams and/or independently.
Teacher writes his or her own curriculum without knowledge or collaboration with other faculty.	Teacher writes his or her own curriculum and then asks for feedback from other teachers in the team.	Teacher works in a collaborative team to determine "what is essential" to know in all content areas and how every subject is interrelated.

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Teacher feels the need to cover a large amount of material that is set by the NYS Learning Standards and frequently consults the Pacing Chart as a guide to timing curriculum.	Teacher feels the need to cover a large amount of material, but feels empowered to evaluate from knowledge of the examination what is most important to take more time to teach in depth.	Teacher picks the most essential topics to cover in depth. Teacher favors understanding of content over simply completion of all materials. Higher level thinking and analytical skills are encouraged.
Teacher only carries out State's recommended curriculum guidelines.	Teacher follows State curriculum guidelines, but sometimes makes his or her own decisions regarding student learning.	Teacher follows State's curriculum guidelines, but feels empowered to make decisions about student-centered learning.
Teacher gives topics to students to research and uses teacher-generated projects and activities.	Teacher guides the students to pick topics that he/she has prepared.	Teacher empowers students to generate questions which lead to topics for student research, student-generated projects and activities.

Retention of Staff

Continuity of staff is important to the success of the school and in building a team environment fostering true teacher collaboration. Instructional staff will receive ongoing professional development in support of the school's mission with the assistance of coaches from Buck Institute for Education and have online resources available to them for reference. A teacher that has fewer than three years of instructional experience will also receive peer group support with other teachers. The Founding Group believes the continued investment in professional development, equipping staff with the tools they need, providing them with greater influence in curriculum and the professional development plan, and having a team environment among school staff will all act as tools to retain effective and committed staff.

CMCS staff will have more supports, professional growth opportunities and opportunities for input in decision-making than is traditionally afforded teachers in some local school districts. The Founding Group believes that this will make teachers more invested in the school and help to create a desire to remain with the school

Staffing

Anticipated Administration & Instructional Staffing

Title	2012-13	2013-14	2014-15	2015-16	2016-17
Chief Executive Officer	1	1	1	1	1
Educational Leader	1	1	1	1	1
Director of Operations	1	1	1	1	1
Coordinator of Internship	1	1	1	1	1
Special Education Coordinator	.5	.5	.5	.5	.5
Counselor		1	1	1	1
Special Education Teacher	1	1.5	2.5	3	3

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English	1	2	3	4	4
Mathematics	1	2	3	4	4
Social Studies	1	2	3	4	4
Science	1	2	3	4	4
ELL	.5	1	1.5	2	2
Spanish	1	1	1.5	1.5	1.5
Physical Education	.5	1	1	1	1
Total	11.5	18	24	29	29

In addition to the above, Rochester Career Mentoring Charter School will also establish elective classes taught by a certified teacher in foreign language teacher and physical education teacher, and which meets requirements set by New York State for receiving a Regents Diploma. The Founding Group has negotiated free student memberships to a local city gym that allows each student extra time during and after school hours to promote a healthy living habit in our community. Moreover, charter school students will participate in the healthy New York campaign that focuses on drug and smoke-free environments and obesity issues.

Instructional Personnel per Classroom

Each classroom will have one certified teacher. In keeping with the instructional model and master schedule, integrating English/Language Arts with Social Studies, and Mathematics with Science and Technology each teacher will plan and at times team teach with his/her counterpart. On occasion, each teacher may be required to teach a class outside his/her certification. In addition, individual class preparation time has been built in the master schedule for each teacher.

Our budget reflects the hiring of a foreign language teacher, a physical education teacher, special education teachers, and an English Language Learner teacher who will provide for independent classes and for cross between core academic content-areas. Money has also been set aside in the budget in the event a substitute teacher is needed.

Non Discrimination

The recruitment and hiring procedures of CMCS will not discriminate on the basis of gender in compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1641) in compliance with 34 C.F.R. § 106.9. Additionally, the Rochester Career Mentoring Charter School will not discriminate in its recruiting, hiring, training, evaluation or promotion of persons. Such actions are taken without regard to age, race, creed or religion, color, national origin, sexual orientation, gender, disability, marital status, military status.

E. Student Recruitment, Enrollment, and Evidence of Demand

Rochester Career Mentoring Charter School (CMCS) will admit students without regard to race, creed, ethnicity, disability, or socio-economic background to the charter school that are eligible to enroll in grade nine according to the promotional policies of the NYS Board of Regents. Each January the school will implement its application and enrollment process for 80 new students, including seats for Students with Disabilities and English Language Learners. Once seats have been set aside for ELL and students with disabilities, the remaining seats will be allocated equitably among the three attendance zones of the Rochester City School District's Managed Choice Policy. Rochester Career Mentoring Charter School will attempt to draw students equally from each zone to aid in student population diversity. If more than

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80 students entering in grade nine the first year, and grade nine each year thereafter apply to the school, the school will create a waitlist by zone. The waitlist will be established within 10 business days after the application deadline of April 1st.

The City of Rochester struggles with the lowest high school graduation rate of the Big 5 Cities at less than 50%. Interestingly, while high numbers of students in Rochester are not meeting yearly benchmarks, surrounding suburban school districts are reporting high success rates. As a result of such dismal failure rates, retaining an educated population for prosperity in the local workforce and community becomes increasingly difficult. Thus, the Founding Group believes its charter school is marketable and will provide city parents/guardian with an educational alternative and school choice for their children.

Application Process for the School

- **January 2012:** It is the intent of CMCS to directly mail an Information Packet to all 8th grade students residing in the City of Rochester across the three attendance zones. This packet will include information on the school's unique instructional model, its mission and vision, services provided, as well as the appropriate application materials. These materials will be provided in English and Spanish. The alternative method for recruitment of students includes utilization of local print and electronic media through stories on the school and advertising, appearances on local radio shows whose target audiences closely align with the applicant pool; collaborating with the County and City to have applications available at neighborhood libraries and recreation centers; and collaborating with neighborhood organizations to BOT make people aware of the school and have applications available at their offices. Additional recruitment efforts will be conducted as cited on page 4 of the prospectus.
- **April 1, 2012:** Applications are due according to Education Law 2854 (2) (b) as amended in 2010.
- **April 2012:** If applications received exceed available seats, a wait list will be created based on the sequence of the lottery results by zone and students will be offered admission should seats become available in the order they are listed.
- **Late April 2012:** Students should receive an acceptance letter to the charter school, with this letter will be the enrollment paperwork including student health form and release for transfer of student records. Students must remit their enrollment paperwork not later than June 1st. After this date, available seats will be offered to students on the waitlist in the order they are listed by attendance zone. Student health records may be submitted up to July 1st.
- **May 2012:** A school "open house" will be held for parents, students and staff. This will be an opportunity for the students who received a seat and their parents to learn more about the school, its instructional model, expectations of students and parents, and to meet the staff.
- **August 2012:** Students, parents/guardians orientation and summer bridge program commence. Should a student select to withdraw from the Rochester Career Mentoring Charter School, a conference will be held with the student, parents, Hillside Youth advocate, and teacher-advisor to discuss this decision and seek to ensure the student is enrolling in another school to continue their education. Parents will be provided with information on the paperwork they will need to complete with the new school to have their student's records transferred.

F. Community Involvement

While working on the development of the application, individuals have been recruited to serve on the Board of Trustees from a cross-section of the community with experience in different areas. These individuals are all very excited about and believe in the proposed charter school's mission and have brought their expertise to bear in developing the application. Our lead applicant also worked with the

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Superintendent, the Deputy Chief of School Innovation and the Deputy Superintendent of Teaching and Learning for the Rochester City School District to establish a relationship for their compact between city schools and charters.

In addition, the Founding Group received letters of recommendation and support from City School District representatives, such as Rochester Board of Education President Malik Evans and Superintendent Jean-Claude Brizard. Signatures and supporting letters were also received from political and community agency representatives, such as NYS Assemblyman and Monroe County Democratic Chair Joseph Morelle, NYS Senator Joseph Robach, Rochester City Council President Lovely Warren, Monroe County Legislator Saul Maniero and President Ernest Falger of Community Group 14621. Community organization Group 14621 provided signatures from city residents who are in favor of this school concept and design, as well as assisting with the identification of an appropriate facility for the school. Due to page limitation for this application, all of the letters of recommendation and community signatures will be provided upon request.

The Founding Group received support and training in preparation for the charter school application from Dirk Tillotson and his Incubator's Group associated with the NYS Charter Schools Association. We received support from Andy Portanova, President of Progress Rochester, Inc. whose agency managed the Founding Group's planning funds. Moreover, we received support of this charter school's concept and design from Board of Regents member, Wade Norwood, at a breakfast meeting.

F.1. Joint Application

This does not apply to our charter school.

III. FINANCIAL PLAN

A. Budget

The Rochester Career Mentoring Charter School (CMCS), through its Finance Committee, will develop a set of financial policies, including guidelines for borrowing and investment strategies, through a strategic planning process. The financial management plan will be comprehensive, including the areas of compliance, purchasing and logistics, financial accounting, cash management, credit, ledger control, reporting and payroll.

1. Key Budget Assumptions:

- CMCS will support class size of approximately 20 children per section.
- Special Education and English Language Learners will represent significant numbers of children, and our plan to meet their unique requirements drives budgeting. We anticipate 15% SPED children and approximately 10% ELL children. Their requirements are reflected in the number of SPED teachers and ELL specialists in each year of the program.
- On the revenue side, the budget forecast is driven by the basic assumption that 90% of enrollees will be free and reduced lunch eligible.
- Conservative revenue projections with no changes in state, federal allocations.
- 3% annual escalation in educational materials, office supplies, furniture, technology

2. Cash Flow Shortfalls: Although we have devised a budget plan that is consistently net income positive, it is possible, even likely in years 1 and 2, that cash reserves will be limited during certain

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periods. We anticipate delays will occur with respect to the receipt of state and federal funding streams including possibly the per pupil allocation from the school district. To cover these periods, CMCS will access a short-term borrowing vehicle such as a line of credit. The founding team has reached out to M&T Bank and Chase (a commercial lender). Both lenders are familiar with school financing and both offer credit lines for this purpose, either secured or unsecured, and they have expressed readiness to assist upon existence of the charter.

In the event we do not receive the CSP Planning and Implementation Grant, the Board of Trustees will seek other funds from local, state-wide and national resources to augment our budget (e.g. Gleason Foundation and The Walton Family Foundation). State-wide we will turn to the NYS Charter Schools Association to seek their assistance in locating funds. Locally we will turn to community agencies such as: Rochester Area Community Foundation, Wegmans Corporation, and Hillside. All board members are extremely dedicated to functioning as fund raisers for our charter school, and will assist in planning a strategy to raise the appropriate funds.

3. **Staff Responsible for Financial Oversight:** Director of Operations (DO) will be hired by the BOT and will have experienced in charter school budget planning and not-for-profit corporate finance. After CMCS receives the authorization from SED for our charter school, the BOT will create and submit for bidding a formal RFQ for outsourcing the following services.
 - Manage annual financial audit, tax filings and 990 filing with auditor, Cash and Treasury management, Insurance and Risk Management, Food Services Payroll and Benefits
4. **Protection of Student and Financial Records:** Data security for the financial records and student information is the responsibility of the Director of Operations. CMCS will comply fully with all regulations pertaining with keeping and monitoring of student records requiring the protection of student privacy. CMCS will not disclose any information from the student's permanent records without consent of the parent or legal guardian of a student under 18 years of age, or of a student 18 years of age or older except as authorized pursuant to, or in response to, a subpoena, as required by law. The parent or legal guardian of a student under 18 years of age, or a student 18 years of age or older is entitled to access the student's school records by submitting a written request. The DO's responsibility for tracking enrollment and attendance eligibility, Title I eligibility, as well as SPED and ELL enrollment as each metric is associated with state and federal entitlements as well as grant monies. Tracking the precise eligibility of each student will be an on-going process that begins during student recruitment, intensifies with registration and re-occurs at key junctures an annual financial report will be provided with audit by an independent, certified public accountant and participate as required, in public school audits conducted by the New York State Comptroller.

A general account will be set up for the administration of funds and the CEO and Director of Operations will be the only people with check-writing authority. The Board of Trustees will establish a maximum cap for discretionary expenditures. Except for emergency purchases cleared with the school's administrator, all expenditures and contracts will be handled through an encumbrance system of purchase orders for clear tracking of expenditures and status of account balances. Each individual with check writing authority will be covered by a fidelity bond in accordance with guidelines of New York Department of Revenue Administration. Accounting activities will consist primarily of the bi-weekly payroll paid to school personnel and the maintenance of an accounts payable system to track amounts due to vendors of the school.

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The charter school will also undergo periodic programmatic reviews of its professional development program to ensure that the training provided to staff is meeting their needs to deliver an effective instructional program; review of its ESL program to determine whether the program is meeting the needs of ELL students for academic achievement; and the internship program to verify the program is enriching the career exploration and job readiness skills of students while making a meaningful contribution to the host organization.

Required Attachment 17

X Budget and Cash Flow Template

B. Financial Management

Rochester Career Mentoring Charter School plans to hire an independent certified public accountant (CPA) to conduct annual fiscal audits of all financial records, pursuant to Education Law 2851(1).

1. GAAP: Rochester Career Mentoring Charter School will follow public school accounting guidelines and will put in place internal accounting controls necessary to safeguard its assets. Rochester Career Mentoring Charter School will use accrual basis accounting in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial report will be provided with audit by an independent, certified public accountant and participate as required, in public school audits conducted by the New York State Comptroller.
2. Internal Controls:
 - Payroll The Director of Operations (DO) will be responsible for providing payroll administration and related services to the school. The DO will establish a system—including a schedule and set of procedures—to ensure that (a) the school obtains and collects all necessary employee data at the commencement of employment and on an ongoing basis; (b) the school processes payroll, prepares required records and reports and submits such records and reports to the appropriate agencies; and (c) the payroll management and human resources processes are reviewed on an ongoing basis and modified, as needed.
 - Purchases: The Director of Operations will be responsible for establishing a purchasing and acquisition system. The system will ensure that assets are secure, and that supplies purchased are tracked. Purchase orders for goods up to \$10,000 for the good of the school may be processed pending approval from the DO. For agreed upon standard purchases less than \$10,000, the DO, with Educational Director approval, can acquire goods from vendors based solely on price, quality, dependability and date of delivery. For purchases exceeding \$10,000 at least three (3) competitive quotes from vendors must be obtained offering reasonably similar products.
 - The Director of Operations is responsible for signing all checks subject to authority by the Board. All checks over \$100 shall be issued only when approved by the CEO. All checks in excess of \$3,000 will require the signature of the CEO and the BOT.
 - Compliance: The Director of Operations will be responsible for all functions related to ensuring that the school is operating in compliance with its charter and all governmental regulations. The Job Description of the Director of Operations will also be responsibility to carry out or to provide oversight to all areas of compliance for the school. Title I - V, teacher

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certification, safety, fire drill coordination, health, fingerprinting, software compliance, COBRA letters and the student lottery will follow all applicable laws. Annual sexual harassment and Anti-bullying seminar will be planned

3. **Cash Management and Investing:** After the budget has been completed and cash balances determined, the Director of Operations in partnership with the BOT, will create an investment strategy for a portion of the funds. Investment options may include savings accounts, CDs, treasury bills and money market mutual funds.
4. **Tax Status:** The board shall take the reasonable steps to establish and maintain the Charter School Status as a tax-exempt organization under federal 501-(c)-3 and if applicable, state law, such that contribution to the charter school is tax deductible to the donors for federal income tax purposes.
5. **Summary:** The proposed budget is solvent and based upon conservative assumptions for both revenue and expenditures. Estimate quote for various expenditure, including insurance, payroll services, professional development, etc, were sought wherever possible and practicable. Such quotes were used in developing our expenditure assumption, increasing our confidences that we are more than adequately covered and anticipation that we will not face significant deviation from the proposed expenditures. Should such occur, a contingency fund of 2.5% of total expenditure budget has been established.

C. Facility:

Rochester Career Mentoring Charter School will be a grow-out school as outlined in this application. In Year 1, the charter school will serve 80 ninth grade students, and adding a grade level of 80 students each year in years two and three; so that in year four the school serves not more than 320 students in grades 9-12. The charter school does not anticipate any further growth either in the number of students served or the grades included in the school beyond this, either in the initial charter period or beyond that timeframe.

As the school is a grow-out, the budget is expected to grow accordingly during the first three years as the number of students and requisite staff increases on an annual basis as these increases impact salary, benefits, payroll taxes, insurance, instructional supplies and technology costs. It is anticipated that there will be contractual and fixed cost increases as well over time, though efforts will be made to contain such increases. These costs may adjust annually beyond the initial charter period should a renewal of the charter be granted.

It is expected that the initial facility will be of sufficient size to meet the school's needs at its full grow out serving grades nine through twelve. Therefore, any physical expansion is not anticipated.

A specific facility has not yet been identified. However, as the facilities under consideration are part of the local Catholic Diocese, the buildings are quite similar in their offerings. Generally they are a three story building, with a community room or auditorium, gymnasium, small kitchen on ground level. The buildings include offices for administrators and administrative support, classrooms, and bathroom facilities. Each classroom is approximately 720 sq ft. The third floor includes classrooms each being approximately 720 sq ft as well as bathroom facilities. The school nurse office is either on the second or third floor depending on the building. Total building square footage is estimated between 36,000 and 42,000 sq ft. Once the charter is approved, the Board will select a licensed realtor to identify other potential locations.

In addition, the Chief Executive Officer will contact CB Richard Elis for assistance. This is a national firm with offices in Syracuse, Albany, Buffalo, and Rochester which has the experience of working with urban real estate, and would be able to establish offers/opportunities for an appropriate building for this charter school.

All of the properties being considered provide more than ample parking for staff and visitors. Each building is highly accessible to public transportation, which will be provided to students through the district of residence. Any building that we occupy will meet architectural access requirements for persons with disabilities, as indicated in the Americans with Disabilities Act and local building codes addressing architectural access.

D. Transportation:

All students attending Rochester Career Mentoring Charter School (CMCS) must reside in the City of Rochester. Therefore, all students are eligible for transportation provided by the Rochester City School District (RCSD) under Education Law, except in the case of a student living within 1.5 miles of the charter school's location. RCSD utilizes public transportation for its high school students and would thereby provide transportation for CMCS students on Rochester Genesee Regional Transit Authority (RGRTA) buses as well. Students will receive a bus pass that may be used on RGRTA buses.

Since the school year schedule for CMCS will differ from that of RCSD, the Board of Trustees will work with RGRTA to reach a Memorandum of Understanding that stipulates the bus passes provided to CMCS students through RCSD will be honored on all days that CMCS is in session whether or not those dates coincide with the RCSD calendar. This will address any possible need for supplemental transportation.

E. Food Services:

It is the intent of the Rochester Career Mentoring Charter School to have a vendor provides school food service. At this time, the school expects to contract with Foodlink of Rochester through Freshwise Catering. Freshwise has an established school food service program that exceeds the national nutritional standards for child nutrition programs at schools. They have the ready capacity to serve the school's student population, starting with 80 students and growing out to no more than 320 students. CMCS will offer breakfast and lunch in compliance with all requirements of the National School Lunch Program, served in a manner consistent with State and Federal guidelines. We will distribute Form 1041 to students upon enrollment and ensure completed 1041 forms are collected from parents. Immediately after collecting form 1041, we will assign meal categories to each student, based on parent income levels. The Director of Operations will have responsibility for overseeing the school lunch program. Freshwise has estimated the cost per meal would be \$2.40 for lunch and \$1.40 for breakfast. Our contact at Freshwise is David Ward, Director of Food Services.

F. Insurances:

The Career Mentoring Charter School, New York will carry property and equipment loss coverage; general liability; Directors and Officers insurance; hired and non-owned auto; and an Umbrella policy; as well as NYS Disability and Workers Compensation coverage for employees. The NYS Disability and Workers Compensation coverage will be in accordance with NYS requirements based on the school's workforce. One million in coverage for each of general liability, Directors and Officers insurance, and an

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Umbrella policy is anticipated. The actual amount of property and equipment loss coverage will be determined once the facility has been identified. However, the amount of coverage is expected to be over \$100,000. This amount will be adjusted based upon the facility and corresponding lease secured; along with the number and value of computers, equipment and furnishings that will be housed in the facility. We received a quote of insurance from the Ten Eyck Group.

G. Pre-Opening Plan

Action/Activity	Timeline	Person Responsible
Student Recruitment: CMCS will follow the guidelines of student recruitment set forth by Education Law Section 2854 (2) (a-d) and any amendments made to the law in 2010.	Completed by April 1, 2012	CEO
Create a website	September, 2011	CEO
Creations of recruitment pamphlets, brochures, and advertisements will be underway to attract 80 ninth graders to the charter school.	January 2012	CEO
Application designed noting special attention to students with disabilities.	January 2012	CEO
Community forums will be underway to make eligible students and their families aware of the school, its program, and the application process/deadline.	January 2012	CEO/Board of Trustees
Newspaper and City Newspaper will be used to advertise openings for the school.	February 2012	CEO
Charter School Lottery, acceptance letters and prepare wait list	April 1, 2012	CEO
Begin enrollment process of students (IEP, language determination)	April 2012	CEO/Director of Operation
Hold an "Open House" to introduce the culture and program of our charter	May 2012	CEO/Educational Leader
Hold Orientation and Summer Bridge Program for all enrolled students so staff, students and their families have an opportunity to meet and learn more about the culture of the school and to involve parents and students in the charter school's unique program.	August 2012	CEO/Educational Leader
Rochester City School District's (RCSD) compact with charter schools		
Arrange a meeting with Deputy Chief of School Innovation to review RCSD's compact with local charter schools, and arrange dates for further meetings.	Upon approval of this charter school by NYSED.	CEO/RCSD's Deputy Chief of School Innovation
Arrange a meeting with Deputy	Upon approval of this	CEO/BOT's Curriculum &

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Superintendent of Teaching and Learning to review RCSD's curriculum framework, and arrange dates for further meetings.	charter school by NYSED.	Assessment Committee/ RCSD's Deputy Superintendent of Teaching and Learning
Action/Activity	Timeline	Person Responsible
Staff Recruitment		
Begin the process of advertising for a Director of Operations	October - November 2011	CEO/ Board of Trustees
Screen, interview, and select final candidate for Director of Operations	December 2011	CEO/ Board of Trustees
Begin the process of advertising for an Educational Leader.	January - February 2012	CEO/ Board of Trustees
Screen, interview, and select final candidate for Educational Leader	March 2012	CEO/ Board of Trustees
Finalize the job application for teacher advisors/instructor.	January 2012	CEO/ BOT Personnel and Hiring Committee
Ensure timely posting of the available positions through multiple methods including distribution to education programs in western New York and posting on job website that will reach at least western New York.	January - February 2012	CEO/ BOT Personnel and Hiring Committee
Conduct initial review of applications and select interviewees and verification of credentials.	March 2012	CEO/ BOT Personnel and Hiring Committee
Interviewees will complete the interview process.	March - April 2012	CEO/ BOT Personnel and Hiring Committee
Identify finalists, conduct background checks/sex offender registry. Offers of employment will be extended.	April 2012	CEO/ BOT Personnel and Hiring Committee
Action/Activity	Timeline	Person Responsible
Staff Development		
Designing summer professional development involving Advisory Program and Curriculum Development for instructional staff.	April - June, 2012	CEO
Designing Summer Bridge Program for newly enrolled 9 th graders	April - June, 2012	CEO
Instructional staff will receive professional development on developing students' Individual Learning Plans, working with students and parents through this process and the importance of regular updates.	July - August 2012	CEO/Educational Leader/ Instructional Staff
Instructional staff will receive professional development on creating project-based learning units. Selected city public school teachers will join charter staff.	August 2012 - January 2013	Educational Leader/Instructional Staff & selected Rochester City School District teachers/

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Conduct professional development on Buck Institute and Career Choices curriculum	July - August 2012	BIB trainer. CEO/ Educational Leader BIE/Coordinator of Internship/Academic Innovations
School Operations		
Development of all policies required by law and desired by the Board of Trustees.	November 2011 - January 2012	Board of Trustees/ Legal Counsel, as needed
Requisite insurance policies will be acquired.	January 2012	Director of Operations
Arrange for food service and maintenance of all health records	June - August 2012	Director of Operations
Set up procurement system for school staff	June - August 2012	Director of Operations
Order teaching materials, furniture and other necessary items	June 2012 - August 2012	Director of Operations
A building lease/sale will be negotiated and signed.	March 2012	CEO/Director of Operations/Legal
Classroom and office equipment purchased	April - August 2012	CEO/Director of Operations
Negotiate student transportation with Rochester Genesee Regional Transit Authority	February - April 2012	CEO/Director of Operations
Transfer of utilities, installation of additional hardware as needed including telephones, wireless routers, etc.	March to May 2012	Director of Operations
Identify healthcare benefits provider, negotiate and sign contract, effective service April 1, 2011.	February to March 2012	Director of Operations with legal counsel as needed
Negotiate and sign payroll services administration contract.	March 2012	Director of Operations
Begin recruitment of support staff with priority on maintenance and security whose employment will commence in July or August.	March to July 2012	CEO/Educational Leader/Director of Operations
Ensure employee completion of the requisite paperwork for enrollment in the NYS Teachers or State employee retirement system.	March 2012	Director of Operations
Negotiate and sign professional service contract with consultants involved in staff/curriculum development.	January 2012	CEO/Director of Operation
Begin acquisition of furnishings for offices and classrooms, including technology hardware for teachers/students	April - May 2012	CEO/Educational Leader/ Director of Operations
Acquire and install the student information system.	May - July 2012	Director of Operations/ Software Vendor
Order classroom instructional supplies and	May - August 2012	Educational Leader/

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materials including textbooks.		Director of Operations
Negotiate and recommend approval by the BOT of contract for accounting and end of year auditing services.	June - July 2012	Board of Trustees/ Director of Operations
Action/Activity	Timeline	Person Responsible
Board of Trustees		
Conduct Board Meetings upon charter school approval on the third Wednesday of each month.	Beginning October 2011	Board of Trustees
Ratify school by-laws	Within 30 days of issuances of charter	Board of Trustees
Board Development sessions.	November 2011 - June 2012	Board of Trustees
Finalize budget	January 1, 2012	Financial Committee
Begin process for 501.c.3 (tax exempt status)	January 1, 2012	Financial Committee/Legal
Contract with vendor to handle accounting and fiscal duties	January 1, 2012	Financial Committee
Provide evidence of accounting system with internal controls and fiscal policies	January 1, 2012	Financial Committee
Establish chart of accounts	January 1, 2012	Financial Committee
Establish bank accounts	October 2011	Financial Committee
Ensure federal title applications submitted in timeline manner	January 1, 2012	Financial Committee
Set up annual audit schedule with a CPA	January 1, 2012	Financial Committee
Establish payroll system	January 1, 2012	Financial Committee
Establish system to report enrollment of students to school districts	February - April 2012	Director of Operations/ Financial Committee

EXHIBIT 27

Jennifer L. Aronson

From: Kevin McCormick <kmccormick@rcmcs.org>
Sent: Thursday, February 23, 2017 1:54 PM
To: Jennifer L. Aronson
Subject: Fwd: Rochester Career Mentoring Charter School

----- Forwarded message -----

From: Kevin McCormick <kmccormick@rcmcs.org>
Date: Thu, Feb 19, 2015 at 9:50 AM
Subject: Rochester Career Mentoring Charter School
To: Bill Clarke <Bill.Clarke@nysed.gov>, Board of Trustees <bot@rcmcs.org>, Dennis Francione <dfrancione@rcmcs.org>

Bill-

The Board of Trustees of Rochester Career Mentoring Charter School (RCMCS) feel that based on preliminary Regents scores at 11th grade, especially at 10th grade, we have improved, but can do much better to reach our targeted goal.

With that said, the Board has been working passionately on an amendment to our charter school, which will eventually assist our instructional staff to concentrate more on the academic deficiencies of our current enrolled students, especially at grade 11.

At the Nazareth College meeting a couple of weeks ago, one of our board members, Paul Clark, suggested that we not enroll 9th graders this year. With much consideration and planning, the board suggested a modification to his suggestion by maintaining a recruitment process for 2015.

We propose that less is more. A smaller student population will provide our instructional staff a better opportunity to align project-based learning

with the Common Core, which is part of the vision of this career-based charter. As mentioned earlier, reducing the student population will give the instructional staff an enormous opportunity to implement the academic and testing skills support.

We also will still remain fiscally sound with this reduction.

The Board of Trustees ask that you consider a proposal of amending our targeted student population at grade 9 to 40 to 50 students, a reduction of nearly 40 students beginning with this year's recruitment.

C. Target Population

Projected	Enrollment				
	Table				
	2012-13	2013-14	2014-15	2015-16	2016-17
9 th	80	80	80	40-50	40-50
10 th		80	80	current	40-50
11 th			80	current	current
12 th				current	current
Total:	80	160	240		

Our SED visitors/reviewers wrote in their October report, "While the RCMCS mission and key design elements are credible and potentially valuable elements in a quality learning organization, students have yet to enjoy the benefits of a well-executed educational program". With that said, we know our proposed reduction in student enrollment will help us execute our program more effectively and efficiently.

We will be happy to submit our official amendment for your perusal and approval.



Kevin McCormick
President - Board of Trustees

Rochester Career Mentoring Charter School

30 Hart Street - 3rd Floor
Rochester, NY

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Kevin McCormick
President - Board of Trustees

Rochester Career Mentoring Charter School
30 Hart Street - 3rd Floor
Rochester, NY



We Care About Your Future

Rochester Career Mentoring Charter School
30 Hart Street, Door 3, 3rd Floor
Rochester, NY 14605
Phone: (585) 232-1045
Fax: (585) 232-1058
Web: www.rcmcs.org

Board of Trustees Resolution of: Decrease of 9th Grade Enrollment

We being all the trustees of this charter school consent and agree that the following resolution was made On March 18, 2015 at 5:30 p.m., at Rochester Career Mentoring Charter School, 30 Hart Street, Rochester, NY 14605.

We do hereby consent to the adoption of the following as if it was adopted at a regularly called meeting of the board of trustees of this charter. In accordance with New York State Charter law and the bylaws of this charter school, by unanimous consent, the board of trustees decided that:

Accept the recommendation to decrease our targeted 9th grade enrollment for the 2015–2016 school year to 50 students and to 60 students for the 2016 – 2017 school year.

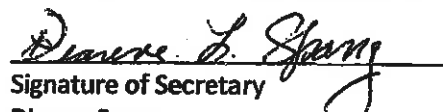
Therefore, it is resolved, that the charter school shall:

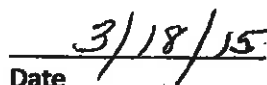
Grant the recommendation of this board to decrease the targeted 9th grade student population from 80 students to 50 students in 2015–2016 and from 80 students to 60 students in 2016–2017.

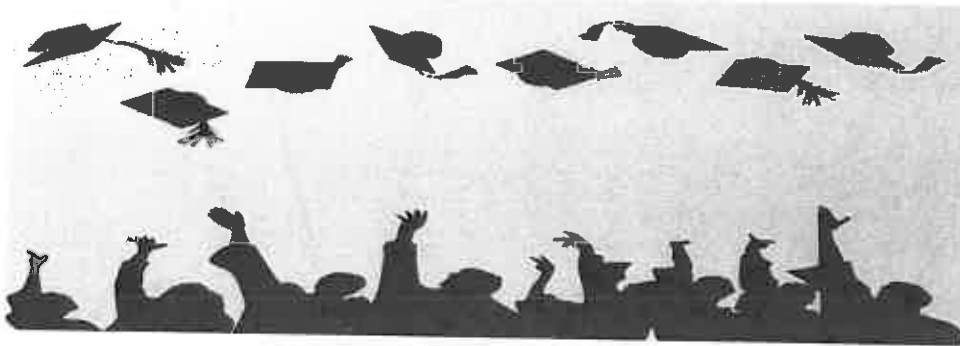
The trustees of this charter authorized to perform the acts to carry out this charter's resolution. (Please check + if present)

Kevin McCormick, President
Paul Clark, Vice- President
Dianne Spang, Secretary
Christine Hill
Shirley Sommers
Jeanette Silvers
Paul Clark

The Secretary of this charter school's board of trustees certifies that the above is a true and correct copy of the resolution that was duly adopted at a meeting of the dated meeting of the board of trustees.


Signature of Secretary
Dianne Spang


Date



Proposed Temporary Decrease in Student Enrollment Amendment for the Rochester Career Mentoring Charter School

Prepared for: New York State Education Department, Mr. Bill Clarke

**Rochester Career Mentoring Charter School
30 Hart Street
Rochester, New York 14605**

**Submitted by: Kevin McCormick, President of the Board of Trustees
Contact Information: phone (585) 303-5589 and e-mail kmccormick@rcmcs.org**

NYSED Approved Maximum Student Targeted Population: 320

Introduction

The Rochester Career Mentoring Charter School (RCMCS) is formally submitting a proposal to make a temporary change in enrollment for the 9th grade, for the 2015-2016 and 2016-2017 school year. This comes as a result of a discussion with Mr. Clarke and the (RCMCS) Board of Trustees in February 2015, wherein the Board was strongly encouraged to write this proposal as part of an option to improve the charter school's academic performance. Mr. Clarke told us this not only at the face-to-face conference, but reiterated it to us over a phone conference two weeks later.

The Board of Trustees sent an informal email of the proposal to Mr. Clarke on February 23, 2015 proposing that we reduce the number of seats for our new incoming 9th graders.

The Board of Trustees is submitting a formal proposal on March 19, 2015 to change the charter school's enrollment target.

Objective

Rochester Career Mentoring Charter School (RCMCS), a secondary school located in the City of Rochester, is seeking to amend its Charter Application in order to perfect its key design elements that are credible and potentially valuable elements in a quality learning organization. RCMCS is a school in "Good Standing." It has an attendance rate of 96-97% which out performs the Rochester City School District and has 52% of its students ready for graduation in 2016. Although RCMCS has met 3 out of its 4 goals there is still room for improvement. Therefore, RCMCS is proposing to accept approximately 50 ninth grade students (as opposed to 80 ninth grade students) in the 2015-16 school year. The benefit of this short-term change will allow teachers to improve their project-based approach to instruction, foster critical thinking, and create motivated and independent learners that will meet the concerns of the State's Charter Office.

Goals

Reducing the ninth grade class size will allow RCMCS to perfect its educational program, with the ultimate goal to graduate every student with a Regents diploma and give all students the academic and technical skills needed for today's workforce and/or entrance into college. In 2016 RCMCS will graduate 85% of its initial ninth grade cohort, who began in 2012-13. In 2017 RCMCS will graduate 90% of its initial ninth grade cohort who began in 2013-14, continuing the 90% graduation rate in 2018 and thereafter.

Solution

Temporarily reducing ninth grade class sizes will allow RCMCS to intensify the focus on literacy (reading, writing, and comprehension) and mathematics skills across grade levels. According to the Northwest Education Association (NWEA) results, approximately 70% of 2014-2015 incoming ninth grade RCMCS students entered with below 21st percentile in Mathematics and English Language Arts. The deficiency of academic skills is not a surprise to RCMCS since the district of residence (Rochester City School District) has been graduating students at an alarmingly low rate of 39% to 46%. Rochester is the lowest performing district of the Big Five Cities in New York State.

Since RCMCS wishes to combat the low graduation rate, it will offer a smaller population of students an improved personalized instructional program focusing on project-based activities aligned with the Common Core and Regents assessments and offer more tutorial and test taking skills offered during Enrichment time to small groups of students. In addition, RCMCS contracted with EnCompass Resources for Learning by hiring two instructional specialists to integrate into English/Language Arts, Social Studies, and Mathematics classes, to offer individualized attention to ninth grade students, with literacy and mathematics skills.

Proposal Outline

RCMCS is proposing a smaller number of students in the ninth grade cohort entering in 2015. Taking in fewer students during the 2015 lottery will allow for more individualized tutorial and recovery programs for our ninth through twelfth grade students, in subsequent academic years. Teachers will be able to determine strengths and weakness early on and align instruction accordingly.

C. Proposed Amendment to Target Population

Projected	Enrollment Table				
	2012-13	2013-14	2014-15	2015-16	2016-17
9 th	80	80	80	50	60
10 th		80	80	80	50
11 th			80	75	80
12 th				65	75
Total:	80	160	240	270	265

In addition, the smaller class size that would result from our lower target student population will afford teachers more time to acquaint students to a student-centered classroom learning environment that involves project-based activities associated not only with their academics, but with their career interest, as well. Our ninth grade target will not exceed 50 new students in 2015-2016 and 60 new students in 2016-2017.

To implement these key academic supports for our students the following will be put in place:

1. A Curriculum Committee headed by the Educational Leader:

- Continues views and compiles existing curricula making sure it is rigorous and aligned with Regents assessments and the Common Core.
- Compiles NWEA data administered over the past three years to develop appropriate resources and support to aid students in passing the Regents examinations.
- Compiles data when the small group of 9th grades enters in order to create to diagnosis their skills and personalize their learning styles.
- Continues professional development sessions on Wednesdays to enable grade-level teams to assess the performance of their students and create a weekly plan of action and support with the use of multiple assessments.
- Utilizes the backwards design model incorporating Regents and Common Core standards, skills, and questions into the curriculum throughout the year.
- Designates professional dates for teachers to identify and use student data to more thoroughly develop the ILP.

2. By reducing the 9th grade enrollment, the following chart demonstrates the improvement in academic and testing skills the other grade-level students:

Tasks	Descriptions
• Classroom skill building in literacy	Every teacher infuses both reading and writing skills in the content to small groups of students.
• Classroom skill building word problems in mathematics	English/Language Arts teachers work collaboratively with the math teachers identifying student levels of being able to follow directions of word problems and comprehend content.
• Create more Recovery classes as part of a teachers' instructional schedule, specifically for the 11 th and 12 th graders.	More intense Regents recovery class built in the Master Schedule.
• Increase in personalized instruction through	Strategically building a master schedule that produces longer blocks of instructional time and a

smaller class sizes and groupings, especially at grades 11 and 12.	reduction in class size provide students the personalization identified in the charter application.
<ul style="list-style-type: none"> Wednesday morning cross-curricular intervention instruction 	Wednesday schedule offers students career-based activities, but to reinforce specific content skills with subject-area teachers teaming in a small student group setting.
<ul style="list-style-type: none"> Enrichment activities for students after school, including interests-based clubs 	Students become actively engaged in their students when they have the opportunity to select activities, projects, and/or classes that interest them the most, such as, the Writer's Workshop, Math Club, Robotic Team, to mention a few.
<ul style="list-style-type: none"> Implementation of one-on-one tutoring before, during, and after school to target students' academic needs 	NWEA can identify the most urgent skill deficiency areas of students and tutors can arrange informal schedules to assist in improvement.

3. Use of Enrichment Time and Recovery Classes

- Teachers create an Enrichment schedule built into the Master Schedule that addresses smaller groups of students who are in direct need of skill-based support.
- Enrichment time allows smaller groups of students to review for Regents exams which they failed, with the aid of tutoring and individual/small group instruction.
- Regents Recovery classes especially in mathematics and science have been built into the master schedule for eleventh grade students.
- EnCompass instructors concentrate on the literacy and mathematics skill deficiencies of students both during class time and during enrichment. Data-driven instructional mechanisms implemented to provide specific strategies to enhance supportive role to students.
- College partnership is developed to enlist more tutors and to enroll high achieving students in duo credit courses.
- Individual Learning Plans address both academic skill deficiencies and improvements for each student, especially in eleventh grade.
- Parents are notified consistently updating them of their child's academic progress through the data base, JUPITER.

ATTCHMENTS

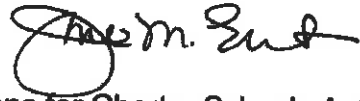
Appendix A: Budget for fiscal soundness

EXHIBIT 28




THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: P-12 Education Committee

FROM: Jhone M. Ebert 

SUBJECT: Renewal Decisions for Charter Schools Authorized by the Board of Regents

DATE: December 29, 2016

AUTHORIZATION(S): 

SUMMARY

Issue for Decision

Should the Board of Regents approve the proposed renewal charters for the following charter schools authorized by the Board of Regents pursuant to Article 56 of the Education Law (the New York Charter Schools Act):

1. **Young Women's College Preparatory Charter School of Rochester** (short-term two-year renewal)
2. **Launch Expeditionary Learning Charter School** (short-term two-year renewal)
3. **Mott Hall Charter School** (short-term two-year renewal)
4. **Global Community Charter School** (short-term two-year renewal)

Reason(s) for Consideration

Required by State Statute.

Proposed Handling

This issue will be before the Board of Regents P-12 Education Committee and the Full Board for action at the January 2017 Regents meeting.

Procedural History

The New York State Education Department made the renewal recommendations being presented to the Board of Regents for approval and issuance as required by Article 56 of the Education Law and 8 NYCRR 119.7.

Background Information

Performance Framework

The Board of Regents Charter School Performance Framework (the "Framework"), which is part of the Board of Regents Charter School Renewal Policy and the Oversight Plan included in the Charter Agreement for each school, outlines three key areas of charter school performance expectations: (1) Educational/Academic Success; (2) Organizational Soundness; and (3) Faithfulness to Charter and Law. The Framework sets forth ten performance benchmarks in these three areas. The Framework is designed to focus on performance outcomes, equity and access for all students, to preserve operational autonomy and to facilitate transparent feedback to schools. It aligns with the state's ongoing accountability and effectiveness work with traditional public schools and balances clear performance measures with Regents' discretion.

New York State Education Department Charter School Performance Framework

Performance Benchmark	
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLs) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success,

Faithfulness to Charter & Law	organizational viability, board effectiveness and faithfulness to the terms of its charter.
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.
	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.

Charter School Renewal Applications

In Article 56 of the Education Law, Section 2852(2) requires the chartering entity (in this case the Board of Regents) to make the following findings when considering a charter renewal application:

- (a) The charter school described in the application meets the requirements set out in this article and all other applicable laws, rules and regulations;
- (b) The applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner;
- (c) Granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty one of this article; and
- (d) In a school district where the total enrollment of resident students attending charter schools in the base year is greater than five percent of the total public school enrollment of the school district in the base year (i) granting the application would have a significant educational benefit to the students expected to attend the proposed charter school or (ii) the school district in which the charter school will be located consents to such application.

In addition, Renewal Guidelines contained in the Regulations of the Commissioner (8 NYCRR 119.7(d)) were adopted by the Board of Regents, and require that the Board further consider the following when evaluating a charter renewal application:

- (a) The information in the charter school's renewal application;

- (b) Any additional material or information submitted by the charter school;
- (c) Any public comments received;
- (d) Any information relating to the site visit and the site visit report;
- (e) The charter school's annual reporting results including, but not limited to, student academic achievement;
- (f) The Department's renewal recommendation and the charter school's written response, if any; and
- (g) Any other information that the board, in its discretion, may deem relevant to its determination whether the charter should be renewed.

Beyond the requirements to make the findings set forth in the Education Law and consider the factors set forth above, the Charter Schools Act leaves the decision of whether to renew a charter to the sound discretion of the Board of Regents.

Related Regents Items

2016 Renewal Decisions for Charter Schools Authorized by the Board of Regents:

April 2016 - <http://www.regents.nysed.gov/meetings/2016/2016-04/p-12-education>

May 2016 - <http://www.regents.nysed.gov/meetings/2016/2016-05/p-12-education>

Initial Applications and Charters Approved by the Board of Regents

December 2010 Charter School Initial Applications: Launch Expeditionary Learning Charter School and Mott Hall Charter School

September 2011 Charter School Initial Applications: Global Community Charter School and Young Women's College Prep Charter School of Rochester

Recommendations

State Education Department Renewal Recommendations

The attached Renewal Recommendation Reports provide summary information about each of the Renewal Applications that are before the Board for action today as well as an analysis of the academic and fiscal performance of each school over the charter term.

The Department considers evidence related to the ten Performance Benchmark areas when making recommendations to the Regents concerning charter renewal applications. However, student academic performance is of paramount importance when evaluating each school. Each of the recommendations below was made after a full due-diligence process over the charter term, including review of the information presented by each school in its Renewal Application, a specific fiscal review, a two-day

renewal site visit conducted by a Department team during the fall of 2016, comprehensive analysis of achievement data and consideration of public comment.

Pursuant to Education Law §2851(2)(p), charters may be renewed for a charter term of no more than five years. The Department typically makes renewal recommendations for a full term of five years, or a short term of three years. The Department may also make recommendations for non-renewal, and has additional flexibilities to make renewal recommendations for other charter term lengths. In the case of the four charter schools being recommended for renewal at the January 2017 Board of Regents meeting, continuing academic concerns warrant a renewal term of two years. The Department has required all four charter schools to develop a corrective action plan that will be closely monitored, and the Department will report to the Regents as necessary.

Renewal Recommendations

VOTED: That the Board of Regents finds that, the **Young Women's College Preparatory Charter School of Rochester**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Young Women's College Preparatory Charter School of Rochester** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2019**.

VOTED: That the Board of Regents finds that, the **Launch Expeditionary Learning Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Launch Expeditionary Learning Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2019**.

VOTED: That the Board of Regents finds that, the **Mott Hall Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the

application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Mott Hall Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2019**.

VOTED: That the Board of Regents finds that, the **Global Community Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Global Community Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2019**.

Timetable for Implementation

The Regents action for the above named charter schools will become effective immediately.

Young Women's College Preparatory Charter School of Rochester

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7 and the Board of Regents Charter School Renewal Policy (November 2012), the New York State Education Department (NYSED) recommends a first renewal term for a period of two years for Young Women's College Preparatory Charter School of Rochester. The charter term would begin on July 1, 2017 and expire on June 30, 2019. NYSED also recommends the approval of the requested revision to add a culminating Grade 12 and an additional 75 students to the school's chartered enrollment.

Young Women's College Preparatory Charter School of Rochester (YWCP) is not yet meeting the academic performance expectations set forth in the Board of Regents Charter School Performance Framework. The school was designated as a Priority School in 2015-2016. Commissioner's Regulation 119.7(d)(2)(ii) states that "when deciding whether to grant a renewal application and/or for how long to renew a school's charter, the charter school's student academic achievement shall be considered of paramount importance by the Board of Regents. Furthermore, for all renewals subsequent to a first renewal, a charter school's student academic achievement shall be given greater weight than for a first renewal."

YWCP is progressing toward implementing the mission, key design elements, education program, organizational design, and fiscal plan set forth in the charter. The school is making significant good faith efforts to meet enrollment, recruitment, and retention targets for special student populations.

The school recently re-located to a facility located within the Greece Central School District, but its mission and recruitment focus will continue to serve the young women of Rochester while remaining in compliance with enrollment preference requirements set forth in the New York Charter Schools Act. Since over 95% of its current students reside within Rochester City School District, all district level performance comparisons are being made to the Rochester City School District.

Charter School Summary

Name of Charter School	Young Women's College Preparatory Charter School of Rochester
Board Chair	Duffy Palmer
District of location	Greece Central School District (since 8/2016)
Opening Date	8/27/2012
Charter Term	Initial Charter Term: July 1, 2012 – June 30, 2017
Management Company	None
Partners	Young Women's Leadership Network Young Women's College Prep Foundation

Facilities	<p>8/2016 – present: 133 Hoover Drive, Rochester, NY 14615</p> <p>8/2013 – 7/2016: 311 Flower City Park , Rochester, NY 14615</p> <p>8/2012 – 7/2013: 1001 Lake Avenue, Rochester, NY 14613</p>
Mission Statement	<p><i>"Young Women's College Prep Charter School of Rochester (YWCP) offers young women from the city of Rochester the opportunity to learn in a single-gender environment, free from stereotypes, where a strong focus is placed on preparation for college enrollment and graduation. High expectations and evidence of concrete results define the student's academic experience. Educators commit to, and thrive upon, sharing effective practices within and beyond the school building. YWCP partners with families and instills in each student a sense of community, responsibility and ethics. We support students in their endeavors to achieve excellence in and out of the classroom, helping them to develop the strong voices they will need to be leaders."</i></p>
Requested Revisions	<p>To add culminating Grade 12 and increase maximum approved enrollment from 375 to 450, which the department is recommending.</p>

Enrollment

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2016 – 2017	7-11	375	353 ¹
2015 – 2016	7-10	300	255
2014 – 2015	7-9	225	215
2013 – 2014	7-8	150	166
2012 – 2013	7	75	81

Background

The Board of Regents granted an initial charter to YWCP on September 13, 2011 for a five-year operational term. The school opened for instruction on August 27, 2012. The school currently accommodates Grades 7-11, and has added a grade for every year of its charter. YWCP sought a material revision to its charter to relocate from its Rochester City School District (RCSD) location to one in the Greece Central School District, due to limited facility options within Rochester City. This was approved by the Board of Regents in May 2016.

¹ Self-reported by YWCP in Renewal Site Visit Workbook

Summary of Evidence

Key Performance Area: Educational Success

Student Performance

Over the five-year charter term, YWCP administered the NYS English language arts and mathematics assessments to students in grades 7-8 and Regents exams for students in the middle and high school grades. The outcomes from these assessments serve as the basis for determination of academic success in absolute proficiency outcomes and comparisons to the state and district of location.

In July 2016, YWCP was required by NYSED to provide a Corrective Action Plan (CAP) establishing strategies and measurable outcomes to improve academic performance and enrollment target deficiencies for students with disabilities, economically disadvantaged students, and English language learners. The school is currently implementing the specific strategies outlined in the CAP and provides quarterly progress reports and updates to the NYSED Charter School Office (CSO).

Elementary/Middle School Academic Outcomes

YWCP's aggregate academic proficiency in both ELA and math falls far below the state average and is trending downward. ELA scores have been trending downward since the beginning of the charter term and were at 28% below the state average in the 2015-2016 school year. Math scores likewise fell from the beginning of the charter term and are 38% below the Rochester City School District in the 2015-2016 academic year.

Compared to RCSD, YWCP is doing somewhat better in ELA than in math. ELA scores for the past three years have shown relatively steady performance, slightly above RCSD's by 3%. Math scores, however, are below RCSD and have declined by 5% from 2014-2015 to 2015-2016.

Subgroup academic proficiency compared to RCSD demonstrated no academic benefit for YWCP students over the district of location, with the only exception being the ELA performance of ED students. In both the SWD and ELL student populations, no YWCP students reached proficiency in either ELA or math. Both the SWD and ELL student populations are significantly underperforming compared to the state. YWCP's ED population did outperform the district of location in ELA only, by 4%.

High School Academic Outcomes

YWCP has not yet matriculated students at the twelfth grade and does not yet have graduation data; therefore reporting data used for the high school is currently Regents annual outcomes.

YWCP's Regents annual outcomes both in the aggregate and in the ED and SWD subgroups show consistent performance below the state, at times falling as much as 40% or more below the state. In the aggregate, Regents outcomes are publicly available on the NYS School Report Card for select exams including those for math, science, and social studies. No ELA Regents exams have yet been administered to attending students.

Over the past three years, annual Regents outcomes in math (as reported on the NYS School Report Card) have been lower than state outcomes. While proficiency rates more than doubled in the aggregate

on the Algebra I (Common Core) test from 2014-2015 to 2015-2016, a significant decline was noted for Geometry (Common Core) for the same period. The ED and SWD populations have likewise performed below the state, but the ELL population performed better than the state average by 6% in the 2015-2016 school year (the only year with data available).

Science Regents scores in the aggregate and in the ED and SWD subgroups (no data is available for ELL students) for YWCP are significantly below the state average and trending downward for the publicly reported exams, Living Environment and Physical Setting/Earth Science.

In social studies, YWCP has two publicly available Regents exam outcomes – U.S. History and Government and Global History and Geography. U.S. History and Government proficiency rates have been below the state for the past three years whereas Global History and Geography proficiency rates are above the state for the one year for which data is available, 2015-2016.

YWCP was designated a *Priority School* by NYSED in 2015-2016.

Table 1: 2014-2016 Aggregate and Subgroup Grades 3-8 ELA and Mathematics Proficiency Outcomes
-- Young Women's College Preparatory Charter School of Rochester

Subject	School Year	All Students	Students with Disabilities	English Language Learners	Economically Disadvantaged
ELA	2013-14	10%	0%	0%	10%
	2014-15	6%	0%	0%	4%
	2015-16	10%	0%	0%	10%
Math	2013-14	4%	0%	0%	3%
	2014-15	5%	0%	0%	3%
	2015-16	3%	0%	0%	2%

Note: Data in Table 1 represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment. From 2013-2015, ELA and mathematics assessments were aligned to the Common Core.

**Table 2: 2014-2016 Aggregate Comparison Gr 3-8 ELA and Mathematics Outcomes –
Young Women’s College Preparatory Charter School of Rochester**

Subject	School Year	YWCP	RCSD Average	YWCP Compared to RCSD	NYS Average	YWCP Compared to NYS Average
ELA	2013-14	10%	6%	+4	31%	-21
	2014-15	6%	3%	+3	31%	-25
	2015-16	10%	7%	+3	38%	-28
Math	2013-14	4%	5%	-1	36%	-32
	2014-15	5%	4%	+1	38%	-33
	2015-16	3%	7%	-4	39%	-36

Note: Data in Table 2 represents tested students only in Grades 3-8 at Young Women’s College Preparatory Charter School of Rochester, Rochester City School District (district of location), and NYS who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school’s performance and the district or state averages. All values were calculated to the nearest whole number, therefore, the percent differences may show a rounded value.

**Table 3: 2014-2016 Aggregate Comparison Regents Outcomes –
Young Women’s College Preparatory Charter School of Rochester**

Exam	2013-2014		2014-2015		2015-2016	
	YWCP	NYS	YWCP	NYS	YWCP	NYS
Integrated Algebra (>65)	50%	72%	*	62%	N/A	N/A
Algebra I (Common Core) (levels 3, 4 & 5)	37%	68%	24%	63%	57%	72%
Algebra II (Common Core) (levels 3, 4, & 5)	N/A	N/A	N/A	N/A	61%	74%
Geometry (>65)	N/A	N/A	50%	72%	*	38%
Geometry (Common Core) (levels 3, 4, & 5)	N/A	N/A	47%	63%	12%	64%
Living Environment (>65)	61%	78%	40%	77%	23%	78%
Physical Setting/Earth Science (>65)	N/A	N/A	39%	72%	32%	71%
US History and Government	50%	80%	29%	84%	38%	82%
Global History and Geography (>65)	N/A	N/A	N/A	N/A	87%	68%

Note: Data in Table 3 represents tested students whose data was available on the NYS School Report Card. Percentages reported represent those students who scored proficiently at Young Women’s College Preparatory Charter School of Rochester and NYS.

Key Performance Area: Organizational Viability

Financial Condition

YWCP appears to be in strong financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements. The Department reviews the financial performance and management of charter schools using several near-term and long-term financial performance indicators.² Near-term Indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.

Financial Management

YWCP appears to be operating in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

Table 4: Student Demographics – Young Women's College Preparatory Charter School of Rochester Compared to District of Location (Rochester City School District)

	2014-2015			2015-2016			2016-2017 ³
	Percent of Enrollment			Percent of Enrollment			Percent of Enrollment
	School	RCSD	Variance	School	RCSD	Variance	School
Enrollment of Special Populations⁴							
Economically Disadvantaged	70%	91%	-21	80%	91%	-9	79%
English Language Learners	5%	16%	-11	6%	13%	-7	6%
Students with Disabilities	10%	22%	-12	9%	20%	-11	10%

² These rigorous Indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

³ Enrollment for the 2015-16 school year is preliminary and therefore cannot be compared to the district. The enrollment figures provided for this school year have been reported by the school.

⁴ Percentages of English language learners and students with disabilities include students who were exited from these services within the last three years of the enrollment record.

YWCP is located in the Greece Central School District but recruits and primarily serves students from RCSD, in accordance with the school's mission.

YWCP is focusing significant efforts toward meeting its enrollment targets for all of its special population subgroups⁵. Numerous good faith efforts have been put in place to further increase the school's numbers, including mailings, robo-calling, social media, school recruitment fairs, newspaper advertising, and open houses. The school has designated one staff member to serve as the lead for a recruitment committee of teachers to develop new materials and methods to attract a diverse student population. Additionally, the school has been invited to present to sixth graders in selected city schools. A major marketing firm in the Rochester area donated the services of its interns to redesign the school's marketing plan to include postings in areas where the target population would be most likely to see it, including public transportation. Brochures, posters and applications are offered in English and Spanish, and the school plans to translate into Arabic to meet the needs of a growing immigrant population.

Student Retention

According to NYSED data, the overall student retention rate at YWCP is 69%. The district-wide retention rate in Greece is 79% and 66% in Rochester.

Legal Compliance

YWCP is in compliance with applicable laws, rules and regulations, as well as with the terms of the charter agreement with the Board of Regents.

Public Hearing Information

The required public hearing was conducted on September 13, 2016 by the Greece Central School District. Four members of the community attended as well as two administrators from the charter school. Comments made were primarily questions and were generated by the Greece Central School District Board of Education.

Revisions

YWCP has requested a material revision to add a culminating Grade 12 to its high school program and to increase the maximum enrollment by 75 students (to an approved maximum of 450) to support the additional grade level. NYSED is recommending the approval of this revision.

⁵ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities ("SWD"), FRPL eligible students and English Language Learners("ELL") when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

Launch Expeditionary Learning Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7 and the Board of Regents Charter School Renewal Policy (November 2012), the New York State Education Department (NYSED) recommends a first renewal term for a period of two years for the Launch Expeditionary Learning Charter School. The charter term would begin on July 1, 2017 and expire on June 30, 2019. NYSED is not recommending the requested revision to increase the school's enrollment at this time.

Launch Expeditionary Learning Charter School (LELCS) is not yet meeting the academic performance benchmarks set forth in the Board of Regents Performance Framework. The school was designated as a Focus School in February 2016. Commissioner's Regulation 119.7(d)(2)(ii) states that "when deciding whether to grant a renewal application and/or for how long to renew a school's charter, the charter school's student academic achievement shall be considered of paramount importance by the Board of Regents. Furthermore, for all renewals subsequent to a first renewal, a charter school's student academic achievement shall be given greater weight than for a first renewal."

The school is progressing toward implementing the mission, key design elements, education program, and organizational plan set forth in the charter. LELCS is meeting enrollment and retention targets as prescribed by the Board of Regents for students who are English language learners and students with disabilities and is exceeding enrollment targets for economically disadvantaged students.

Charter School Summary

Name of Charter School	Launch Expeditionary Learning Charter School
Board Chair	Jonathan Harber
District of location	NYC CSD 16
Opening Date	August 22, 2012
Charter Terms	Charter approved: 12/14/2010 Planning year: 7/1/2011-6/30/2012 Initial charter term: 7/1/2012 ~ 6/30/2017
Management Company	None
Educational Partners	New York City Outward Bound Expeditionary Learning Education (EL)
Facilities	Co-located with NYCDOE PS 243 at: 1580 Dean Street, Floor 3, Brooklyn NY 11213
Mission Statement	<i>"Launch students will develop the academic skills and strength of character necessary to thrive in college, contribute to their communities, and excel in their careers."</i>

Key Design Elements	1) Learning Expeditions 2) Active Pedagogy 3) Culture and Character 4) Leadership and School Improvement 5) Structures
Revision History	In February 2016, the Board of Regents approved a revision request to decrease the maximum enrollment and grade levels from 461 students in grades 6-10 to 271 students in grades 6-8.
Requested Revisions	Requesting approval to increase enrollment to 335 (grades 6-8) which NYSED is not recommending at this time.

Enrollment

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2016-2017	6-8	271	310 ⁶
2015-2016	6-8	271	313
2014-2015	6-8	271	311
2013-2014	6-7	190	219
2012-2013	6	100	112

Background

The Board of Regents granted an initial charter to LELCS in December 2010. LELCS requested and was approved to take the 2011-2012 school year as a planning year. The school opened in Brooklyn, NY CSD 16 in August 2012. At the school's request, the Board of Regents approved a charter revision in February 2016 to decrease the maximum enrollment and grade levels from 461 students in grades 6-10 to 271 students in grades 6-8 due to space constraints.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance

Over the five-year charter term, LELCS administered the NYS English language arts, mathematics, and science assessments to students in Grades 6-8. The outcomes from these assessments serve as the basis for determination of academic success in absolute proficiency outcomes and comparisons to the state and district of location.

In July 2016, LELCS was required by NYSED to provide a Corrective Action Plan (CAP) establishing strategies and measurable outcomes to improve academic performance. The school is currently

⁶ Self-reported by LELCS in Renewal Site Visit Workbook

Implementing the specific strategies outlined in the CSP and provides quarterly progress reports and updates to the NYSED Charter School Office (CSO).

LELCS' aggregate student performance in mathematics and ELA has been increasing since 2014 (see Table 1). Students who are identified as economically disadvantaged tend to perform on par with the aggregate student population in tested subjects. Students identified with a disability who were administered the NYS assessments at LELCS constitute 25% of the tested student population. These students did not perform as strongly as their general education peers. English language learners comprise a very small testing group (2-3%) and show a similar trend of underperformance compared to the general education population.

LELCS' comparative outcomes to NYC CSD 16 and the New York State average show that the school is in need of academic improvement. In aggregate comparison to both the district and New York State testing outcomes, LELCS' performance in mathematics and ELA has been below the respective averages (see Table 2).

According to the February 2016 accountability designations, LELCS is a Focus Charter School. Previously, in the 2015-2016 school year, LELCS was designated as a *Local Assistance Plan* school.

Table 1: 2014-2016 Aggregate and Subgroup Grades 3-8 ELA and Mathematics Outcomes - Launch Expeditionary Learning Charter School

Subject	School Year	All Students	Students with Disabilities	English Language Learners	Economically Disadvantaged
ELA	2013-14	1%	0%	*	6%
	2014-15	10%	1%	0%	8%
	2015-16	16%	4%	0%	14%
Mathematics	2013-14	6%	0%	*	7%
	2014-15	11%	5%	14%	10%
	2015-16	17%	6%	11%	18%

Note: Data in table 1 represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment. From 2014-2016, ELA and mathematics assessments were aligned to the Common Core; Science assessments remained in the original NYSTP format.

** In some cases, student subgroups did not have enough tested students to form a representative sample (<10 students). For these subgroups, testing data was withheld.*

Table 2: 2014-2016 Aggregate Comparison Gr 3-8 ELA and Mathematics Outcomes - Launch Expeditionary Learning CS

Subject	School Year	Launch Expeditionary Learning Charter	NYC CSD 16 Avg	Launch Compared to NYC CSD 16	New York State Avg	Launch Compared to NYS
ELA	2013-14	6%	16%	-10	31%	-25
	2014-15	10%	17%	-7	31%	-21
	2015-16	16%	25%	-9	38%	-22
Math	2013-14	6%	14%	-8	36%	-30
	2014-15	11%	16%	-5	38%	-27
	2015-16	17%	21%	-4	39%	-22

Note: Data in table 2 represents tested students only in grades 6-8 at LELCS, NYC CSD 16 (district of location), and NYS who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest tenth, therefore, the percent differences may show a rounded value.

Key Performance Area: Organizational Viability

Financial Condition

LELCS appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

CSO reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations⁷.

Financial Management

LELCS operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

⁷ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

Table 3: Student Demographics – Launch Expeditionary Learning Charter School Compared to District of Location (NYC CSD 16)

	2014-2015			2015-2016			2016-2017 ⁸
	Percent of Enrollment			Percent of Enrollment			Percent of Enrollment
	School	CSD	Variance	School	CSD	Variance	School
Enrollment of Special Populations⁹							
Economically Disadvantaged	84%	86%	-2%	89%	82%	+7%	89%
English Language Learners	4%	6%	-2%	4%	5%	-1%	5%
Students with Disabilities	27%	30%	-3%	28%	28%	0%	26%

For the 2015-16 school year, other than for ELLs, where they fell slightly below, LELCS met or exceeded enrollment targets for subgroups. The school enrolls a largely economically disadvantaged student population at a rate above that of the district. More than a quarter of enrolled students have disabilities, while a small percentage of students are English language learners, which is similar to the district proportions.

The school has made good faith efforts to recruit, serve, and retain at-risk students¹⁰. Efforts to recruit and retain economically disadvantaged students, English language learners and students with disabilities include targeted outreach to community organizations that serve students in those population groups, the addition of self-contained special education classes and Integrated Co-Teaching (ICT) classes at each grade to meet student IEP requirements, the provision of student advisory, a component of the

⁸ Enrollment for the 2015-16 school year is preliminary and therefore cannot be compared to the district. The enrollment figures provided for this school year have been reported by the school.

⁹ Percentages of English language learners and students with disabilities include students who were exited from these services within the last three years of the enrollment record.

¹⁰ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities ("SWD"), FRPL eligible students and English Language Learners("ELL") when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

Expeditionary Learning model that focuses on social-emotional learning as well as academic goal-setting, and staffing with appropriate expertise to serve these populations.
Student Retention

According to NYSED data, the overall student retention rate at LELCS is 81%. The district-wide retention rate in NYC CSD 16 is 62%.

Legal Compliance

LELCS has compiled a record of compliance with applicable state and federal laws and the provisions of its charter. The school operates in accordance with applicable law, regulations, rules and other policies, including its by-laws and other school-specific policies, and including disciplinary procedures for students with disabilities to address section 300.519-300.529 of the Code of Federal Regulations and NYS DASA regulations. The board holds meetings in accordance with the Open Meetings Law.

Public Hearing Information

The required hearing was held on October 17, 2016. Four individuals attended the hearing, including two LELCS staff members and two district administrators. No comments were submitted.

Mott Hall Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7 and the Board of Regents Charter School Renewal Policy (November 2012), the New York State Education Department (NYSED) recommends a first renewal term for a period of two years for the Mott Hall Charter School with a Corrective Action Plan to improve academic outcomes. The charter term would begin on July 1, 2017 and expire on June 30, 2019. NYSED is not recommending the requested revision to increase the school's enrollment at this time.

Mott Hall Charter School (MHCS) is not yet meeting the academic performance benchmarks set forth in the Board of Regents Performance Framework. Commissioner's Regulation 119.7(d)(2)(ii) states that "when deciding whether to grant a renewal application and/or for how long to renew a school's charter, the charter school's student academic achievement shall be considered of paramount importance by the Board of Regents. Furthermore, for all renewals subsequent to a first renewal, a charter school's student academic achievement shall be given greater weight than for a first renewal."

MHCS is not yet meeting enrollment and retention targets as prescribed by the Board of Regents for students who are English language learners, but is employing good faith efforts to enroll and retain students in that subgroup. The school is close to meeting enrollment and retention targets as prescribed by the Board of Regents for students who are economically disadvantaged, and for students with disabilities.

The school is progressing toward implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	Mott Hall Charter School
Board Chair	Natalie Thompson
District of location	NYC CSD 9
Opening Date	8/27/2012
Charter Terms	Initial Charter Term: 7/1/2012 – 6/30/2017
Management Company	None
Partners	Casita Maria (After-school program)
Facilities	Co-located with NYC DOE PS 63 Author's Academy at 1260 Franklin Avenue, Bronx, New York 10456
Mission Statement	<i>"The mission of the Mott Hall Charter School is to prepare our scholars in mind, body, and character to succeed in top high schools, colleges, and careers by becoming inquisitive, open-minded, and compassionate citizens of the world."</i>

Requested Revisions

Requesting approval to increase enrollment by 84 students (grades 6-8) over the next charter term which NYSED is not recommending at this time.

Enrollment

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2016-2017	6-8	315	292 ¹¹
2015-2016	6-8	249	248
2014-2015	6-8	230	191
2013-2014	6-7	167	151
2012-2013	6	110	109

Background

The Board of Regents granted an initial charter to MHCS on December 14, 2010. MHCS requested and was approved to take the 2011-2012 school year for planning. After the planning year, the school opened in co-located space NYC CSD 9 in the Bronx on August 27, 2012 with 109 students in Grade 6. Space limitations have hindered the full allowable enrollment until this year, when the school was given an additional classroom and rearranged office spaces to accommodate additional students.

Summary of Evidence for Renewal**Key Performance Area: Educational Success****Student Performance**

Over the five-year charter term, MHCS administered the NYS English language arts, mathematics and science assessments to students in grades 6-8. The outcomes from these assessments serve as the basis for determination of academic success in absolute proficiency outcomes and comparisons to the state and district of location.

Aggregate scores on state ELA and math assessments increased over the term of the charter. However, only 16% of the students scored at or above ELA proficiency for 2015-2016, which is up 7% from the prior year, but is still 4% below the district average and 22% below the state. Similarly, the math proficiency rate for 2015-2016 is at 16%, which is 2% below the district average and 23% below the state.

¹¹ Self-reported by MHCS in Renewal Site Visit Workbook

Table 1: 2014-2016 Aggregate and Subgroup Grades 3-8 ELA and Mathematics Outcomes - Mott Hall Charter School

Subject	School Year	All Students	Students with Disabilities	English Language Learners	Economically Disadvantaged
ELA	2013-14	11%	6%	0%	10%
	2014-15	9%	5%	0%	9%
	2015-16	16%	3%	4%	15%
Math	2013-14	6%	6%	0%	5%
	2014-15	16%	6%	15%	16%
	2015-16	16%	0%	0%	15%

Note: Data in table 1 represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment. From 2014-2016, ELA and mathematics assessments were aligned to the Common Core.

Subgroups

Academic results for students with disabilities went down in both ELA and math from 2014-2015 to 2015-2016. For English language learners, scores went up slightly in ELA and dropped significantly in math. Economically disadvantaged students' scores increased by 6% in ELA, but remained stagnant in math.

Table 2: 2014-2016 Aggregate Comparison Gr 3-8 ELA and Mathematics Outcomes -- Mott Hall Charter School

Subject	School Year	Mott Hall	CSD #9 Average	MHCS Compared to CSD #9	NYS Average	MHCS Compared to NYS Average
ELA	2013-14	11%	12%	-1	31%	-20
	2014-15	9%	13%	-4	31%	-22
	2015-16	16%	20%	-4	38%	-22
Math	2013-14	6%	16%	-10	36%	-30
	2014-15	16%	17%	-1	38%	-22
	2015-16	16%	18%	-2	39%	-23

Note: Data in Table 2 represents tested students only in grades 3-8 at Mott Hall, CSD 9 (district of location), and NYS who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest whole number, therefore, the percent differences may show a rounded value.

According to the Department's accountability designations in 2014-2015 and 2015-2016, MHCS is *In Good Standing*.

Key Performance Area: Organizational Viability

Financial Condition

Mott Hall Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

CSO reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.¹²

Financial Management

NYS Charter School Office (CSO) reviewed Mott Hall Charter School's 2015-2016 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. There were no findings and no recommendations. MHCS operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

According to NYSED records, MHCS had comparatively fewer students enrolled as English language learners (10%) in 2015-2016 compared to the CSD 9 subgroup enrollment of 24%.

¹² These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Table 3: Student Demographics – Mott Hall Charter School Compared to District of Location (NYC CSD 9)

	2014-2015 Percent of Enrollment			2015-2016 Percent of Enrollment			2016-2017 ¹³ Percent of Enrollment
	School	CSD 9	Variance	School	CSD 9	Variance	School
Enrollment of Special Populations¹⁴							
Economically Disadvantaged	93%	85%	12	92%	94%	-2	93%
English Language Learners	8%	13%	-5	10%	24%	-14	9%
Students with Disabilities	21%	23%	-2	19%	20%	-1	17%

The school is making good faith efforts to attract and retain special populations of students¹⁵, including mailings, targeted recruitment presentations at community based organizations, visits to local elementary schools, school tours conducted by bilingual staff members, and marketing materials in multiple languages with descriptions of supports and services for ELLs and students with disabilities.

Student Retention

According to NYSED data, the overall student retention rate at MHCS is 61%. The district-wide retention rate in NYC CSD 9 is 69%.

Legal Compliance

MHCS has compiled a record of compliance with applicable state and federal laws and the provisions of its charter. The school operates in accordance with applicable law, regulations, rules and other policies, including its by-laws and other school-specific policies, and including disciplinary procedures for students with disabilities to address section 300.519-300.529 of the Code of Federal Regulations and NYS DASA regulations. The board holds meetings in accordance with the Open Meetings Law.

¹³ Enrollment for the 2015-16 school year is preliminary and therefore cannot be compared to the district. The enrollment figures provided for this school year have been reported by the school.

¹⁴ Percentages of English language learners and students with disabilities include students who were exited from these services within the last three years of the enrollment record.

¹⁵ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities ("SWD"), FRPL eligible students and English Language Learners("ELL") when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

Public Hearing Information

The required hearing was held on October 13, 2015. Forty people were in attendance, including the entire board of trustees of the charter school. Six people, including the board vice-president, spoke. All comments were in support of the renewal.

Global Community Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7 and the Board of Regents Charter School Renewal Policy (November 2012), the New York State Education Department (NYSED) recommends a first renewal term for a period of two years for the Global Community Charter School. The charter term would begin on July 1, 2017 and expire on June 30, 2019.

Global Community Charter School (GCCS) is not yet meeting the academic performance benchmarks set forth in the Board of Regents Charter School Performance Framework. The school was designated as a Focus School by NYSED for the school year 2015-2016. Commissioner's Regulation 119.7(d)(2)(ii) states that "when deciding whether to grant a renewal application and/or for how long to renew a school's charter, the charter school's student academic achievement shall be considered of paramount importance by the Board of Regents. Furthermore, for all renewals subsequent to a first renewal, a charter school's student academic achievement shall be given greater weight than for a first renewal."

Additionally, GCCS must demonstrate that it will sustain the steps the school has recently taken to correct improper practices in board oversight and governance, fiscal management, and legal compliance.

GCCS is implementing the mission and key design elements and educational plan set forth in the charter, and is making progress toward meeting enrollment and retention targets for special student populations.

Charter School Summary

Name of Charter School	Global Community Charter School
Board Chair	Mary Jilek
District of location	NYC CSD 5
Opening Date	9/4/2012
Charter Terms	Initial Charter Term: July 1, 2012 – June 30, 2017
Management Company	None
Partners	International Baccalaureate (IB)

Facilities	2/2015 – Present: Private facility at 2350 Fifth Avenue, New York, NY 10037 8/2012 – 1/2015: Private facility at 421 West 125th Street, New York, NY 10031
Mission Statement	<i>"Global Community Charter School serves the Harlem community by providing students in grades K through 5 with an education that is rigorous, inquiry-based, and that teaches students and their families to work successfully together across differences in language, culture, economic background, age, and nationality. Our school prepares students for admission to a competitive high school."</i>
Requested Revisions	No material revisions requested

Enrollment

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2016 – 2017	K – 5	460	444 ¹⁶
2015 – 2016	K – 4	385	367
2014 – 2015	K – 3	300	284
2013 – 2014	K – 2	225	222
2012 - 2013	K - 1	150	143

Background

The Board of Regents granted an initial charter to GCCS on September 13, 2011 for a five-year operational term. GCCS opened on September 4, 2012 and currently has 444 students in grades K-5. GCCS was originally approved to open in CSD 5 but, with the approval of NYSED, was temporarily located in CSD 6 until the school was able to secure adequate facility space in Harlem. The school remained in the temporary location for 2.5 years, and then moved in February 2015 to the current private space facility in CSD 5.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance

Over the charter term, GCCS administered the NYS English language arts and mathematics assessments to students in grades 3-4 (the school will first serve grade 5 this academic year). The outcomes from

¹⁶ Self-reported by GCCS in Renewal Site Visit Workbook

these assessments, summarized below, serve as the basis for determination of academic success in absolute proficiency outcomes and comparisons to the state and district of location.

In July 2016, GCCS was required by NYSED to provide a Corrective Action Plan (CAP) establishing strategies and measurable outcomes to improve academic performance. The school is currently implementing the specific strategies outlined in the CAP and provides quarterly progress reports and updates to the NYSED Charter School Office (CSO).

GCCS' performance data for ELA and mathematics are available for the 2014-2015 and the 2015-2016 school years, which are the school's first testing years. In both subjects, the school has performed significantly below the state average, as evidenced in Table 2. In ELA, GCCS has performed below the current district of location in 2014-2015 and has negative growth year over year. Mathematics proficiencies have increased significantly since 2014-2015, and have reached district averages; however, they have only risen to perform 4% over the district of location.

Students who are identified as economically disadvantaged and English language learners enrolled at GCCS tend to perform on par or above the current district of location as of the 2015-2016 academic year. English language learners ELA performance, while above the district, is declining. Students identified with a disability represent 19% of the GCCS school population with a self-reported 83 students for the 2015-2016 school year. Of those who were administered the ELA assessments in 2015-2016 school year, no students achieved proficiency. This is a decline from 2014-2015 to 2015-2016.

Table 1: 2014-2016 Aggregate and Subgroup Grades 3-8 ELA and Mathematics Outcomes - Global Community Charter School

Subject	School Year	All Students	Students with Disabilities	English Language Learners	Economically Disadvantaged
ELA	2013-14	N/A	N/A	N/A	N/A
	2014-15	10%	11%	8%	11%
	2015-16	14%	0%	4%	14%
Math	2013-14	N/A	N/A	N/A	N/A
	2014-15	10%	11%	8%	9%
	2015-16	21%	7%	17%	22%

Note: Data in Table 1 represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment. From 2014-2015, ELA and mathematics assessments were aligned to the Common Core.

Table 2: 2014-2016 Aggregate Comparison Gr 3-8 ELA and Mathematics Outcomes -- Global Community Charter School

Subject	School Year	GCCS	CSD 5 Average	GCCS Compared to CSD 5	NYS Average	GCCS Compared to NYS Average
ELA	2013-14	N/A	N/A	N/A	N/A	N/A
	2014-15	10%	16%	-6%	31%	-21%
	2015-16	14%	21%	-7%	38%	-24%
Math	2013-14	N/A	N/A	N/A	N/A	N/A
	2014-15	10%	20%	-10%	38%	-28%
	2015-16	21%	17%	4%	39%	-18%

Note: Data in Table 2 represents tested students only in Grades 3-8 at Global Community Charter School, CSD 5 (district of location), and NYS who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value.

According to the Department's accountability designations for 2015-2016, GCCS is a *Focus School*.

Key Performance Area: Organizational Viability

Financial Condition

GCCS appears to be in stable financial condition as of the 2015-2016 school year. The first three years of its charter term indicated significant financial instability, as evidenced by performance on key indicators derived from the schools independently audited financial statements. The Department reviews the financial performance and management of charter schools using several near-term and long-term financial performance indicators.¹⁷ Near-term Indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.

Financial Management

GCCS was required to prepare a CAP in 2015-2016, to implement the management letter recommendations by the school's independent auditor and included in the 2014-2015 annual audit. The school subsequently added staff to its internal accounting functions in 2015-2016, which has enhanced internal controls. The 2015-2016 annual audit had one finding (2016-01) due to the board of trustees operating with four members instead of five members as required by Education Law and by the school's

¹⁷ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

by-laws (This has subsequently been corrected; the board currently includes eight CSO-approved trustees). GCCS is making progress towards operating in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

GCCS is located in the NYC CSD 5, although it spent much of its charter term from inception to February 2015 in a temporary location in CSD 6.

Table 3: Student Demographics – Global Community Charter School Compared to District of Location (CSD 5)¹⁸

	2014-2015			2015-2016			2016-2017 ¹⁹
	Percent of Enrollment			Percent of Enrollment			Percent of Enrollment
	School	CSD	Variance	School	CSD	Variance	School
Enrollment of Special Populations²⁰							
Economically Disadvantaged	78%	90%	-12	82%	82%	0	68%
English Language Learners	15%	13%	+2	15%	10%	+5	19%
Students with Disabilities	21%	23%	-2	22%	23%	-1	19%

¹⁸ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities ("SWD"), FRPL eligible students and English Language Learners ("ELL") when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

¹⁹ Enrollment for the 2015-16 school year is preliminary and therefore cannot be compared to the district. The enrollment figures provided for this school year have been reported by the school.

²⁰ Percentages of English language learners and students with disabilities include students who were exited from these services within the last three years of the enrollment record.

GCCS's economically disadvantaged population has been fluctuating since its inception, although it has been below the targets for most of the term. The school demographics appear to stay roughly on par, if not slightly below, the SWD enrollment target, and slightly exceed the ELL target.

Student Retention

According to NYSED data, the overall student retention rate at GCCS is 66%. The district-wide retention rate in NYC CSD 5 is 71%.

Legal Compliance

Over the charter term, GCCS has at times been out of compliance with applicable law and the terms of its charter agreement, in regards to reporting, governance and financial management.

GCCS was out of compliance with Section 226(1) of Education Law, or with Sections 2.13 and 2.19 of the school's Charter Agreement for several months when it operated with less than five members of the board of trustees in 2015-2016. Additionally, no board chair was elected between February 2015 and June 2015, which is out of compliance with the school by-laws. A letter of concern was issued by CSO in August 2016, which cited that the board had functioned without a quorum, board members were improperly seated, and changes to term limits were made to the by-laws without CSO approval. These practices have recently been corrected.

Public Hearing Information

The required hearing was held on November 1, 2016. Five members of the community attended. Three members of the community spoke, one via letter, in favor of the charter school's renewal. There were no comments in opposition.

EXHIBIT 29

Recruitment Plan/Process

Rochester Career Mentoring Charter School

The Rochester Career Mentoring Charter School has initiated our recruitment process for the 2014-15 school year. The process entails many different pieces to achieve the objective of obtaining a minimum of 80 students with an appropriate waiting list going into August of 2014. The following is a bullet point list of elements that are designed to complete this task.

- Finalizing review of marketing brief with Kris Rapp to complete collateral for marketing the charter school.
- Once leadership team approves marketing material, complete negotiations with Lamar Advertising and determine best placement of billboards on RTS buses and potential bus stops in the city and local newspapers.
- Establishing events, locations and areas to “hit” to drop off and post information about the school for upcoming lottery in April (City recreation centers, local libraries, YMCA, NET offices, Department of Social Services, Walmart’s, etc.). List developed.
- List of all 8th graders in the city has already been produced and letter written and sent to families. Approximately 2,300 are in the community. Current addresses, phone numbers and contacts are in place. Plan developed for follow-up.
- Leadership team developing strategy for all staff members to actively participate in eliciting new students for the upcoming school year.
- Utilization of a minimum of 3 Wednesday afternoon’s to go into local community to do “drops” with entire staff. Afternoons for the week of mid-terms/Regents will be used to do drops, home visits and speak to community members about the charter school. Staff will be broken-up into “established teams” to work together on this approach.
- Work with local realty firms to obtain list of new residence to the city of Rochester, with children of the appropriate age, to solicit for lottery.
- Visit local charter schools that have students that are in 8th grade to do presentations to students/parent/guardians. **Eugenio Maria De Hostos Charter School**, presentation set for **January, 27th, 2014 from 12:00—12:30pm**, two students will present. Urban Choice is in the set-up stage. Use of other local “feeder schools.”
- Community wide events to provide information and outreach to potential parent/guardians. City Living Sundays (March 17 and 24th), Rochester Downtown Development Corporation community events and urban nights, Time Warner community events
- Program to incentivize both current students and their families to assist in solicitation of new students for the 2014-15 school year. Gift cards, etc..

- Use of local media to cover stories about the school and for information sharing with the community. WHAM for T-Shirt of the week, Noon community calendars to advertise open houses and other family events, WDKX and WXXI for talk radio with families, students and staff. Use previous local media personalities that have spoken at RCMCS to help get the word out about the school.
- Use of social media, update Facebook, Instagram, LinkedIn, etc...
- Use of school website to advertise various events at the school and locations where we will be speaking or engaging the community. Also add school application as a tab for families that may wish to download or complete this documentation online.
- **Open House** for prospective students on **Wednesday, February 12th from 5:00pm-7:00pm.**
- Work with new security personnel to help outreach in community.

EXHIBIT 30

Student Learning Objectives (SLO) View

School Year: 2015-2016
 Building: ALL
 Faculty Department: ALL
 Course Department: ALL
 Include Lunches: No

Teacher Breakdown

Students on 8/24/2015
 School Level: ALL
 Faculty: ANY
 Course: ALL
 Include Study Halls: No

Teacher	# Student	# Pre	# Target	# Post	# Met	% Met	Avg % Growth
Absence, Marie	63	38	38	0	0	0	
Alexyn, Courtney	60	42	42	40	30	75	70
Balme, Lisa	83	22	36	21	5	24	100
Burns, Mike	22	12	12	12	4	33	0
Demko, Garrette	75	47	47	47	4	9	-5
DiNoto, Samantha	81	46	46	44	9	20	167
Fregoe, Susan	65	39	39	38	14	37	14
Gentles, Charmaine	71	14	14	11	9	82	60
Gonzalez, Glorymir	3	0	0	0	0	0	
Hoch, Michelle	49	5	5	5	0	0	43
Hornquist, Shane	90	58	58	54	38	72	32
Jenerson, Elizabeth	11	0	0	0	0	0	
Johnson, Shannon	67	47	47	43	7	16	59
Krupcznski, Keith	93	0	76	73	0	0	
Lawrence, Ryan	73	0	0	0	0	0	
Matkosky, Greg	97	46	47	45	20	45	-11
McCabe, Catherine	132	100	102	98	60	63	-1
McCormick, Kimberly	96	35	35	35	12	34	-6
McCoy, Brandon	138	18	18	0	0	0	
Perrotta, Michael	85	0	54	0	0	0	
Randall, Rodney	80	13	13	17	3	30	51
Rudich, Amy	70	46	46	0	0	0	
Russell, Trent	94	51	53	53	30	59	89
Sasso, Peter	84	49	49	45	11	24	152
Schierer, Philip	50	11	11	11	2	18	11
Spano, Mariel	44	26	26	26	22	85	60
Sweeney, Shana	38	0	0	0	0	0	
Turner, Ryan-James	77	0	0	38	0	0	

EXHIBIT 31

Elizabeth M. Siniscalco

Subject: FW: Exhibit 31 (first part)

From: Dennis Francione [<mailto:dfrancione@rcmcs.org>]
Sent: Wednesday, February 22, 2017 11:51 AM
To: Jennifer L. Aronson <jla@orblaw.com>; Jennifer Schwartzott <JMS@orblaw.com>; Brandan Keaveny <bkeaveny@rcmcs.org>
Subject: Fwd: Baseline follow up from start of school year - second benchmark

----- Forwarded message -----

From: "Kathleen Denaro" <kdenaro@rcmcs.org>
Date: Feb 22, 2017 11:36 AM
Subject: Fwd: Baseline follow up from start of school year - second benchmark
To: "Dennis Francione" <dfrancione@rcmcs.org>
Cc:

Kathleen Denaro
Chief of Operations and Academics
Rochester Career Mentoring Charter School
(585) 507-3737

----- Forwarded message -----

From: Carol Jones <cajones@rcmcs.org>
Date: Wed, Dec 14, 2016 at 11:31 AM
Subject: Baseline follow up from start of school year - second benchmark
To: All Staff <staff@rcmcs.org>

Dear Staff,

Please be mindful that quarter 2 ends on January 20th. Prior to this date and end of quarter 2, all staff should administer their second benchmark using Castle Learning if this was your source for administering your first baseline. If you are ELA staff or another teacher who discussed your baseline with me, then your second benchmark should model your first one. We need to see incremental growth from your baseline to second benchmark.

Please make sure these are administered prior to the end of quarter 2. I will conduct a Wednesday PD session upon return from break on January 4th to address this and preparation for the upcoming January regents.

Sincerely,
Ms. Carol Jones
Educational Leader



Rochester Career Mentoring Charter School
30 Hart St. Rochester, NY 14605
Phone: 585-232-1045 ext. 20

You received this message because you are subscribed to the Google Groups "All Staff" group.
To post to this group, send email to staff@rcmcs.org.

Elizabeth M. Siniscalco

From: Jennifer L. Aronson
Sent: Friday, February 24, 2017 9:12 AM
To: Elizabeth M. Siniscalco
Cc: Jennifer Schwartzott
Subject: Exh. 31

From: Dennis Francione [mailto:dfrancione@rcmcs.org]
Sent: Wednesday, February 22, 2017 11:49 AM
To: Jennifer L. Aronson <jla@orblaw.com>; Jennifer Schwartzott <JMS@orblaw.com>; Brandon Keaveny <bkeaveny@rcmcs.org>
Subject: Fwd: NWEA

----- Forwarded message -----

From: "Kathleen Denaro" <kdenaro@rcmcs.org>
Date: Feb 22, 2017 11:32 AM
Subject: Fwd: NWEA
To: "Dennis Francione" <dfrancione@rcmcs.org>
Cc:

Kathleen Denaro
Chief of Operations and Academics
Rochester Career Mentoring Charter School
(585) 507-3737

----- Forwarded message -----

From: Casandra Vargas <cvargas@rcmcs.org>
Date: Thu, Sep 1, 2016 at 2:51 PM
Subject: NWEA
To: Lesia Blyszczak <lblyszczak@rcmcs.org>
Cc: Dennis Francione <dfrancione@rcmcs.org>, Kathleen Denaro <kdenaro@rcmcs.org>, Carol Jones <cajones@rcmcs.org>

Lesia,

Please do not renew our contract with NWEA.

Per our leadership meeting with Dennis called earlier this week it was decided that system doesn't really help us.

Thank you

--
Casandra Vargas

**Executive Secretary/Data Manager
Rochester Career Mentoring Charter School**



**30 Hart Street, entrance 3, 3rd Floor
Rochester, NY 14605
Ph: (585) 232-1045 Fx: (585) 262-2479
cvargas@rcmcs.org**

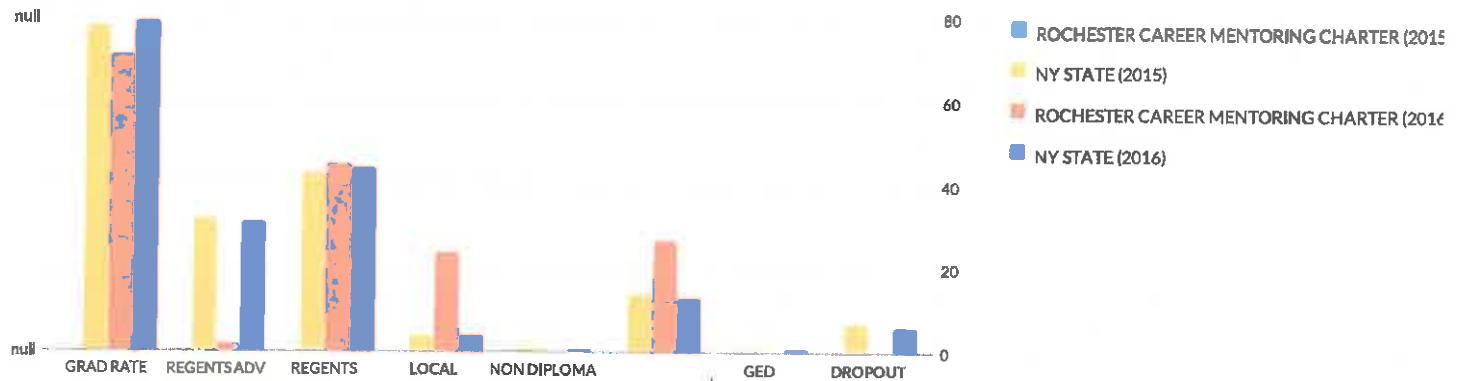
APPENDIX A

ROCHESTER CAREER MENTORING CHARTER GRADUATION RATE DATA 4 YEAR OUTCOME AS OF JUNE

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - June. The Graduation Rate Data of high school as of the 4th year-August, the 5th year-June, and the 6th year-June are also calculated and available using the "Filter this data" function, below

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: [Diploma Requirements](#).



2015

2016

ALL STUDENTS

ALL STUDENTS

GRAD RATE

REGENTS WITH A...

GRAD RATE

REGENTS WITH A...



REGENTS DIPLOM..

LOCAL DIPLOMA

REGENTS DIPLOM..

LOCAL DIPLOMA



TOTAL STUDENTS: —

TOTAL STUDENTS IN COHORT: 55

NON DIPLOMA CRED

STILL ENROLLED

NON DIPLOMA CRED

STILL ENROLLED

—

—

0

0%

15

27%

GED TRANSFER

DROPOUT

GED TRANSFER

DROPOUT

—

—

0

0%

0

0%

BY GENDER

FEMALE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



MALE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



FEMALE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 39

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



MALE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 16

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

DROPOUT

GED TRANSFER

DROPOUT

0

0

0

0

0

0%

0

0%

BY ETHNICITY

MULTIRACIAL

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



MULTIRACIAL

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

DROPOUT

—

—

—

—

GED TRANSFER

DROPOUT

9

0%

0

0%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



WHITE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



WHITE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



BLACK OR AFRICAN AMERICAN

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



HISPANIC OR LATINO

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



BLACK OR AFRICAN AMERICAN

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 43

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



HISPANIC OR LATINO

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: -

NON DIPLOMA CRED



STILL ENROLLED



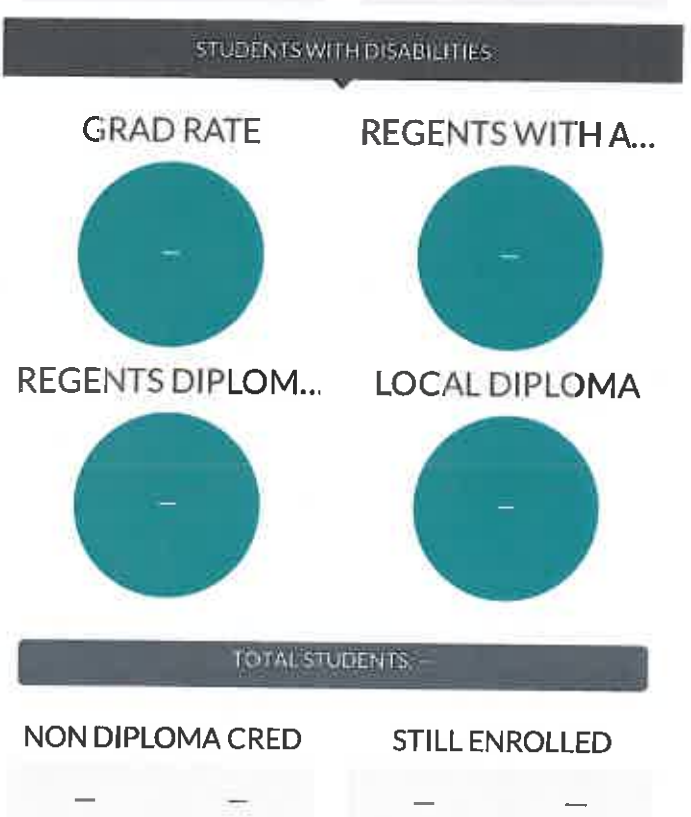
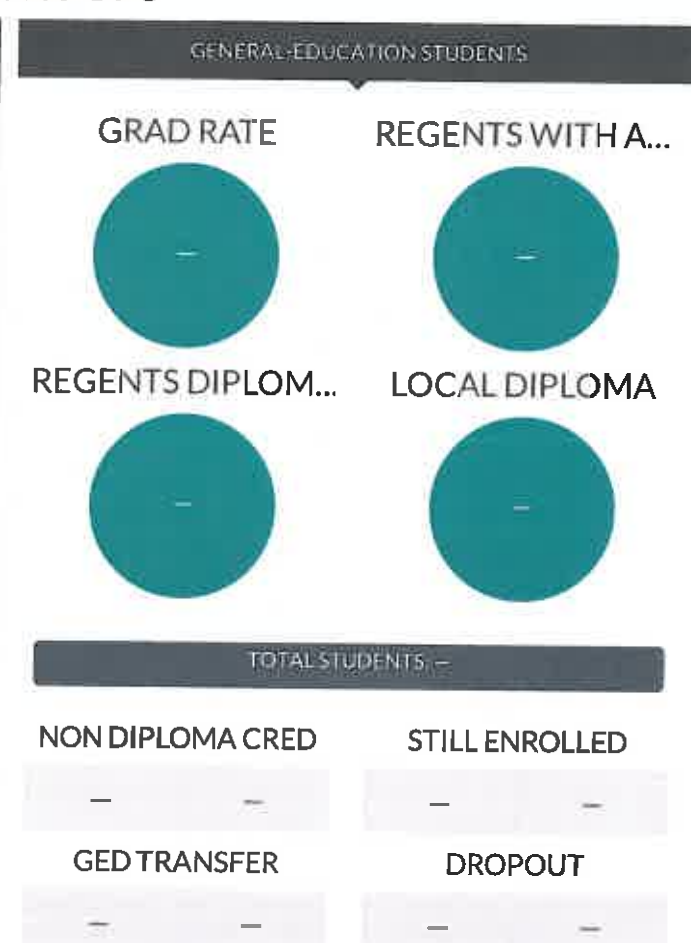
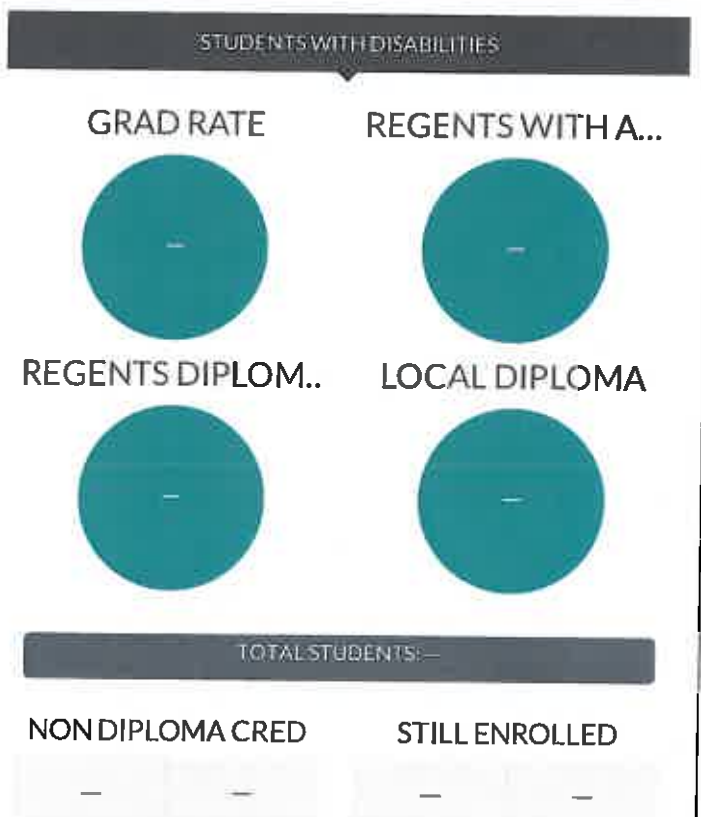
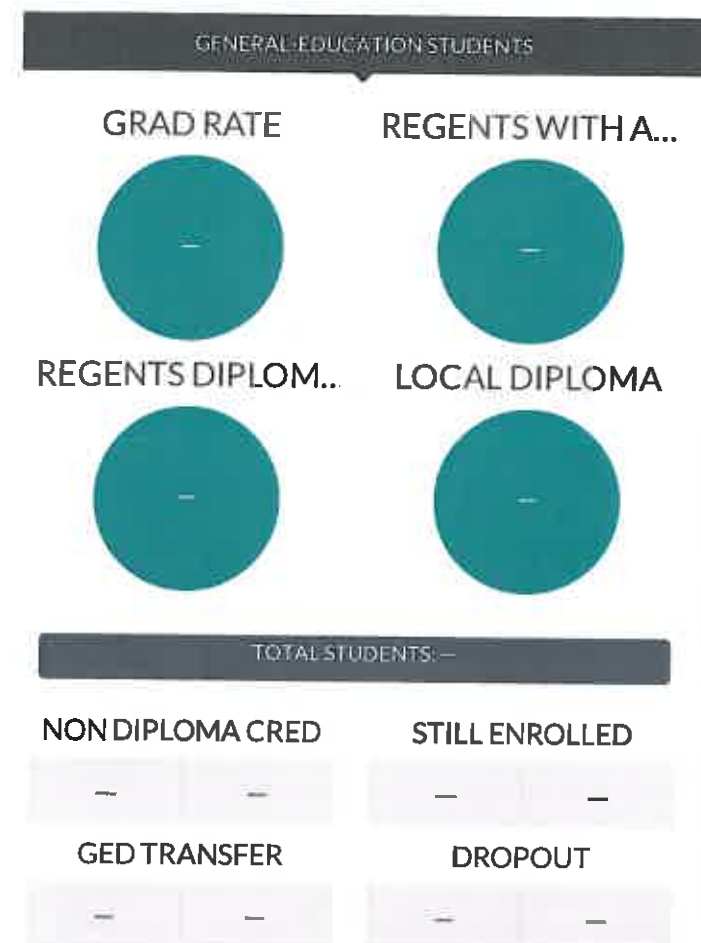
GED TRANSFER



DROPOUT



OTHER GROUPS



GED TRANSFER

DROPOUT

GED TRANSFER

DROPOUT

—

—

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—

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—

—

NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



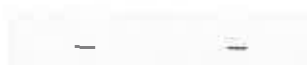
STILL ENROLLED



GED TRANSFER



DROPOUT



NOTECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



NOTECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...

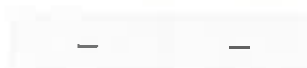


LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



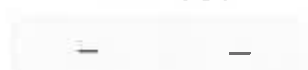
STILL ENROLLED

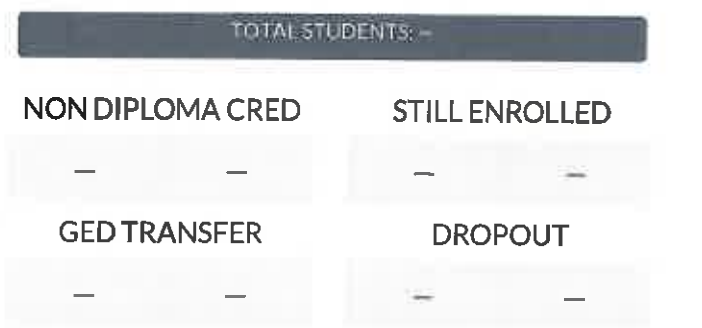
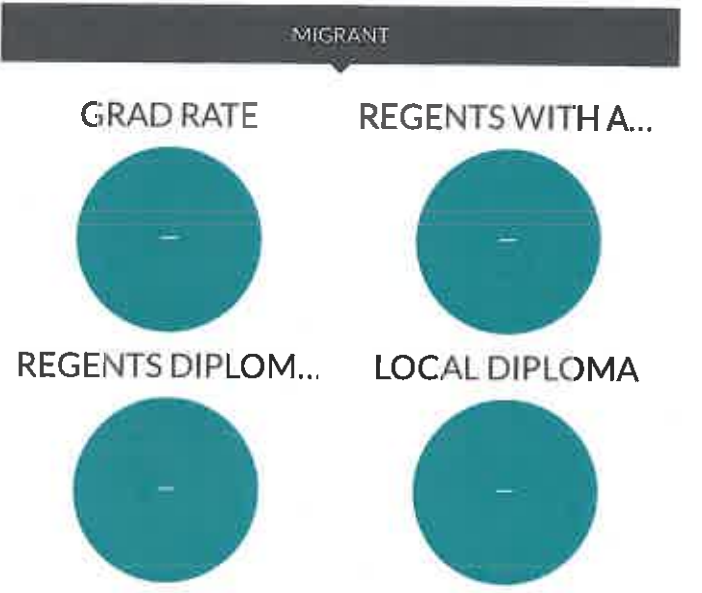
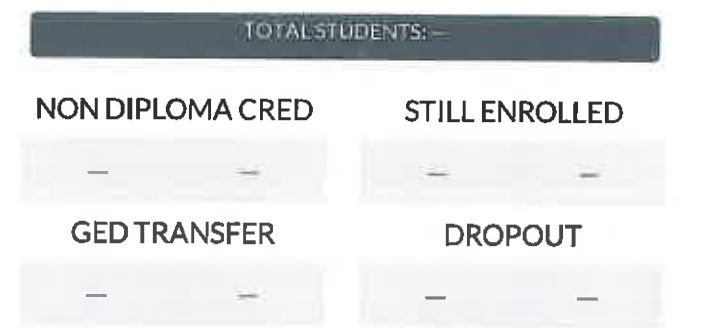
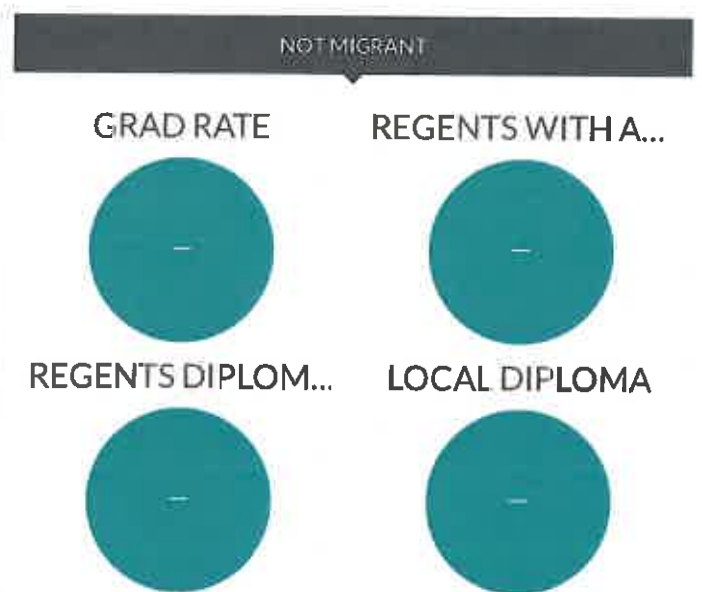
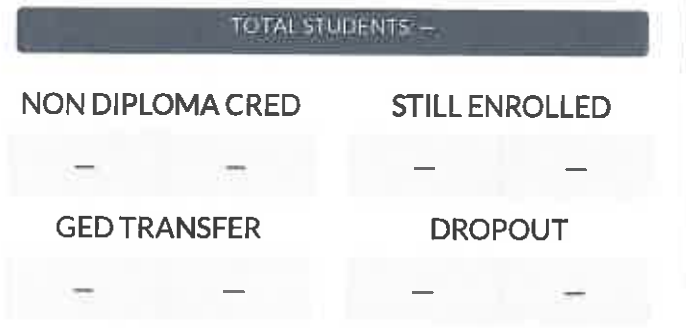
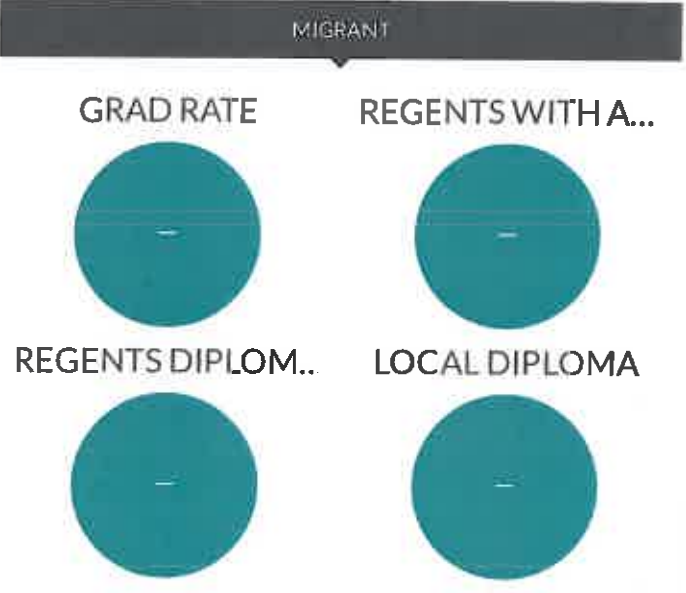
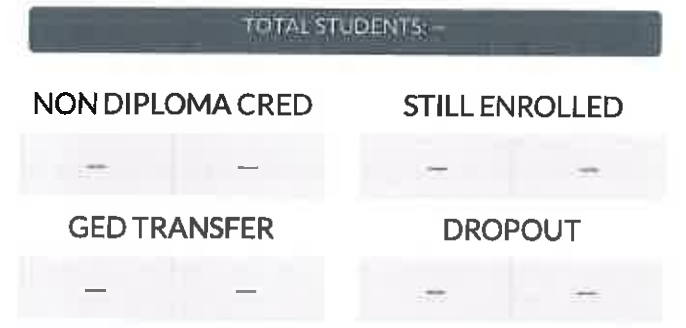
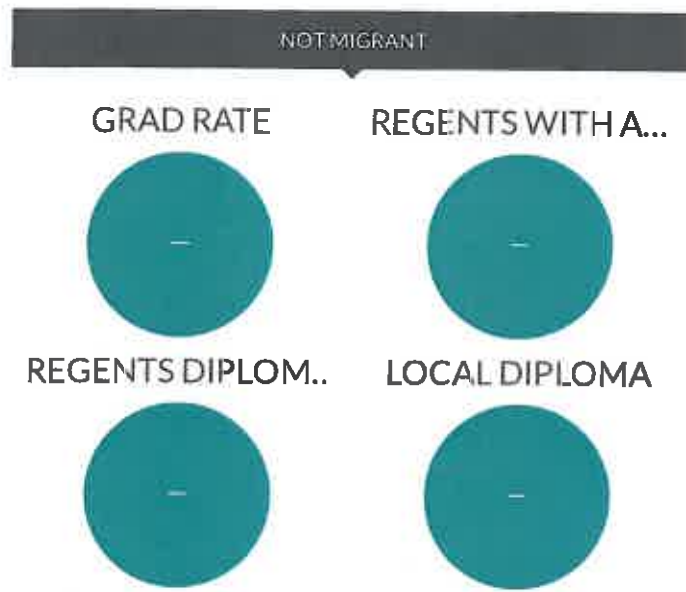


GED TRANSFER



DROPOUT



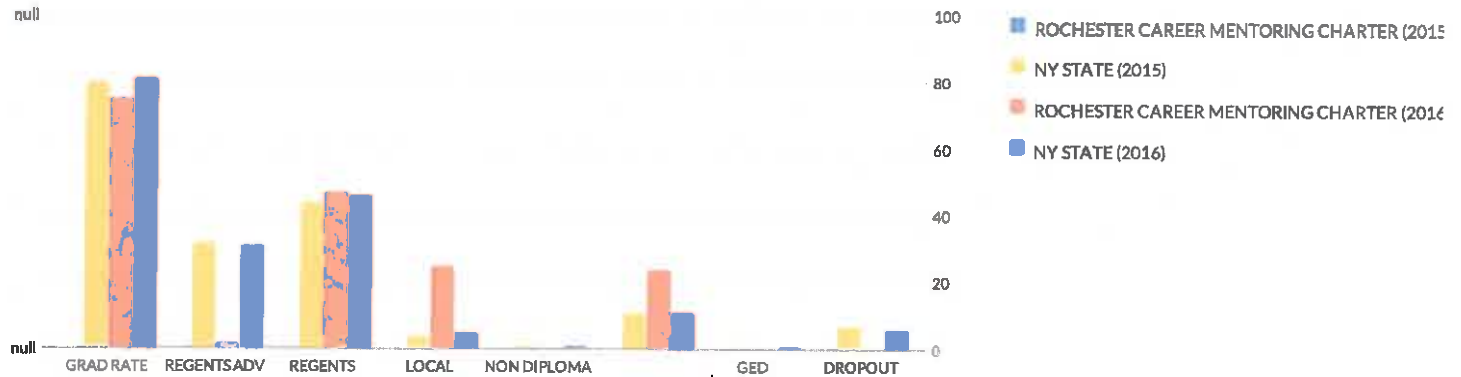


ROCHESTER CAREER MENTORING CHARTER GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST

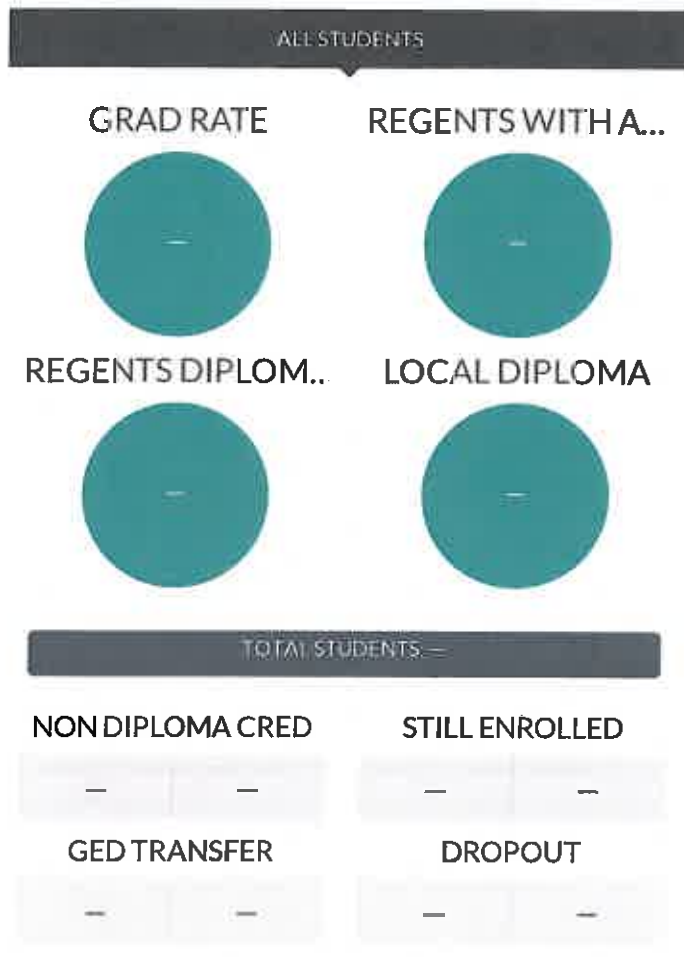
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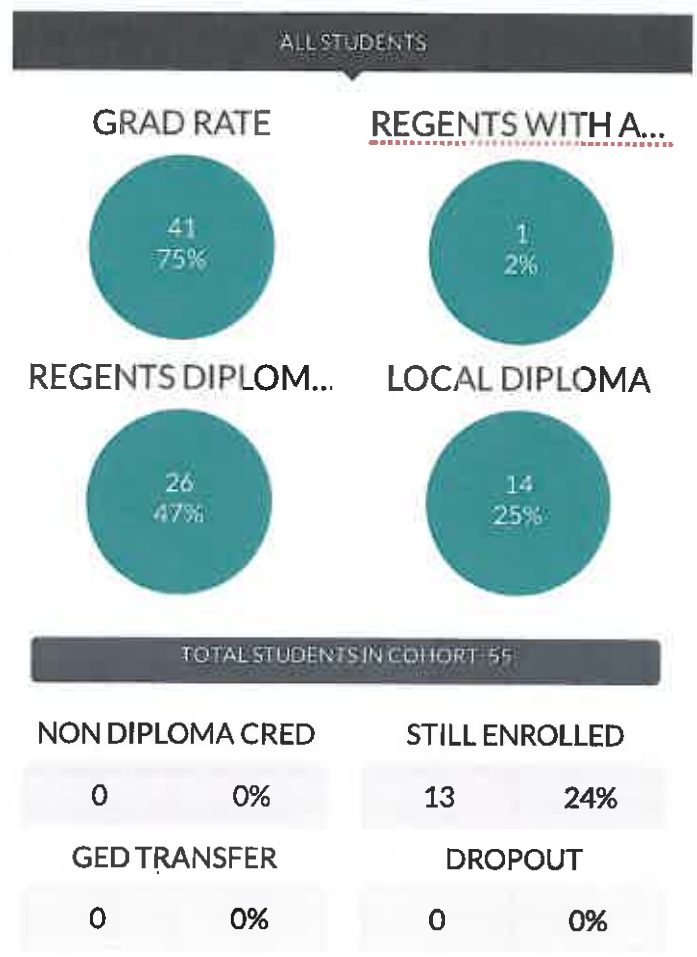
Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: [Diploma Requirements](#).



2015



2016



BY GENDER

FEMALE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



MALE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



FEMALE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 39

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



MALE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 16

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

DROPOUT

—

—

—

—

GED TRANSFER

DROPOUT

0

0%

0

0%

BY ETHNICITY

MULTIRACIAL

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



MULTIRACIAL

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

DROPOUT

GED TRANSFER

DROPOUT

—

—

—

—

0

0%

0

0%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



WHITE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



WHITE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



BLACK OR AFRICAN AMERICAN

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



HISPANIC OR LATINO

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



BLACK OR AFRICAN AMERICAN

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 43

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



HISPANIC OR LATINO

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



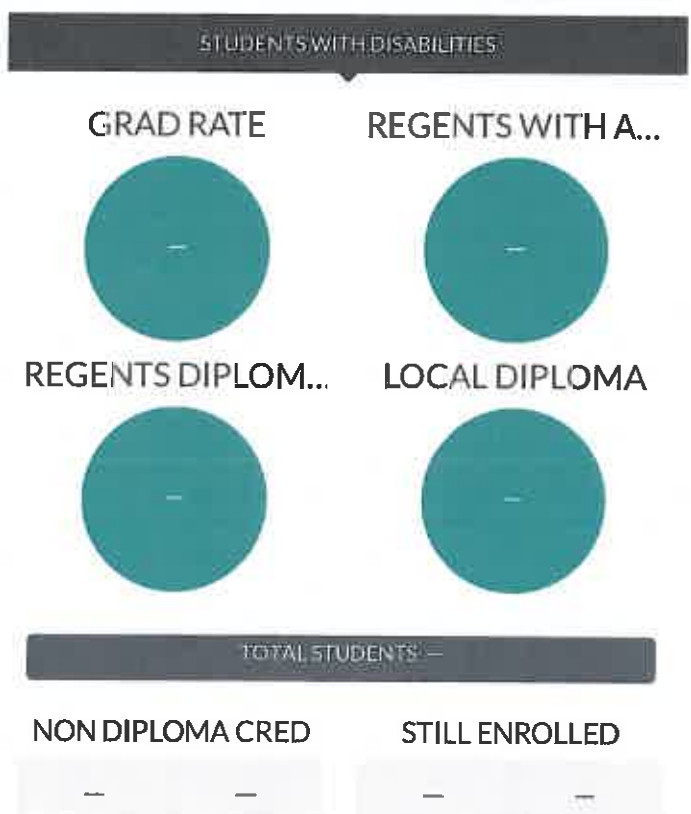
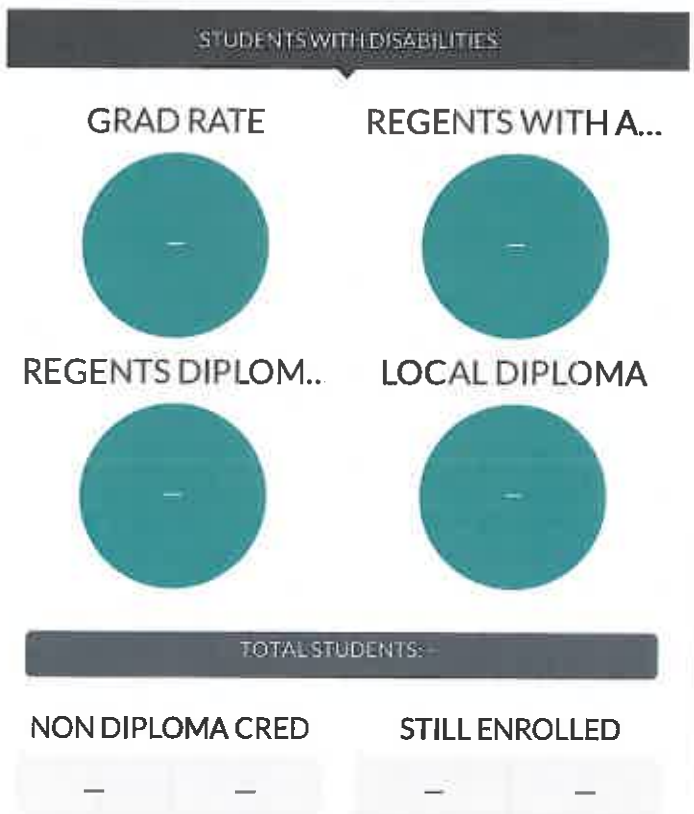
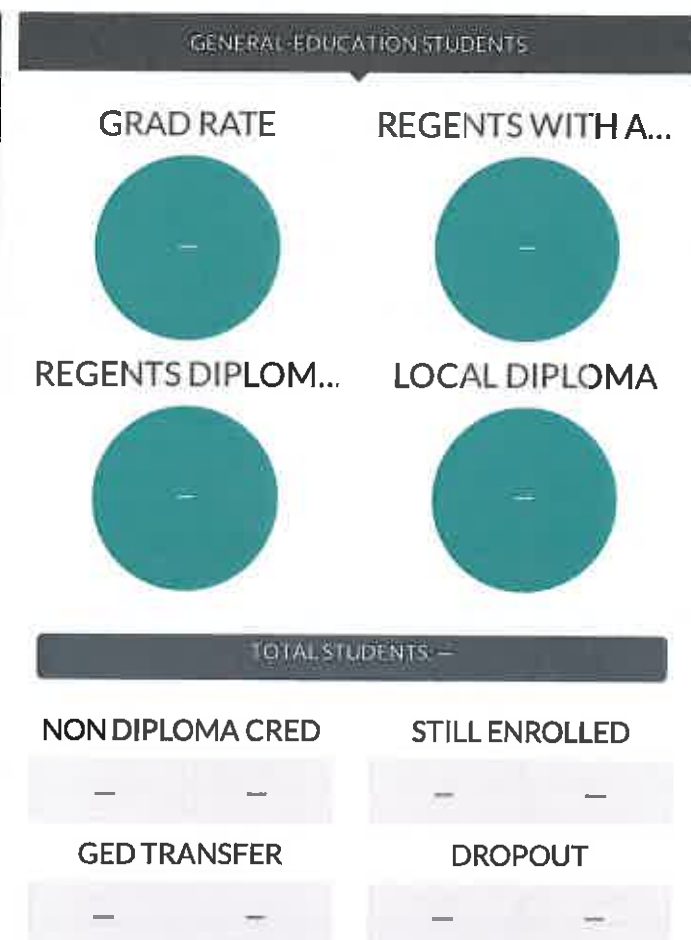
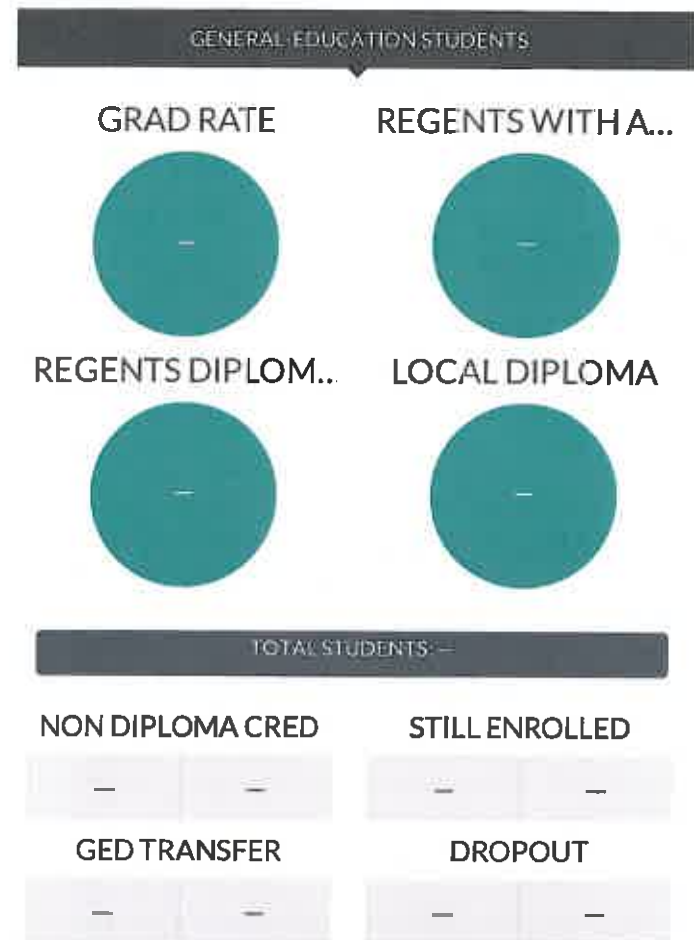
GED TRANSFER



DROPOUT



OTHER GROUPS



GED TRANSFER

DROPOUT

GED TRANSFER

DROPOUT

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NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



NOTECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



NOT ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...

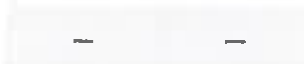


LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



NOT MIGRANT

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



MIGRANT

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA

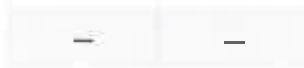


TOTAL STUDENTS: —

NON DIPLOMA CRED



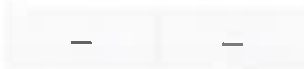
STILL ENROLLED



GED TRANSFER



DROPOUT



NOT MIGRANT

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



MIGRANT

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...

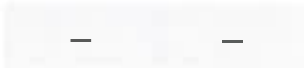


LOCAL DIPLOMA

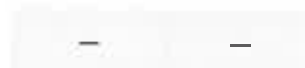


TOTAL STUDENTS: —

NON DIPLOMA CRED



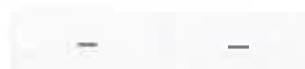
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GED TRANSFER



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APPENDIX B

ROCHESTER CITY SCHOOL DISTRICT GRADES (6, 7, 8) ELA ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

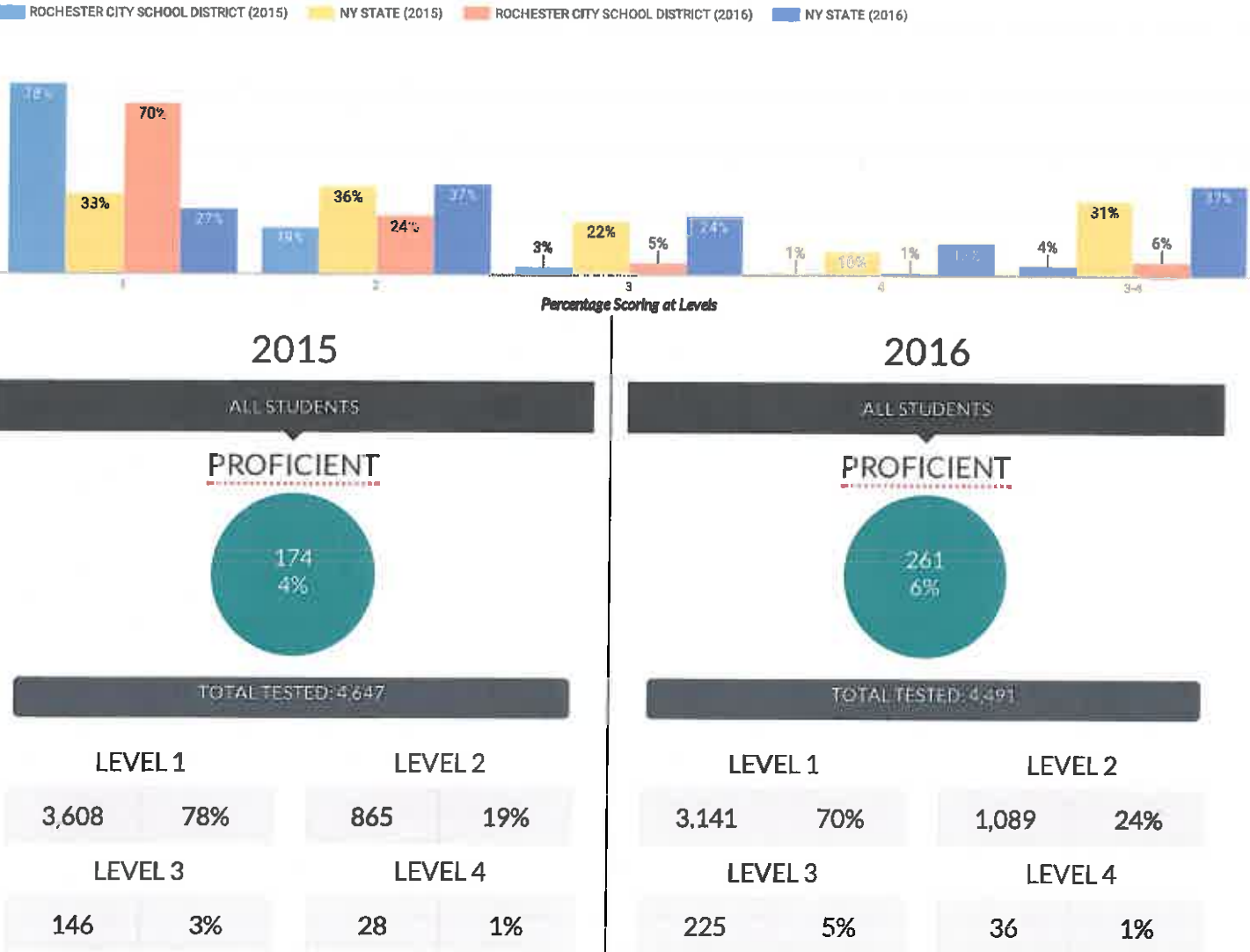
Data available on this site are based on those reported by schools and districts to the State as of July 18, 2016 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

For more information and additional files, please view the [NYSED press release](#)

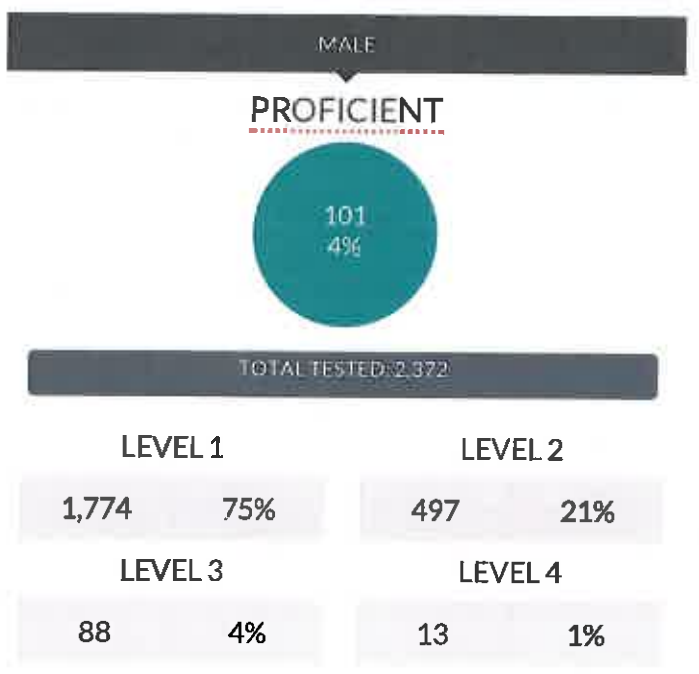
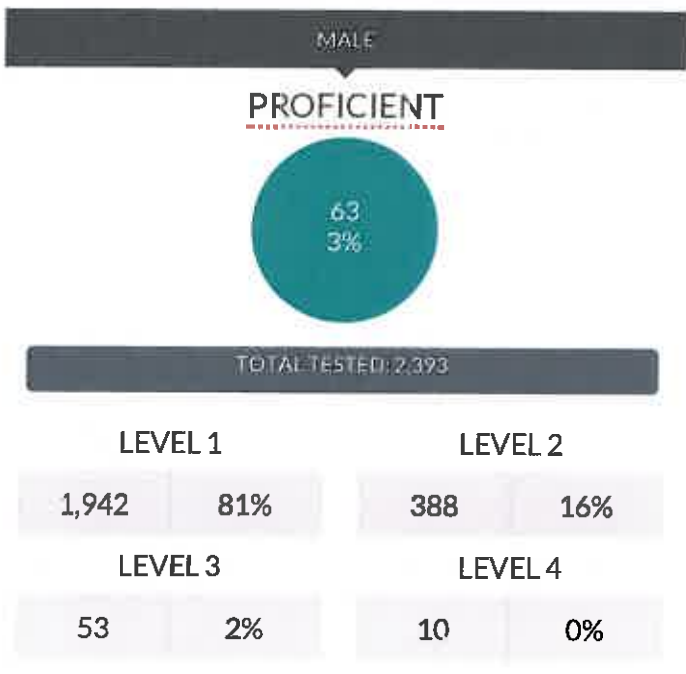
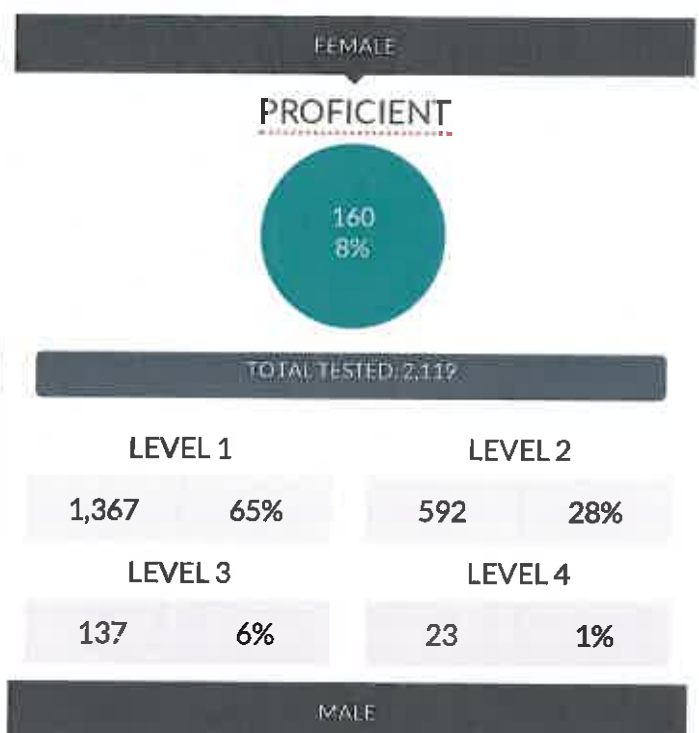
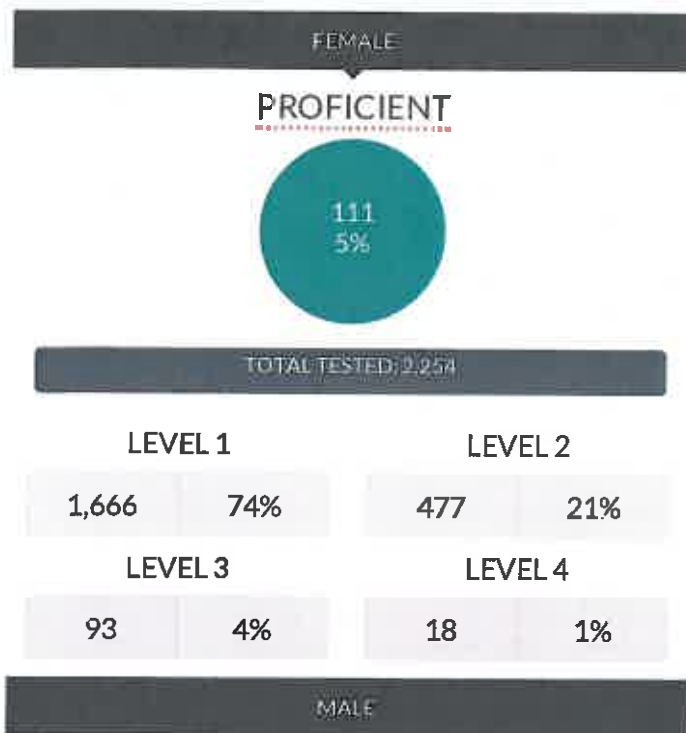
Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates.

[Assessment Data - Glossary of Terms](#) | [Assessment Data - Business Rules](#)

 These data are filtered by: GRADES (6, 7, 8)



BY GENDER



BY ETHNICITY

MULTIRACIAL

PROFICIENT



TOTAL TESTED: 8

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 12

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



MULTIRACIAL

PROFICIENT



TOTAL TESTED: 13

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 12

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 197

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 405

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 198

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 424

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 2,738

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 1,287

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 2,556

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 1,288

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 3,697

LEVEL 1

2,696 73%

LEVEL 2

829 22%

LEVEL 3

144 4%

LEVEL 4

28 1%

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 950

LEVEL 1

912 96%

LEVEL 2

36 4%

LEVEL 3

2 0%

LEVEL 4

0 0%

GENERAL-EDUCATION STUDENTS

PROFICIENT



TOTAL TESTED: 3,575

LEVEL 1

2,279 64%

LEVEL 2

1,038 29%

LEVEL 3

222 6%

LEVEL 4

36 1%

STUDENTS WITH DISABILITIES

PROFICIENT



TOTAL TESTED: 916

LEVEL 1

862 94%

LEVEL 2

51 6%

LEVEL 3

3 0%

LEVEL 4

0 0%

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 3,999

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 648

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 3,776

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 715

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 394

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 4,253

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 438

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 4,053

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ROCHESTER CITY SCHOOL DISTRICT GRADES (6, 7, 8) MATHEMATICS ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

Data available on this site are based on those reported by schools and districts to the State as of July 18, 2016 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

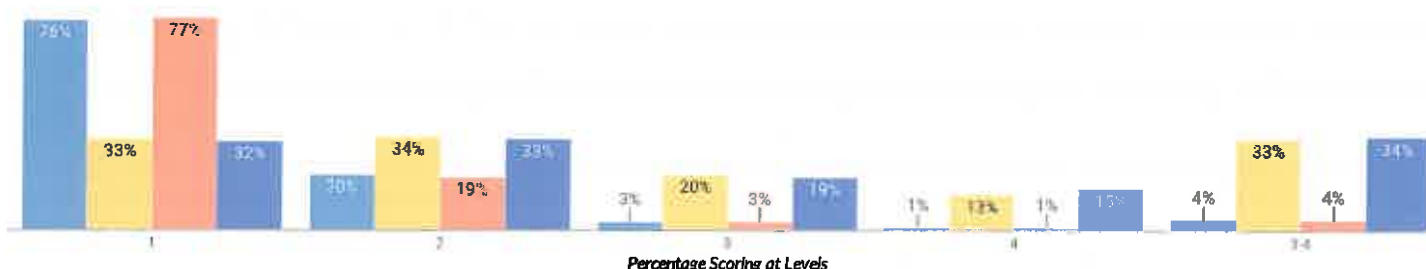
For more information and additional files, please view the [NYSED press release](#)

Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates.

[Assessment Data - Glossary of Terms](#) | [Assessment Data - Business Rules](#)

 These data are filtered by: GRADES (6, 7, 8)

ROCHESTER CITY SCHOOL DISTRICT (2015) NY STATE (2015) ROCHESTER CITY SCHOOL DISTRICT (2016) NY STATE (2016)



2015

ALL STUDENTS

PROFICIENT



TOTAL TESTED: 4,098

LEVEL 1

3,110 76%

LEVEL 2

821 20%

LEVEL 3

138 3%

LEVEL 4

29 1%

2016

ALL STUDENTS

PROFICIENT



TOTAL TESTED: 4,064

LEVEL 1

3,127 77%

LEVEL 2

773 19%

LEVEL 3

132 3%

LEVEL 4

32 1%

BY GENDER

FEMALE

PROFICIENT



TOTAL TESTED: 1,946

LEVEL 1

1,485 76%

LEVEL 2

387 20%

LEVEL 3

63 3%

LEVEL 4

11 1%

FEMALE

PROFICIENT



TOTAL TESTED: 1,896

LEVEL 1

1,444 76%

LEVEL 2

374 20%

LEVEL 3

64 3%

LEVEL 4

14 1%

MALE

PROFICIENT



TOTAL TESTED: 2,152

LEVEL 1

1,625 76%

LEVEL 2

434 20%

LEVEL 3

75 3%

LEVEL 4

18 1%

MALE

PROFICIENT



TOTAL TESTED: 2,168

LEVEL 1

1,683 78%

LEVEL 2

399 18%

LEVEL 3

68 3%

LEVEL 4

18 1%

BY ETHNICITY

MULTIRACIAL

PROFICIENT



TOTAL TESTED: 9

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 10

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



MULTIRACIAL

PROFICIENT



TOTAL TESTED: 11

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



AMERICAN INDIAN OR ALASKA NATIVE

PROFICIENT



TOTAL TESTED: 10

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 190

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 370

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT



TOTAL TESTED: 191

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



WHITE

PROFICIENT



TOTAL TESTED: 372

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 2,305

LEVEL 1

1,796	78%
-------	-----

LEVEL 2

453	20%
-----	-----

LEVEL 3

52	2%
----	----

LEVEL 4

4	0%
---	----

HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 1,214

LEVEL 1

950	78%
-----	-----

LEVEL 2

224	18%
-----	-----

LEVEL 3

35	3%
----	----

LEVEL 4

5	0%
---	----

BLACK OR AFRICAN AMERICAN

PROFICIENT



TOTAL TESTED: 2,241

LEVEL 1

1,782	79%
-------	-----

LEVEL 2

389	17%
-----	-----

LEVEL 3

63	3%
----	----

LEVEL 4

10	0%
----	----

HISPANIC OR LATINO

PROFICIENT



TOTAL TESTED: 1,236

LEVEL 1

977	79%
-----	-----

LEVEL 2

226	18%
-----	-----

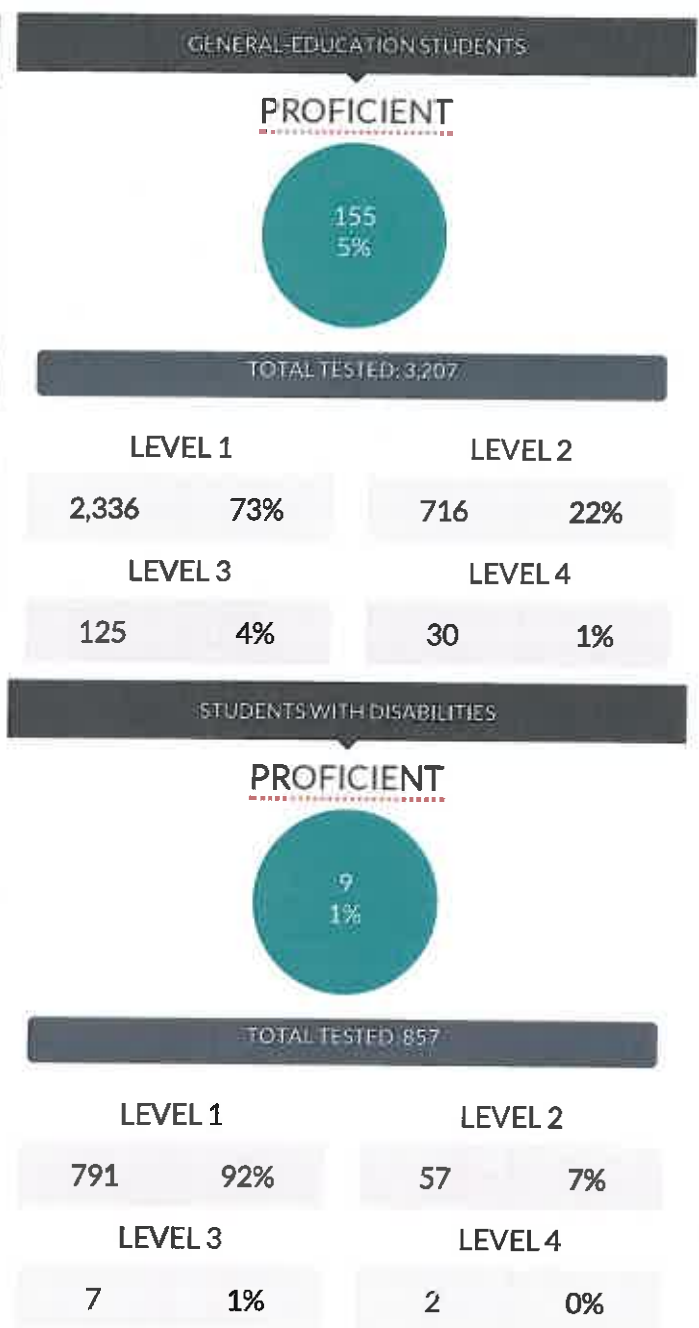
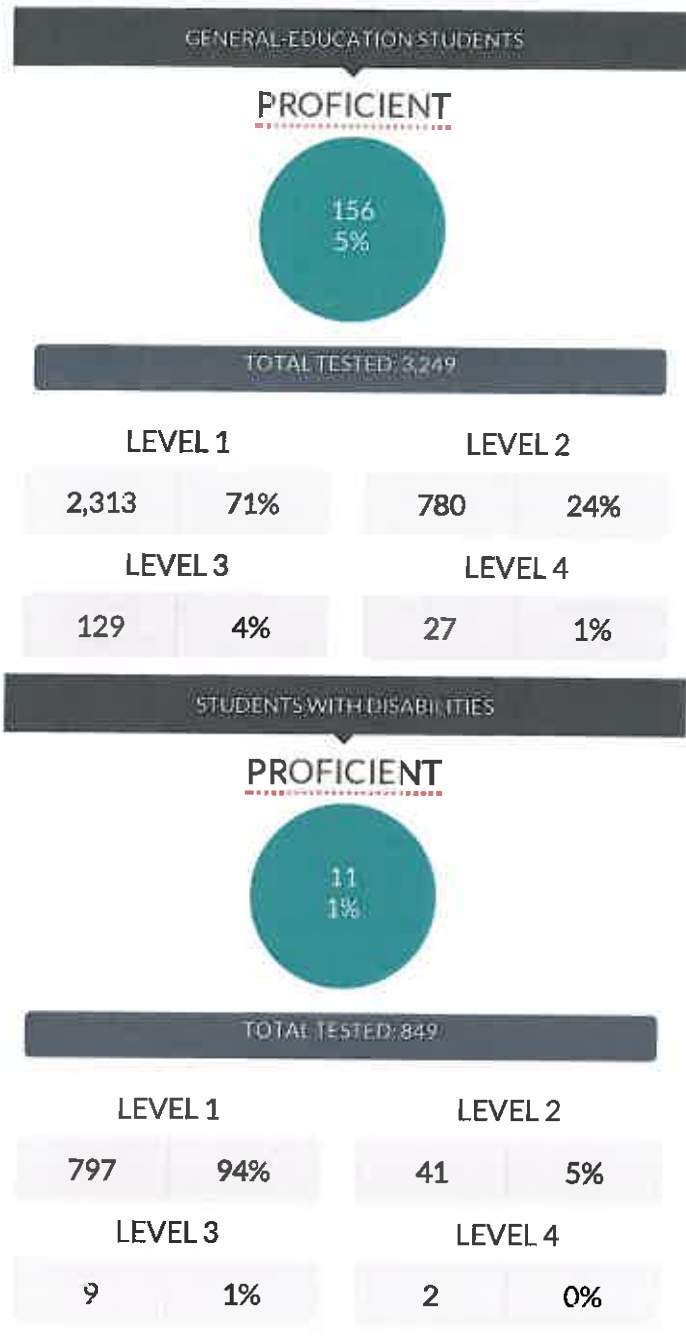
LEVEL 3

27	2%
----	----

LEVEL 4

6	0%
---	----

OTHER GROUPS



NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 3,367

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 731

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 3,276

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ENGLISH LANGUAGE LEARNERS

PROFICIENT



TOTAL TESTED: 786

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 350

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 3,748

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



NOT ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 393

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



ECONOMICALLY DISADVANTAGED

PROFICIENT



TOTAL TESTED: 3,671

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



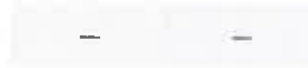
NOT MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



MIGRANT

PROFICIENT



TOTAL TESTED: —

LEVEL 1



LEVEL 2



LEVEL 3



LEVEL 4



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Measuring Student Proficiency in Grades 3-8 English Language Arts and Mathematics



July 29, 2016



Heard From Parents, Teachers, Students & Administrators

- Traveled approximately 35,000 miles by car to speak with parents, teachers, students, administrators, and school board members
- Visited more than
 - 30 counties
 - 33 school districts
 - 105 different schools
- What I heard was things needed to change; so we have done just that

Made Sensible Changes to Improve Testing Experience

- Started with a new test vendor; even greater teacher involvement
- Reduced the number of questions on every grade 3-8 assessment
- Allowed students working productively to complete their exams
- Released more test questions than ever before and earlier to support instruction

Changes Made As a Result of a Deliberate Process

- Started multi-year process with the Board of Regents report in June 2015
- Listened to feedback from parents, teachers, administrators and students
- Made recommendations as part of Governor's Task Force
- Presented changes to the Board of Regents in December 2015
- Implemented the changes in time for the spring 2016 exams

2016 Test Different Than Previous Years

- The content of the 2016 Tests and 2015 Tests is comparable.
- The items used on the 2016 Tests and 2015 Tests is similarly rigorous
- However, because of the changes made to the 2016 exam and testing environment, the 2016 tests scores are not an “apples-to-apples” comparison with previous years

2016 Summary - Statewide

- In ELA this year, the percentage of all test takers in grades 3-8 who scored at the proficient level (Levels 3 and 4) went up by 6.6 percentage points to 37.9, up from 31.3 in 2015.
- In math, the percentage of all test takers who scored at the proficient level increased this year to 39.1, up one percentage point from 38.1 in 2015.
- Given the numerous changes in the tests, we cannot pinpoint exactly why the test scores increased

% of Students Proficient in Grades 3-8			
	2015	2016*	Percentage Point Change
Statewide Combined Grades ELA	31.3	37.9	6.6
Statewide Combined Grades Math	38.1	39.1	1

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates

2016 Summary – NYC

The percentage of NYC students who scored at the proficient level increased in both ELA and math and NYC now meets the rest of the State in proficiency in ELA.

% of Students Proficient in Grades 3-8		
	2015	2016* Percentage Point Change
Statewide Combined Grades ELA	31.3	37.9 6.6
NYC Combined Grades ELA	30.4	38 7.6
Statewide Combined Grades Math	38.1	39.1 1
NYC Combined Grades Math	35.2	36.4 1.2

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates

2016 Summary – Big 5 School Districts

Most Big 5 schools saw increases in ELA with smaller increases in math

% of Students Proficient In ELA in Grades 3-8

	2015	2016*	Percentage Point Change
New York City	30.4	38	7.6
Buffalo	11.9	16.4	4.5
Rochester	4.7	6.7	2
Syracuse	8.1	10.9	2.8
Yonkers	20.3	26	5.7

% of Students Proficient in Math in Grades 3-8

	2015	2016*	Percentage Point Change
New York City	35.2	36.4	1.2
Buffalo	15.1	16.1	1
Rochester	7.4	7.2	-0.2
Syracuse	9.4	10.4	1
Yonkers	24	24.6	0.6

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates

2016 Summary – Proficiency by Race/Ethnicity

- Black and Hispanic student proficiency went up in 2016 on the ELA exam and more modestly in math.
- Overall, black and Hispanic statewide proficiency saw a larger percentage-point increase than their white peers.
- As a result, the achievement gap between black and Hispanic student proficiency from the proficiency of their white peers closed slightly.

% of Students Proficient in Grades 3-8			
	2015	2016*	Percentage Point Change
Black ELA	18.5	26.2	7.7
Hispanic ELA	19.7	26.8	7.1
White ELA	40.4	46.0	5.6
Black Math	21.3	23.0	1.7
Hispanic Math	24.5	25.7	1.2
White Math	49.7	50.0	0.3

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates

2016 Summary – Charter Schools

- Charter school students' proficiency on the ELA exam across grades 3-8 went up this year, more so for students attending charter schools in New York City.
- In math, student proficiency went up less.

% of Students Proficient in Grades 3-8			
	2015	2016*	Percentage Point Change
Charter Schools Combined			
Grades ELA	27.5	40.3	12.8
NYC Charter Combined Grades ELA	29.3	43	13.7
Charter Schools Combined Grades Math	41.5	45.4	3.9
NYC Charter Combined Grades Math	44.2	48.7	4.5

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates

Early Grade ELA Proficiency

- Grades 3 and 4 saw the biggest change in student proficiency on the ELA exam this year was in.
- Statewide, the percentage of third graders who scored at the proficient level increased by 10.9 percentage points; the percentage of fourth graders increased 8.1 percentage points.

% of Students Proficient in ELA in Grades 3 & 4			
	2015	2016*	Percentage Point Change
Statewide Combined Grade 3 ELA	31	41.9	10.9
Statewide Combined Grade 4 ELA	32.7	40.8	8.1

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates 11

Variety of Factors May Have Contributed:

These differences may be the result of a number of factors, including the following:

- Reduced number of test questions on every assessment
- Allowed students who are productively working to complete their exams
- Students in grades 3 & 4 have received instruction in the new learning standards since kindergarten and first grade
- Teachers have had an additional year of experience with the State's higher learning standards

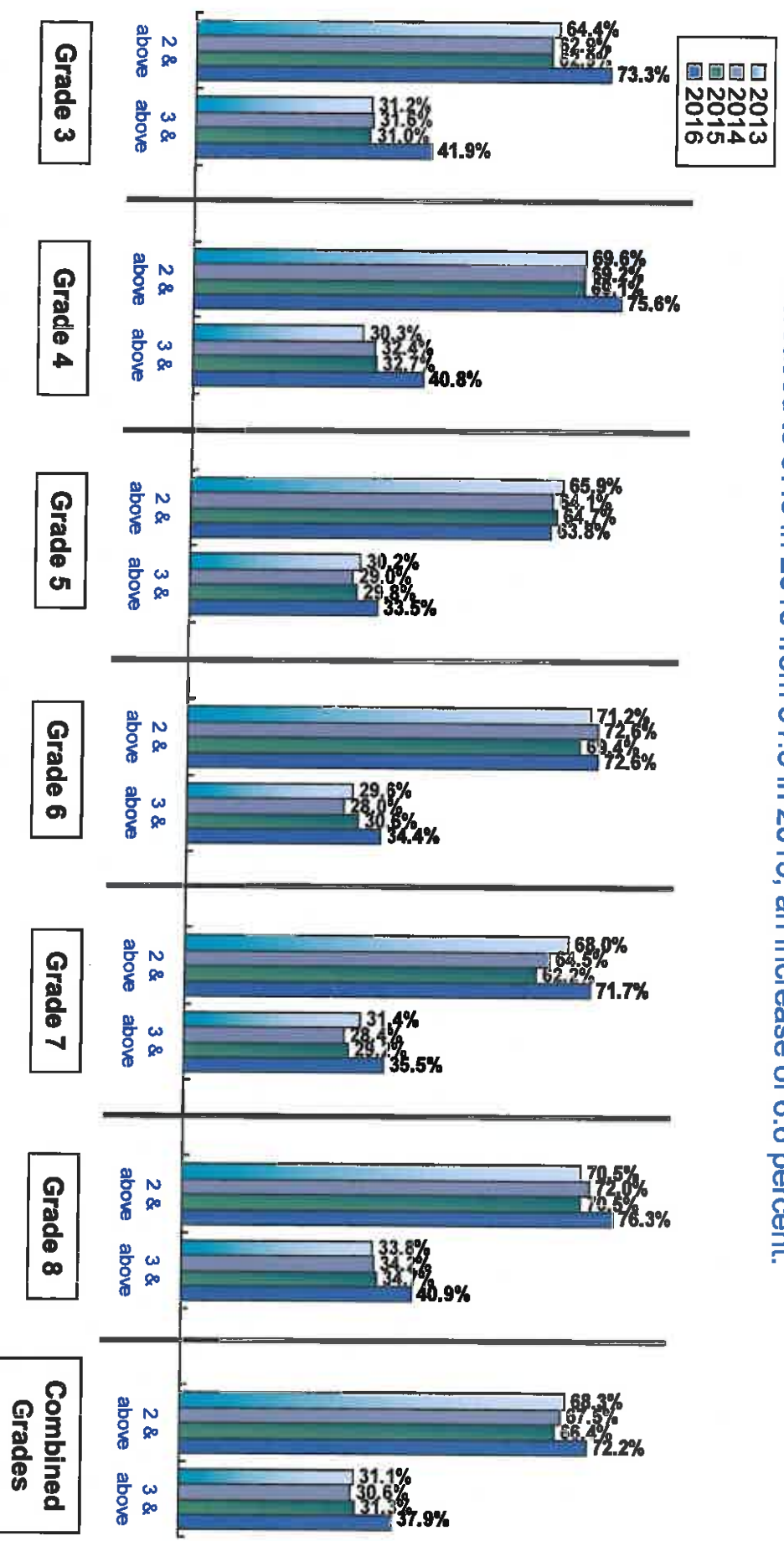
Test Refusal Remains Flat

- The test refusal rate was approximately 21% in 2016
- This remains relatively flat compared to the previous year

2016 Grades 3-8 English Language Arts Test Results

Students Scoring at Proficiency Level Statewide Increased in ELA

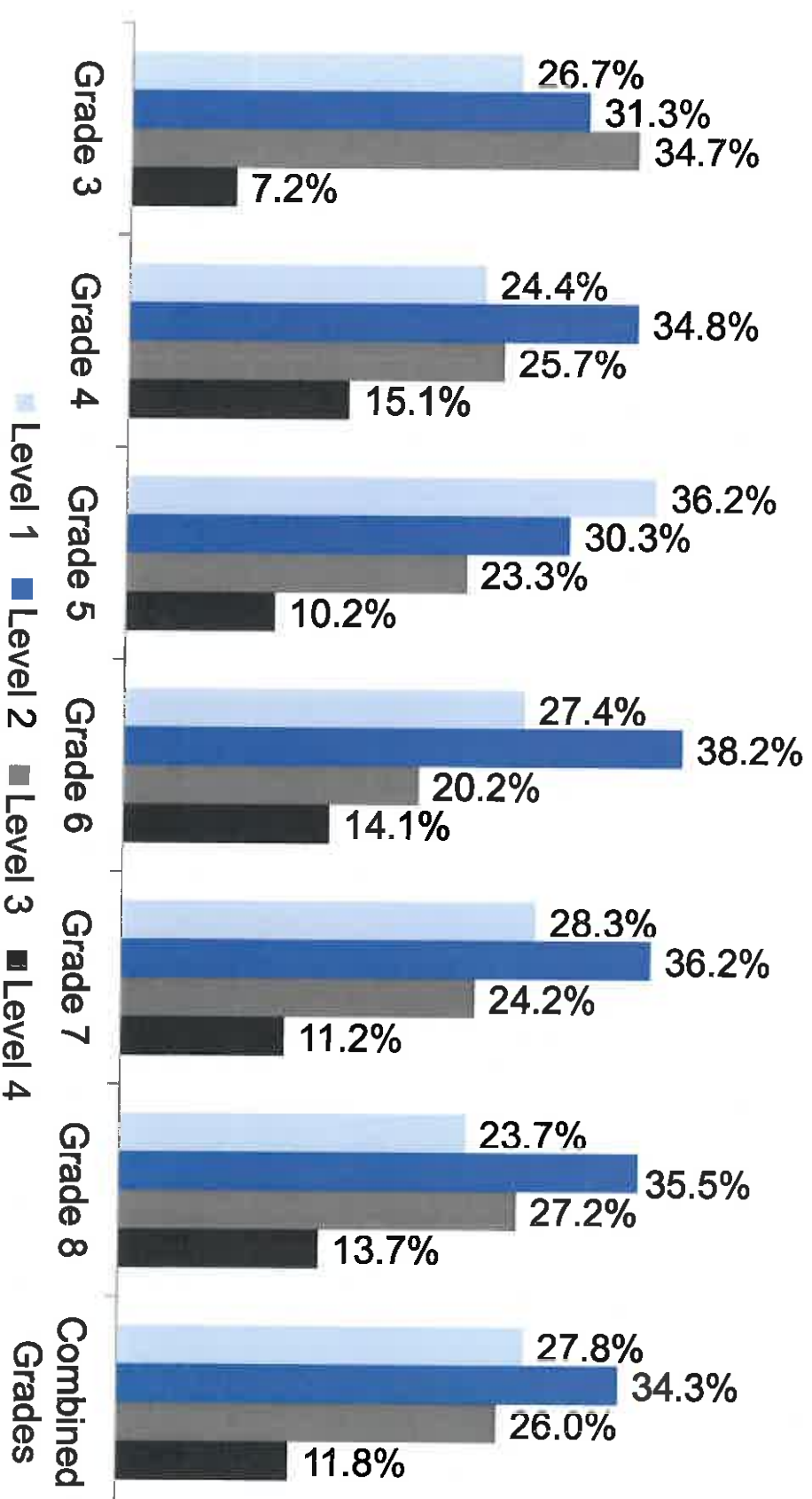
The percentage of students who met or exceeded the ELA proficiency standard (Levels 3 and 4) increased to 37.9 in 2016 from 31.3 in 2015, an increase of 6.6 percent.



Percentage of All Test Takers Statewide in 2013, 2014, 2015, and 2016 who scored at Level 2 & Above and Level 3 & Above by Grade Level

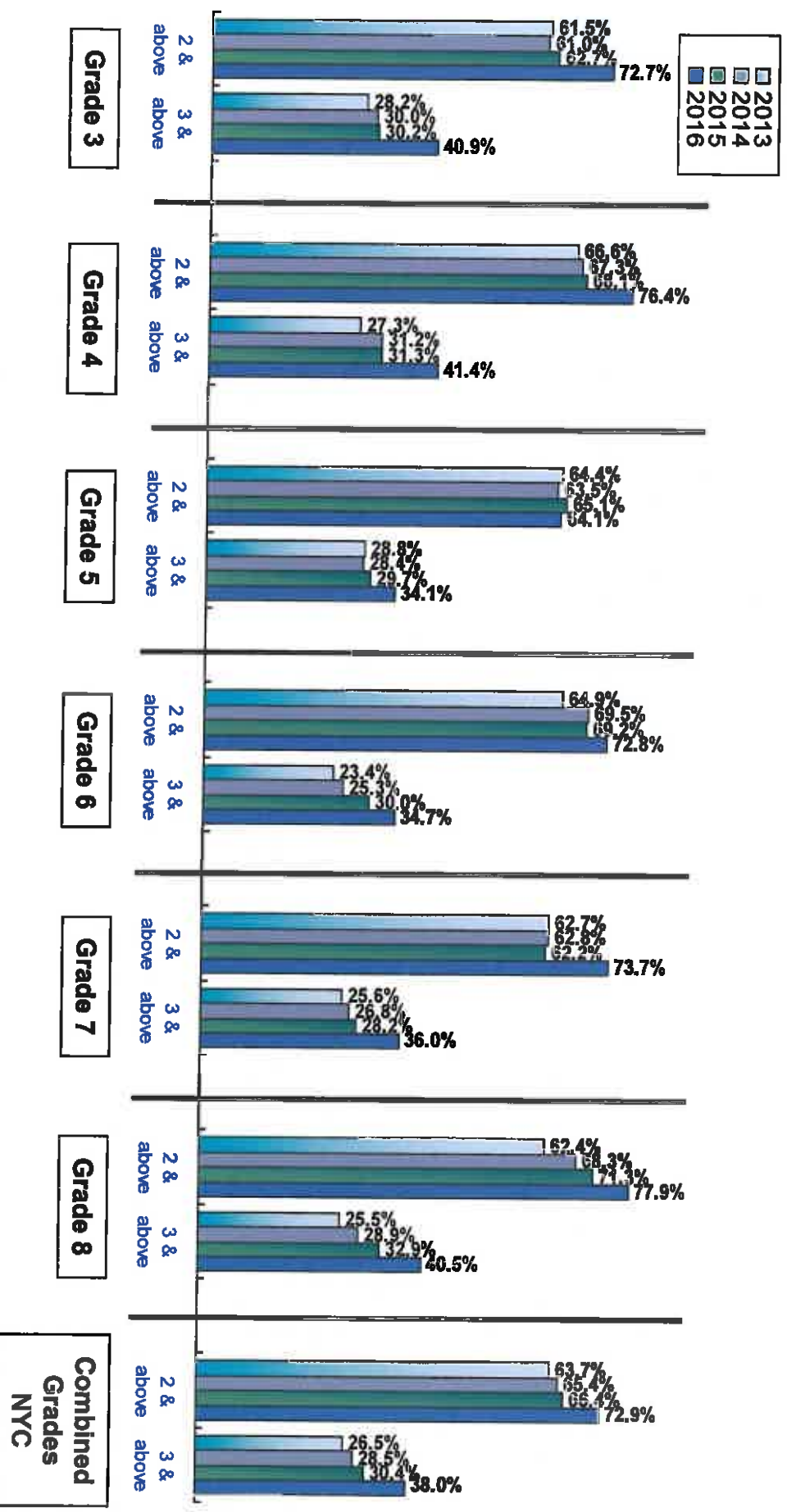
*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates 15

2016 Statewide Proficiency in ELA



NYC Students Parallel the State's Increase in ELA

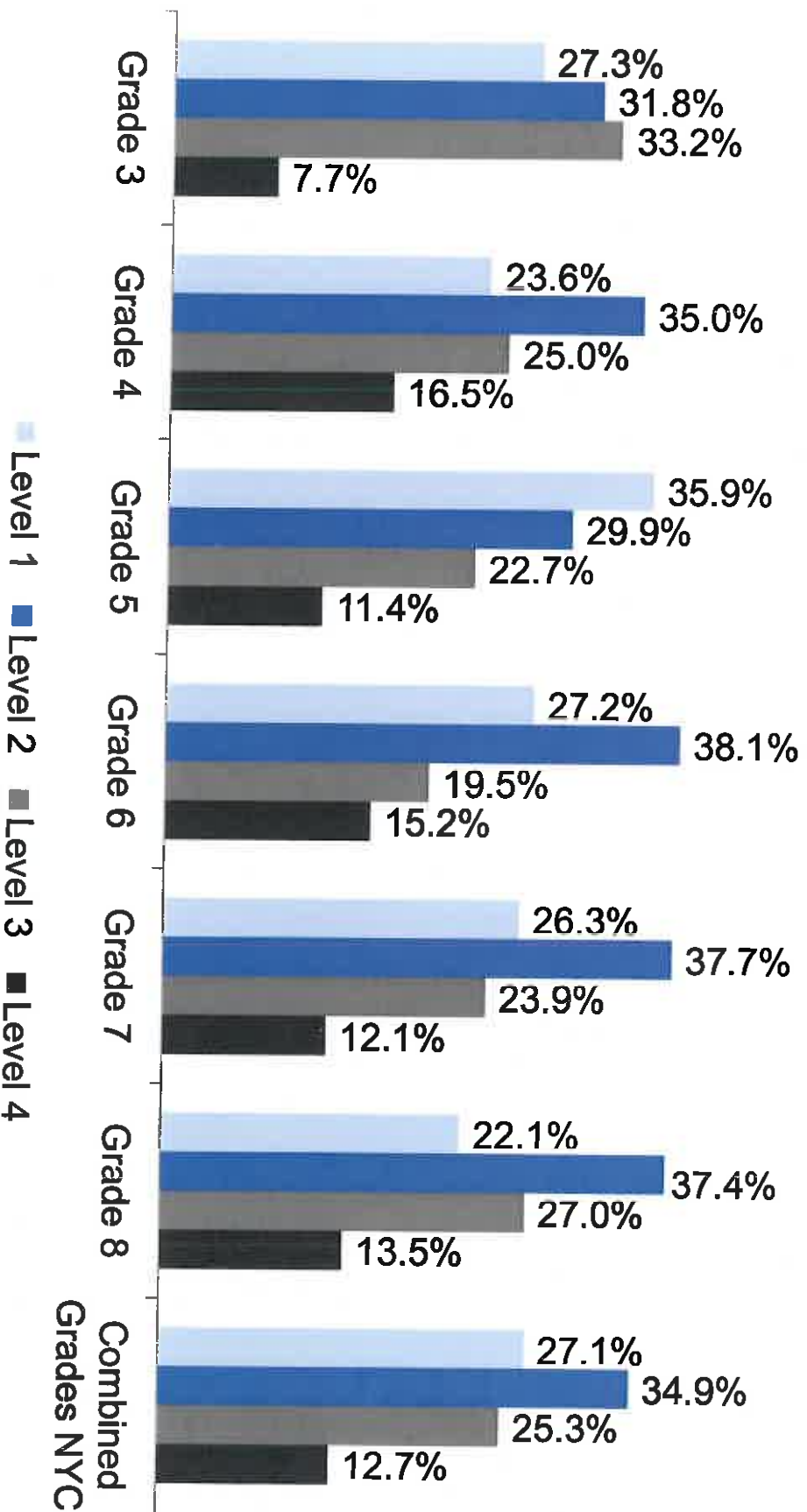
The percentage of students who met or exceeded the ELA proficiency standard increased to 38.0 in 2016 from 30.4 in 2015, an increase of 7.6 percentage points. NYC now meets the proficiency of Statewide Public Schools.



Percentage of All NYC Test Takers in 2013, 2014, 2015, and 2016 who scored at Level 2 & Above and Level 3 & Above by Grade Level

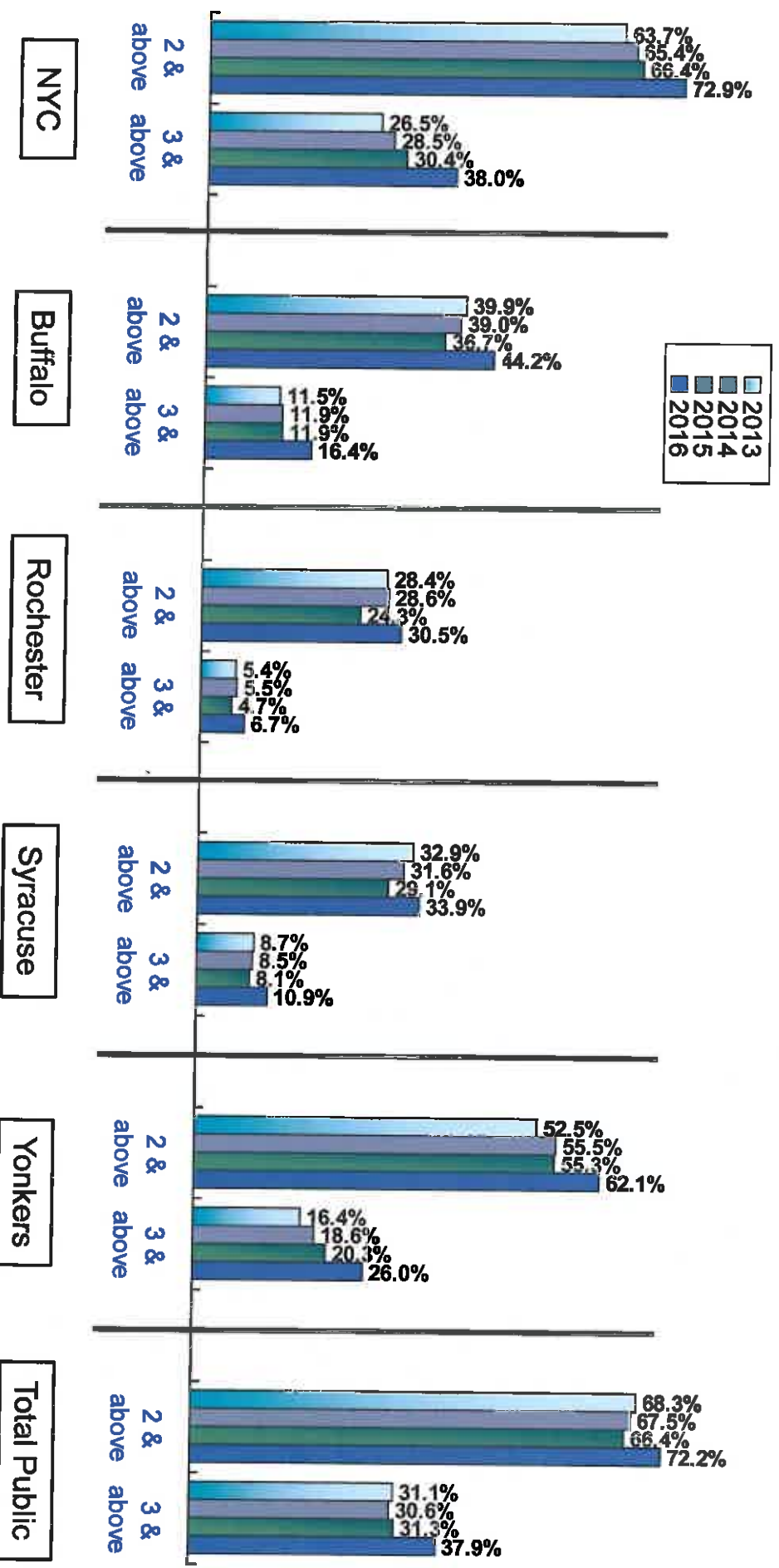
*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates 17

2016 NYC Proficiency in ELA



Big 5 City District Proficiency in ELA

ELA proficiency increased in each Big 5 City School District

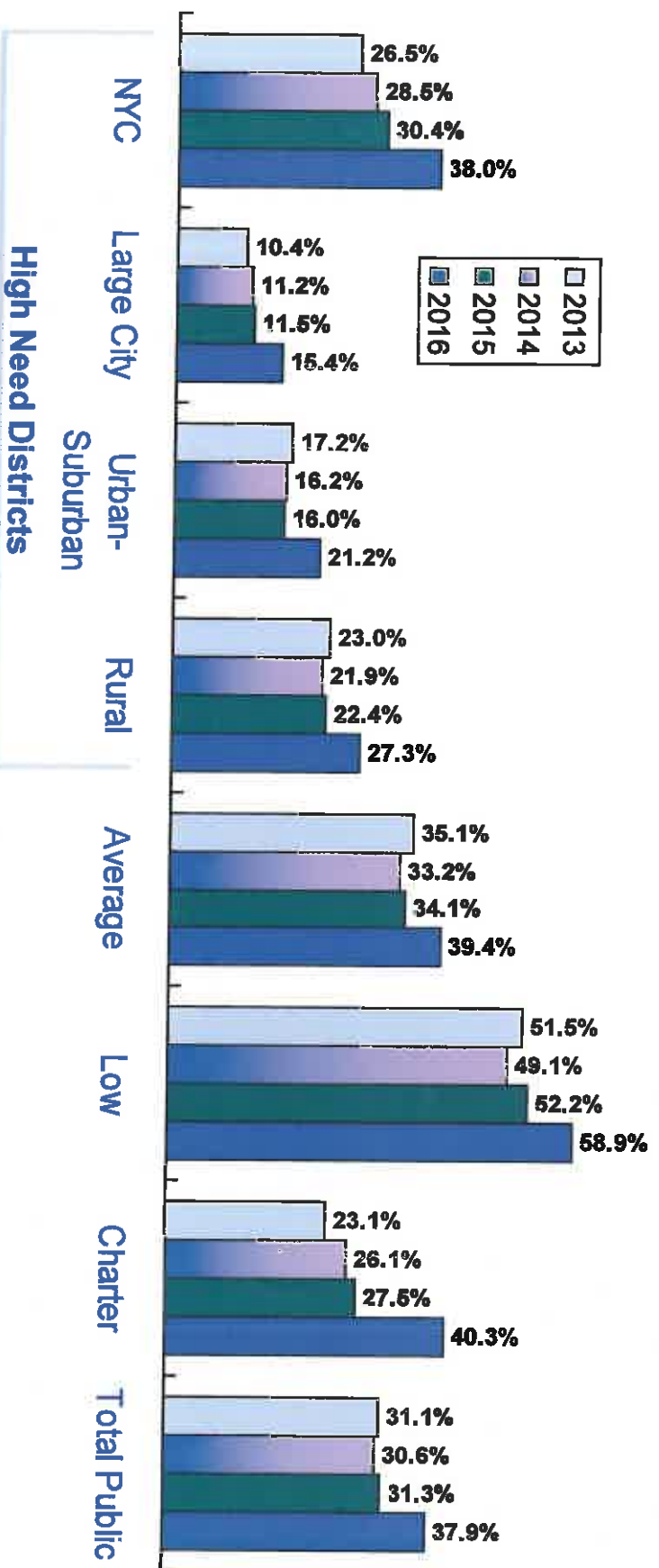


Percentage of All Test Takers in 2013, 2014, 2015, and 2016 who scored at Level 2 & Above and Level 3 & Above by Combined Grades

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates

Statewide Proficiency in ELA by Need/Resource Group

ELA proficiency remained consistent for most Need/Resource Groups, with low-need districts continuing to outperform other groups. In addition, Charter Schools demonstrated the largest increase while NYC now meets the proficiency of statewide public schools.

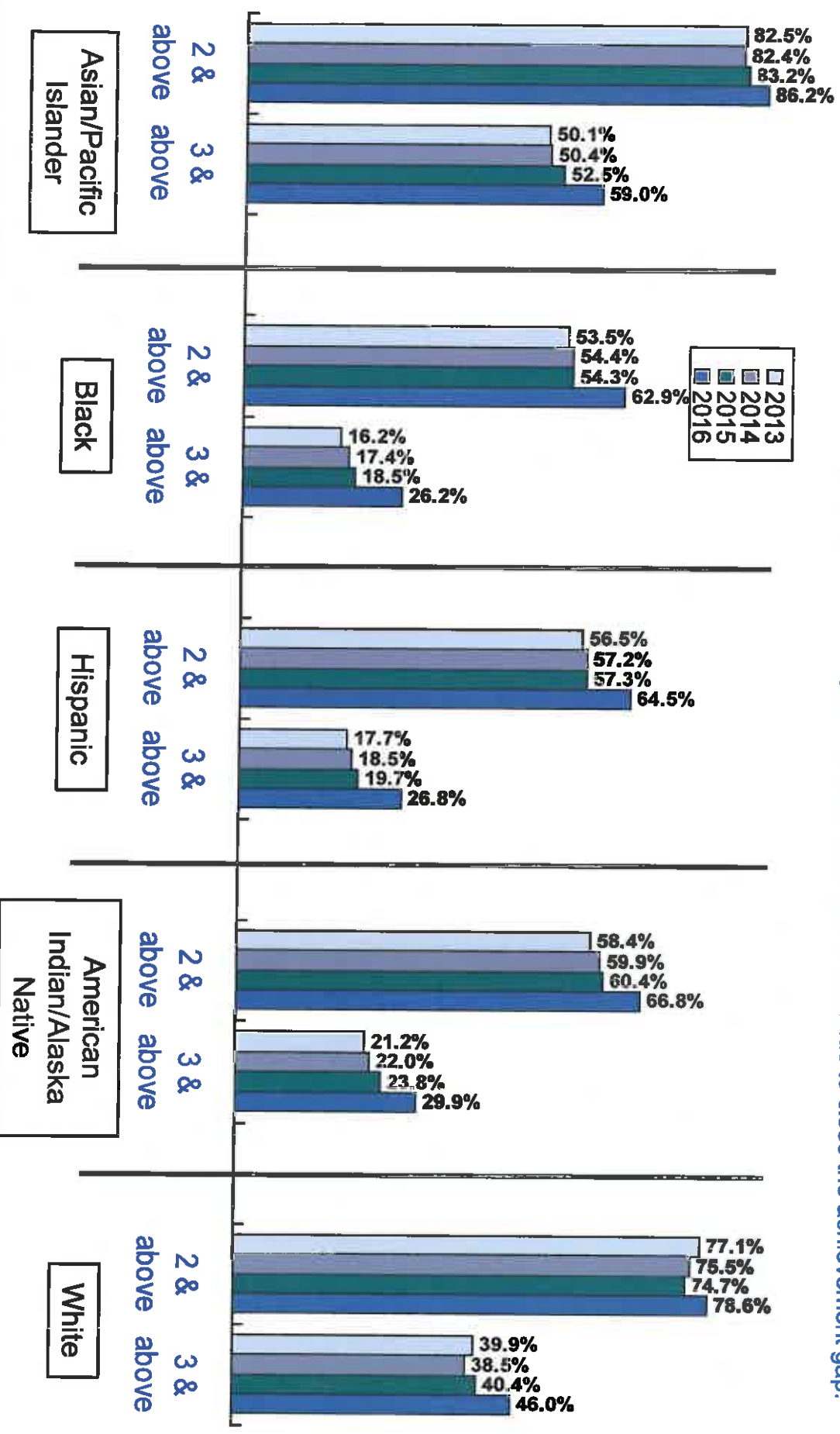


Percentage of All Test Takers in 2013, 2014, 2015, and 2016 who scored at Level 3 & Above by Combined Grades

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates

Statewide Proficiency in ELA by Race/Ethnicity

Increases were seen overall within all Race/Ethnicity groups, with black students showing the largest increase overall and white students showing the least increase. Asian/Pacific Islander students continue to outperform all Race/Ethnicity groups. This year, black and Hispanic Race/Ethnicity groups made the largest increase statewide to continue to close the achievement gap.

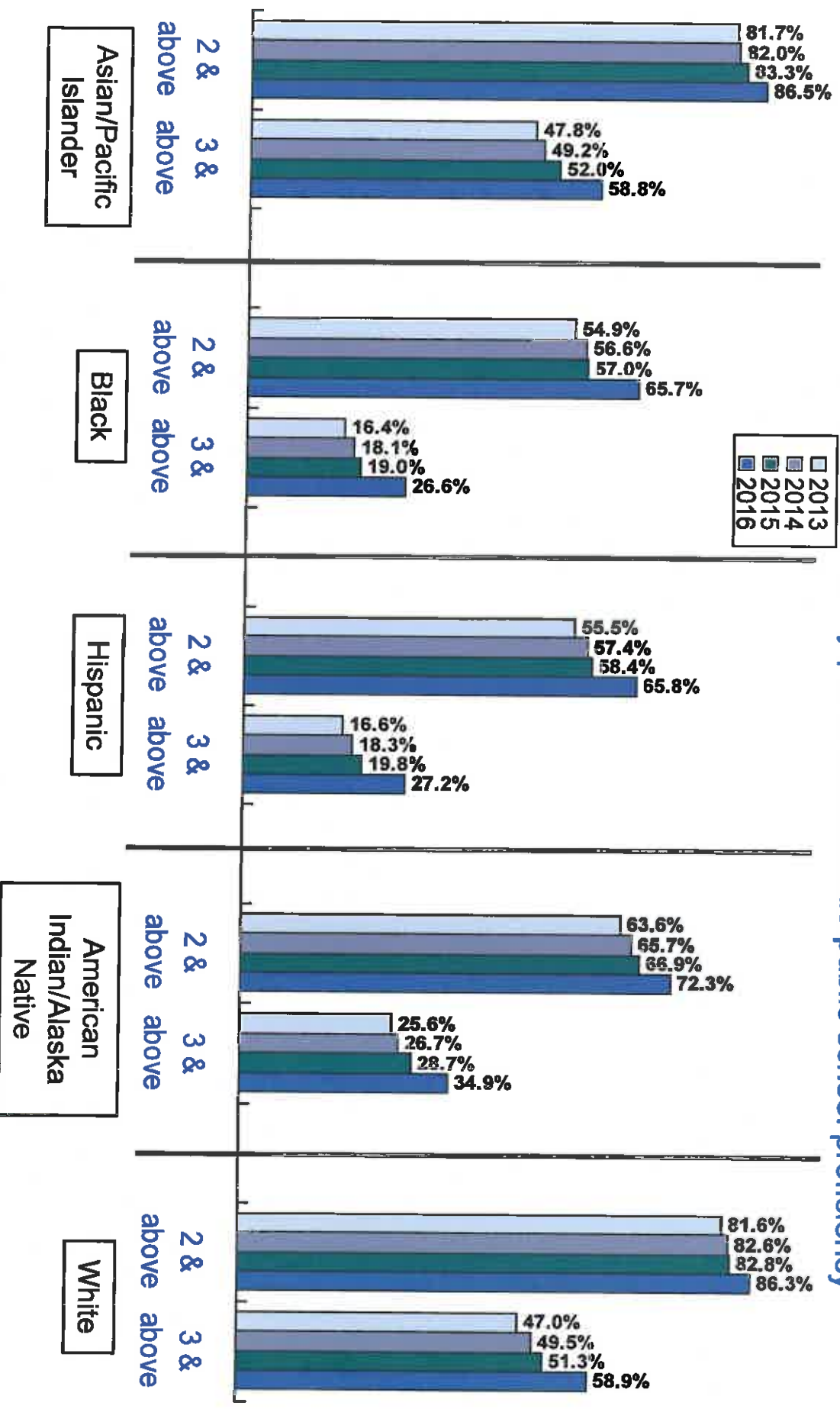


Percentage of All Test Takers in 2013, 2014, 2015, and 2016 who scored at Level 2 & Above and Level 3 & Above by Combined Grades

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates 21

NYC Proficiency in ELA by Race/Ethnicity

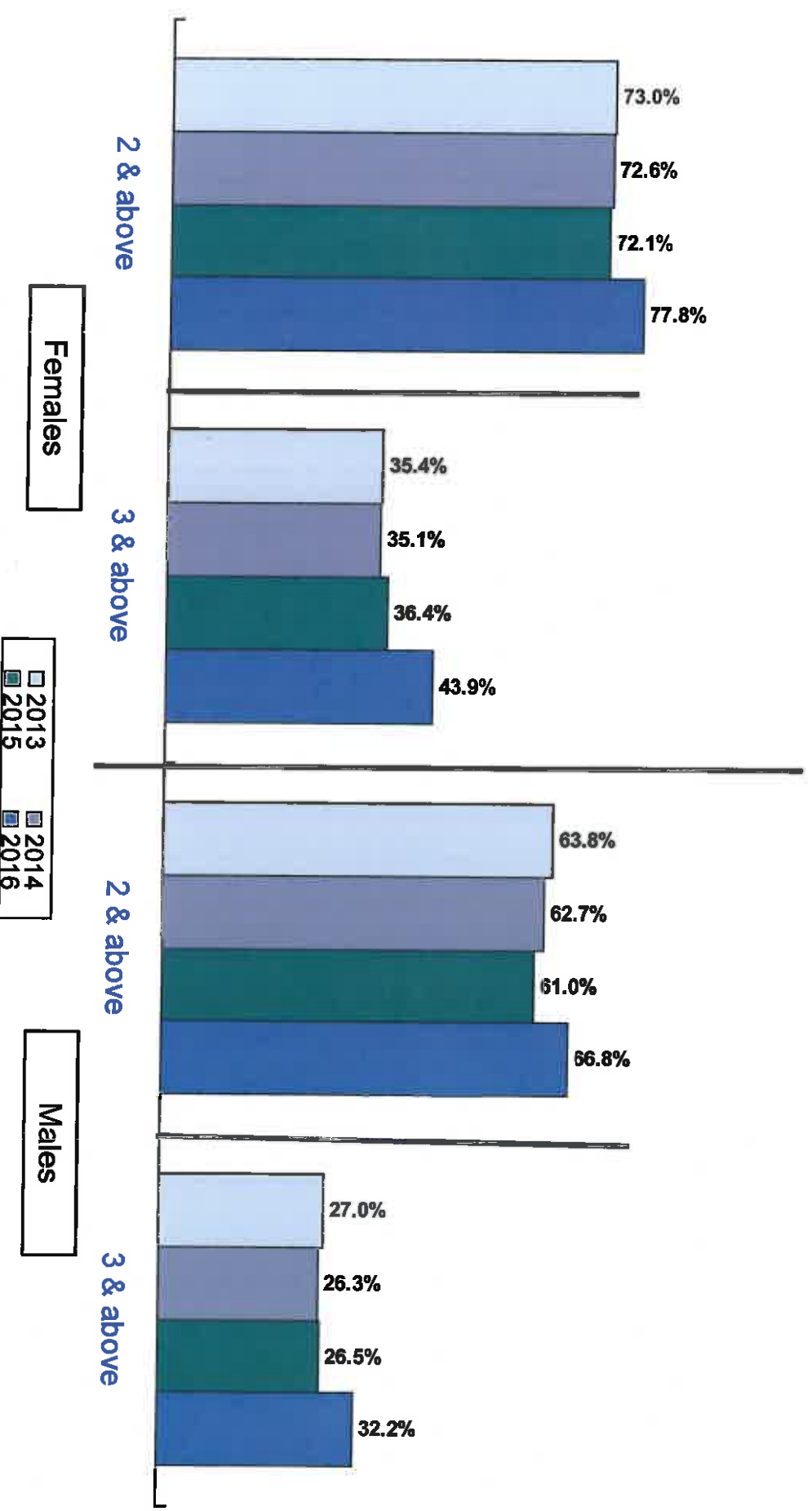
NYC's proficiency by Race/Ethnicity parallels statewide public school proficiency



Percentage of All Test Takers in 2013, 2014, 2015, and 2016 who scored at Level 2 & Above and Level 3 & Above by Combined Grades

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates 22

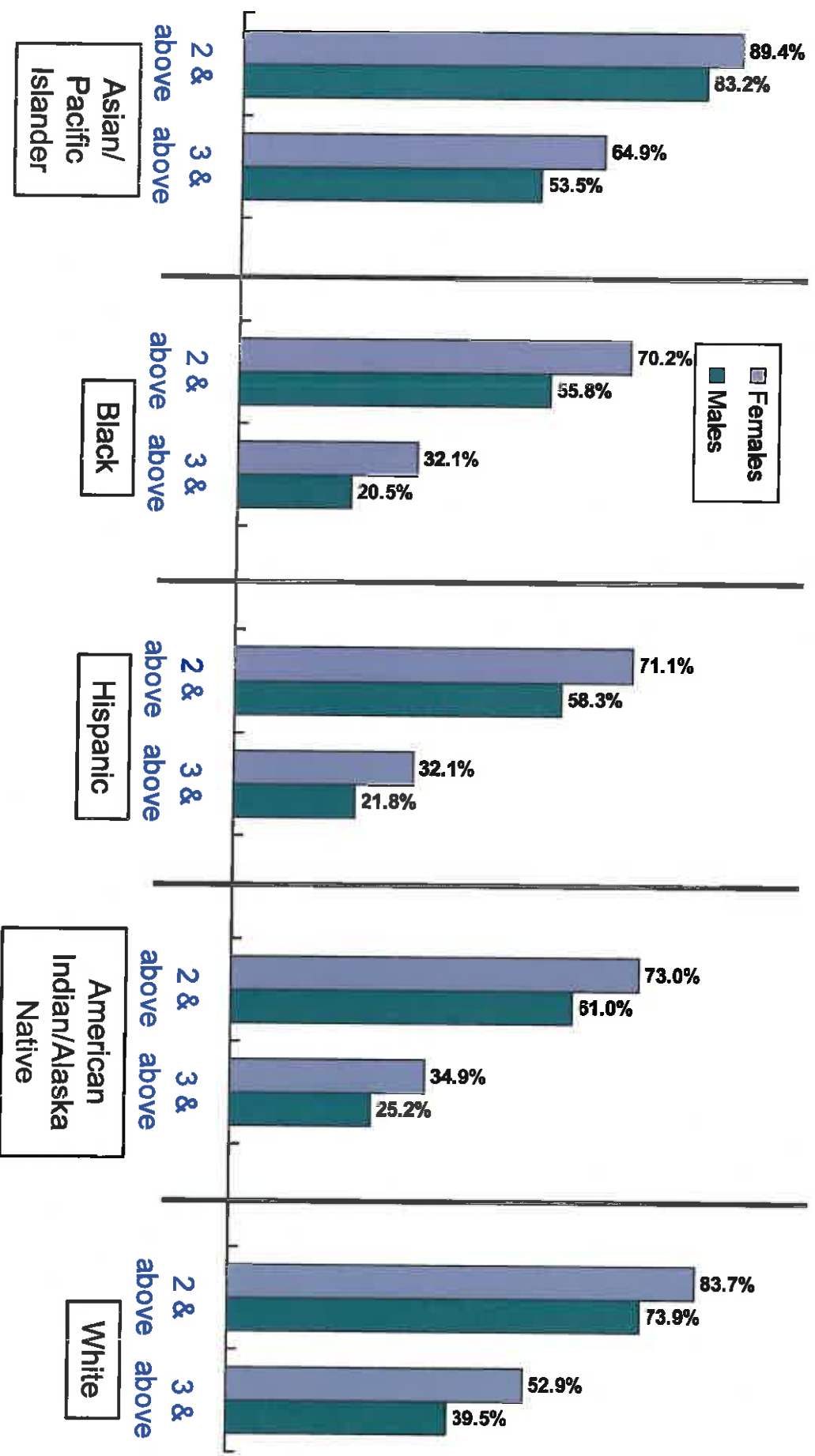
Girls Continued to Outperform Boys Statewide in ELA in 2016



Percentage of All Test Takers Scoring at Level 2 & Above and Level 3 & Above for 2013, 2014, 2015, and 2016 Combined Grades

* Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates 23

Across all Race/Ethnicity groups, girls performed better than boys statewide

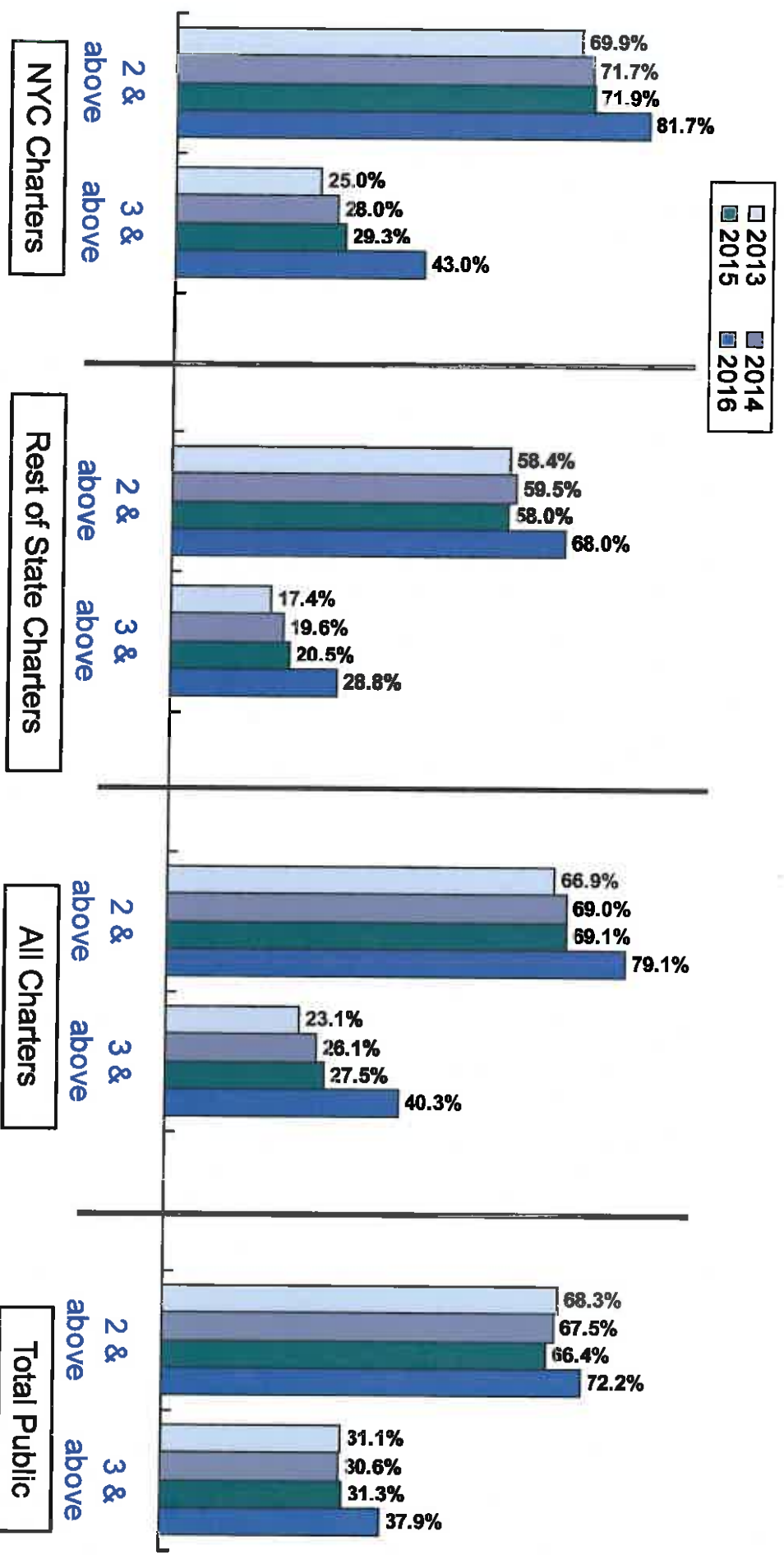


Percentage of All Test Takers Scoring at Level 2 & Above and Level 3 & Above for 2016 by Gender and Race/Ethnicity

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates 24

Charter School Proficiency in ELA

NYC Charters saw the largest increase, 13.7 percentage points, while the Rest of Charters saw an 8.3 increase

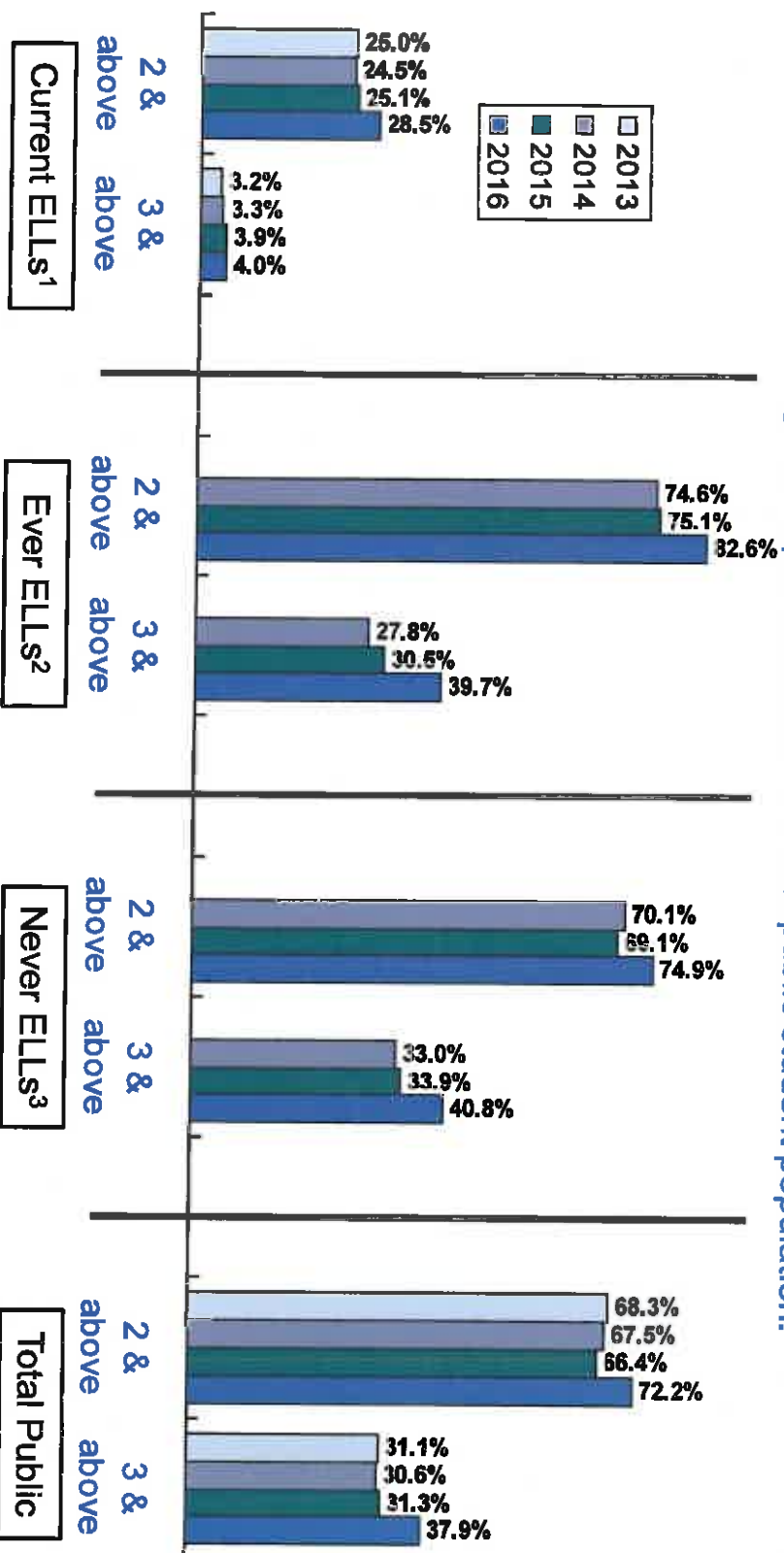


Percentage of All Test Takers in 2013, 2014, 2015, and 2016 who scored at Level 2 & Above and Level 3 & Above by Combined Grades

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates

Statewide English Language Learner Proficiency in ELA

ELL students statewide continued to see increases in ELA scores with a higher percentage of students scoring at Level 2 & above. Ever ELLs have experienced a significant increase, with a higher percentage scoring above proficient than the total public student population.



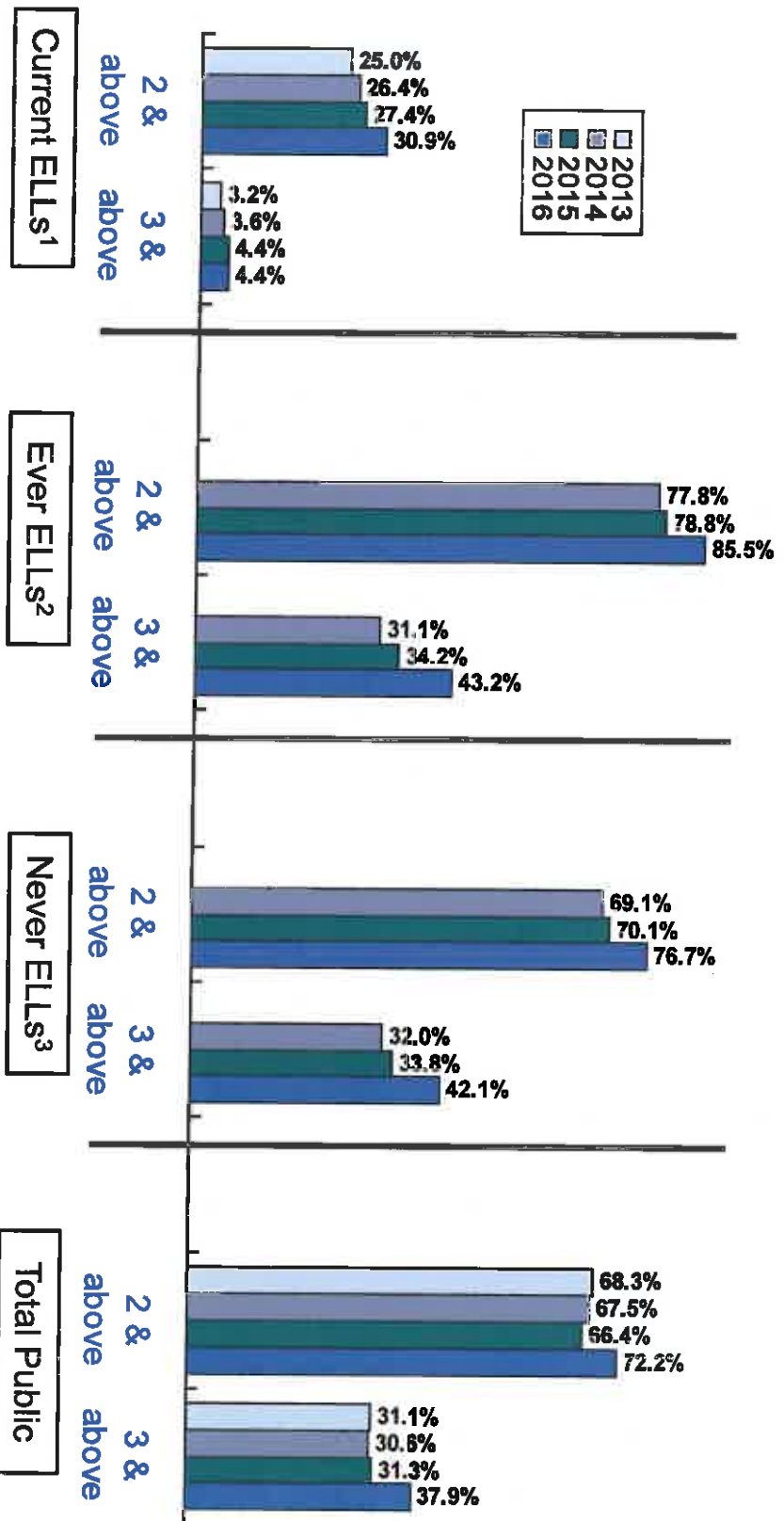
¹ Students identified as ELL during the reported year.

² Students identified as ELL any year prior to the reported year but not including the reported year.

³ Students never reported to have received ELL services.

Ever and Never ELLs data are only available for 2014, 2015, and 2016.

NYC English Language Learners Proficiency in ELA



¹ Students identified as ELL during the reported year.

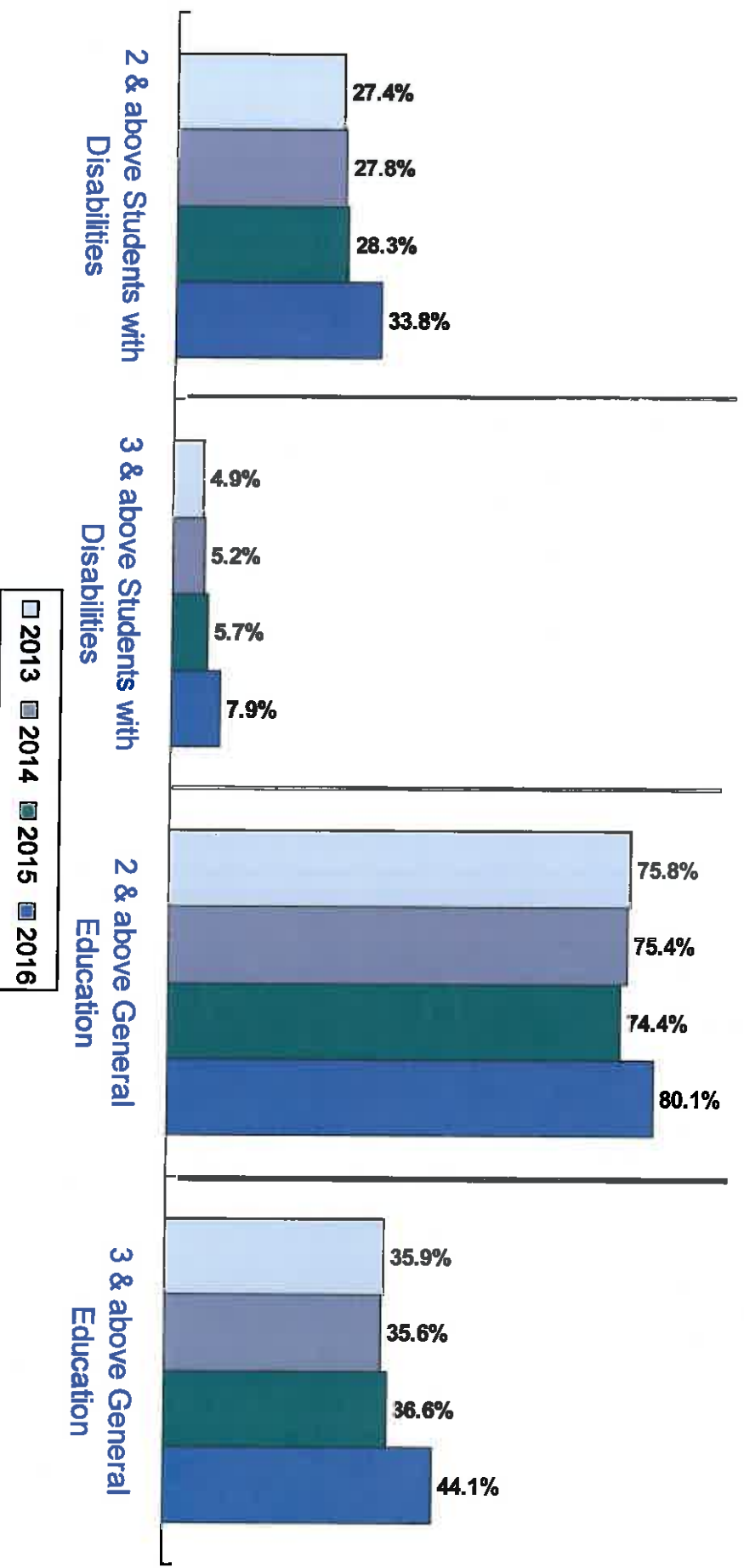
² Students identified as ELL any year prior to the reported year but not including the reported year.

³ Students never reported to have received ELL services.

Ever and Never ELLs data are only available for 2014, 2015, and 2016.

Students with Disabilities Proficiency in ELA

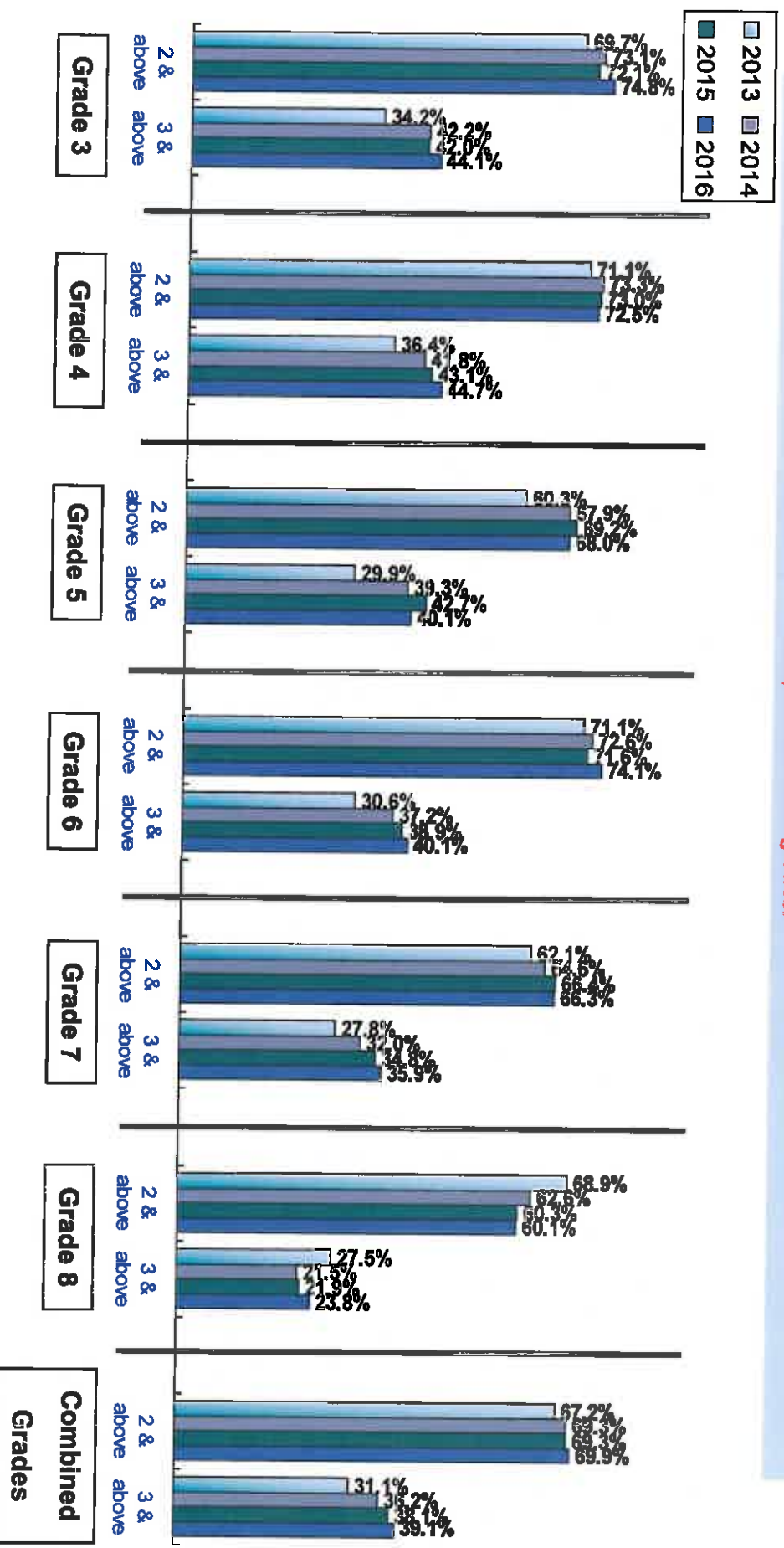
7.9 percent of students with disabilities met or exceeded the ELA proficiency standard (Level 3 and 4) in 2016, and the percentage scoring at Level 2 & above increased to 33.8 percent



2016 Grades 3-8 Math Test Results

Students Scoring at Proficiency Level Statewide Went Up Slightly in Math

A USED waiver eliminated unnecessary double testing and allowed accelerated math students to participate in high school math Regents Exams instead of the Grade 8 Math Test, which may cause a decrease in the percentage proficient in Grade 8 as compared to other grades.



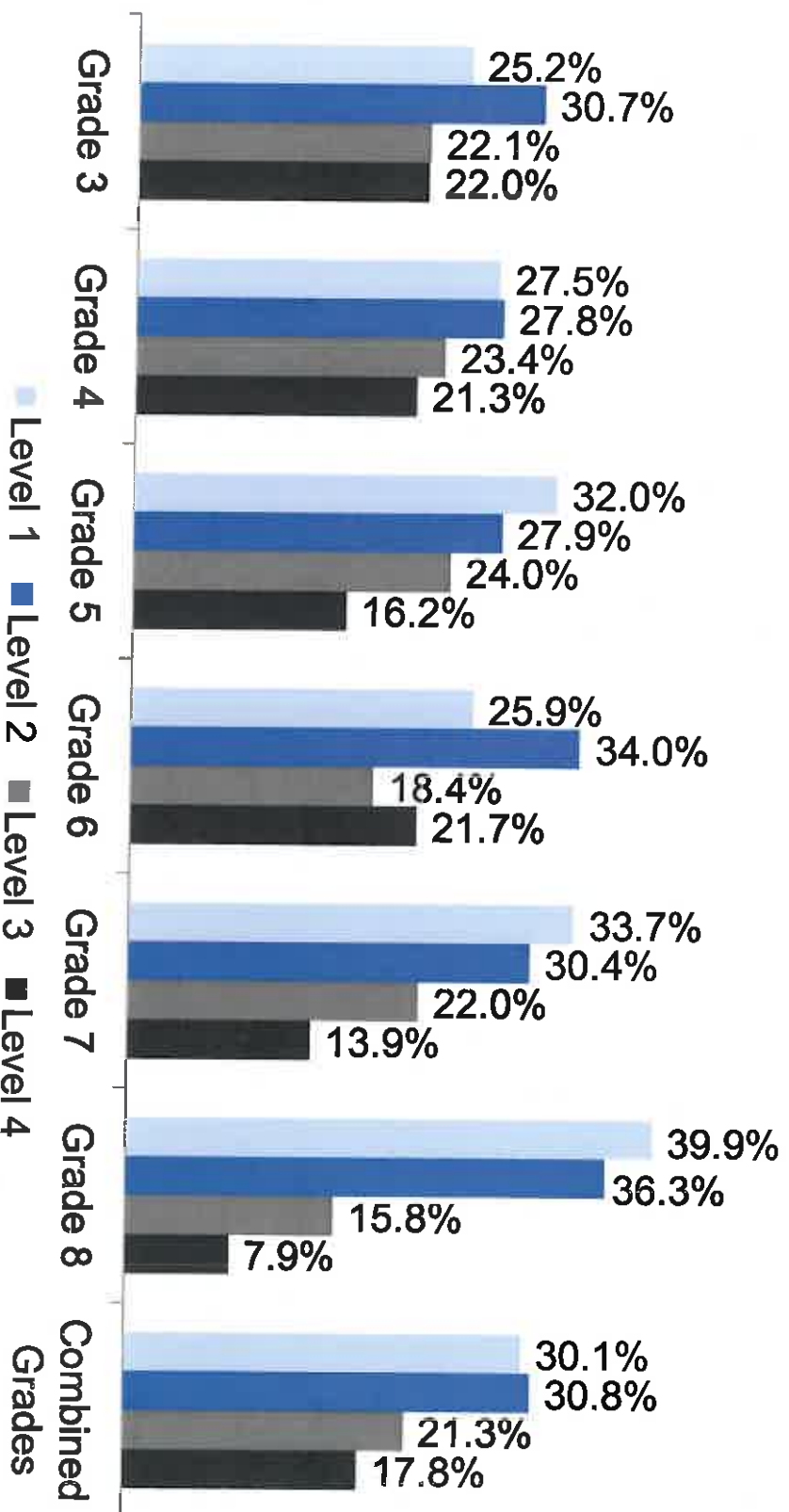
The Percentage of All Test Takers Statewide in 2013, 2014, 2015, and 2016 who scored at Level 2 & Above and Level 3 & Above by Grade Level

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates

2016 Statewide Proficiency in Math

The percentage of students scoring at each proficiency level by grade level

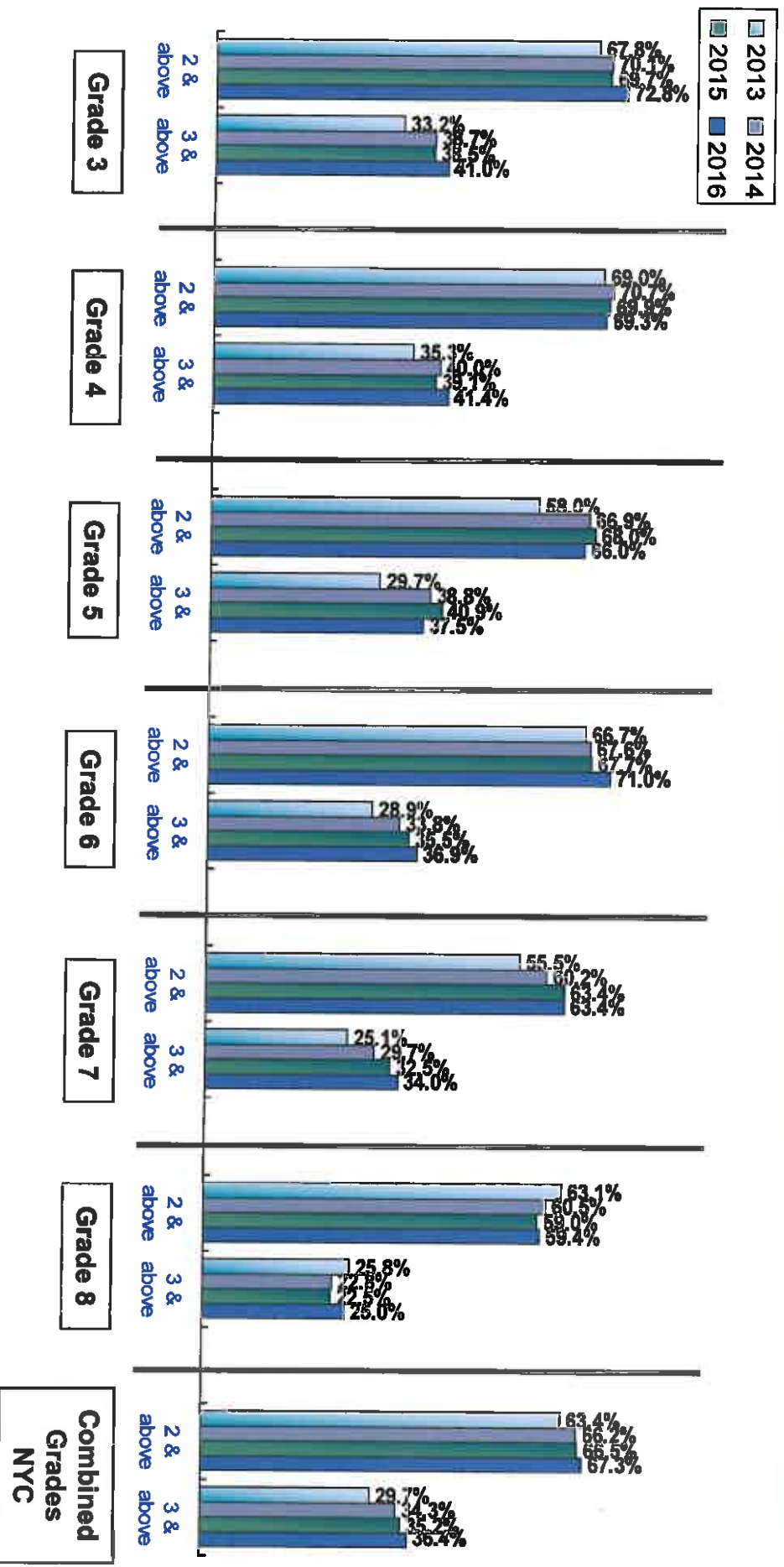
A USED waiver eliminated unnecessary double testing and allowed accelerated math students to participate in high school math Regents Exams instead of the Grade 8 Math Test, which may cause a decrease in the percentage proficient in Grade 8 as compared to other grades.



NYC Students Scores in Math

The percentage of students who met or exceeded the proficiency standard increased to 36.4 in 2016 from 35.2 in 2015, an increase of 1.2

A USED waiver eliminated unnecessary double testing and allowed accelerated math students to participate in high school math Regents Exams instead of the Grade 8 Math Test, which may cause a decrease in the percentage proficient in Grade 8 as compared to other grades.

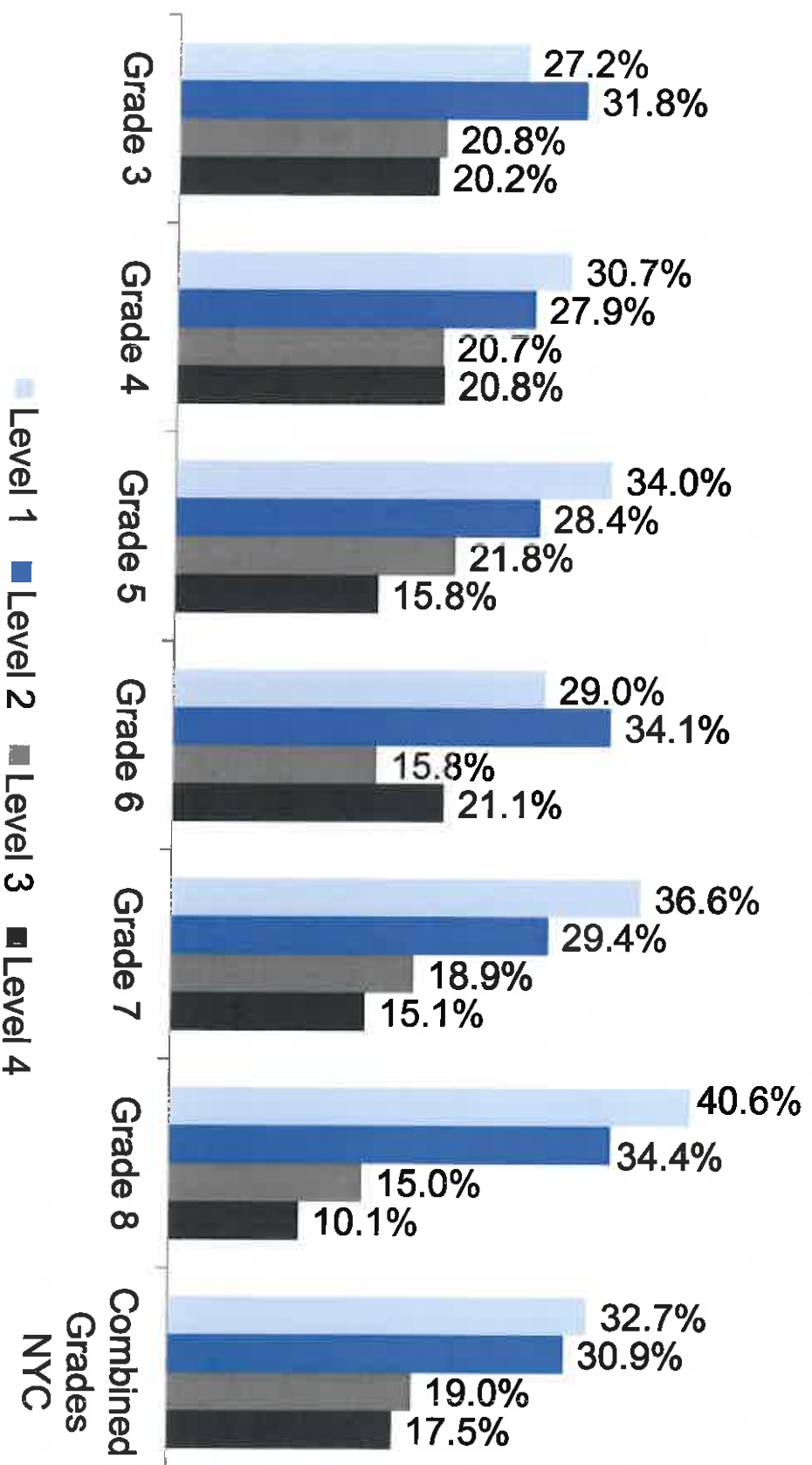


Percentage of All NYC Test Takers in 2013, 2014, 2015, and 2016 who scored at Level 2 & Above and Level 3 & Above by Grade Level

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates 32

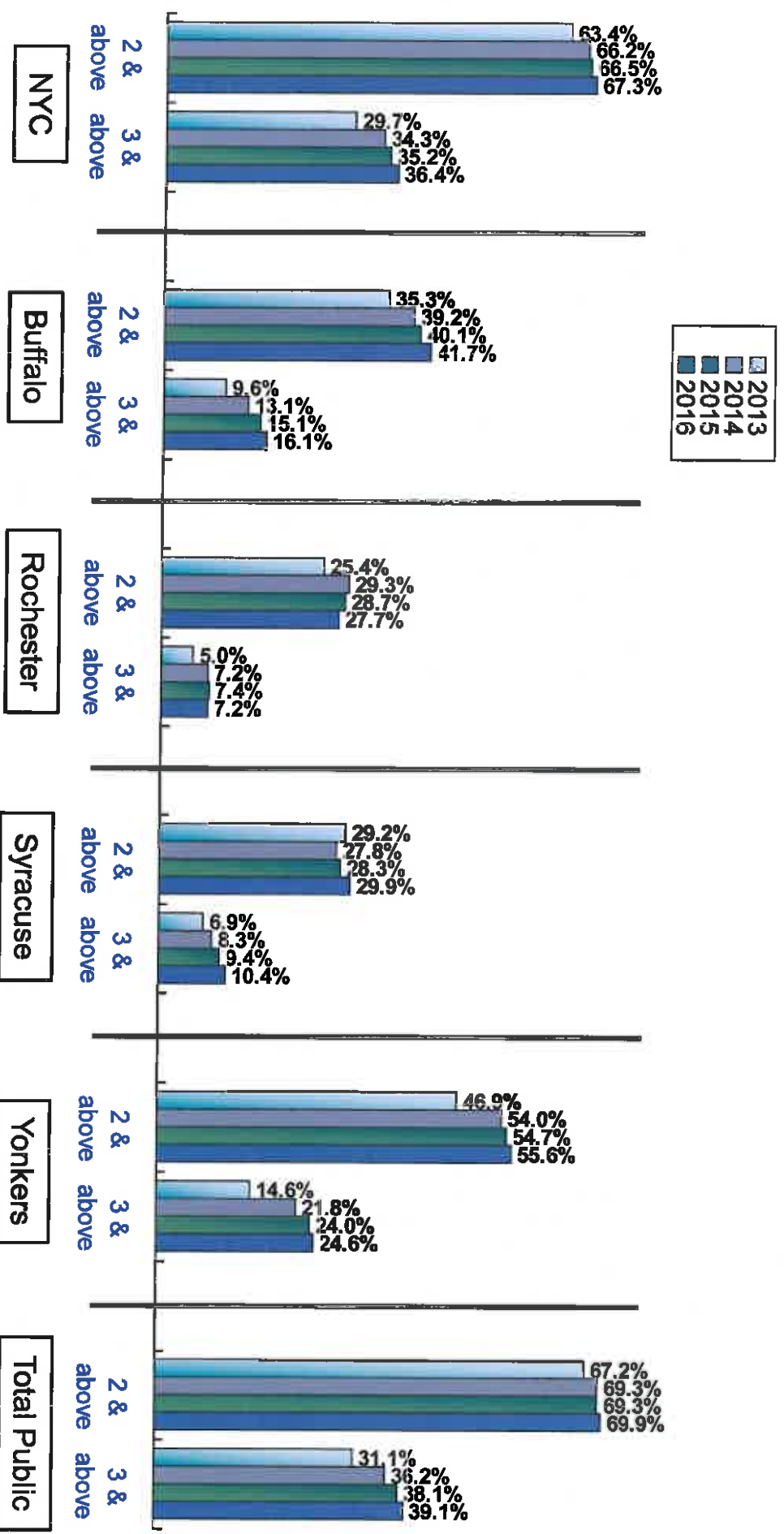
2016 NYC Proficiency in Math

A USED waiver eliminated unnecessary double testing and allowed accelerated math students to participate in high school math Regents Exams instead of the Grade 8 Math Test, which may cause a decrease in the percentage proficient in Grade 8 as compared to other grades.



Big 5 City District Proficiency in Math

Most Big 5 city districts had minor increases of students scoring at Level 3 & Above in 2016

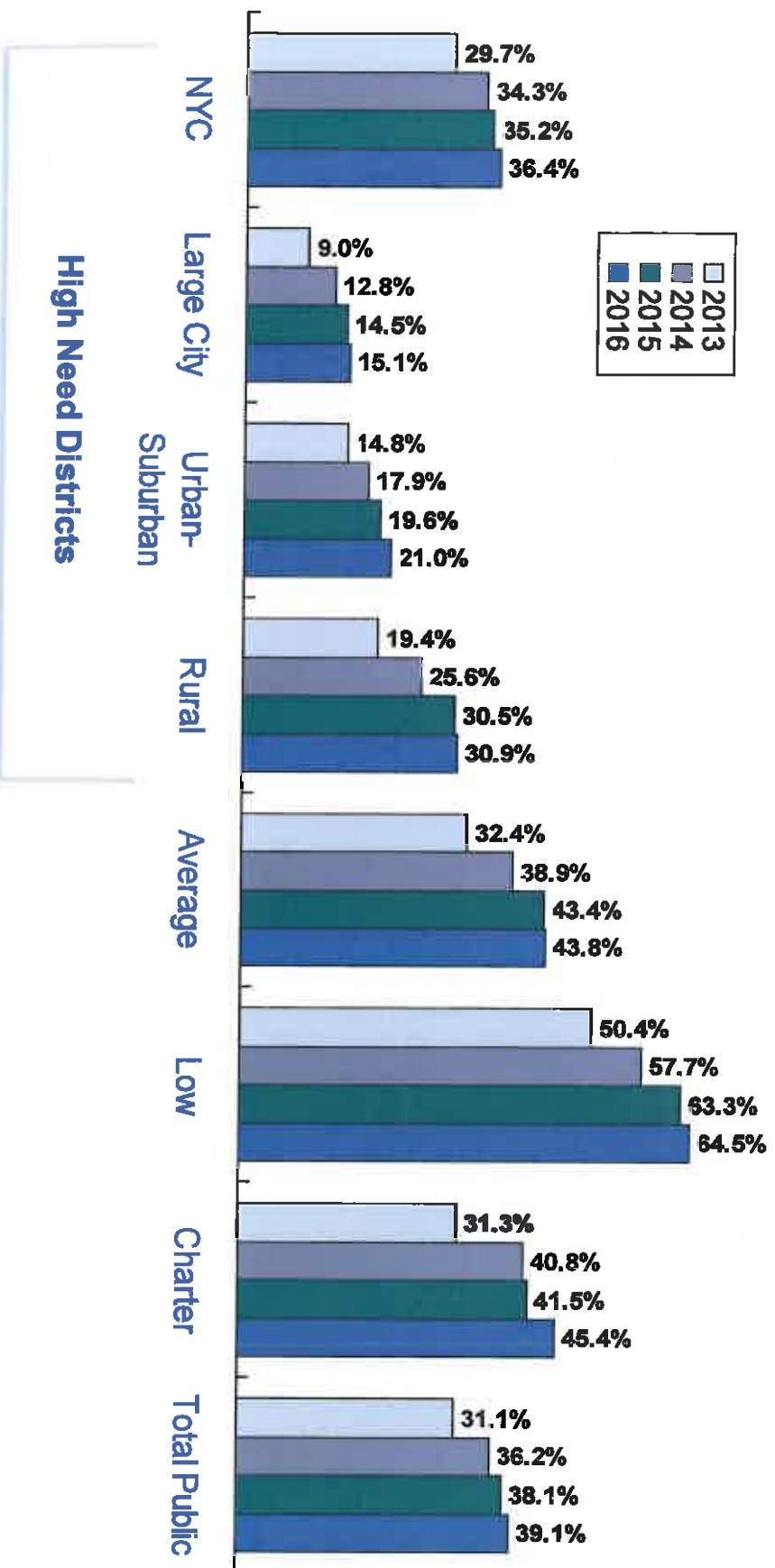


Percentage of All Test Takers in 2013, 2014, 2015, and 2016 who scored at Level 2 & Above and Level 3 & Above by Combined Grades

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates

Statewide Proficiency in Math by Need/Resource Group

In 2016, all Need/Resource Groups saw increases in math, with low-need districts continuing to outperform other groups. Charter schools saw the largest increase of 3.9.



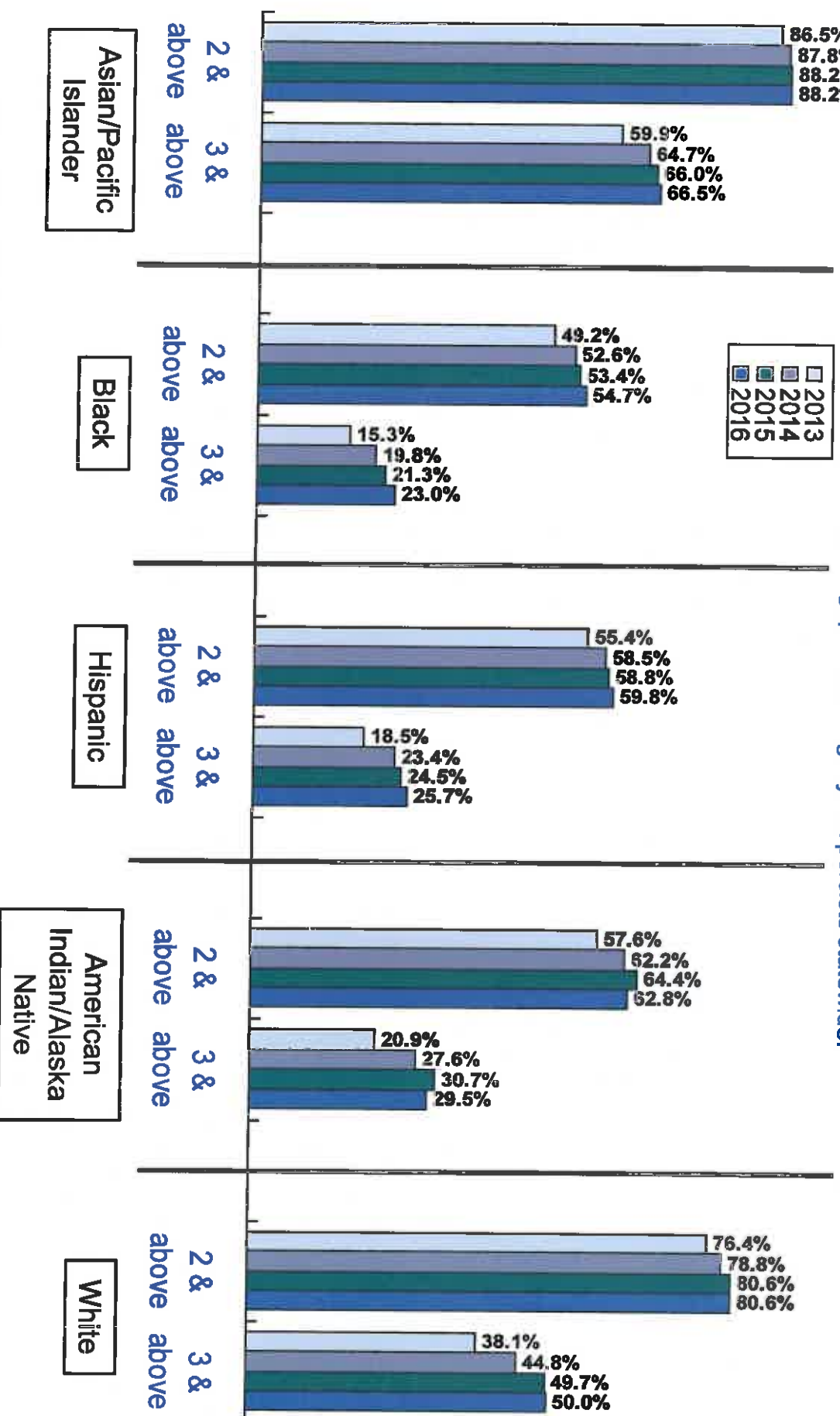
Percentage of All Test Takers in 2013, 2014, 2015, and 2016 who scored at Level 3 & Above by Combined Grades

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates

Statewide Proficiency in Math by Race/Ethnicity

All Race/Ethnicity groups had a greater percentage of students meeting or exceeding the math proficiency standard (Levels 3 and 4) in 2016, with the exception of American Indian/Alaska Native students who had a small decrease.

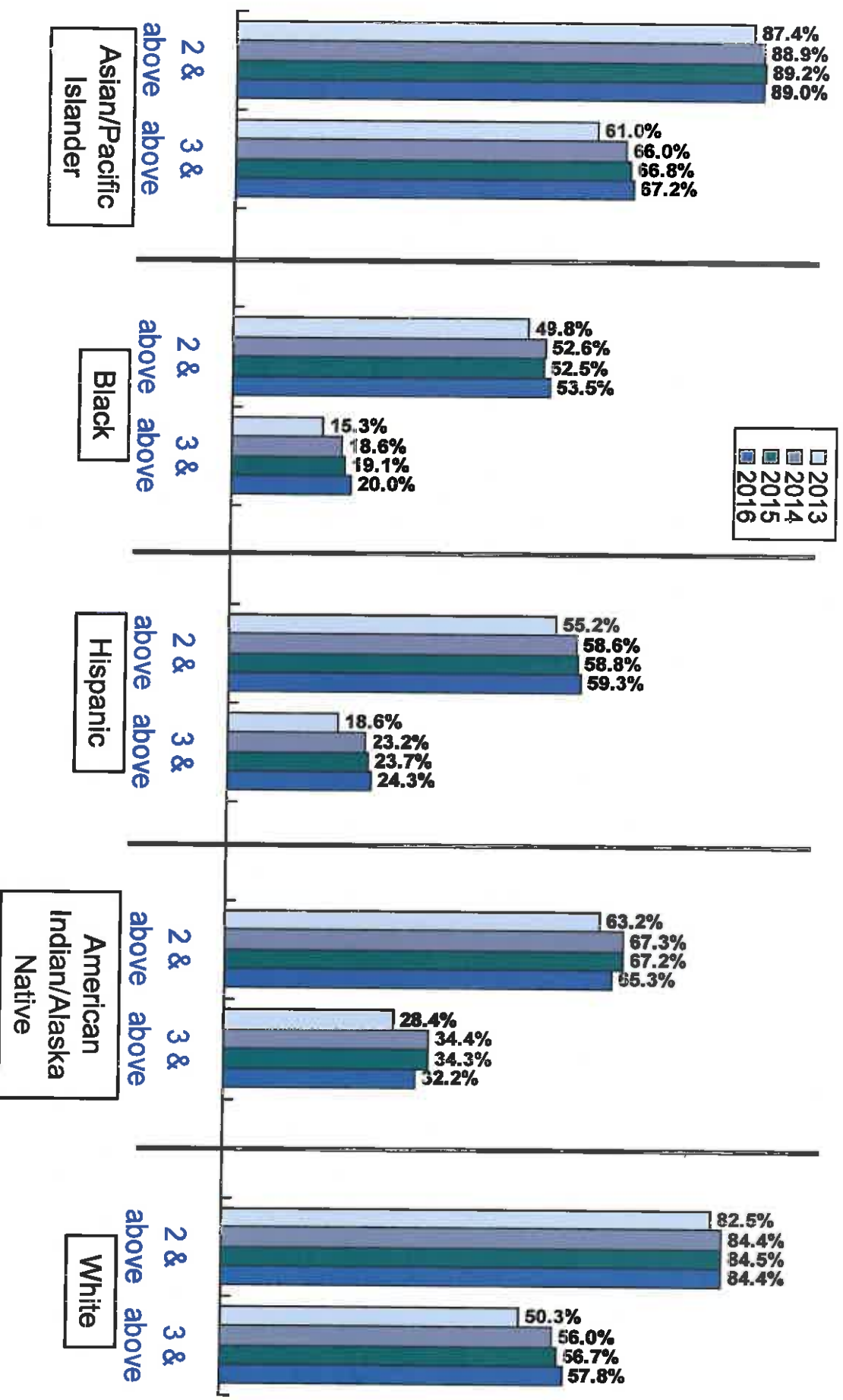
The achievement gap closed slightly but persists statewide.



Percentage of All Test Takers in 2013, 2014, 2015, and 2016 who scored at Level 2 & Above and Level 3 & Above by Combined Grades

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates

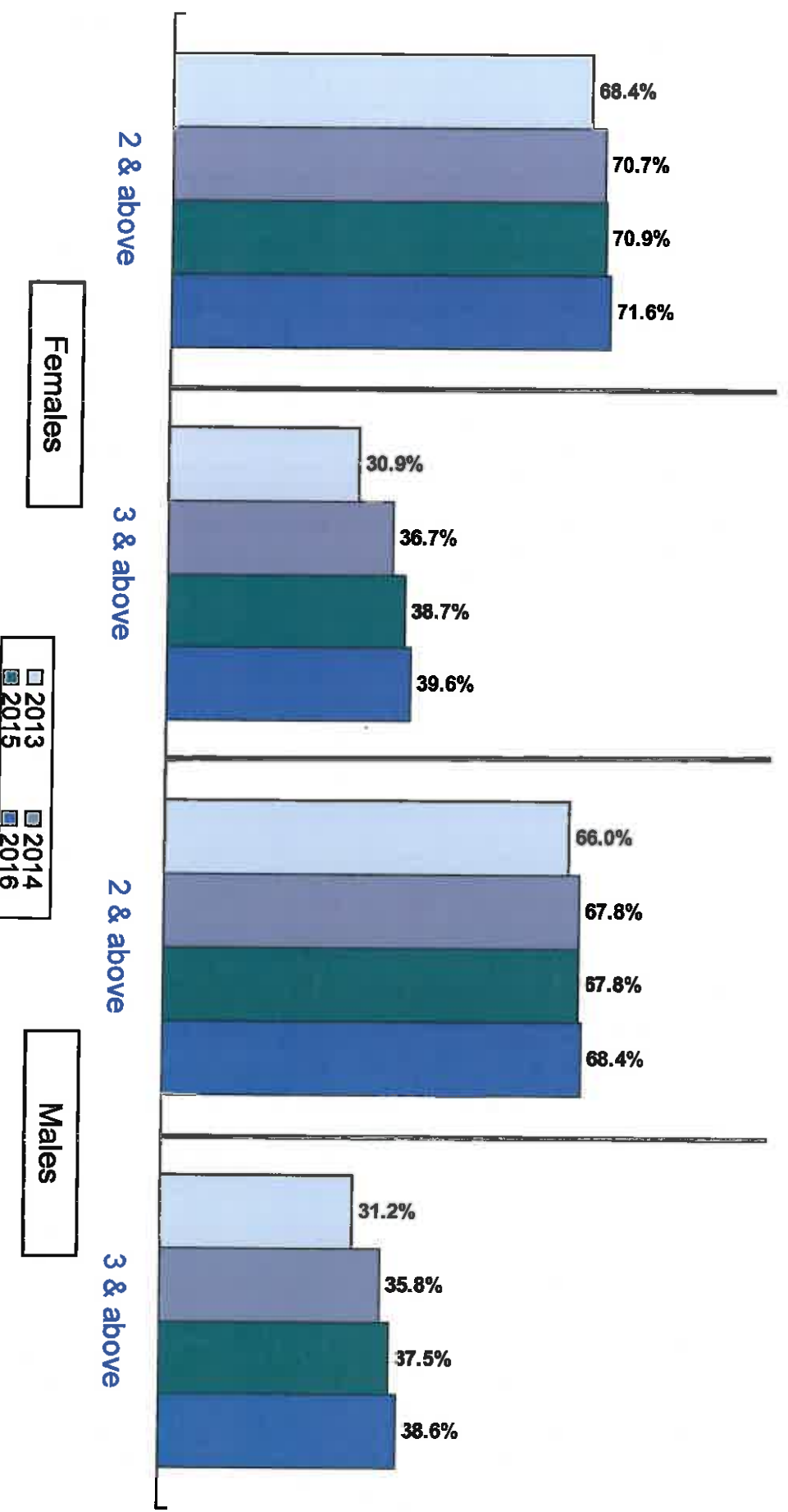
NYC Proficiency in Math by Race/Ethnicity



Percentage of All NYC Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2013, 2014, 2015, and 2016

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates 37

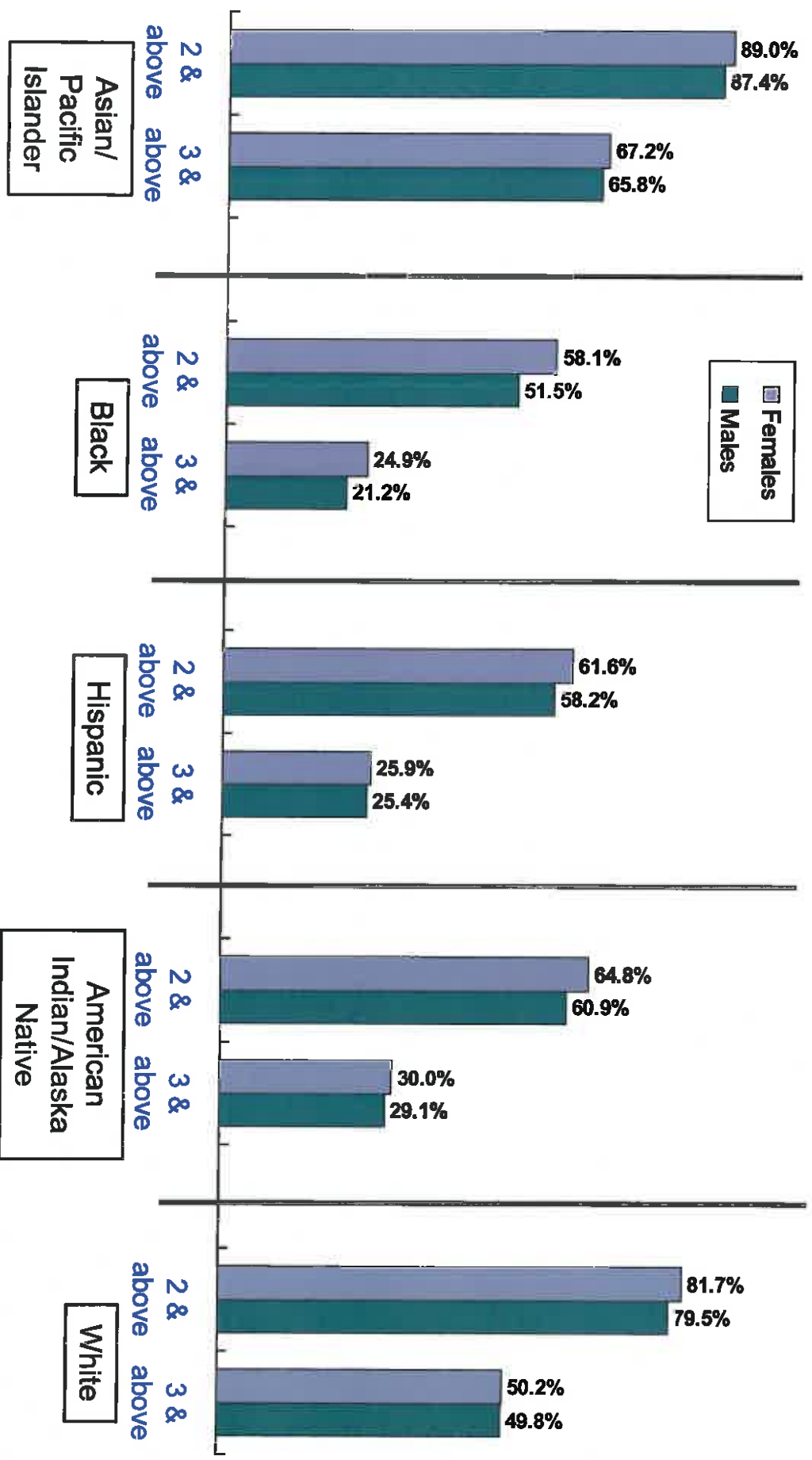
Girls and Boys Performed Similarly Statewide in Math in 2016



Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2013, 2014, 2015, and 2016 by Combined Grades

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates

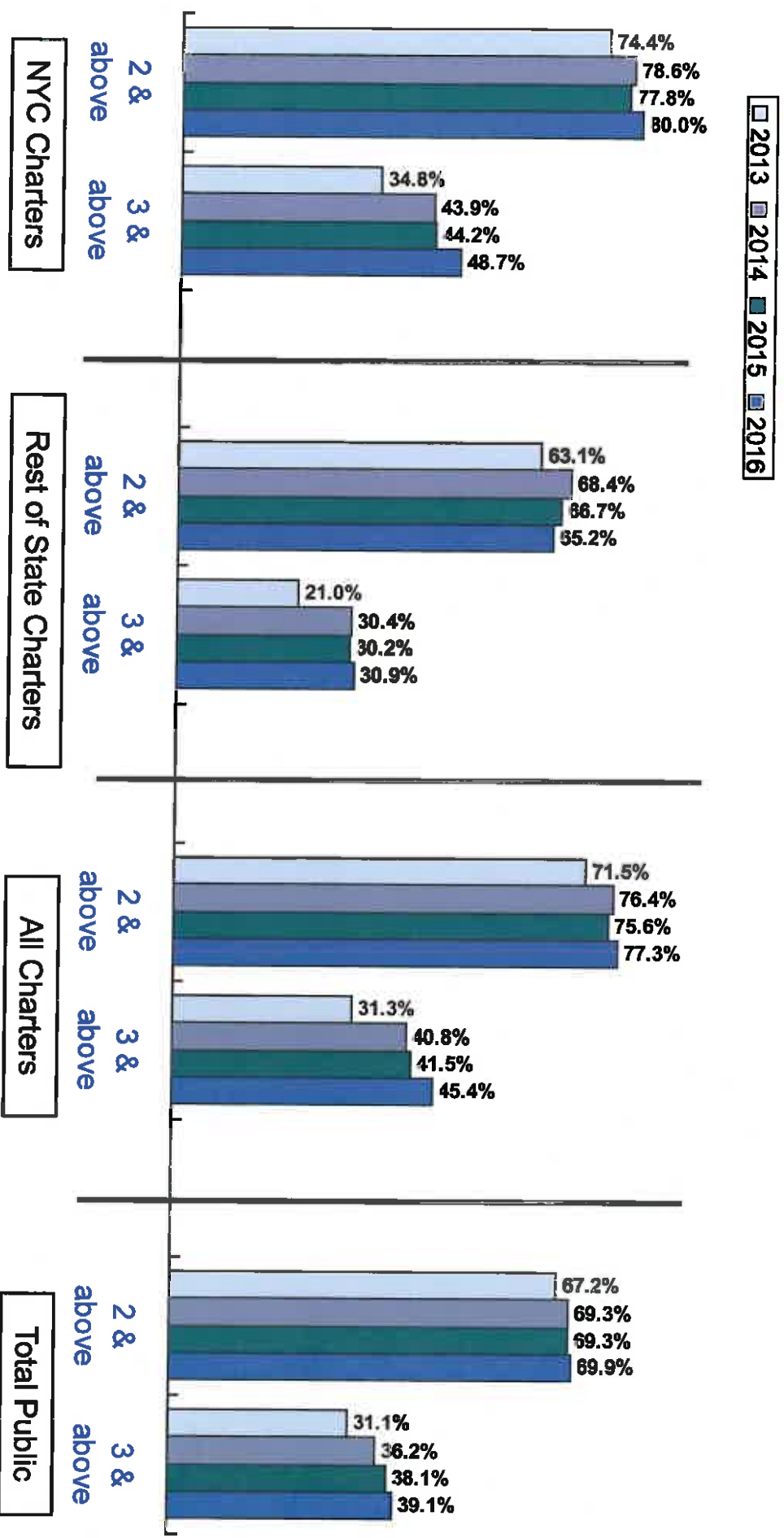
Across all Race/Ethnicity groups, girls and boys performed similarly in math



Percentage of All Test Takers Scoring at Level 2 & Above and Level 3 & Above for 2016 by Gender and Race/Ethnicity

Charter School Proficiency in Math

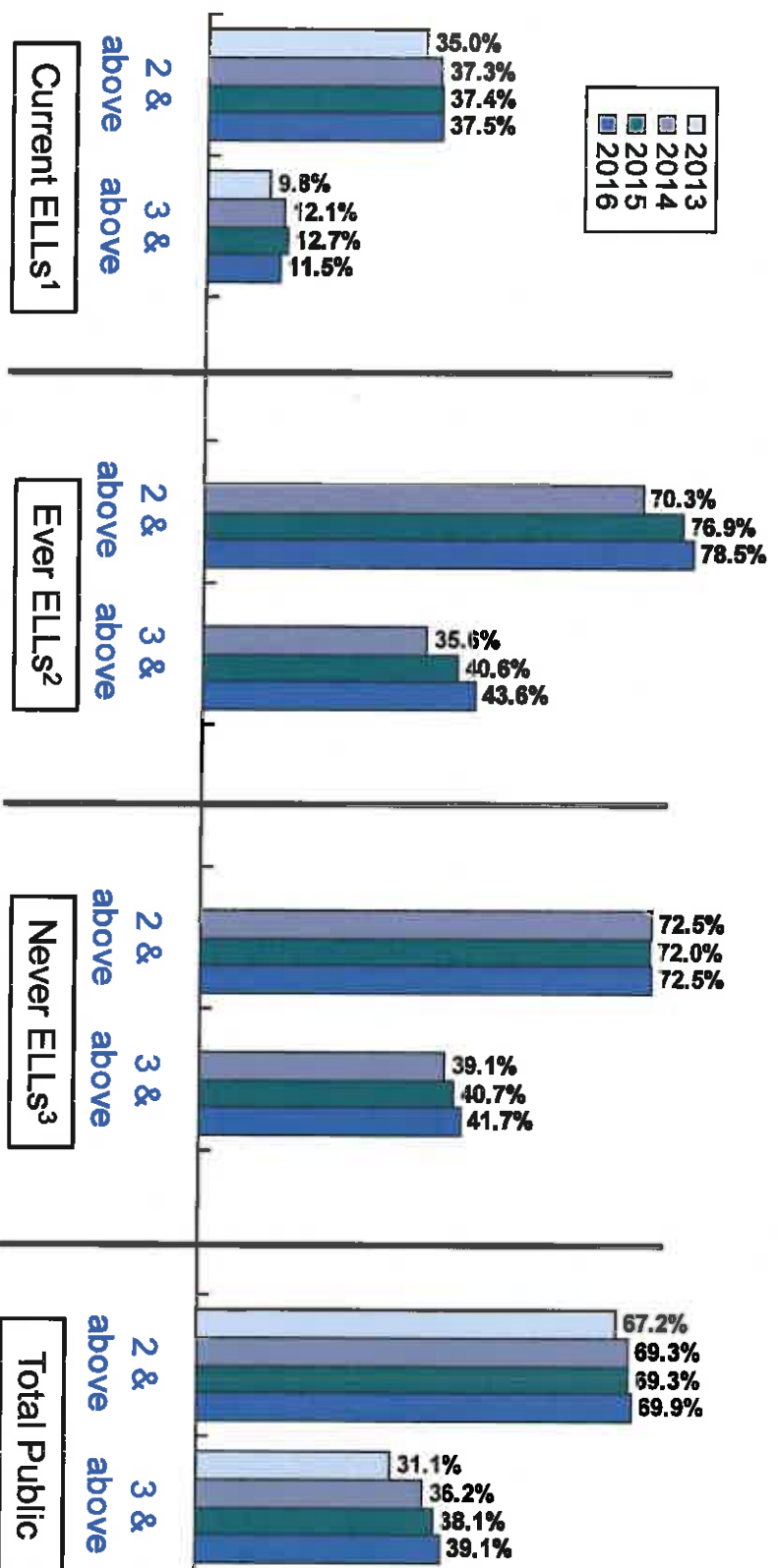
NYC Charters saw the largest increase of students scoring at the proficient level, 4.5 percentage points, while the Rest of State Charters saw a 0.7 increase



The Percentage of All Test Takers in 2013, 2014, 2015, and 2016 who scored at Level 2 & Above and Level 3 & Above Combined Grades

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates

Statewide English Language Learner Proficiency in Math



¹ Students identified as ELL during the reported year.

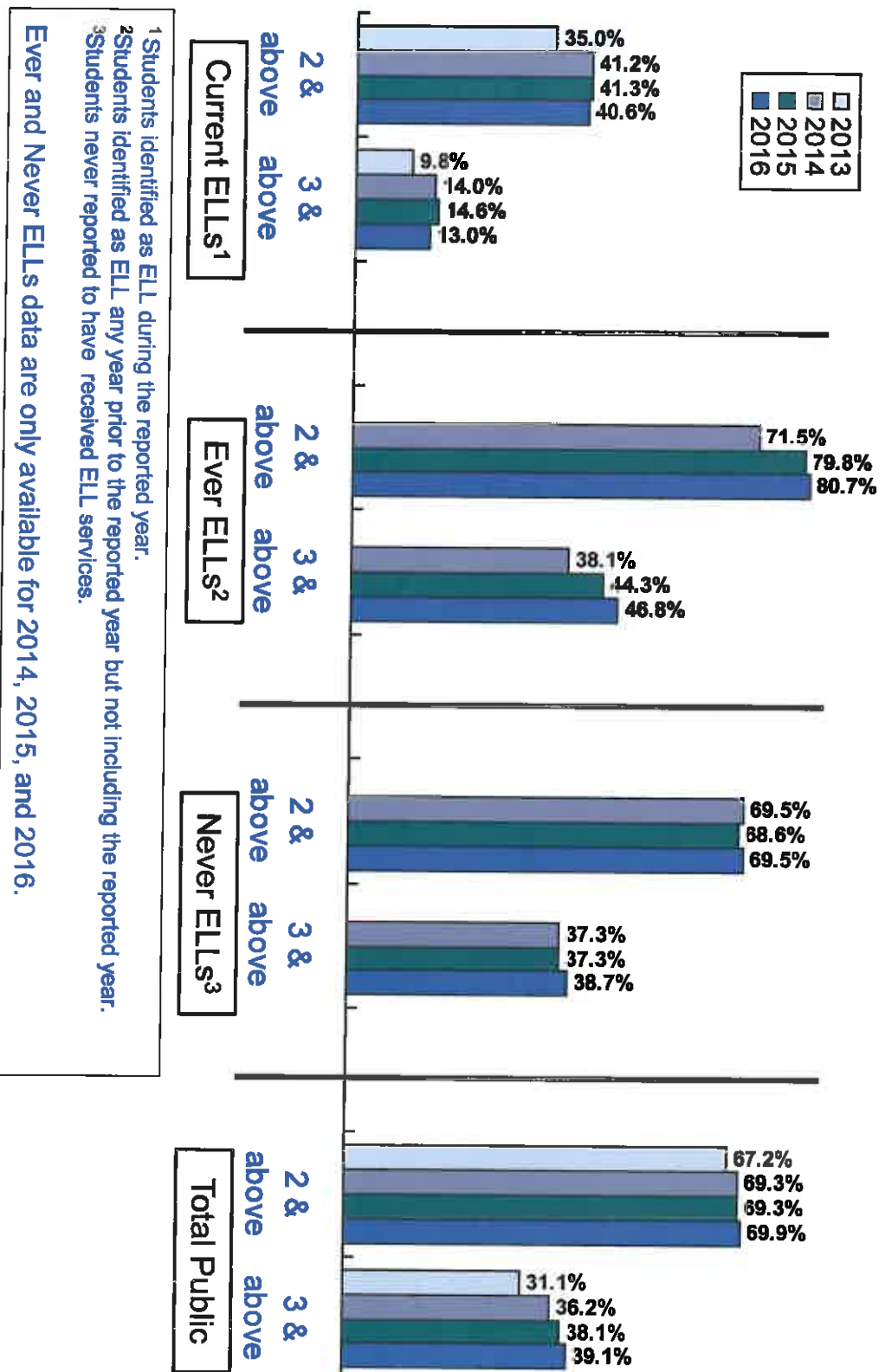
² Students identified as ELL any year prior to the reported year but not including the reported year.

³ Students never reported to have received ELL services.

Ever and Never ELLs data are only available for 2014, 2015, and 2016.

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates

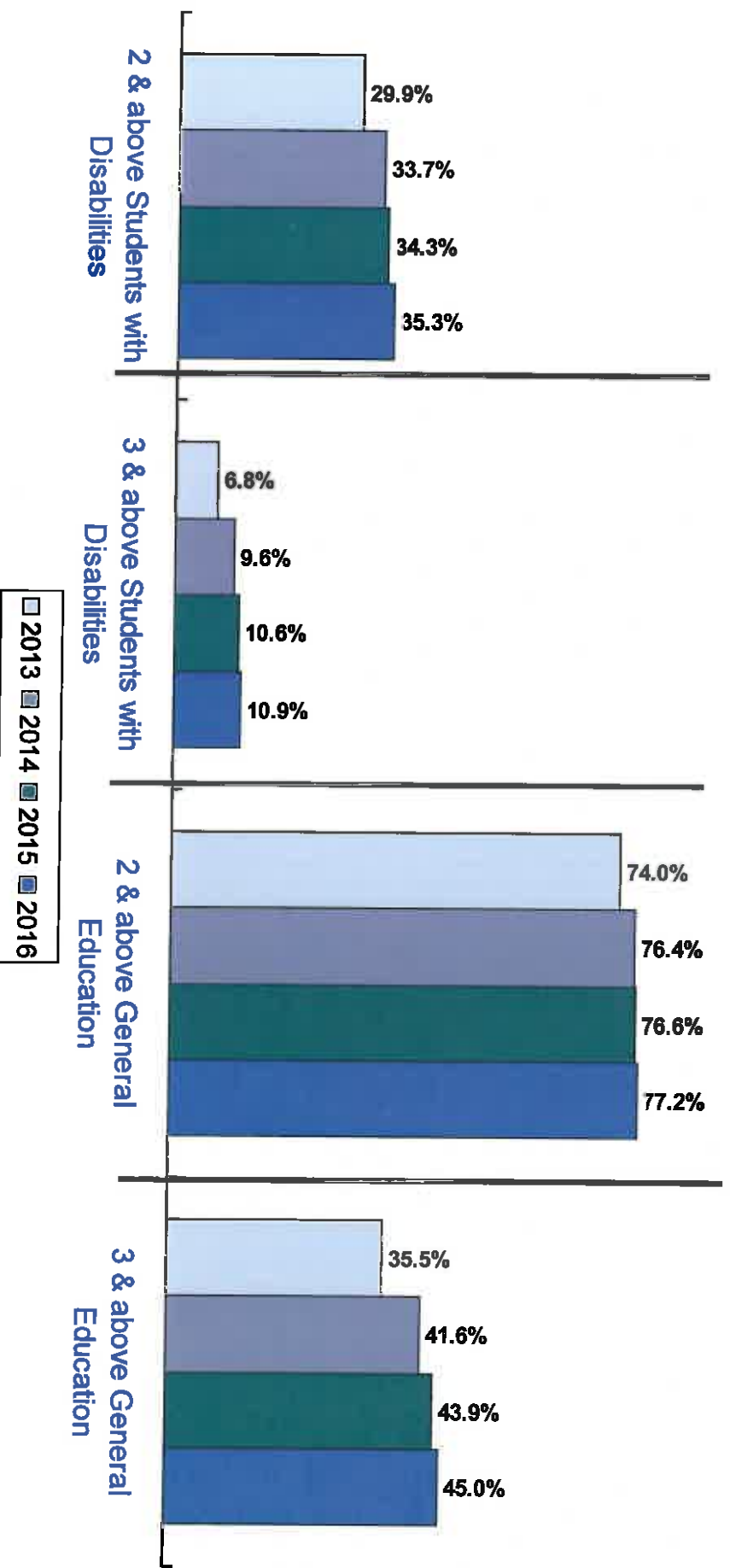
NYC English Language Learner Proficiency in Math



*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates

Students with Disabilities Proficiency

10.9 percent of students with disabilities met or exceeded the math proficiency standard (Level 3 and 4) in 2016; the percentage scoring at Level 2 & Above increased to 35.3 percent



Percentage of All Test Takers Scoring at Level 2 & Above and Level 3 & Above for 2013, 2014, 2015, and 2016 by Combined Grades

*Due to changes in the 2016 exams, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates

2016 Not Tested and Test Refusal Data

Not Tested Data

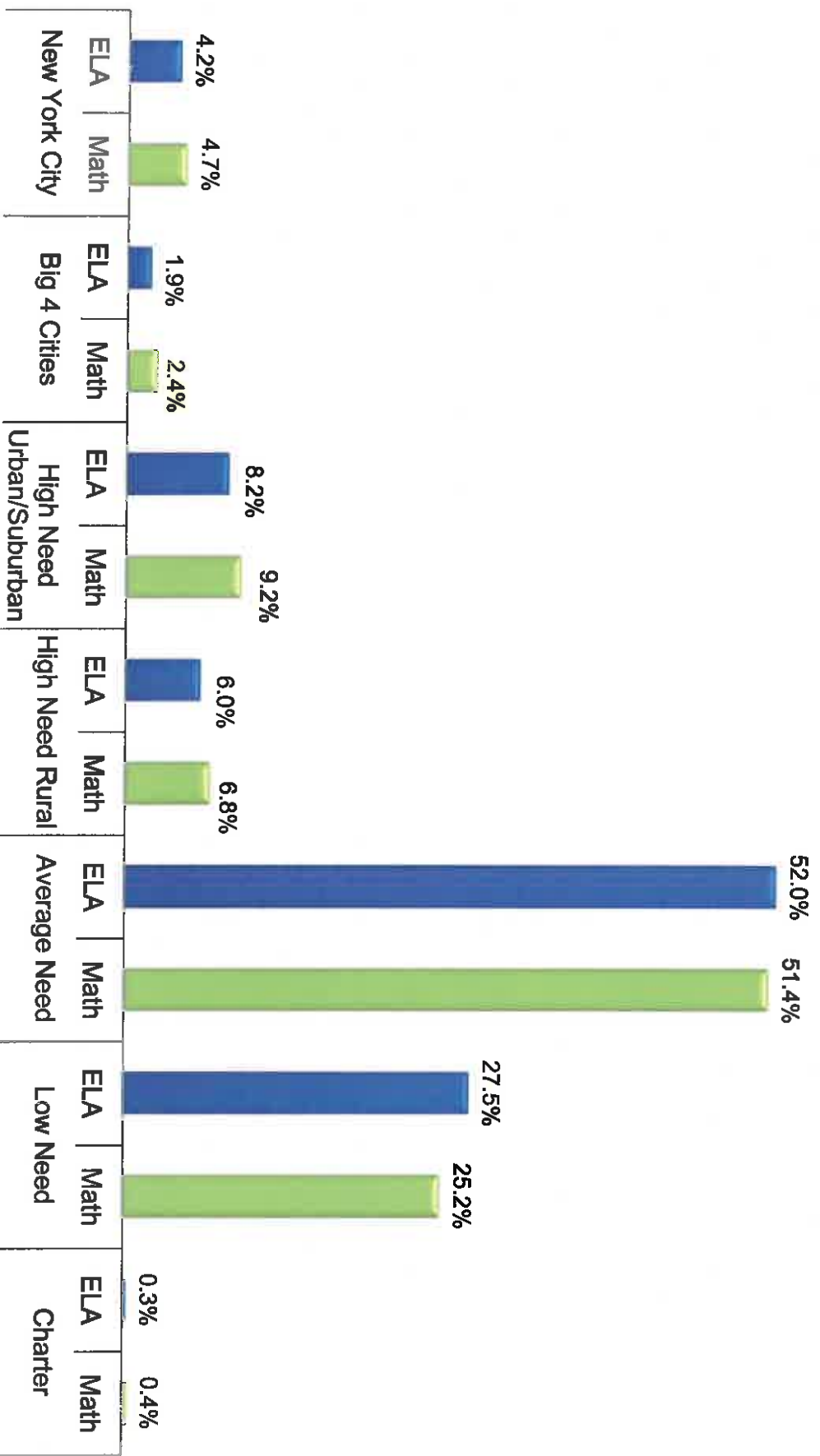
- SED historically only tracked the number of students not tested for an invalid, unknown reason. These students are categorized as “not tested” students.
- The not tested count includes students who were absent during the test administration period as well as students who refused the test. The count does not include students who were medically excused.
- NYSED is able to provide additional analysis this year on Test Refusal data through collaboration with our regional information centers. A Test Refusal file is available online here: <http://www.p12.nysed.gov/irs/pressRelease/20160729/>
- Approximately 78% of eligible test takers participated in the 2016 Grades 3-8 ELA and Math tests; about 22% percent of eligible test takers did not participate in these tests and did not have a recognized, valid reason for not participating.

2015 Not Tested	2016 Not Tested	2016 Test Refusal
20%	22%	21%

Test Refusal Data

- The test refusal rate was approximately 21% in 2016.
- This remains relatively flat compared to the previous year.
- About 50 percent of those who did not participate this year also did not participate in 2015 if they took the tests.
- 2016 Test Refusal Students were:
 - Much more likely to be from low-need or average-need districts
 - More likely to have scored at Level 1 and Level 2 in 2015
 - Less likely to be economically disadvantaged
 - Less likely to be a student with a disability
 - Much less likely to be English Language Learners

2016 Test Refusals by Need/Resource Group



*Please note that NYC's data represents the percent of NYC students out of students statewide who refused tests in 2016. NYC's specific test refusal data can be found in the district test refusal file.

Conclusion

- Overall, students scoring at the proficiency level increased, especially in ELA
- Work remains to improve scores across the board
- Multi-year process to make improvements to standards, curriculum and testing will continue



APPENDIX C

ROCHESTER CAREER MENTORING CHARTER - SCHOOL REPORT CARD DATA [2014 - 15]

Regents Examination Results (2014 - 15)

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5					
ALL STUDENTS	55	17	31%	13	24%	14	25%	6	11%	5	9%
GENERAL EDUCATION	52	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	46	13	28%	13	28%	11	24%	5	11%	4	9%
HISPANIC/LATINO	9	4	44%	0	0%	3	33%	1	11%	1	11%
FEMALE	42	12	29%	9	21%	12	29%	4	10%	5	12%
MALE	13	5	38%	4	31%	2	15%	2	15%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	53	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	55	17	31%	13	24%	14	25%	6	11%	5	9%
NOT MIGRANT	55	17	31%	13	24%	14	25%	6	11%	5	9%

INTEGRATED ALGEBRA

REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55	65	75			
ALL STUDENTS	63	46	73%	26	41%	0	0%
GENERAL EDUCATION	58	44	76%	26	45%	0	0%
STUDENTS WITH DISABILITIES	5	2	40%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	53	40	75%	20	38%	0	0%
HISPANIC/LATINO	7	-	-	-	-	-	-
WHITE	1	-	-	-	-	-	-
MULTI-RACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	10	6	60%	6	60%	0	0%
FEMALE	38	25	66%	15	39%	0	0%
MALE	25	21	84%	11	44%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	61	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	63	46	73%	26	41%	0	0%
NON-MIGRANT	63	46	73%	26	41%	0	0%

GEOMETRY

REGENTS GEOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	71	25	35%	14	20%	0	0%
GENERAL EDUCATION	66	25	38%	14	21%	0	0%
STUDENTS WITH DISABILITIES	5	0	0%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	58	15	26%	8	14%	0	0%
HISPANIC OR LATINO	7	5	71%	3	43%	0	0%
WHITE	2	-	-	-	-	-	-
MULTIRACIAL	4	-	-	-	-	-	-
SMALL GROUP TOTAL	6	5	83%	3	50%	0	0%
FEMALE	48	19	40%	11	23%	0	0%
MALE	23	6	26%	3	13%	0	0%
NON ENGLISH LANGUAGE LEARNERS	69	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	70	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-
NOT REPORTED	71	25	35%	14	20%	0	0%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	4	-	-	-	-	-	-
GENERAL EDUCATION	4	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	3	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
SMALL GROUP TOTAL	4	-	-	-	-	-	-
FEMALE	2	-	-	-	-	-	-
MALE	2	-	-	-	-	-	-
NON ENGLISH LANGUAGE LEARNERS	4	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	4	-	-	-	-	-	-
NOT REPORTED	4	-	-	-	-	-	-

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	64	34	53%	21	33%	9	14%	0	0%	0	0%
GENERAL EDUCATION	54	29	54%	16	30%	9	17%	0	0%	0	0%
STUDENTS WITH DISABILITIES	10	5	50%	5	50%	0	0%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	39	24	62%	12	31%	3	8%	0	0%	0	0%
HISPANIC OR LATINO	17	5	29%	7	41%	5	29%	0	0%	0	0%
WHITE	5	-	-	-	-	-	-	-	-	-	-
MULTIRACIAL	3	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	8	5	63%	2	25%	1	13%	0	0%	0	0%
FEMALE	44	24	55%	15	34%	5	11%	0	0%	0	0%
MALE	20	10	50%	6	30%	4	20%	0	0%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	62	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	64	34	53%	21	33%	9	14%	0	0%	0	0%
NOT ECONOMICALLY DISADVANTAGED	64	34	53%	21	33%	9	14%	0	0%	0	0%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	98	38	39%	20	20%	2	2%
GENERAL EDUCATION	86	37	43%	19	22%	2	2%
STUDENTS WITH DISABILITIES	12	1	8%	1	8%	0	0%
BLACK OR AFRICAN AMERICAN	80	29	36%	14	18%	1	1%
HISPANIC OR LATINO	12	4	33%	1	8%	1	8%
WHITE	2	-	-	-	-	-	-
MULTIRACIAL	4	-	-	-	-	-	-
SMALL GROUP TOTAL	6	5	83%	5	83%	0	0%
FEMALE	63	25	40%	12	19%	1	2%
MALE	35	13	37%	8	23%	1	3%
NON-ENGLISH LANGUAGE LEARNERS	96	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	97	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-
NOT MIGRANT	98	38	39%	20	20%	2	2%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	55	30	55%	20	36%	6	11%
GENERAL EDUCATION	52	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	45	27	60%	17	38%	4	9%
HISPANIC OR LATINO	9	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	10	3	30%	3	30%	2	20%
FEMALE	41	23	56%	16	39%	5	12%
MALE	14	7	50%	4	29%	1	7%
NON ENGLISH LANGUAGE LEARNERS	53	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	55	30	55%	20	36%	6	11%
NOT ECONOMICALLY DISADVANTAGED	55	30	55%	20	36%	6	11%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	116	61	53%	36	31%	1	1%
GENERAL EDUCATION	104	59	57%	36	35%	1	1%
STUDENTS WITH DISABILITIES	12	2	17%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	86	46	53%	26	30%	0	0%
HISPANIC OR LATINO	24	13	54%	9	38%	0	0%
WHITE	4	-	-	-	-	-	-
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	6	2	33%	1	17%	1	17%
FEMALE	79	41	52%	22	28%	1	1%
MALE	37	20	54%	14	38%	0	0%
NON ENGLISH LANGUAGE LEARNERS	111	59	53%	35	32%	1	1%
ENGLISH LANGUAGE LEARNERS	5	2	40%	1	20%	0	0%
ECONOMICALLY DISADVANTAGED	115	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-
NOT MIGRANT	116	61	53%	36	31%	1	1%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	54	17	31%	8	15%	0	0%
GENERAL LOCATION	48	17	35%	8	17%	0	0%
STUDENTS WITH DISABILITIES	6	0	0%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	42	10	24%	5	12%	0	0%
HISPANIC OR LATINO	6	2	33%	0	0%	0	0%
WHITE	2	-	-	-	-	-	-
INDIAN/ALASKA	4	-	-	-	-	-	-
SMALL GROUP TOTAL	6	3	83%	3	50%	0	0%
FEMALE	32	10	31%	4	13%	0	0%
MALE	22	7	32%	4	18%	0	0%
NON ENGLISH LANGUAGE LEARNERS	53	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	54	17	31%	8	15%	0	0%
NOT ELIGIBLE	54	17	31%	8	15%	0	0%

PHYSICAL SETTING/CHEMISTRY

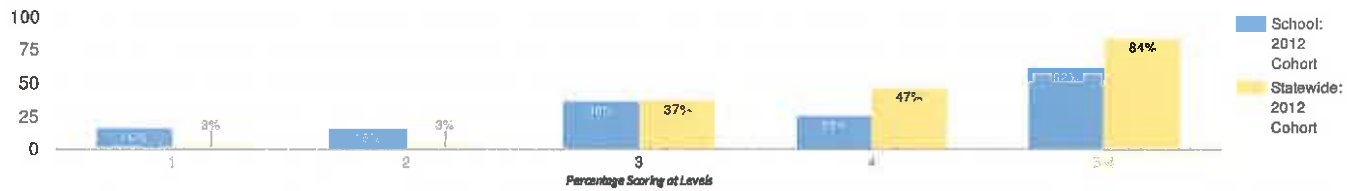
REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	6	2	33%	1	17%	0	0%
GENERAL LOCATION	6	2	33%	1	17%	0	0%
BLACK OR AFRICAN AMERICAN	5	-	-	-	-	-	-
HISPANIC OR LATINO	1	-	-	-	-	-	-
SMALL GROUP TOTAL	6	2	33%	1	17%	0	0%
FEMALE	5	-	-	-	-	-	-
MALE	1	-	-	-	-	-	-
NON ENGLISH LANGUAGE LEARNERS	6	2	33%	1	17%	0	0%
ECONOMICALLY DISADVANTAGED	6	2	33%	1	17%	0	0%
NOT ELIGIBLE	6	2	33%	1	17%	0	0%

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TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



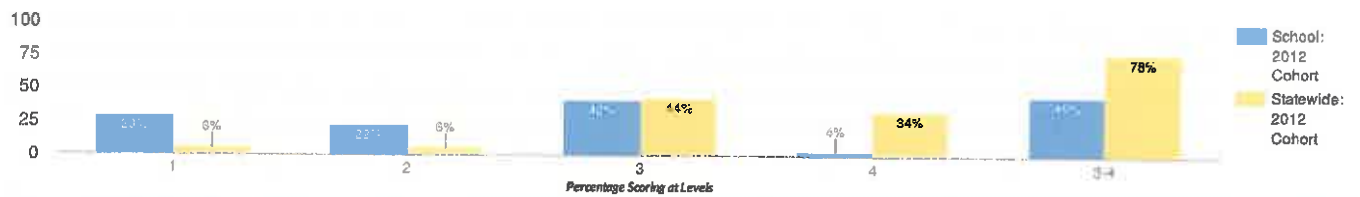
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	55	62%	9	16%	9	16%	20	36%	14	25%
GENERAL EDUCATION	52	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	43	60%	6	14%	9	21%	16	37%	10	23%
HISPANIC OR LATINO	11	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	12	67%	3	25%	0	0%	4	33%	4	33%
FEMALE	39	67%	5	13%	7	18%	15	38%	11	28%
MALE	16	50%	4	25%	2	13%	5	31%	3	19%
NON-ENGLISH LANGUAGE LEARNERS	54	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	55	62%	9	16%	9	16%	20	36%	14	25%
NOT DISADVANTAGED	55	62%	9	16%	9	16%	20	36%	14	25%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION



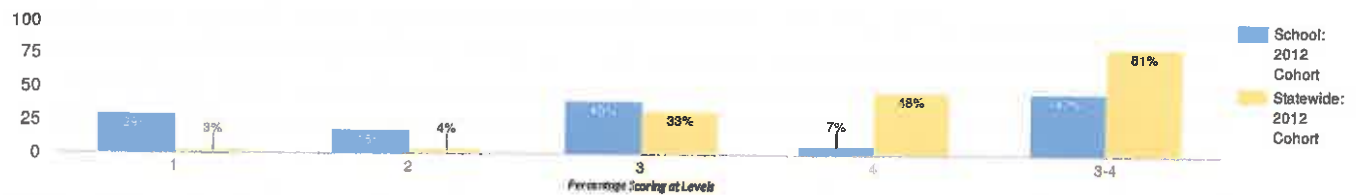
GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	55	69%	4	7%	12	22%	38	69%	0	0%
GENERAL EDUCATION	52	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	43	70%	2	5%	11	26%	30	70%	0	0%
HISPANIC OR LATINO	11	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	12	67%	2	17%	1	8%	8	67%	0	0%
FEMALE	39	74%	3	8%	6	15%	29	74%	0	0%
MALE	16	56%	1	6%	6	38%	9	56%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	54	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	55	69%	4	7%	12	22%	38	69%	0	0%
NOT DISADVANTAGED	55	69%	4	7%	12	22%	38	69%	0	0%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	55	45%	16	29%	12	22%	23	42%	2	4%
GENERAL EDUCATION	52	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	43	44%	13	30%	10	23%	17	40%	2	5%
HISPANIC OR LATINO	11	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	12	50%	3	25%	2	17%	6	50%	0	0%
FEMALE	39	46%	12	31%	9	23%	17	44%	1	3%
MALE	16	44%	4	25%	3	19%	6	38%	1	6%
NON-ENGLISH LANGUAGE LEARNERS	54	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	55	45%	16	29%	12	22%	23	42%	2	4%
NOT MIGRANT	55	45%	16	29%	12	22%	23	42%	2	4%

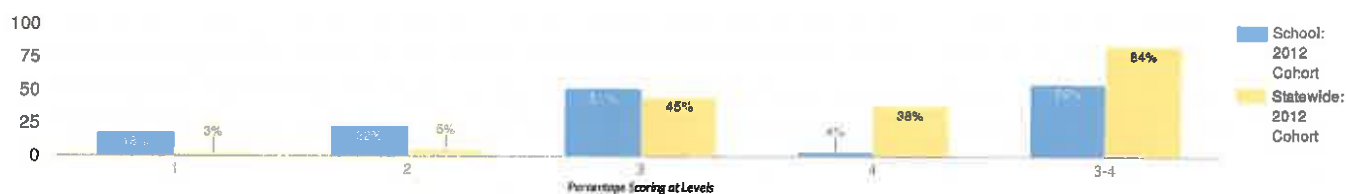
TOTAL COHORT RESULTS IN SECONDARY-LEVEL U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	55	47%	16	29%	10	18%	22	40%	4	7%
GENERAL EDUCATION	52	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	43	47%	11	26%	10	23%	18	42%	2	5%
HISPANIC OR LATINO	11	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
ENGLISH LEARNER TOTAL	12	50%	5	42%	0	0%	4	33%	2	17%
FEMALE	39	51%	12	31%	7	18%	17	44%	3	8%
MALE	16	38%	4	25%	3	19%	5	31%	1	6%
NON-ENGLISH LANGUAGE LEARNERS	54	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	55	47%	16	29%	10	18%	22	40%	4	7%
NOT MIGRANT	55	47%	16	29%	10	18%	22	40%	4	7%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL SCIENCE AFTER FOUR

YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	55	55%	10	18%	12	22%	28	51%	2	4%
GENERAL EDUCATION	52	_%	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	43	51%	8	19%	11	26%	20	47%	2	5%
HISPANIC OR LATINO	11	_%	-	-	-	-	-	-	-	-
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
ENGLISH LEARNER TOTAL	12	67%	2	17%	1	8%	8	67%	0	0%
PAWEE	39	56%	8	21%	8	21%	21	54%	1	3%
MALE	16	50%	2	13%	4	25%	7	44%	1	6%
NON-ENGLISH LANGUAGE LEARNER	54	_%	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNER	1	_%	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	55	55%	10	18%	12	22%	28	51%	2	4%
NOT ECONOMICALLY DISADVANTAGED	55	55%	10	18%	12	22%	28	51%	2	4%

Regents Examination Results (2015 - 16)

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	67	24	36%	8	12%	19	28%	11	12%	8	12%
GENERAL EDUCATION	64	-	-	-	-	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	56	21	38%	8	14%	16	29%	6	11%	5	9%
HISPANIC OR LATINO	7	-	-	-	-	-	-	-	-	-	-
WHITE	2	-	-	-	-	-	-	-	-	-	-
MULTIRACIAL	2	-	-	-	-	-	-	-	-	-	-
MALE GROUP TOTAL	11	3	27%	0	0%	3	27%	2	18%	3	27%
FEMALE	41	13	32%	5	12%	12	29%	6	15%	5	12%
MALE	26	11	42%	3	12%	7	27%	2	8%	3	12%
NON-ENGLISH LANGUAGE LEARNER	66	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNER	1	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	66	-	-	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-	-	-	-	-
NOT AFRICAN	67	24	36%	8	12%	19	28%	8	12%	8	12%

INTEGRATED ALGEBRA

REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55	65	85
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ALL STUDENTS	9	5	56%	3	33%	0	0%
GENERAL EDUCATION	9	5	56%	3	33%	0	0%
HISPANIC OR LATINO AMERICAN	9	5	56%	3	33%	0	0%
EMALE	6	-	-	-	-	-	-
MALE	3	-	-	-	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	8	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	9	5	56%	3	33%	0	0%
NON-MIGRANT	9	5	56%	3	33%	0	0%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	1	-	-	-
GENERAL EDUCATION	1	-	-	-
HISPANIC OR LATINO	1	-	-	-
WHITE OR OF TOTAL	1	-	-	-
MALE	1	-	-	-
NON-ENGLISH LANGUAGE LEARNERS	1	-	-	-
ECONOMICALLY DISADVANTAGED	1	-	-	-
NON-MIGRANT	1	-	-	-

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	63	24	38%	16	25%	23	37%	0	0%	0	0%
GENERAL EDUCATION	53	18	34%	13	25%	22	42%	0	0%	0	0%
STUDENTS WITH DISABILITIES	10	6	60%	3	30%	1	10%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	50	21	42%	11	22%	18	36%	0	0%	0	0%
HISPANIC OR LATINO	11	-	-	-	-	-	-	-	-	-	-
WHITE	1	-	-	-	-	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
RACE/ETHNICITY TOTAL	13	3	23%	5	38%	5	38%	0	0%	0	0%
FEMALE	40	17	43%	11	28%	12	30%	0	0%	0	0%
MALE	23	7	30%	5	22%	11	48%	0	0%	0	0%
NON ENGLISH LANGUAGE LEARNERS	62	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	58	22	38%	14	24%	22	38%	0	0%	0	0%
NOT ECONOMICALLY DISADVANTAGED	5	2	40%	2	40%	1	20%	0	0%	0	0%
NOT MAJORING	63	24	38%	16	25%	23	37%	0	0%	0	0%

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	43	40	93%	3	7%	0	0%	0	0%	0	0%
GENERAL EDUCATION	38	35	92%	3	8%	0	0%	0	0%	0	0%
STUDENTS WITH DISABILITIES	5	5	100%	0	0%	0	0%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	30	29	97%	1	3%	0	0%	0	0%	0	0%
HISPANIC OR LATINO	10	-	-	-	-	-	-	-	-	-	-
MULTIRACIAL	3	-	-	-	-	-	-	-	-	-	-
RACE/ETHNICITY TOTAL	13	11	85%	2	15%	0	0%	0	0%	0	0%
FEMALE	27	26	96%	1	4%	0	0%	0	0%	0	0%
MALE	16	14	88%	2	13%	0	0%	0	0%	0	0%
NON ENGLISH LANGUAGE LEARNERS	42	-	-	-	-	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	42	-	-	-	-	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	1	-	-	-	-	-	-	-	-	-	-
NOT MAJORING	43	40	93%	3	7%	0	0%	0	0%	0	0%

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	9	7	78%	1	11%	1	11%	0	0%	0	0%
GENERAL EDUCATION	9	7	78%	1	11%	1	11%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	8	-	-	-	-	-	-	-	-	-	-
WHITE	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	9	7	78%	1	11%	1	11%	0	0%	0	0%
FEMALE	5	-	-	-	-	-	-	-	-	-	-
MALE	4	-	-	-	-	-	-	-	-	-	-
NON ENGLISH LANGUAGE LEARNERS	9	7	78%	1	11%	1	11%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	9	7	78%	1	11%	1	11%	0	0%	0	0%
NOT ECONOMICALLY DISADVANTAGED	9	7	78%	1	11%	1	11%	0	0%	0	0%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	105	41	39%	15	14%	0	0%
GENERAL EDUCATION	96	39	41%	15	16%	0	0%
STUDENTS WITH DISABILITIES	9	2	22%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	78	29	37%	6	8%	0	0%
HISPANIC OR LATINO	24	-	-	-	-	-	-
WHITE	1	-	-	-	-	-	-
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	27	12	44%	9	33%	0	0%
FEMALE	68	25	37%	9	13%	0	0%
MALE	37	16	43%	6	16%	0	0%
NON ENGLISH LANGUAGE LEARNERS	103	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	97	39	40%	14	14%	0	0%
NOT ECONOMICALLY DISADVANTAGED	8	2	25%	1	13%	0	0%
NOT MIGRANT	105	41	39%	15	14%	0	0%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	63	32	51%	16	25%	1	2%
GENERAL EDUCATION	60	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	3	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	50	23	46%	9	18%	1	2%
HISPANIC OR LATINO	9	-	-	-	-	-	-
WHITE	2	-	-	-	-	-	-
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	13	9	69%	7	54%	0	0%
FEMALE	37	19	51%	11	30%	1	3%
MALE	26	13	50%	5	19%	0	0%
NON ENGLISH LANGUAGE LEARNERS	62	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	61	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	2	-	-	-	-	-	-
NOT IMMIGRANT	63	32	51%	16	25%	1	2%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	51	29	57%	14	27%	0	0%
GENERAL EDUCATION	46	29	63%	14	30%	0	0%
STUDENTS WITH DISABILITIES	5	0	0%	0	0%	0	0%
BLACK OR AFRICAN AMERICAN	39	25	64%	12	31%	0	0%
HISPANIC OR LATINO	9	-	-	-	-	-	-
WHITE	1	-	-	-	-	-	-
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	12	4	33%	2	17%	0	0%
FEMALE	35	19	54%	6	17%	0	0%
MALE	16	10	63%	8	50%	0	0%
NON ENGLISH LANGUAGE LEARNERS	49	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	45	27	60%	12	27%	0	0%
NOT ECONOMICALLY DISADVANTAGED	6	2	33%	2	33%	0	0%
NOT IMMIGRANT	51	29	57%	14	27%	0	0%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	38	17	45%	8	21%	0	0%
GENERAL EDUCATION	34	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	4	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	24	8	33%	4	17%	0	0%
HISPANIC OR LATINO	11	-	-	-	-	-	-
WHITE	2	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	14	9	64%	4	29%	0	0%
FEMALE	23	9	39%	4	17%	0	0%
MALE	15	8	53%	4	27%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	37	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	35	-	-	-	-	-	-
NOT ECONOMICALLY DISADVANTAGED	3	-	-	-	-	-	-
NOT ELIGIBLE	38	17	45%	8	21%	0	0%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

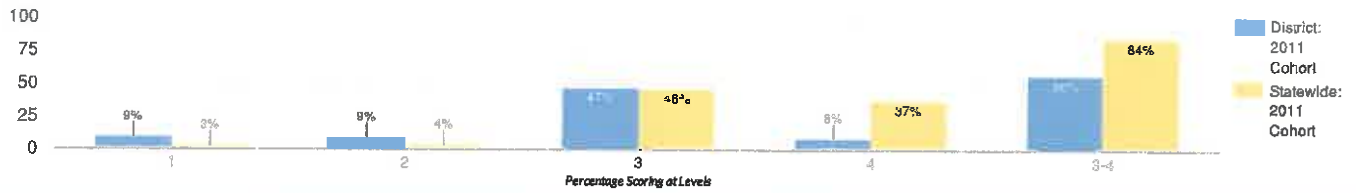
GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	14	2	14%	1	7%	0	0%
GENERAL EDUCATION	14	2	14%	1	7%	0	0%
BLACK OR AFRICAN AMERICAN	6	-	-	-	-	-	-
HISPANIC OR LATINO	6	1	17%	1	17%	0	0%
WHITE	1	-	-	-	-	-	-
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	8	1	13%	0	0%	0	0%
FEMALE	8	0	0%	0	0%	0	0%
MALE	6	2	33%	1	17%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	14	2	14%	1	7%	0	0%
ECONOMICALLY DISADVANTAGED	14	2	14%	1	7%	0	0%
NOT ELIGIBLE	14	2	14%	1	7%	0	0%

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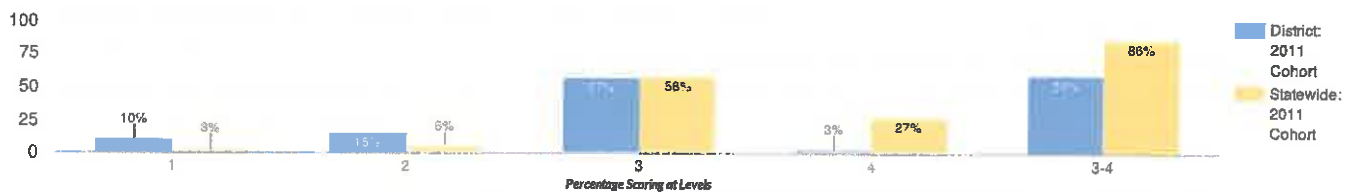
APPENDIX D

TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	2,235	56%	198	9%	205	9%	1,061	47%	182	8%
GENERAL EDUCATION	1,811	63%	129	7%	133	7%	973	54%	173	10%
STUDENTS WITH DISABILITIES	424	23%	69	16%	72	17%	88	21%	9	2%
AMERICAN INDIAN OR ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR PACIFIC ISLANDIAN OR OTHER PACIFIC	108	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1,364	58%	109	8%	120	9%	702	51%	88	6%
HISPANIC OR LATINO	554	48%	56	10%	53	10%	240	43%	28	5%
WHITE	208	62%	15	7%	21	10%	71	34%	57	27%
SMALL GROUP TOTAL	109	52%	18	17%	11	10%	48	44%	9	8%
FEMALE	1,143	61%	77	7%	93	8%	594	52%	108	9%
MALE	1,092	50%	121	11%	112	10%	467	43%	74	7%
NON-ENGLISH LANGUAGE LEARNERS	2,012	59%	150	7%	180	9%	1,016	50%	178	9%
ENGLISH LANGUAGE LEARNERS	223	22%	48	22%	25	11%	45	20%	4	2%
ECONOMICALLY DISADVANTAGED	1,848	54%	175	9%	179	10%	877	47%	120	6%
NOT ECONOMICALLY DISADVANTAGED	387	64%	23	6%	26	7%	184	48%	62	16%
NON-MIGRANT	2,235	56%	198	9%	205	9%	1,061	47%	182	8%

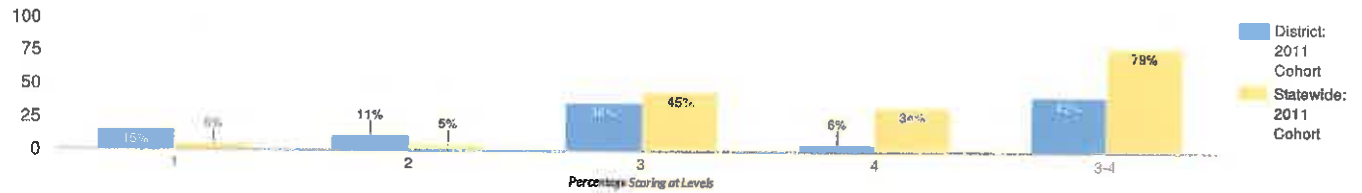
TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	2,235	59%	213	10%	332	15%	1,270	57%	58	3%
GENERAL EDUCATION	1,811	67%	136	8%	214	12%	1,151	64%	57	3%
STUDENTS WITH DISABILITIES	424	28%	77	18%	118	28%	119	28%	1	0%
AMERICAN INDIAN/ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN OR PACIFIC ISLANDIAN/OTHER PACIFIC	108	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1,364	61%	135	10%	212	16%	814	60%	16	1%
HISPANIC OR LATINO	554	51%	58	10%	83	15%	279	50%	5	1%
WHITE	208	66%	12	6%	28	13%	109	52%	29	14%
SMALL GROUP TOTAL	109	70%	8	7%	9	8%	68	62%	8	7%
FEMALE	1,143	62%	96	8%	166	15%	675	59%	28	2%
MALE	1,092	57%	117	11%	166	15%	595	54%	30	3%
NON-ENGLISH LANGUAGE LEARNERS	2,012	62%	171	8%	293	15%	1,191	59%	58	3%

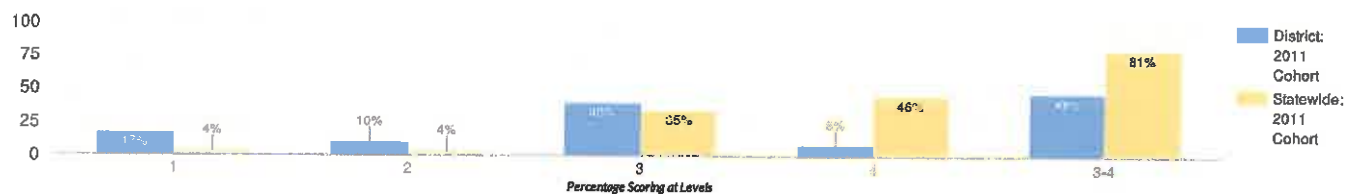
COGNITIVELY ADVANCED	223	35%	42	19%	39	17%	79	35%	0	0%
COGNITIVELY ADVANCED	1,848	58%	187	10%	292	16%	1,044	56%	32	2%
NOT COGNITIVELY ADVANCED	387	65%	26	7%	40	10%	226	58%	26	7%
NON-MONITOR	2,235	59%	213	10%	332	15%	1,270	57%	58	3%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	2,235	42%	343	15%	250	11%	808	36%	131	6%
GENERAL EDUCATION	1,811	48%	228	13%	193	11%	750	41%	126	7%
STUDENTS WITH DISABILITIES	424	15%	115	27%	57	13%	58	14%	5	1%
AMERICAN INDIAN/ALASKA NATIVE	1	0%	-	-	-	-	-	-	-	-
ASIAN/PACIFIC ISLANDER	108	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1,364	42%	221	16%	168	12%	519	38%	60	4%
HISPANIC/LATINO	554	35%	76	14%	56	10%	170	31%	23	4%
WHITE	208	56%	30	14%	16	8%	76	37%	40	19%
SMALL GROUP TOTAL	109	47%	16	15%	10	9%	43	39%	8	7%
FEMALE	1,143	43%	180	16%	132	12%	429	38%	68	6%
MALE	1,092	40%	163	15%	118	11%	379	35%	63	6%
NON-ENGLISH LANGUAGE LEARNERS	2,012	45%	304	15%	233	12%	769	38%	129	6%
ENGLISH LANGUAGE LEARNERS	223	18%	39	17%	17	8%	39	17%	2	1%
ECONOMICALLY DISADVANTAGED	1,848	39%	304	16%	217	12%	651	35%	76	4%
NOT ECONOMICALLY DISADVANTAGED	387	55%	39	10%	33	9%	157	41%	55	14%
NOT MONITOR	2,235	42%	343	15%	250	11%	808	36%	131	6%

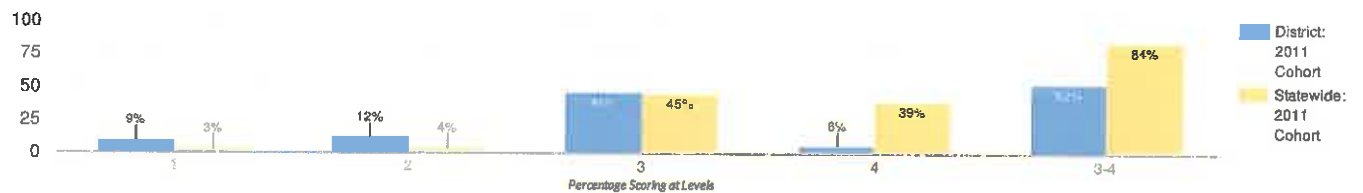
TOTAL COHORT RESULTS IN SECONDARY-LEVEL U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	2,235	48%	383	17%	233	10%	903	40%	178	8%
GENERAL EDUCATION	1,811	56%	261	14%	170	9%	836	46%	170	9%
STUDENTS WITH DISABILITIES	424	18%	122	29%	63	15%	67	16%	8	2%
AMERICAN INDIAN/ALASKA NATIVE	1	_%	-	-	-	-	-	-	-	-
ASIAN/PACIFIC ISLANDER	108	_%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1,364	50%	230	17%	147	11%	592	43%	85	6%
HISPANIC/LATINO	554	41%	114	21%	58	10%	195	35%	31	6%
WHITE	208	59%	25	12%	17	8%	71	34%	51	25%
SMALL GROUP TOTAL	109	51%	14	13%	11	10%	45	41%	11	10%

LEVEL 1	1,143	51%	172	15%	125	11%	484	42%	97	8%
LEVEL 2	1,092	46%	211	19%	108	10%	419	38%	81	7%
LEVEL 3	2,012	51%	316	16%	214	11%	851	42%	174	9%
LEVEL 4	223	25%	67	30%	19	9%	52	23%	4	2%
ECONOMICALLY DISADVANTAGED	1,848	47%	336	18%	209	11%	749	41%	114	6%
NOT ECONOMICALLY DISADVANTAGED	387	56%	47	12%	24	6%	154	40%	64	17%
NATURALIZED	2,235	48%	383	17%	233	10%	903	40%	178	8%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL SCIENCE AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	2,235	52%	200	9%	264	12%	1,029	46%	133	6%
GENERAL EDUCATION	1,811	59%	128	7%	176	10%	941	52%	128	7%
STUDENTS WITH DISABILITIES	424	22%	72	17%	88	21%	88	21%	5	1%
AMERICAN INDIAN OR ALASKA NATIVE	1	0%	-	-	-	-	-	-	-	-
ASIAN OR PACIFIC ISLANDER WITHIN PACIFIC	108	0%	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1,364	53%	117	9%	171	13%	676	50%	47	3%
HISPANIC OR LATINO	554	46%	56	10%	55	10%	225	41%	28	5%
WHITE	208	65%	8	4%	20	10%	85	41%	50	24%
SMALL GROUP TOTAL	109	47%	19	17%	18	17%	43	39%	8	7%
FEMALE	1,143	54%	98	9%	134	12%	555	49%	59	5%
MALE	1,092	50%	102	9%	130	12%	474	43%	74	7%
NON-ENGLISH SPEAKING LEARNERS	2,012	56%	148	7%	233	12%	988	49%	132	7%
ENGLISH LANGUAGE LEARNER	223	19%	52	23%	31	14%	41	18%	1	0%
ECONOMICALLY DISADVANTAGED	1,848	50%	177	10%	235	13%	843	46%	84	5%
NOT ECONOMICALLY DISADVANTAGED	387	61%	23	6%	29	7%	186	48%	49	13%
NATURALIZED	2,235	52%	200	9%	264	12%	1,029	46%	133	6%

Regents Examination Results (2014 - 15)

COMPREHENSIVE ENGLISH REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	1,674	1,140	68%	786	47%	70	4%
GENERAL EDUCATION	1,349	988	73%	715	53%	69	5%
STUDENTS WITH DISABILITIES	325	152	47%	71	22%	1	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR PACIFIC ISLANDER	128	77	60%	45	35%	2	2%
BLACK OR AFRICAN AMERICAN	1,009	715	71%	497	49%	40	4%
HISPANIC OR LATINO	433	273	63%	185	43%	16	4%
WHITE	99	70	71%	54	55%	11	11%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	5	5	100%	5	100%	1	20%

Female	845	598	71%	418	49%	40	5%
Male	829	542	65%	368	44%	30	4%
Non-English Language Learners	1,388	1,009	73%	718	52%	70	5%
English Language Learners	286	131	46%	68	24%	0	0%
Economically Disadvantaged	1,437	965	67%	664	46%	57	4%
Not Economically Disadvantaged	237	175	74%	122	51%	13	5%
Not Migrant	1,674	1,140	68%	786	47%	70	4%

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
All Students	1,583	446	28%	297	19%	485	31%	123	8%	232	15%
Gender	1,315	304	23%	234	18%	438	33%	120	9%	219	17%
Student with Disability	268	142	53%	63	24%	47	18%	3	1%	13	5%
Hispanic or Latino or Pacific Islander	4	-	-	-	-	-	-	-	-	-	-
Asian or Pacific Islander	86	-	-	-	-	-	-	-	-	-	-
Black or African American	984	265	27%	193	20%	320	33%	81	8%	125	13%
Other	375	113	30%	68	18%	113	30%	31	8%	50	13%
White	134	30	22%	16	12%	30	22%	10	7%	48	36%
Small Group Total	90	38	42%	20	22%	22	24%	1	1%	9	10%
Female	782	209	27%	148	19%	243	31%	63	8%	119	15%
Male	801	237	30%	149	19%	242	30%	60	7%	113	14%
Non-English Language Learners	1,394	345	25%	254	18%	447	32%	120	9%	228	16%
English Language Learners	189	101	53%	43	23%	38	20%	3	2%	4	2%
Economically Disadvantaged	1,328	389	29%	258	19%	404	30%	109	8%	168	13%
Not Economically Disadvantaged	255	57	22%	39	15%	81	32%	14	5%	64	25%
Not Migrant	1,583	446	28%	297	19%	485	31%	123	8%	232	15%

INTEGRATED ALGEBRA

REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	1,879	1,111	59%	575	31%	3	0%
GENERAL EDUCATION	1,422	939	66%	513	36%	3	0%
STUDENTS WITH DISABILITIES	457	172	38%	62	14%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	87	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1,150	682	59%	356	31%	0	0%
HISPANIC OR LATINO	531	295	56%	144	27%	0	0%
WHITE	110	72	65%	42	38%	3	3%
ALL STUDENTS TOTAL	88	62	70%	33	38%	0	0%
TEENAGE	933	598	64%	309	33%	2	0%
MALE	946	513	54%	266	28%	1	0%
NON ECONOMICALLY DISADVANTAGED	1,511	927	61%	495	33%	3	0%
ENGLISH LANGUAGE LEARNERS	368	184	50%	80	22%	0	0%
ECONOMICALLY DISADVANTAGED	1,659	969	58%	497	30%	2	0%
NOT ECONOMICALLY DISADVANTAGED	220	142	65%	78	35%	1	0%
NOT IDENTIFIED	1,079	1,111	59%	575	31%	3	0%

GEOMETRY

REGENTS GEOMETRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	1,465	607	41%	268	18%	21	1%
GENERAL EDUCATION	1,281	566	44%	248	19%	20	2%
STUDENTS WITH HANDICAPS	184	41	22%	20	11%	1	1%
AMERICAN INDIAN OR ALASKA NATIVE	3	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	81	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	939	362	39%	132	14%	6	1%
HISPANIC OR LATINO	317	123	39%	53	17%	2	1%
WHITE	124	83	67%	60	48%	10	8%
MULTIRACIAL	1	-	-	-	-	-	-
STUDENTS TOTAL	85	39	46%	23	27%	3	4%
FEMALE	782	341	44%	148	19%	15	2%
MALE	683	266	39%	120	18%	6	1%
NON ECONOMICALLY DISADVANTAGED	1,338	578	43%	258	19%	21	2%
ENGLISH LANGUAGE LEARNERS	127	29	23%	10	8%	0	0%
ECONOMICALLY DISADVANTAGED	1,221	486	40%	198	16%	9	1%
NOT ECONOMICALLY DISADVANTAGED	244	121	50%	70	29%	12	5%
NOT IDENTIFIED	1,465	607	41%	268	18%	21	1%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	560	189	34%	111	20%	17	3%
GENERAL EDUCATION	548	185	34%	110	20%	17	3%
STUDENTS WITH DISABILITIES	12	4	33%	1	8%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	5	-	-	-	-	-	-
ASIAN OR PACIFIC ISLANDER	27	17	63%	12	44%	2	7%
BLACK OR AFRICAN AMERICAN	294	81	28%	41	14%	6	2%
HISPANIC OR LATINO	135	41	30%	24	18%	3	2%
WHITE	98	49	50%	34	35%	6	6%
MULTIRACIAL	1	-	-	-	-	-	-
WHALE GROUP TOTAL	6	1	17%	0	0%	0	0%
FEMALE	310	104	34%	66	21%	9	3%
MALE	250	85	34%	45	18%	8	3%
NON ENGLISH LANGUAGE LEARNERS	544	185	34%	109	20%	17	3%
ENGLISH LANGUAGE LEARNERS	16	4	25%	2	13%	0	0%
ECONOMICALLY DISADVANTAGED	420	120	29%	68	16%	11	3%
NOT ECONOMICALLY DISADVANTAGED	140	69	49%	43	31%	6	4%
NOT REPORT	560	189	34%	111	20%	17	3%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	2,952	1,368	46%	950	32%	585	20%	45	2%	4	0%
GENERAL EDUCATION	2,375	955	40%	809	34%	563	24%	44	2%	4	0%
STUDENTS WITH DISABILITIES	577	413	72%	141	24%	22	4%	1	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	5	-	-	-	-	-	-	-	-	-	-
ASIAN OR PACIFIC ISLANDER	117	46	39%	28	24%	39	33%	4	3%	0	0%
BLACK OR AFRICAN AMERICAN	1,822	856	47%	621	34%	324	18%	21	1%	0	0%
HISPANIC OR LATINO	771	382	50%	234	30%	148	19%	7	1%	0	0%
WHITE	236	83	35%	64	27%	72	31%	13	6%	4	2%
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
WHALE GROUP TOTAL	6	1	17%	3	50%	2	33%	0	0%	0	0%
FEMALE	1,487	666	45%	484	33%	312	21%	23	2%	2	0%
MALE	1,465	702	48%	466	32%	273	19%	22	2%	2	0%
NON ENGLISH LANGUAGE LEARNERS	2,530	1,089	43%	848	34%	545	22%	44	2%	4	0%
ENGLISH LANGUAGE LEARNERS	422	279	66%	102	24%	40	9%	1	0%	0	0%
ECONOMICALLY DISADVANTAGED	2,597	1,243	48%	844	32%	480	18%	29	1%	1	0%
NOT ECONOMICALLY DISADVANTAGED	355	125	35%	106	30%	105	30%	16	5%	3	1%
NOT REPORT	2	-	-	-	-	-	-	-	-	-	-
NOT REPORT	2,950	-	-	-	-	-	-	-	-	-	-

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	865	549	63%	206	24%	98	11%	7	1%	5	1%
GENERAL EDUCATION	773	473	61%	194	25%	94	12%	7	1%	5	1%
STUDENTS WITH DISABILITIES	92	76	83%	12	13%	4	4%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/PACIFIC	65	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	516	348	67%	130	25%	37	7%	1	0%	0	0%
HISPANIC OR LATINO	190	126	66%	40	21%	23	12%	1	1%	0	0%
WHITE	92	34	37%	22	24%	27	29%	4	4%	5	5%
MULTIRACE	1	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	67	41	61%	14	21%	11	16%	1	1%	0	0%
FEMALE	481	303	63%	115	24%	56	12%	4	1%	3	1%
MALE	384	246	64%	91	24%	42	11%	3	1%	2	1%
NON ENGLISH LANGUAGE LEARNERS	773	477	62%	190	25%	95	12%	7	1%	4	1%
ENGLISH LANGUAGE LEARNERS	92	72	78%	16	17%	3	3%	0	0%	1	1%
ECONOMICALLY DISADVANTAGED	724	481	66%	169	23%	69	10%	3	0%	2	0%
NOT ECONOMICALLY DISADVANTAGED	141	68	48%	37	26%	29	21%	4	3%	3	2%
NOT ELIGIBLE	865	549	63%	206	24%	98	11%	7	1%	5	1%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55		45		85	
ALL STUDENTS	3,249	1,723	53%	1,044	32%	130	4%
GENERAL EDUCATION	2,655	1,556	59%	983	37%	124	5%
STUDENTS WITH DISABILITIES	594	167	28%	61	10%	6	1%
AMERICAN INDIAN OR ALASKA NATIVE	4	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/PACIFIC	151	82	54%	52	34%	10	7%
BLACK OR AFRICAN AMERICAN	2,115	1,111	53%	658	31%	57	3%
HISPANIC OR LATINO	703	357	51%	213	30%	23	3%
WHITE	273	168	62%	117	43%	40	15%
MULTIRACE	1	-	-	-	-	-	-
SMALL GROUP TOTAL	7	5	71%	4	57%	0	0%
FEMALE	1,740	922	53%	534	31%	60	3%
MALE	1,509	801	53%	510	34%	70	5%
NON ENGLISH LANGUAGE LEARNERS	2,901	1,607	55%	987	34%	128	4%
ENGLISH LANGUAGE LEARNERS	348	116	33%	57	16%	2	1%
ECONOMICALLY DISADVANTAGED	2,744	1,396	51%	819	30%	72	3%
NOT ECONOMICALLY DISADVANTAGED	505	327	65%	225	45%	58	11%
NOT ELIGIBLE	3,249	1,723	53%	1,044	32%	130	4%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED		55	65	85		
ALL STUDENTS	1,711	1,141	67%	795	46%	142	8%
GENERAL EDUCATION	1,412	1,012	72%	732	52%	132	9%
STUDENTS WITH DISABILITIES	299	129	43%	63	21%	10	3%
AMERICAN INDIAN OR ALASKA NATIVE	4	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN OR OTHER PACIFIC	101	59	58%	42	42%	6	6%
BLACK OR AFRICAN AMERICAN	1,025	688	67%	472	46%	55	5%
HISPANIC OR LATINO	418	262	63%	175	42%	38	9%
WHITE	162	127	78%	102	63%	42	26%
MULTIRACIAL	1	-	-	-	-	-	-
MALE GROUP TOTAL	5	5	100%	4	80%	1	20%
FEMALE	927	632	68%	420	45%	72	8%
MALE	784	509	65%	375	48%	70	9%
NON-ENGLISH LANGUAGE LEARNERS	1,508	1,054	70%	737	49%	136	9%
ENGLISH LANGUAGE LEARNERS	203	87	43%	58	29%	6	3%
ECONOMICALLY DISADVANTAGED	1,421	917	65%	617	43%	88	6%
NOT ECONOMICALLY DISADVANTAGED	290	224	77%	178	61%	54	19%
NOT REPORTED	1,711	1,141	67%	795	46%	142	8%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	2,800	1,745	62%	1,060	38%	106	4%
GENERAL EDUCATION	2,256	1,555	69%	979	43%	102	5%
STUDENTS WITH DISABILITIES	544	190	35%	81	15%	4	1%
AMERICAN INDIAN OR ALASKA NATIVE	3	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN OR OTHER PACIFIC	178	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1,660	1,034	62%	597	36%	39	2%
HISPANIC OR LATINO	746	442	59%	272	36%	20	3%
WHITE	212	161	76%	128	60%	37	17%
MULTIRACIAL	1	-	-	-	-	-	-
MALE GROUP TOTAL	182	108	59%	63	35%	10	5%
FEMALE	1,514	926	61%	545	36%	48	3%
MALE	1,286	819	64%	515	40%	58	5%
NON-ENGLISH LANGUAGE LEARNERS	2,328	1,559	67%	986	42%	105	5%
ENGLISH LANGUAGE LEARNERS	472	186	39%	74	16%	1	0%
ECONOMICALLY DISADVANTAGED	2,458	1,504	61%	890	36%	63	3%
NOT ECONOMICALLY DISADVANTAGED	342	241	70%	170	50%	43	13%
NOT REPORTED	2,800	1,745	62%	1,060	38%	106	4%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
ASPIRANTS	1,731	841	49%	462	27%	50	3%
GENERAL EDUCATION	1,463	775	53%	430	29%	46	3%
STUDENTS WITH DISABILITIES	268	66	25%	32	12%	4	1%
AMERICAN INDIAN/ALASKA NATIVE	5	4	80%	3	60%	0	0%
ASIAN/PACIFIC ISLANDER/HAWAIIAN/PACIFIC ISLANDER	84	40	48%	28	33%	4	5%
BLACK OR AFRICAN AMERICAN	1,082	477	44%	240	22%	14	1%
HISPANIC/LATINO	414	213	51%	113	27%	11	3%
WHITE	146	107	73%	78	53%	21	14%
FEMALE	972	466	48%	255	26%	27	3%
MALE	759	375	49%	207	27%	23	3%
NON-ENGLISH LANGUAGE LEARNERS	1,577	799	51%	441	28%	50	3%
ENGLISH LANGUAGE LEARNERS	154	42	27%	21	14%	0	0%
ECONOMICALLY DISADVANTAGED	1,472	687	47%	364	25%	27	2%
NOT ECONOMICALLY DISADVANTAGED	259	154	59%	98	38%	23	9%
NON-MIGRANT	1,731	841	49%	462	27%	50	3%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55		65		85	
ASPIRANTS	379	183	48%	94	25%	9	2%
GENERAL EDUCATION	366	176	48%	92	25%	9	2%
STUDENTS WITH DISABILITIES	13	7	54%	2	15%	0	0%
AMERICAN INDIAN/ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN/PACIFIC ISLANDER/HAWAIIAN/PACIFIC ISLANDER	32	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	194	72	37%	25	13%	3	2%
HISPANIC/LATINO	71	35	49%	17	24%	0	0%
WHITE	80	59	74%	43	54%	6	8%
NON-RACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	34	17	50%	9	26%	0	0%
FEMALE	202	88	44%	46	23%	3	1%
MALE	177	95	54%	48	27%	6	3%
NON-ENGLISH LANGUAGE LEARNERS	359	178	50%	93	26%	9	3%
ENGLISH LANGUAGE LEARNERS	20	5	25%	1	5%	0	0%
ECONOMICALLY DISADVANTAGED	274	108	39%	44	16%	2	1%
NOT ECONOMICALLY DISADVANTAGED	105	75	71%	50	48%	7	7%
NON-MIGRANT	379	183	48%	94	25%	9	2%

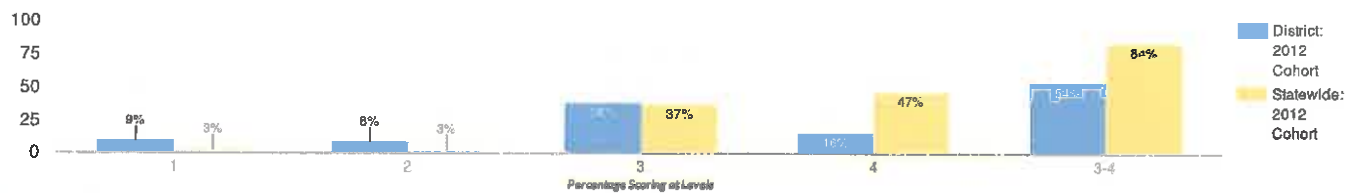
PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55	65	85
ALL STUDENTS	114	46	34	7
GLOBAL FOUNDATION	109	44	32	7
STUDENTS WITH DISABILITIES	5	2	2	0
ADDITIONAL BAWARD/IS THE PRINCE	7	4	3	1
BLACK/AFRICAN AMERICAN	59	18	12	2
HISPANIC/LATINO	25	10	8	1
WHITE	23	14	11	3
FEMALE	54	20	15	2
MALE	60	26	19	5
NON-ENGLISH LANGUAGE LEARNERS	111	-	-	-
ENGLISH LANGUAGE LEARNERS	3	-	-	-
ECONOMICALLY DISADVANTAGED	86	30	19	5
WHITE/BLACK/AFRICAN AMERICAN	28	16	15	2
NON-PATRIARCH	114	46	34	7

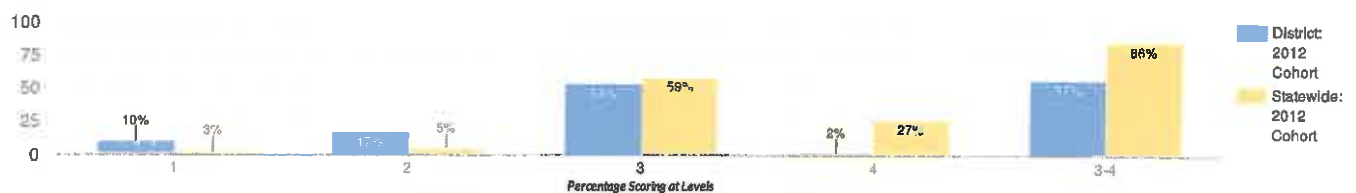
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TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	2,099	54%	189	9%	165	8%	802	38%	333	16%
GENERAL EDUCATION	1,642	62%	117	7%	109	7%	706	43%	319	19%
STUDENTS WITH DISABILITIES	457	24%	72	16%	56	12%	96	21%	14	3%
AMERICAN INDIAN OR ALASKA NATIVE	5	0%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN OR OTHER PACIFIC	82	43%	18	22%	13	16%	27	33%	8	10%
BLACK OR AFRICAN AMERICAN	1,243	55%	109	9%	101	8%	500	40%	183	15%
HISPANIC OR LATINO	544	52%	53	10%	35	6%	193	35%	88	16%
WHITE	223	58%	9	4%	16	7%	77	35%	53	24%
MULTIRACIAL	2	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	86%	0	0%	0	0%	5	71%	1	14%
FEMALE	1,072	57%	88	8%	79	7%	442	41%	174	16%
MALE	1,027	51%	101	10%	86	8%	360	35%	159	15%
W/VEIN OF EDUCATIONAL NEEDS	1,882	59%	136	7%	132	7%	770	41%	333	18%
ENGLISH LANGUAGE LEARNERS	217	15%	53	24%	33	15%	32	15%	0	0%
ECONOMICALLY DISADVANTAGED	1,717	51%	165	10%	141	8%	641	37%	234	14%
NOT ECONOMICALLY DISADVANTAGED	382	68%	24	6%	24	6%	161	42%	99	26%
NOT MEASURED	2,099	54%	189	9%	165	8%	802	38%	333	16%

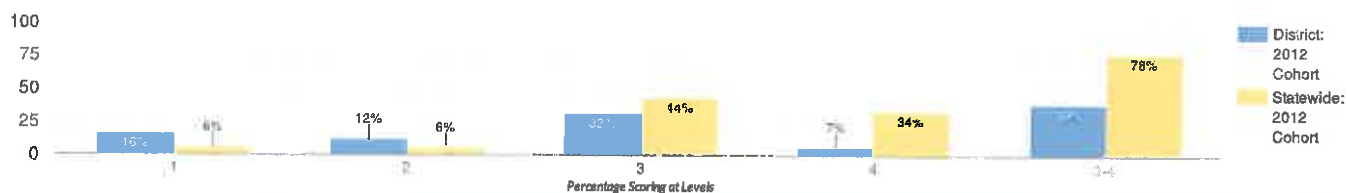
TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	2,099	57%	209	10%	352	17%	1,143	54%	50	2%
GENERAL EDUCATION	1,642	67%	120	7%	211	13%	1,043	64%	49	3%
STUDENTS WITH DISABILITIES	457	22%	89	19%	141	31%	100	22%	1	0%
AMERICAN INDIAN OR ALASKA NATIVE	5	0%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN OR OTHER PACIFIC	82	66%	3	4%	16	20%	46	56%	8	10%
BLACK OR AFRICAN AMERICAN	1,243	55%	133	11%	236	19%	664	53%	22	2%
HISPANIC OR LATINO	544	56%	55	10%	74	14%	295	54%	9	2%
WHITE	223	65%	18	8%	26	12%	133	60%	11	5%
MULTIRACIAL	2	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	71%	0	0%	0	0%	5	71%	0	0%
FEMALE	1,072	59%	102	10%	170	16%	603	56%	25	2%

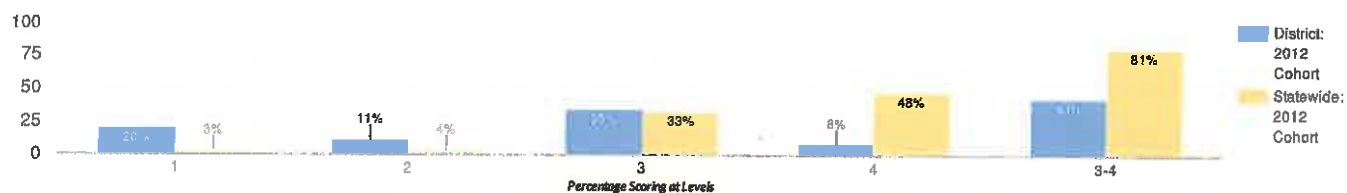
MALE	1,027	55%	107	10%	182	18%	540	53%	25	2%
NON-ENGLISH LANGUAGE LEARNERS	1,882	60%	169	9%	305	16%	1,077	57%	49	3%
ECONOMICALLY DISADVANTAGED	217	31%	40	18%	47	22%	66	30%	1	0%
NOT ECONOMICALLY DISADVANTAGED	1,717	55%	188	11%	301	18%	919	54%	28	2%
NOT ECONOMICALLY DISADVANTAGED	382	64%	21	5%	51	13%	224	59%	22	6%
NON-MORANT	2,099	57%	209	10%	352	17%	1,143	54%	50	2%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	2,099	39%	343	16%	260	12%	670	32%	144	7%
GENERAL EDUCATION	1,642	46%	225	14%	201	12%	616	38%	136	8%
STUDENTS WITH DISABILITIES	457	14%	118	26%	59	13%	54	12%	8	2%
AMERICAN INDIAN OR ALASKA NATIVE	5	0%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE CHINESE HAWAIIAN OR OTHER PACIFIC	82	44%	20	24%	9	11%	26	32%	10	12%
BLACK OR AFRICAN AMERICAN	1,243	38%	224	18%	160	13%	415	33%	61	5%
HISPANIC OR LATINO	544	35%	74	14%	65	12%	159	29%	33	6%
WHITE	223	48%	25	11%	25	11%	66	30%	40	18%
MULTIRACE	2	0%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	57%	0	0%	1	14%	4	57%	0	0%
BY GENDER	1,072	37%	189	18%	145	14%	334	31%	62	6%
MALE	1,027	41%	154	15%	115	11%	336	33%	82	8%
NON-ENGLISH LANGUAGE LEARNERS	1,882	42%	292	16%	243	13%	645	34%	142	8%
ECONOMICALLY DISADVANTAGED	217	12%	51	24%	17	8%	25	12%	2	1%
ECONOMICALLY DISADVANTAGED	1,717	36%	292	17%	212	12%	530	31%	81	5%
NOT ECONOMICALLY DISADVANTAGED	382	53%	51	13%	48	13%	140	37%	63	16%
NON-MORANT	2,099	39%	343	16%	260	12%	670	32%	144	7%

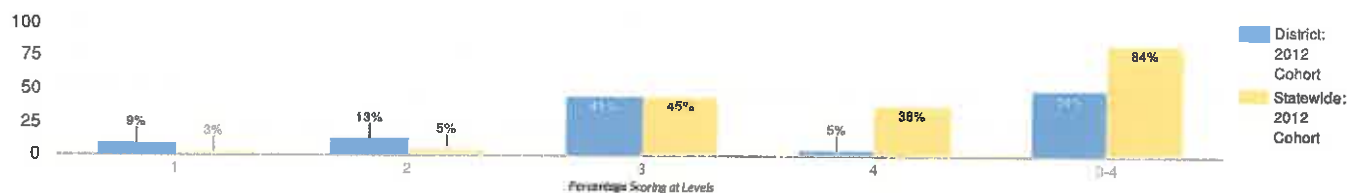
TOTAL COHORT RESULTS IN SECONDARY-LEVEL U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	2,099	43%	419	20%	233	11%	742	35%	162	8%
GENERAL EDUCATION	1,642	50%	278	17%	168	10%	673	41%	155	9%
STUDENTS WITH DISABILITIES	457	17%	141	31%	65	14%	69	15%	7	2%
AMERICAN INDIAN OR ALASKA NATIVE	5	0%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN OR OTHER PACIFIC	82	41%	16	20%	12	15%	28	34%	6	7%
BLACK OR AFRICAN AMERICAN	1,243	43%	268	22%	147	12%	465	37%	70	6%

HISPANIC/LATINO	544	39%	113	21%	60	11%	168	31%	44	8%
WHITE	223	53%	22	10%	14	6%	77	35%	41	18%
PACT/BASAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	71%	0	0%	0	0%	4	57%	1	14%
FEMALE	1,072	42%	206	19%	139	13%	370	35%	81	8%
MALE	1,027	44%	213	21%	94	9%	372	36%	81	8%
NON-ENGLISH LANGUAGE LEARNERS	1,882	46%	346	18%	207	11%	710	38%	161	9%
ENGLISH LANGUAGE LEARNERS	217	15%	73	34%	26	12%	32	15%	1	0%
ECONOMICALLY DISADVANTAGED	1,717	39%	376	22%	201	12%	580	34%	98	6%
NOT ECONOMICALLY DISADVANTAGED	382	59%	43	11%	32	8%	162	42%	64	17%
NOT HIGH RISK	2,099	43%	419	20%	233	11%	742	35%	162	8%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL SCIENCE AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	2,099	50%	186	9%	277	13%	942	45%	112	5%
GENERAL EDUCATION	1,642	58%	94	6%	200	12%	847	52%	105	6%
STUDENTS WITH DISABILITIES	457	22%	92	20%	77	17%	95	21%	7	2%
AMERICAN INDIAN OR ALASKA NATIVE	5	_%	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN OR OTHER PACIFIC	82	41%	15	18%	16	20%	26	32%	8	10%
BLACK OR AFRICAN AMERICAN	1,243	49%	110	9%	185	15%	570	46%	44	4%
HISPANIC OR LATINO	544	47%	50	9%	59	11%	229	42%	27	5%
WHITE	223	65%	11	5%	17	8%	112	50%	33	15%
NON-RACIAL	2	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	7	71%	0	0%	0	0%	5	71%	0	0%
FEMALE	1,072	49%	110	10%	160	15%	482	45%	47	4%
MALE	1,027	51%	76	7%	117	11%	460	45%	65	6%
NON-ENGLISH LANGUAGE LEARNERS	1,882	54%	142	8%	243	13%	913	49%	112	6%
ENGLISH LANGUAGE LEARNERS	217	13%	44	20%	34	16%	29	13%	0	0%
ECONOMICALLY DISADVANTAGED	1,717	47%	165	10%	235	14%	749	44%	65	4%
NOT ECONOMICALLY DISADVANTAGED	382	63%	21	5%	42	11%	193	51%	47	12%
TOTAL STUDENT	2,099	50%	186	9%	277	13%	942	45%	112	5%

Regents Examination Results (2015 - 16)

COMPREHENSIVE ENGLISH REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	446	226	51%	104	23%	3	1%
GENERAL EDUCATION	348	197	57%	99	28%	3	1%
STUDENTS WITH DISABILITIES	98	29	30%	5	5%	0	0%
ASIAN OR NATIVE HAWAIIAN OR PACIFIC ISLANDER	47	20	43%	1	2%	0	0%
BLACK OR AFRICAN AMERICAN	247	130	53%	64	26%	1	0%

NON-ENGLISH LANGUAGE LEARNERS	130	63	48%	33	25%	1	1%
WHITE	22	13	59%	6	27%	1	5%
WOMAN	225	111	49%	53	24%	1	0%
MALE	221	115	52%	51	23%	2	1%
NON-ENGLISH LANGUAGE LEARNERS	318	178	56%	88	28%	3	1%
ENGLISH LANGUAGE LEARNERS	128	48	38%	16	13%	0	0%
ECONOMICALLY DISADVANTAGED	394	196	50%	89	23%	2	1%
NOT ECONOMICALLY DISADVANTAGED	52	30	58%	15	29%	1	2%
NOT REPORTED	446	226	51%	104	23%	3	1%

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	1,996	565	28%	300	15%	605	30%	240	12%	286	14%
OVERALLS, CAWING	1,657	393	24%	247	15%	522	32%	224	14%	271	16%
STUDENTS WITH DISABILITIES	339	172	51%	53	16%	83	24%	16	5%	15	4%
AND/OR DEAF/HARD OF HEARING	5	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	121	59	49%	17	14%	29	24%	5	4%	11	9%
BLACK OR AFRICAN AMERICAN	1,210	328	27%	196	16%	382	32%	151	12%	153	13%
HISPANIC/LATINO	487	149	31%	71	15%	150	31%	55	11%	62	13%
WHITE	172	29	17%	15	9%	41	24%	28	16%	59	34%
MULTIRACIAL	1	-	-	-	-	-	-	-	-	-	-
OVERALLS, DOWNTOWN	6	0	0%	1	17%	3	50%	1	17%	1	17%
FEMALE	1,045	255	24%	156	15%	314	30%	140	13%	180	17%
MALE	951	310	33%	144	15%	291	31%	100	11%	106	11%
NON-ENGLISH LANGUAGE LEARNERS	1,731	399	23%	254	15%	556	32%	237	14%	285	16%
ENGLISH LANGUAGE LEARNERS	265	166	63%	46	17%	49	18%	3	1%	1	0%
ECONOMICALLY DISADVANTAGED	1,695	507	30%	270	16%	512	30%	196	12%	210	12%
NOT ECONOMICALLY DISADVANTAGED	301	58	19%	30	10%	93	31%	44	15%	76	25%
NOT REPORTED	1,996	565	28%	300	15%	605	30%	240	12%	286	14%

INTEGRATED ALGEBRA

REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	307	200	65%	129	42%	1	0%
GENERAL EDUCATION	243	175	72%	117	48%	1	0%
STUDENTS WITH DISABILITIES	64	25	39%	12	19%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	19	10	53%	4	21%	0	0%
BLACK OR AFRICAN AMERICAN	177	120	68%	77	44%	0	0%
HISPANIC OR LATINO	100	64	64%	44	44%	0	0%
WHITE	11	6	55%	4	36%	1	9%
FEMALE	156	104	67%	67	43%	1	1%
MALE	151	96	64%	62	41%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	222	157	71%	100	45%	1	0%
ENGLISH LANGUAGE LEARNERS	85	43	51%	29	34%	0	0%
ECONOMICALLY DISADVANTAGED	278	180	65%	117	42%	0	0%
NOT ECONOMICALLY DISADVANTAGED	29	20	69%	12	41%	1	3%
NOT MISSED	307	200	65%	129	42%	1	0%

GEOMETRY

REGENTS GEOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	240	90	38%	34	14%	0	0%
GENERAL EDUCATION	214	85	40%	33	15%	0	0%
STUDENTS WITH DISABILITIES	26	5	19%	1	4%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	7	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	154	56	36%	20	13%	0	0%
HISPANIC OR LATINO	59	23	39%	7	12%	0	0%
WHITE	19	8	42%	5	26%	0	0%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	8	3	38%	2	25%	0	0%
FEMALE	147	61	41%	25	17%	0	0%
MALE	93	29	31%	9	10%	0	0%
NON-ENGLISH LANGUAGE LEARNERS	219	87	40%	33	15%	0	0%
ENGLISH LANGUAGE LEARNERS	21	3	14%	1	5%	0	0%
ECONOMICALLY DISADVANTAGED	202	68	34%	27	13%	0	0%
NOT ECONOMICALLY DISADVANTAGED	38	22	58%	7	18%	0	0%
NOT MISSED	240	90	38%	34	14%	0	0%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	405	159	39%	97	24%	15	4%
GENERAL EDUCATION	388	151	39%	91	23%	15	4%
STUDENTS WITH DISABILITIES	17	8	47%	6	35%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN OR PACIFIC ISLANDER	28	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	219	76	35%	47	21%	6	3%
HISPANIC OR LATINO	79	24	30%	12	15%	1	1%
WHITE	76	45	59%	31	41%	6	8%
MULTIRACIAL	2	-	-	-	-	-	-
SPRINK GROUP TOTAL	31	14	45%	7	23%	2	6%
FEMALE	226	92	41%	57	25%	11	5%
MALE	179	67	37%	40	22%	4	2%
NON-ENGLISH LANGUAGE LEARNERS	391	156	40%	96	25%	15	4%
ENGLISH LANGUAGE LEARNERS	14	3	21%	1	7%	0	0%
ECONOMICALLY DISADVANTAGED	287	95	33%	54	19%	9	3%
NOT ECONOMICALLY DISADVANTAGED	118	64	54%	43	36%	6	5%
IMMIGRANT	405	159	39%	97	24%	15	4%
NOT IMMIGRANT							

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	3,519	1,196	34%	1,038	29%	1,161	33%	103	3%	21	1%
GENERAL EDUCATION	2,869	818	29%	845	29%	1,085	38%	101	4%	20	1%
STUDENTS WITH DISABILITIES	650	378	58%	193	30%	76	12%	2	0%	1	0%
AMERICAN INDIAN OR ALASKA NATIVE	5	-	-	-	-	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN OR PACIFIC ISLANDER	165	52	32%	46	28%	55	33%	10	6%	2	1%
BLACK OR AFRICAN AMERICAN	2,137	766	36%	632	30%	684	32%	52	2%	3	0%
HISPANIC OR LATINO	932	319	34%	280	30%	310	33%	21	2%	2	0%
WHITE	277	57	21%	79	29%	107	39%	20	7%	14	5%
MULTIRACIAL	3	-	-	-	-	-	-	-	-	-	-
SPRINK GROUP TOTAL	8	2	25%	1	13%	5	63%	0	0%	0	0%
FEMALE	1,817	565	31%	558	31%	632	35%	51	3%	11	1%
MALE	1,702	631	37%	480	28%	529	31%	52	3%	10	1%
NON-ENGLISH LANGUAGE LEARNERS	2,953	924	31%	860	29%	1,048	35%	101	3%	20	1%
ENGLISH LANGUAGE LEARNERS	566	272	48%	178	31%	113	20%	2	0%	1	0%
ECONOMICALLY DISADVANTAGED	3,099	1,095	35%	932	30%	986	32%	77	2%	9	0%
NOT ECONOMICALLY DISADVANTAGED	420	101	24%	106	25%	175	42%	26	6%	12	3%
IMMIGRANT	1	-	-	-	-	-	-	-	-	-	-
NOT IMMIGRANT	3,518	-	-	-	-	-	-	-	-	-	-

GEOMETRY (COMMON CORE)

GEOMETRY (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	1,014	590	58%	235	23%	174	17%	10	1%	5	0%
GENERAL EDUCATION	925	524	57%	221	24%	165	18%	10	1%	5	1%
STUDENTS WITH DISABILITIES	89	66	74%	14	16%	9	10%	0	0%	0	0%
AMERICAN INDIAN/ALASKA NATIVE	2	-	-	-	-	-	-	-	-	-	-
PACIFIC ISLANDER, HAWAIIAN, OTHER PACIFIC	61	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	602	366	61%	151	25%	81	13%	3	0%	1	0%
Hispanic or Latino	239	151	63%	51	21%	36	15%	1	0%	0	0%
WHITE	108	40	37%	20	19%	40	37%	4	4%	4	4%
MULTIRACIAL	2	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	65	33	51%	13	20%	17	26%	2	3%	0	0%
ELL/ENL	575	337	59%	141	25%	90	16%	5	1%	2	0%
MAGE	439	253	58%	94	21%	84	19%	5	1%	3	1%
NON ENGLISH LANGUAGE LEARNERS	936	527	56%	224	24%	171	18%	9	1%	5	1%
ENGLISH LANGUAGE LEARNERS	78	63	81%	11	14%	3	4%	1	1%	0	0%
ECONOMICALLY DISADVANTAGED	829	512	62%	193	23%	120	14%	4	0%	0	0%
NOT ECONOMICALLY DISADVANTAGED	185	78	42%	42	23%	54	29%	6	3%	5	3%
MIGRANT	1	-	-	-	-	-	-	-	-	-	-
NOT MIGRANT	1,013	-	-	-	-	-	-	-	-	-	-

ALGEBRA II (COMMON CORE)

ALGEBRA II (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	359	132	37%	91	25%	105	29%	24	7%	7	2%
GENERAL EDUCATION	340	124	36%	86	25%	101	30%	22	6%	7	2%
STUDENTS WITH DISABILITIES	19	8	42%	5	26%	4	21%	2	11%	0	0%
AMERICAN INDIAN/ALASKA NATIVE	1	-	-	-	-	-	-	-	-	-	-
PACIFIC ISLANDER, HAWAIIAN, OTHER PACIFIC	30	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	201	80	40%	57	28%	57	28%	6	3%	1	0%
Hispanic or Latino	64	31	48%	11	17%	22	34%	0	0%	0	0%
WHITE	61	10	16%	14	23%	18	30%	13	21%	6	10%
MULTIRACIAL	2	-	-	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	33	11	33%	9	27%	8	24%	5	15%	0	0%
ELL/ENL	197	69	35%	48	24%	61	31%	14	7%	5	3%
MAGE	162	63	39%	43	27%	44	27%	10	6%	2	1%
NON ENGLISH LANGUAGE LEARNERS	344	121	35%	90	26%	102	30%	24	7%	7	2%
ENGLISH LANGUAGE LEARNERS	15	11	73%	1	7%	3	20%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	273	108	40%	74	27%	79	29%	9	3%	3	1%
NOT ECONOMICALLY DISADVANTAGED	86	24	28%	17	20%	26	30%	15	17%	4	5%
MIGRANT	359	132	37%	91	25%	105	29%	24	7%	7	2%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	3,089	1,554	50%	863	28%	84	3%
GENERAL EDUCATION	2,521	1,378	55%	781	31%	76	3%
STUDENTS WITH DISABILITIES	568	176	31%	82	14%	8	1%
AMERICAN INDIAN OR ALASKA NATIVE	6	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	146	78	53%	51	35%	6	4%
BLACK OR AFRICAN AMERICAN	1,927	920	48%	478	25%	24	1%
HISPANIC OR LATINO	749	381	51%	205	27%	13	2%
WHITE	259	170	66%	127	49%	41	16%
MULTIRACIAL	2	-	-	-	-	-	-
WORLDWIDE TOTAL	8	5	63%	2	25%	0	0%
FEMALE	1,638	827	50%	455	28%	39	2%
MALE	1,451	727	50%	408	28%	45	3%
NON-ENGLISH LANGUAGE LEARNERS	2,716	1,440	53%	807	30%	83	3%
ENGLISH LANGUAGE LEARNERS	373	114	31%	56	15%	1	0%
ECONOMICALLY DISADVANTAGED	2,672	1,286	48%	694	26%	47	2%
NOT ECONOMICALLY DISADVANTAGED	417	268	64%	169	41%	37	9%
MIGRANT	1	-	-	-	-	-	-
NON-MIGRANT	3,088	-	-	-	-	-	-

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	1,966	1,290	66%	873	44%	194	10%
GENERAL EDUCATION	1,620	1,128	70%	782	48%	183	11%
STUDENTS WITH DISABILITIES	346	162	47%	91	26%	11	3%
AMERICAN INDIAN OR ALASKA NATIVE	3	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	113	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1,212	779	64%	510	42%	92	8%
HISPANIC OR LATINO	498	310	62%	204	41%	40	8%
WHITE	139	121	87%	99	71%	47	34%
MULTIRACIAL	1	-	-	-	-	-	-
WORLDWIDE TOTAL	117	80	68%	60	51%	15	13%
FEMALE	1,067	693	65%	445	42%	108	10%
MALE	899	597	66%	428	48%	86	10%
NON-ENGLISH LANGUAGE LEARNERS	1,719	1,174	68%	803	47%	187	11%
ENGLISH LANGUAGE LEARNERS	247	116	47%	70	28%	7	3%
ECONOMICALLY DISADVANTAGED	1,660	1,070	64%	703	42%	139	8%
NOT ECONOMICALLY DISADVANTAGED	306	220	72%	170	56%	55	18%
MIGRANT	1	-	-	-	-	-	-
NON-MIGRANT	1,965	-	-	-	-	-	-

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	2,783	1,964	71%	1,202	43%	83	3%
GENERAL EDUCATION	2,256	1,703	75%	1,090	48%	78	3%
STUDENTS WITH DISABILITIES	527	261	50%	112	21%	5	1%
AMERICAN INDIAN OR ALASKA NATIVE	7	-	-	-	-	-	-
STANDARD NATIVE HAWAIIAN OTHER PACIFIC	172	101	59%	54	31%	5	3%
BLACK OR AFRICAN AMERICAN	1,672	1,174	70%	677	40%	31	2%
HISPANIC/LATINO	737	523	71%	342	46%	16	2%
WHITE	193	158	82%	123	64%	29	15%
MULTIRACIAL	28	-	-	-	-	-	-
SMALL GROUP TOTAL	9	8	89%	6	67%	2	22%
FEMALE	1,511	1,058	70%	605	40%	38	3%
MALE	1,272	906	71%	597	47%	45	4%
NON-ENGLISH LANGUAGE LEARNERS	2,334	1,732	74%	1,094	47%	83	4%
ENGLISH LANGUAGE LEARNERS	449	232	52%	108	24%	0	0%
ECONOMICALLY DISADVANTAGED	2,440	1,695	69%	1,024	42%	60	2%
NOT ECONOMICALLY DISADVANTAGED	343	269	78%	178	52%	23	7%
NONMIGRANT	1	-	-	-	-	-	-
NONMIGRANT	2,782	-	-	-	-	-	-

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	1,389	684	49%	391	28%	60	4%
GENERAL EDUCATION	1,194	631	53%	362	30%	55	5%
STUDENTS WITH DISABILITIES	195	53	27%	29	15%	5	3%
AMERICAN INDIAN OR ALASKA NATIVE	4	-	-	-	-	-	-
STANDARD NATIVE HAWAIIAN OTHER PACIFIC	71	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	860	377	44%	191	22%	16	2%
HISPANIC/LATINO	311	160	51%	98	32%	13	4%
WHITE	143	106	74%	76	53%	28	20%
SMALL GROUP TOTAL	75	41	55%	26	35%	3	4%
FEMALE	771	391	51%	209	27%	29	4%
MALE	618	293	47%	182	29%	31	5%
NON-ENGLISH LANGUAGE LEARNERS	1,276	664	52%	387	30%	60	5%
ENGLISH LANGUAGE LEARNERS	113	20	18%	4	4%	0	0%
ECONOMICALLY DISADVANTAGED	1,135	518	46%	282	25%	26	2%
NOT ECONOMICALLY DISADVANTAGED	254	166	65%	109	43%	34	13%
NONMIGRANT	1,389	684	49%	391	28%	60	4%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	379	202	53%	96	25%	10	3%
GENERAL EDUCATION	360	189	53%	91	25%	10	3%
STUDENTS WITH DISABILITIES	19	13	68%	5	26%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	27	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	197	94	48%	31	16%	2	1%
HISPANIC OR LATINO	84	42	50%	15	18%	0	0%
WHITE	69	51	74%	40	58%	8	12%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	29	15	52%	10	34%	0	0%
FEMALE	213	120	56%	63	30%	7	3%
MALE	166	82	49%	33	20%	3	2%
NON ENGLISH LANGUAGE LEARNERS	359	198	55%	95	26%	10	3%
ENGLISH LANGUAGE LEARNERS	20	4	20%	1	5%	0	0%
ECONOMICALLY DISADVANTAGED	271	131	48%	54	20%	4	1%
NOT ECONOMICALLY DISADVANTAGED	108	71	66%	42	39%	6	6%
NON-MIGRANT	379	202	53%	96	25%	10	3%

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

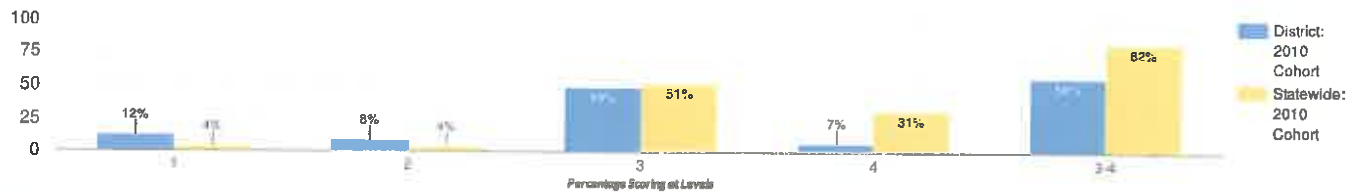
GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	90	52	58%	37	41%	14	16%
GENERAL EDUCATION	89	-	-	-	-	-	-
STUDENTS WITH DISABILITIES	1	-	-	-	-	-	-
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	2	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	37	16	43%	10	27%	1	3%
HISPANIC OR LATINO	13	8	62%	5	38%	0	0%
WHITE	30	24	80%	20	67%	13	43%
SMALL GROUP TOTAL	10	4	40%	2	20%	0	0%
FEMALE	34	18	53%	9	26%	3	9%
MALE	56	34	61%	28	50%	11	20%
NON ENGLISH LANGUAGE LEARNERS	89	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	52	25	48%	14	27%	3	6%
NOT ECONOMICALLY DISADVANTAGED	38	27	71%	23	61%	11	29%
NON-MIGRANT	90	52	58%	37	41%	14	16%

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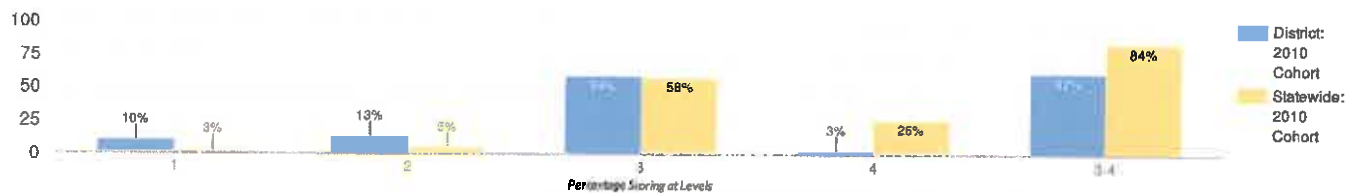
APPENDIX E

TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	2,054	56%	246	12%	158	8%	1,008	49%	137	7%
GENERAL EDUCATION	1,646	65%	128	8%	106	6%	942	57%	133	8%
STUDENTS WITH DISABILITIES	408	17%	118	29%	52	13%	66	16%	4	1%
AMERICAN INDIAN OR ALASKA NATIVE	5	100%	0	0%	0	0%	4	80%	1	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	94	38%	25	27%	10	11%	34	36%	2	2%
BLACK OR AFRICAN AMERICAN	1,263	57%	122	10%	115	9%	648	51%	72	6%
HISPANIC/LATINO	457	50%	82	18%	20	4%	212	46%	16	4%
WHITE	235	66%	17	7%	13	6%	110	47%	46	20%
FEMALE	1,012	59%	109	11%	78	8%	522	52%	76	8%
MALE	1,042	52%	137	13%	80	8%	486	47%	61	6%
NON-ENGLISH LANGUAGE LEARNERS	1,831	61%	168	9%	138	8%	973	53%	135	7%
ENGLISH LANGUAGE LEARNERS	223	17%	78	35%	20	9%	35	16%	2	1%
ECONOMICALLY DISADVANTAGED	1,550	55%	201	13%	136	9%	769	50%	85	5%
NOT ECONOMICALLY DISADVANTAGED	504	58%	45	9%	22	4%	239	47%	52	10%
NON-MIGRANT	2,054	56%	246	12%	158	8%	1,008	49%	137	7%

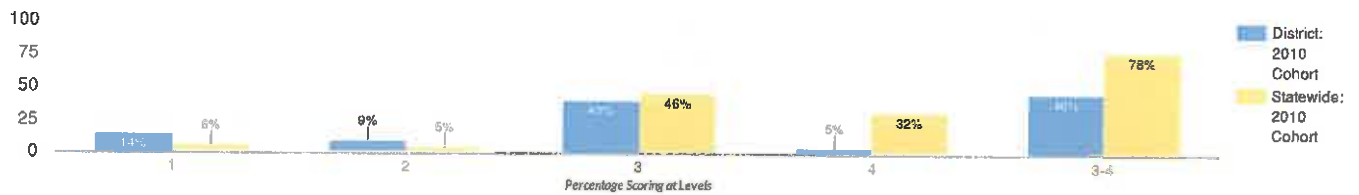
TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	2,054	62%	213	10%	268	13%	1,210	59%	55	3%
GENERAL EDUCATION	1,646	71%	112	7%	163	10%	1,120	68%	53	3%
STUDENTS WITH DISABILITIES	408	23%	101	25%	105	26%	90	22%	2	0%
AMERICAN INDIAN OR ALASKA NATIVE	5	80%	0	0%	0	0%	3	60%	1	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	94	71%	8	9%	10	11%	66	70%	1	1%
BLACK OR AFRICAN AMERICAN	1,263	62%	135	11%	172	14%	761	60%	20	2%
HISPANIC/LATINO	457	55%	55	12%	64	14%	250	55%	3	1%
WHITE	235	68%	15	6%	22	9%	130	55%	30	13%
FEMALE	1,012	63%	100	10%	133	13%	619	61%	22	2%
MALE	1,042	60%	113	11%	135	13%	591	57%	33	3%
NON ENGLISH LANGUAGE LEARNERS	1,831	64%	169	9%	224	12%	1,125	61%	55	3%
ENGLISH LANGUAGE LEARNERS	223	38%	44	20%	44	20%	85	38%	0	0%
ECONOMICALLY DISADVANTAGED	1,550	61%	171	11%	210	14%	925	60%	28	2%

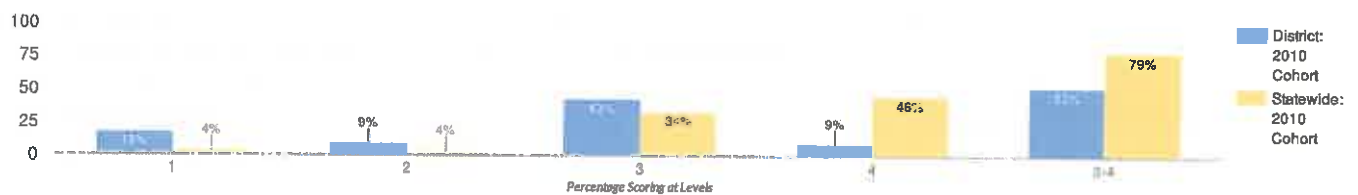
NOT ECONOMICALLY DISADVANTAGED	504	62%	42	8%	58	12%	285	57%	27	5%
ECONOMICALLY DISADVANTAGED	2,054	62%	213	10%	268	13%	1,210	59%	55	3%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	2,054	46%	297	14%	189	9%	827	40%	110	5%
GENERAL EDUCATION	1,646	54%	166	10%	144	9%	786	48%	108	7%
STUDENTS WITH DISABILITIES	408	11%	131	32%	45	11%	41	10%	2	0%
AMERICAN INDIAN OR ALASKA NATIVE	5	80%	0	0%	0	0%	3	60%	1	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	94	38%	13	14%	10	11%	34	36%	2	2%
BLACK OR HISPANIC/AMERICAN	1,263	46%	183	14%	135	11%	532	42%	46	4%
HISPANIC OR LATINO	457	39%	77	17%	35	8%	169	37%	11	2%
WHITE	235	59%	24	10%	9	4%	89	38%	50	21%
FEMALE	1,012	47%	154	15%	88	9%	427	42%	47	5%
MALE	1,042	44%	143	14%	101	10%	400	38%	63	6%
NON-ENGLISH LANGUAGE LEARNERS	1,831	49%	235	13%	170	9%	793	43%	109	6%
ENGLISH LANGUAGE LEARNERS	223	16%	62	28%	19	9%	34	15%	1	0%
ECONOMICALLY DISADVANTAGED	1,550	44%	241	16%	152	10%	617	40%	66	4%
NOT ECONOMICALLY DISADVANTAGED	504	50%	56	11%	37	7%	210	42%	44	9%
NOT A SENIOR	2,054	46%	297	14%	189	9%	827	40%	110	5%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	2,054	52%	372	18%	184	9%	885	43%	184	9%
GENERAL EDUCATION	1,646	60%	236	14%	133	8%	819	50%	176	11%
STUDENTS WITH DISABILITIES	408	18%	136	33%	51	13%	66	16%	8	2%
AMERICAN INDIAN OR ALASKA NATIVE	5	60%	0	0%	1	20%	2	40%	1	20%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	94	41%	24	26%	14	15%	37	39%	2	2%
BLACK OR WHITE/AMERICAN	1,263	53%	221	17%	115	9%	579	46%	94	7%
HISPANIC OR LATINO	457	45%	106	23%	42	9%	184	40%	22	5%
WHITE	235	63%	21	9%	12	5%	83	35%	65	28%
FEMALE	1,012	53%	173	17%	97	10%	458	45%	82	8%
MALE	1,042	51%	199	19%	87	8%	427	41%	102	10%
NON-ENGLISH LANGUAGE LEARNERS	1,831	56%	290	16%	154	8%	839	46%	182	10%
ENGLISH LANGUAGE LEARNERS	223	22%	82	37%	30	13%	46	21%	2	1%

ECONOMICALLY DISADVANTAGED	1,550	51%	309	20%	148	10%	674	43%	115	7%
NOT ECONOMICALLY DISADVANTAGED	504	56%	63	13%	36	7%	211	42%	69	14%
NOT HIGHWAY	2,054	52%	372	18%	184	9%	885	43%	184	9%

TOTAL COHORT RESULTS IN SECONDARY-LEVEL SCIENCE AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	2,054	56%	205	10%	179	9%	1,013	49%	132	6%
GENERAL EDUCATION	1,646	64%	104	6%	131	8%	927	56%	127	8%
STUDENTS WITH DISABILITIES	408	22%	101	25%	48	12%	86	21%	5	1%
AMERICAN INDIAN OR ALASKA NATIVE	5	80%	0	0%	0	0%	4	80%	0	0%
ASIAN OR NATIVE HAWAIIAN OR OTHER PACIFIC	94	45%	20	21%	8	9%	39	41%	3	3%
BLACK OR AFRICAN AMERICAN	1,263	57%	122	10%	126	10%	666	53%	49	4%
HISPANIC OR LATINO	457	48%	56	12%	36	8%	205	45%	15	3%
WHITE	235	70%	7	3%	9	4%	99	42%	65	28%
FEMALE	1,012	57%	96	9%	98	10%	518	51%	57	6%
MALE	1,042	55%	109	10%	81	8%	495	48%	75	7%
NON-ENGLISH LANGUAGE LEARNERS	1,831	60%	139	8%	155	8%	969	53%	132	7%
ENGLISH LANGUAGE LEARNERS	223	20%	66	30%	24	11%	44	20%	0	0%
ECONOMICALLY DISADVANTAGED	1,550	55%	167	11%	147	9%	774	50%	75	5%
NOT ECONOMICALLY DISADVANTAGED	504	59%	38	8%	32	6%	239	47%	57	11%
NOT HIGHWAY	2,054	56%	205	10%	179	9%	1,013	49%	132	6%

Regents Examination Results (2013 - 14)

COMPREHENSIVE ENGLISH REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED		55	65	85		
ALL STUDENTS	2,750	2,118	77%	1,579	57%	196	7%
GENERAL EDUCATION	2,310	1,913	83%	1,476	64%	192	8%
STUDENTS WITH DISABILITIES	440	205	47%	103	23%	4	1%
AMERICAN INDIAN OR ALASKA NATIVE	4	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN OR OTHER PACIFIC	184	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1,675	1,311	78%	966	58%	85	5%
HISPANIC OR LATINO	592	437	74%	328	55%	35	6%
WHITE	295	253	86%	209	71%	67	23%
WHITE (Black Total)	188	117	62%	76	40%	9	5%
FEMALE	1,442	1,151	80%	889	62%	126	9%
MALE	1,308	967	74%	690	53%	70	5%
NON-ENGLISH LANGUAGE LEARNERS	2,426	1,980	82%	1,506	62%	194	8%
ENGLISH LANGUAGE LEARNERS	324	138	43%	73	23%	2	1%
ECONOMICALLY DISADVANTAGED	2,216	1,680	76%	1,228	55%	123	6%
NOT ECONOMICALLY DISADVANTAGED	534	438	82%	351	66%	73	14%

ENGLISH LANGUAGE ARTS (COMMON CORE)

ENGLISH LANGUAGE ARTS (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	1,017	463	46%	185	18%	261	26%	76	7%	32	3%
GENERAL EDUCATION	851	348	41%	161	19%	240	28%	71	8%	31	4%
STUDENTS WITH DISABILITIES	166	115	69%	24	14%	21	13%	5	3%	1	1%
WAS NOT IDENTIFIED WITH AN IEP OR 504 PLAN	68	35	51%	10	15%	18	26%	3	4%	2	3%
BLACK OR AFRICAN AMERICAN	639	293	46%	128	20%	166	26%	45	7%	7	1%
HISPANIC OR LATINO	212	107	50%	39	18%	53	25%	12	6%	1	0%
WHITE	98	28	29%	8	8%	24	24%	16	16%	22	22%
FEMALE	532	210	39%	96	18%	156	29%	49	9%	21	4%
MALE	485	253	52%	89	18%	105	22%	27	6%	11	2%
NON-ENGLISH LANGUAGE LEARNERS	903	381	42%	169	19%	247	27%	74	8%	32	4%
ENGLISH LANGUAGE LEARNERS	114	82	72%	16	14%	14	12%	2	2%	0	0%
ECONOMICALLY DISADVANTAGED	837	396	47%	164	20%	216	26%	47	6%	14	2%
NOT ECONOMICALLY DISADVANTAGED	180	67	37%	21	12%	45	25%	29	16%	18	10%
NON-MIGRANT	1,017	463	46%	185	18%	261	26%	76	7%	32	3%

INTEGRATED ALGEBRA

REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	3,571	2,243	63%	1,335	37%	48	1%
GENERAL EDUCATION	2,792	1,920	69%	1,202	43%	46	2%
STUDENTS WITH DISABILITIES	779	323	41%	133	17%	2	0%
AMERICAN INDIAN OR ALASKA NATIVE	4	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	192	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	2,231	1,392	62%	809	36%	18	1%
HISPANIC OR LATINO	856	508	59%	288	34%	7	1%
WHITE	288	204	71%	143	50%	19	7%
SMALL GROUP TOTAL	196	139	71%	95	48%	4	2%
FEMALE	1,819	1,193	66%	723	40%	26	1%
MALE	1,752	1,050	60%	612	35%	22	1%
NON-ENGLISH LANGUAGE LEARNERS	3,031	1,974	65%	1,194	39%	47	2%
ENGLISH LANGUAGE LEARNERS	540	269	50%	141	26%	1	0%
ECONOMICALLY DISADVANTAGED	3,085	1,920	62%	1,120	36%	27	1%
NOT ECONOMICALLY DISADVANTAGED	486	323	66%	215	44%	21	4%
NON-MIGRANT	3,571	2,243	63%	1,335	37%	48	1%

GEOMETRY

REGENTS GEOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	2,126	839	39%	389	18%	27	1%
GENERAL EDUCATION	1,801	780	43%	375	21%	27	1%
STUDENTS WITH DISABILITIES	325	59	18%	14	4%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	6	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	100	53	53%	32	32%	4	4%
BLACK OR AFRICAN AMERICAN	1,358	496	37%	196	14%	8	1%
HISPANIC OR LATINO	441	165	37%	81	18%	2	0%
WHITE	220	122	55%	78	35%	13	6%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	7	3	43%	2	29%	0	0%
FEMALE	1,055	431	41%	198	19%	13	1%
MALE	1,071	408	38%	191	18%	14	1%
NON-ENGLISH LANGUAGE LEARNERS	1,941	797	41%	368	19%	26	1%
ENGLISH LANGUAGE LEARNERS	185	42	23%	21	11%	1	1%
ECONOMICALLY DISADVANTAGED	1,763	678	38%	295	17%	12	1%
NOT ECONOMICALLY DISADVANTAGED	363	161	44%	94	26%	15	4%
NON-MIGRANT	2,126	839	39%	389	18%	27	1%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	883	269	30%	181	20%	41	5%
GENERAL EDUCATION	842	261	31%	178	21%	41	5%
STUDENTS WITH DISABILITIES	41	8	20%	3	7%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
HAWAIIAN NATIVE, HAWAIIAN, OTHER PACIFIC	57	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	517	130	25%	87	17%	14	3%
HISPANIC OR LATINO	165	46	28%	27	16%	2	1%
WHITE	143	69	48%	49	34%	19	13%
SMALL GROUP TOTAL	58	24	41%	18	31%	6	10%
FEMALE	473	137	29%	86	18%	17	4%
MALE	410	132	32%	95	23%	24	6%
NON-ENGLISH LANGUAGE LEARNERS	847	258	30%	173	20%	40	5%
ENGLISH LANGUAGE LEARNERS	36	11	31%	8	22%	1	3%
ECONOMICALLY DISADVANTAGED	669	183	27%	122	18%	22	3%
NOT ECONOMICALLY DISADVANTAGED	214	86	40%	59	28%	19	9%
NOT ELIGIBLE	883	269	30%	181	20%	41	5%

ALGEBRA I (COMMON CORE)

ALGEBRA I (COMMON CORE)

GROUP	TOTAL TESTED	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
ALL STUDENTS	2,177	1,061	49%	646	30%	425	20%	41	2%	4	0%
GENERAL EDUCATION	1,717	726	42%	551	32%	397	23%	39	2%	4	0%
STUDENTS WITH DISABILITIES	460	335	73%	95	21%	28	6%	2	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	2	-	-	-	-	-	-	-	-	-	-
ASIAN OR PACIFIC HAWAIIAN OR OTHER PACIFIC	125	-	-	-	-	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1,322	628	48%	422	32%	258	20%	14	1%	0	0%
HISPANIC OR LATINO	553	297	54%	154	28%	95	17%	7	1%	0	0%
WHITE	175	62	35%	45	26%	49	28%	15	9%	4	2%
SMALL GROUP TOTAL	127	74	58%	25	20%	23	18%	5	4%	0	0%
FEMALE	1,072	470	44%	349	33%	229	21%	21	2%	3	0%
MALE	1,105	591	53%	297	27%	196	18%	20	2%	1	0%
NON-ENGLISH LANGUAGE LEARNERS	1,832	815	44%	572	31%	402	22%	39	2%	4	0%
ENGLISH LANGUAGE LEARNERS	345	246	71%	74	21%	23	7%	2	1%	0	0%
ECONOMICALLY DISADVANTAGED	1,915	945	49%	566	30%	375	20%	29	2%	0	0%
NOT ECONOMICALLY DISADVANTAGED	262	116	44%	80	31%	50	19%	12	5%	4	2%
NOT ELIGIBLE	2,177	1,061	49%	646	30%	425	20%	41	2%	4	0%

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	2,543	1,547	61%	1,017	40%	166	7%
GENERAL EDUCATION	2,116	1,412	67%	951	45%	160	8%
STUDENTS WITH DISABILITIES	427	135	32%	66	15%	6	1%
AMERICAN BORN OR NATIVE	3	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	134	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1,619	977	60%	617	38%	69	4%
HISPANIC OR LATINO	582	340	58%	233	40%	41	7%
WHITE	205	142	69%	107	52%	45	22%
SMALL GROUP TOTAL	137	88	64%	60	44%	11	8%
FEMALE	1,326	795	60%	511	39%	75	6%
MALE	1,217	752	62%	506	42%	91	7%
NON-ENGLISH LANGUAGE LEARNERS	2,267	1,435	63%	950	42%	159	7%
ENGLISH LANGUAGE LEARNERS	276	112	41%	67	24%	7	3%
ECONOMICALLY DISADVANTAGED	2,057	1,207	59%	782	38%	108	5%
NOT ECONOMICALLY DISADVANTAGED	486	340	70%	235	48%	58	12%
NOT ELIGIBLE	2,543	1,547	61%	1,017	40%	166	7%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	2,316	1,316	57%	912	39%	143	6%
GENERAL EDUCATION	1,910	1,173	61%	835	44%	135	7%
STUDENTS WITH DISABILITIES	406	143	35%	77	19%	8	2%
AMERICAN BORN OR NATIVE	5	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	127	83	65%	58	46%	10	8%
BLACK OR AFRICAN AMERICAN	1,471	824	56%	555	38%	57	4%
HISPANIC OR LATINO	518	271	52%	188	36%	27	5%
WHITE	193	132	68%	107	55%	49	25%
MULTIRACIAL	2	-	-	-	-	-	-
SMALL GROUP TOTAL	7	6	86%	4	57%	0	0%
FEMALE	1,254	746	59%	506	40%	76	6%
MALE	1,062	570	54%	406	38%	67	6%
NON-ENGLISH LANGUAGE LEARNERS	2,035	1,202	59%	842	41%	137	7%
ENGLISH LANGUAGE LEARNERS	281	114	41%	70	25%	6	2%
ECONOMICALLY DISADVANTAGED	1,896	1,020	54%	677	36%	81	4%
NOT ECONOMICALLY DISADVANTAGED	420	296	70%	235	56%	62	15%
NOT ELIGIBLE	2,316	1,316	57%	912	39%	143	6%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	3,000	2,076	69%	1,359	45%	125	4%
GENERAL EDUCATION	2,441	1,856	76%	1,262	52%	120	5%
STUDENTS WITH DISABILITIES	559	220	39%	97	17%	5	1%
AMERICAN INDIAN/ALASKA NATIVE	3	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	191	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1,844	1,301	71%	824	45%	49	3%
HISPANIC OR LATINO	727	470	65%	317	44%	24	3%
WHITE	235	196	83%	154	66%	44	19%
SMALL GROUP TOTAL	194	109	56%	64	33%	8	4%
FEMALE	1,603	1,129	70%	726	45%	69	4%
MALE	1,397	947	68%	633	45%	56	4%
NON ENGLISH LANGUAGE LEARNERS	2,532	1,868	74%	1,261	50%	124	5%
ENGLISH LANGUAGE LEARNERS	468	208	44%	98	21%	1	0%
ECONOMICALLY DISADVANTAGED	2,602	1,772	68%	1,137	44%	80	3%
NOT ECONOMICALLY DISADVANTAGED	398	304	76%	222	56%	45	11%
NOT MIGRANT	3,000	2,076	69%	1,359	45%	125	4%

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	1,620	815	50%	466	29%	74	5%
GENERAL EDUCATION	1,407	759	54%	447	32%	74	5%
STUDENTS WITH DISABILITIES	213	56	26%	19	9%	0	0%
AMERICAN INDIAN/ALASKA NATIVE	5	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	71	39	55%	27	38%	3	4%
BLACK OR AFRICAN AMERICAN	1,056	491	46%	256	24%	25	2%
HISPANIC OR LATINO	327	164	50%	93	28%	15	5%
WHITE	160	115	72%	85	53%	31	19%
MULTIRACIAL	1	-	-	-	-	-	-
SMALL GROUP TOTAL	6	6	100%	5	83%	0	0%
FEMALE	870	421	48%	216	25%	32	4%
MALE	750	394	53%	250	33%	42	6%
NON ENGLISH LANGUAGE LEARNERS	1,506	786	52%	451	30%	72	5%
ENGLISH LANGUAGE LEARNERS	114	29	25%	15	13%	2	2%
ECONOMICALLY DISADVANTAGED	1,329	632	48%	355	27%	38	3%
NOT ECONOMICALLY DISADVANTAGED	291	183	63%	111	38%	36	12%
NOT MIGRANT	1,620	815	50%	466	29%	74	5%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	669	236	35%	93	14%	5	1%
GENERAL EDUCATION	608	229	38%	91	15%	5	1%
STUDENTS WITH DISABILITIES	61	7	11%	2	3%	0	0%
AMERICAN INDIAN/ALASKA NATIVE	2	-	-	-	-	-	-
ASIAN/PACIFIC ISLANDER	33	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	386	109	28%	34	9%	0	0%
HISPANIC/LATINO	138	48	35%	16	12%	1	1%
WHITE	110	59	54%	32	29%	4	4%
SMALL GROUP TOTAL	35	20	57%	11	31%	0	0%
FEMALE	355	121	34%	36	10%	1	0%
MALE	314	115	37%	57	18%	4	1%
NON-ENGLISH LANGUAGE LEARNERS	639	231	36%	89	14%	5	1%
ENGLISH LANGUAGE LEARNERS	30	5	17%	4	13%	0	0%
ECONOMICALLY DISADVANTAGED	519	161	31%	63	12%	3	1%
NOT ECONOMICALLY DISADVANTAGED	150	75	50%	30	20%	2	1%
NOT HISPANIC	669	236	35%	93	14%	5	1%

PHYSICAL SETTING/PHYSICS

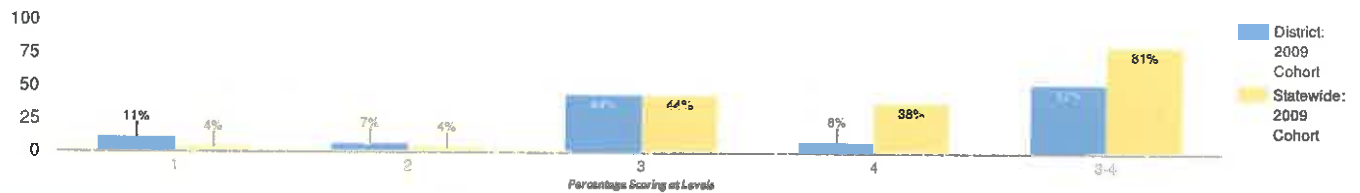
REGENTS PHYSICAL SETTING/PHYSICS

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	121	45	37%	32	26%	4	3%
GENERAL EDUCATION	109	44	40%	32	29%	4	4%
STUDENTS WITH DISABILITIES	12	1	8%	0	0%	0	0%
AMERICAN INDIAN/ALASKA NATIVE	4	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	62	14	23%	8	13%	1	2%
HISPANIC/LATINO	30	14	47%	11	37%	0	0%
WHITE	25	-	-	-	-	-	-
SMALL GROUP TOTAL	29	17	59%	13	45%	3	10%
FEMALE	43	15	35%	10	23%	0	0%
MALE	78	30	38%	22	28%	4	5%
NON-ENGLISH LANGUAGE LEARNERS	120	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	1	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	87	26	30%	16	18%	1	1%
NOT ECONOMICALLY DISADVANTAGED	34	19	56%	16	47%	3	9%
NON-HISPANIC	121	45	37%	32	26%	4	3%

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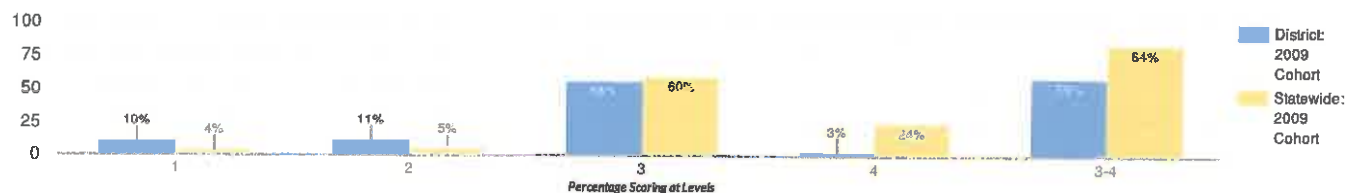
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TOTAL COHORT RESULTS IN SECONDARY-LEVEL ENGLISH LANGUAGE ARTS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	2,399	52%	275	11%	178	7%	1,053	44%	185	8%
GENERAL EDUCATION	1,953	60%	153	8%	129	7%	984	50%	184	9%
STUDENTS WITH DISABILITIES	446	16%	122	27%	49	11%	69	15%	1	0%
AMERICAN INDIAN OR ALASKA NATIVE	4	_%	-	-	-	-	-	-	-	-
ASIAN OR PACIFIC ISLANDER OR OTHER PACIFIC	96	38%	23	24%	7	7%	25	26%	11	11%
BLACK OR AFRICAN AMERICAN	1,488	52%	160	11%	117	8%	694	47%	86	6%
HISPANIC OR LATINO	552	48%	71	13%	42	8%	234	42%	31	6%
WHITE	258	61%	20	8%	11	4%	100	39%	57	22%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	0%	1	20%	1	20%	0	0%	0	0%
FEMALE	1,226	58%	116	9%	85	7%	594	48%	114	9%
MALE	1,173	45%	159	14%	93	8%	459	39%	71	6%
NON-ENGLISH LANGUAGE LEARNERS	2,177	55%	200	9%	164	8%	1,013	47%	181	8%
ENGLISH LANGUAGE LEARNERS	222	20%	75	34%	14	6%	40	18%	4	2%
ECONOMICALLY DISADVANTAGED	1,666	49%	212	13%	127	8%	717	43%	105	6%
NOT ECONOMICALLY DISADVANTAGED	733	57%	63	9%	51	7%	336	46%	80	11%
MIGRANT	1	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	2,398	_%	-	-	-	-	-	-	-	-

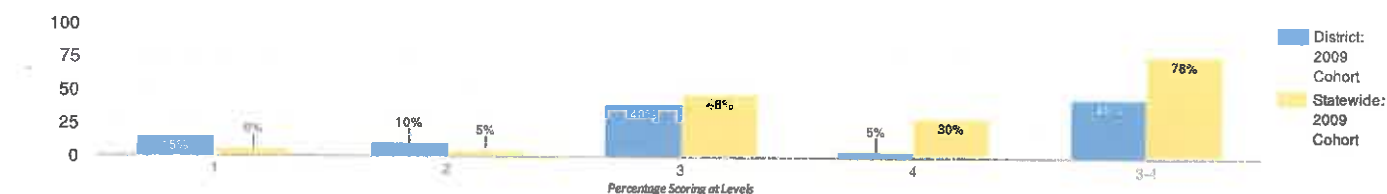
TOTAL COHORT RESULTS IN SECONDARY-LEVEL MATHEMATICS AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	2,399	59%	236	10%	270	11%	1,343	56%	61	3%
GENERAL EDUCATION	1,953	67%	131	7%	176	9%	1,258	64%	60	3%
STUDENTS WITH DISABILITIES	446	19%	105	24%	94	21%	85	19%	1	0%
AMERICAN INDIAN OR ALASKA NATIVE	4	_%	-	-	-	-	-	-	-	-
ASIAN OR PACIFIC ISLANDER OR OTHER PACIFIC	96	67%	5	5%	11	11%	61	64%	3	3%
BLACK OR AFRICAN AMERICAN	1,488	59%	147	10%	188	13%	857	58%	21	1%
HISPANIC OR LATINO	552	55%	62	11%	49	9%	296	54%	10	2%
WHITE	258	60%	20	8%	22	9%	128	50%	27	10%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	20%	2	40%	0	0%	1	20%	0	0%

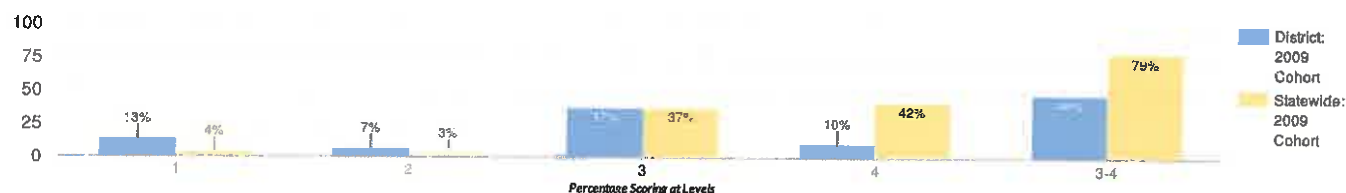
ALL STUDENTS	1,226	63%	109	9%	130	11%	747	61%	26	2%
MALE	1,173	54%	127	11%	140	12%	596	51%	35	3%
NON ENGLISH LANGUAGE LEARNERS	2,177	61%	197	9%	238	11%	1,259	58%	60	3%
ENGLISH LANGUAGE LEARNERS	222	38%	39	18%	32	14%	84	38%	1	0%
ECONOMICALLY DISADVANTAGED	1,666	56%	185	11%	205	12%	913	55%	28	2%
NOT ECONOMICALLY DISADVANTAGED	733	63%	51	7%	65	9%	430	59%	33	5%
MIGRANT	1	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	2,398	_%	-	-	-	-	-	-	-	-

TOTAL COHORT RESULTS IN SECONDARY-LEVEL GLOBAL HISTORY AND GEOGRAPHY AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	2,399	45%	364	15%	236	10%	961	40%	124	5%
GENERAL EDUCATION	1,953	52%	225	12%	185	9%	906	46%	119	6%
STUDENTS WITH DISABILITIES	446	13%	139	31%	51	11%	55	12%	5	1%
AMERICAN INDIAN OR ALASKA NATIVE	4	_%	-	-	-	-	-	-	-	-
ASIAN OR PACIFIC ISLANDER	96	40%	13	14%	10	10%	28	29%	10	10%
BLACK OR AFRICAN AMERICAN	1,488	45%	244	16%	157	11%	629	42%	47	3%
HISPANIC OR LATINO	552	42%	82	15%	52	9%	211	38%	21	4%
WHITE	258	54%	24	9%	16	6%	93	36%	46	18%
MULTIRACIAL	1	_%	-	-	-	-	-	-	-	-
ON-ALL GROUP TOTAL	5	0%	1	20%	1	20%	0	0%	0	0%
FEMALE	1,226	48%	177	14%	120	10%	525	43%	68	6%
MALE	1,173	42%	187	16%	116	10%	436	37%	56	5%
NON-ENGLISH LANGUAGE LEARNERS	2,177	47%	314	14%	220	10%	914	42%	120	6%
ENGLISH LANGUAGE LEARNERS	222	23%	50	23%	16	7%	47	21%	4	2%
ECONOMICALLY DISADVANTAGED	1,666	42%	285	17%	170	10%	636	38%	65	4%
NOT ECONOMICALLY DISADVANTAGED	733	52%	79	11%	66	9%	325	44%	59	8%
MIGRANT	1	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	2,398	_%	-	-	-	-	-	-	-	-

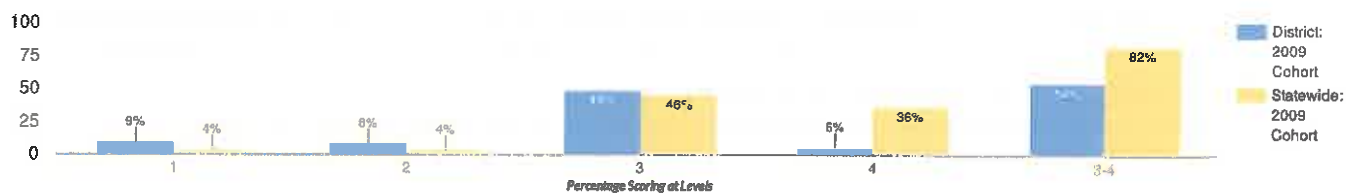
TOTAL COHORT RESULTS IN SECONDARY-LEVEL U.S. HISTORY AND GOVERNMENT AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4				
ALL STUDENTS	2,399	48%	318	13%	176	7%	898	37%	245	10%
GENERAL EDUCATION	1,953	55%	205	10%	143	7%	832	43%	235	12%
STUDENTS WITH DISABILITIES	446	17%	113	25%	33	7%	66	15%	10	2%

AMERICAN INDIAN/ALASKA NATIVE	4	_%	-	-	-	-	-	-	-	-
ASIAN/PACIFIC ISLANDER/HAWAIIAN/OTHER PACIFIC	96	39%	11	11%	11	11%	28	29%	9	9%
BLACK OR AFRICAN AMERICAN	1,488	49%	201	14%	101	7%	605	41%	121	8%
HISPANIC OR LATINO	552	43%	85	15%	55	10%	205	37%	35	6%
WHITE	258	54%	20	8%	9	3%	59	23%	80	31%
ALL RACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	20%	1	20%	0	0%	1	20%	0	0%
FEMALE	1,226	51%	153	12%	98	8%	492	40%	131	11%
MALE	1,173	44%	165	14%	78	7%	406	35%	114	10%
NON-ENGLISH LANGUAGE LEARNERS	2,177	50%	256	12%	152	7%	852	39%	243	11%
ENGLISH LANGUAGE LEARNERS	222	22%	62	28%	24	11%	46	21%	2	1%
ECONOMICALLY DISADVANTAGED	1,666	44%	257	15%	134	8%	612	37%	126	8%
NOT ECONOMICALLY DISADVANTAGED	733	55%	61	8%	42	6%	286	39%	119	16%
MIGRANT	1	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	2,398	_%	-	-	-	-	-	-	-	-

TOTAL COHORT RESULTS IN SECONDARY-LEVEL SCIENCE AFTER FOUR YEARS OF INSTRUCTION



GROUP	TOTAL TESTED	PROFICIENT	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4	
ALL STUDENTS	2,399	54%	227	9%	200	8%	1,165	49%	134	6%
GENERAL EDUCATION	1,953	62%	130	7%	137	7%	1,082	55%	130	7%
STUDENTS WITH DISABILITIES	446	20%	97	22%	63	14%	83	19%	4	1%
AMERICAN INDIAN/ALASKA NATIVE	4	_%	-	-	-	-	-	-	-	-
ASIAN/PACIFIC ISLANDER/HAWAIIAN/OTHER PACIFIC	96	47%	16	17%	8	8%	36	38%	9	9%
BLACK OR AFRICAN AMERICAN	1,488	54%	136	9%	142	10%	758	51%	48	3%
HISPANIC OR LATINO	552	52%	61	11%	38	7%	260	47%	25	5%
WHITE	258	62%	14	5%	12	5%	109	42%	52	20%
ALL RACIAL	1	_%	-	-	-	-	-	-	-	-
SMALL GROUP TOTAL	5	40%	0	0%	0	0%	2	40%	0	0%
FEMALE	1,226	58%	114	9%	100	8%	641	52%	66	5%
MALE	1,173	50%	113	10%	100	9%	524	45%	68	6%
NON-ENGLISH LANGUAGE LEARNERS	2,177	57%	172	8%	177	8%	1,110	51%	132	6%
ENGLISH LANGUAGE LEARNERS	222	26%	55	25%	23	10%	55	25%	2	1%
ECONOMICALLY DISADVANTAGED	1,666	51%	175	11%	151	9%	784	47%	73	4%
NOT ECONOMICALLY DISADVANTAGED	733	60%	52	7%	49	7%	381	52%	61	8%
MIGRANT	1	_%	-	-	-	-	-	-	-	-
NOT MIGRANT	2,398	_%	-	-	-	-	-	-	-	-

Regents Examination Results (2012 - 13)

COMPREHENSIVE ENGLISH REGENTS COMPREHENSIVE ENGLISH

GROUP	TOTAL TESTED	55	65	85
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ALL STUDENTS	2,516	1,662	66%	1,102	44%	85	3%
GENERAL EDUCATION	2,075	1,519	73%	1,048	51%	84	4%
STUDENTS WITH DISABILITIES	441	143	32%	54	12%	1	0%
AMERICAN INDIAN OR ALASKA NATIVE	4	-	-	-	-	-	-
ASIAN OR PACIFIC ISLANDER OR OTHER PACIFIC	124	52	42%	36	29%	5	4%
BLACK OR AFRICAN AMERICAN	1,607	1,091	68%	699	43%	34	2%
HISPANIC OR LATINO	550	335	61%	221	40%	9	2%
WHITE	230	179	78%	141	61%	37	16%
MULTIRACIAL	1	-	-	-	-	-	-
GRAND GROUP TOTAL	5	5	100%	5	100%	0	0%
FEMALE	1,223	867	71%	599	49%	43	4%
MALE	1,293	795	61%	503	39%	42	3%
NON ECONOMICALLY DISADVANTAGED	2,234	1,568	70%	1,055	47%	83	4%
ECONOMICALLY DISADVANTAGED	282	94	33%	47	17%	2	1%
ECONOMICALLY DISADVANTAGED	1,857	1,179	63%	771	42%	46	2%
NOT ECONOMICALLY DISADVANTAGED	659	483	73%	331	50%	39	6%
MIGRANT	0	0	0%	0	0%	0	0%
NOT MIGRANT	2,516	1,662	66%	1,102	44%	85	3%

INTEGRATED ALGEBRA

REGENTS INTEGRATED ALGEBRA

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	3,700	2,594	70%	1,520	41%	39	1%
GENERAL EDUCATION	2,982	2,265	76%	1,403	47%	38	1%
STUDENTS WITH DISABILITIES	718	329	46%	117	16%	1	0%
AMERICAN INDIAN OR ALASKA NATIVE	7	-	-	-	-	-	-
ASIAN OR PACIFIC ISLANDER OR OTHER PACIFIC	169	136	80%	90	53%	7	4%
BLACK OR AFRICAN AMERICAN	2,325	1,618	70%	906	39%	13	1%
HISPANIC OR LATINO	885	594	67%	356	40%	4	0%
WHITE	312	238	76%	161	52%	15	5%
MULTIRACIAL	2	-	-	-	-	-	-
GRAND GROUP TOTAL	9	8	89%	7	78%	0	0%
FEMALE	1,882	1,352	72%	822	44%	22	1%
MALE	1,818	1,242	68%	698	38%	17	1%
NON ECONOMICALLY DISADVANTAGED	3,231	2,313	72%	1,373	42%	37	1%
ECONOMICALLY DISADVANTAGED	469	281	60%	147	31%	2	0%
ECONOMICALLY DISADVANTAGED	2,916	2,016	69%	1,145	39%	16	1%
NOT ECONOMICALLY DISADVANTAGED	784	578	74%	375	48%	23	3%
MIGRANT	2	-	-	-	-	-	-
NOT MIGRANT	3,698	-	-	-	-	-	-

GEOMETRY

REGENTS GEOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	1,451	810	56%	451	31%	32	2%
GENERAL EDUCATION	1,334	774	58%	434	33%	31	2%
STUDENTS WITH DISABILITIES	117	36	31%	17	15%	1	1%
AMERICAN INDIAN OR ALASKA NATIVE	2	-	-	-	-	-	-
ASIAN OR PACIFIC ISLANDER	76	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	936	496	53%	247	26%	10	1%
HISPANIC OR LATINO	285	153	54%	83	29%	1	0%
WHITE	152	118	78%	92	61%	19	13%
MULTIRACIAL	0	0	0%	0	0%	0	0%
UNKNOWN TOTAL	78	43	55%	29	37%	2	3%
FEMALE	774	436	56%	240	31%	13	2%
MALE	677	374	55%	211	31%	19	3%
NON ENGLISH LANGUAGE LEARNERS	1,362	777	57%	435	32%	32	2%
ENGLISH LANGUAGE LEARNERS	89	33	37%	16	18%	0	0%
ECONOMICALLY DISADVANTAGED	1,054	571	54%	300	28%	10	1%
NOT ECONOMICALLY DISADVANTAGED	397	239	60%	151	38%	22	6%
MIGRANT	0	0	0%	0	0%	0	0%
NOT MIGRANT	1,451	810	56%	451	31%	32	2%

ALGEBRA 2/TRIGONOMETRY

REGENTS ALGEBRA 2/TRIGONOMETRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	627	262	42%	151	24%	33	5%
GENERAL EDUCATION	612	256	42%	147	24%	32	5%
STUDENTS WITH DISABILITIES	15	6	40%	4	27%	1	7%
AMERICAN INDIAN OR ALASKA NATIVE	0	0	0%	0	0%	0	0%
ASIAN OR PACIFIC ISLANDER	35	17	49%	11	31%	1	3%
BLACK OR AFRICAN AMERICAN	379	146	39%	80	21%	11	3%
HISPANIC OR LATINO	105	33	31%	17	16%	2	2%
WHITE	108	66	61%	43	40%	19	18%
MULTIRACIAL	0	0	0%	0	0%	0	0%
FEMALE	355	134	38%	78	22%	14	4%
MALE	272	128	47%	73	27%	19	7%
NON ENGLISH LANGUAGE LEARNERS	602	254	42%	149	25%	33	5%
ENGLISH LANGUAGE LEARNERS	25	8	32%	2	8%	0	0%
ECONOMICALLY DISADVANTAGED	433	161	37%	83	19%	12	3%
NOT ECONOMICALLY DISADVANTAGED	194	101	52%	68	35%	21	11%
MIGRANT	1	-	-	-	-	-	-
NOT MIGRANT	626	-	-	-	-	-	-

GLOBAL HISTORY AND GEOGRAPHY

REGENTS GLOBAL HISTORY AND GEOGRAPHY

GROUP	TOTAL TESTED	55	65	85			
ALL STUDENTS	2,486	1,442	58%	893	36%	93	4%
GENERAL EDUCATION	2,102	1,340	64%	845	40%	87	4%
STUDENTS WITH DISABILITIES	384	102	27%	48	13%	6	2%
AMERICAN INDIAN OR ALASKA NATIVE	1	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	107	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	1,609	915	57%	538	33%	34	2%
HISPANIC OR LATINO	552	297	54%	185	34%	11	2%
WHITE	217	156	72%	121	56%	41	19%
MULTIRACIAL	0	0	0%	0	0%	0	0%
MALE GROUP TOTAL	108	74	69%	49	45%	7	6%
FEMALE	1,324	766	58%	467	35%	48	4%
MALE	1,162	676	58%	426	37%	45	4%
NON ENOUGH LANGUAGE LEARNERS	2,272	1,356	60%	844	37%	90	4%
ENGLISH LANGUAGE LEARNERS	214	86	40%	49	23%	3	1%
ECONOMICALLY DISADVANTAGED	1,798	987	55%	587	33%	51	3%
NOT ECONOMICALLY DISADVANTAGED	688	455	66%	306	44%	42	6%
MIGRANT	0	0	0%	0	0%	0	0%
NOT MIGRANT	2,486	1,442	58%	893	36%	93	4%

U.S. HISTORY & GOVERNMENT

REGENTS U.S. HISTORY & GOVERNMENT

GROUP	TOTAL TESTED		55	65		85	
ALL STUDENTS	3,460	1,741	50%	1,164	34%	184	5%
GENERAL EDUCATION	2,855	1,613	56%	1,106	39%	177	6%
STUDENTS WITH DISABILITIES	605	128	21%	58	10%	7	1%
AMERICAN INDIAN OR ALASKA NATIVE	8	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	175	86	49%	50	29%	6	3%
BLACK OR AFRICAN AMERICAN	2,182	1,083	50%	711	33%	93	4%
HISPANIC OR LATINO	811	380	47%	250	31%	21	3%
WHITE	282	185	66%	151	54%	64	23%
MULTIRACIAL	2	-	-	-	-	-	-
MALE GROUP TOTAL	10	7	70%	2	20%	0	0%
FEMALE	1,727	867	50%	567	33%	86	5%
MALE	1,733	874	50%	597	34%	98	6%
NON ENGLISH LANGUAGE LEARNERS	3,053	1,608	53%	1,086	36%	181	6%
ENGLISH LANGUAGE LEARNERS	407	133	33%	78	19%	3	1%
ECONOMICALLY DISADVANTAGED	2,609	1,203	46%	767	29%	94	4%
NOT ECONOMICALLY DISADVANTAGED	851	538	63%	397	47%	90	11%
MOBILITY	0	0	0%	0	0%	0	0%
NOT MIGRANT	3,460	1,741	50%	1,164	34%	184	5%

LIVING ENVIRONMENT

REGENTS LIVING ENVIRONMENT

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	2,593	1,848	71%	1,125	43%	103	4%
GENERAL EDUCATION	2,157	1,662	77%	1,026	48%	99	5%
STUDENTS WITH DISABILITIES	436	186	43%	99	23%	4	1%
AMERICAN INDIAN OR ALASKA NATIVE	6	6	100%	4	67%	0	0%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	128	77	60%	48	38%	7	5%
BLACK OR AFRICAN AMERICAN	1,663	1,191	72%	673	40%	36	2%
HISPANIC OR LATINO	580	398	69%	254	44%	20	3%
WHITE	216	176	81%	146	68%	40	19%
MULTIRACIAL	0	0	0%	0	0%	0	0%
FEMALE	1,371	980	71%	579	42%	46	3%
MALE	1,222	868	71%	546	45%	57	5%
NON-ENGLISH LANGUAGE LEARNERS	2,312	1,732	75%	1,075	46%	101	4%
ENGLISH LANGUAGE LEARNERS	281	116	41%	50	18%	2	1%
ECONOMICALLY DISADVANTAGED	1,959	1,353	69%	781	40%	44	2%
NOT ECONOMICALLY DISADVANTAGED	634	495	78%	344	54%	59	9%
MINORANT	2	-	-	-	-	-	-
NOT MINORANT	2,591	-	-	-	-	-	-

PHYSICAL SETTING/EARTH SCIENCE

REGENTS PHYSICAL SETTING/EARTH SCIENCE

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	1,408	733	52%	411	29%	44	3%
GENERAL EDUCATION	1,236	686	56%	390	32%	42	3%
STUDENTS WITH DISABILITIES	172	47	27%	21	12%	2	1%
AMERICAN INDIAN OR ALASKA NATIVE	4	-	-	-	-	-	-
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC	50	-	-	-	-	-	-
BLACK OR AFRICAN AMERICAN	882	415	47%	201	23%	11	1%
HISPANIC OR LATINO	323	170	53%	101	31%	11	3%
WHITE	149	116	78%	93	62%	21	14%
MULTIRACIAL	0	0	0%	0	0%	0	0%
SMALL GROUPS TOTAL	54	32	59%	16	30%	1	2%
FEMALE	751	368	49%	187	25%	17	2%
MALE	657	365	56%	224	34%	27	4%
NON-ENGLISH LANGUAGE LEARNERS	1,315	706	54%	401	30%	43	3%
ENGLISH LANGUAGE LEARNERS	93	27	29%	10	11%	1	1%
ECONOMICALLY DISADVANTAGED	1,033	510	49%	269	26%	20	2%
NOT ECONOMICALLY DISADVANTAGED	375	223	59%	142	38%	24	6%
MINORANT	0	0	0%	0	0%	0	0%
NOT MINORANT	1,408	733	52%	411	29%	44	3%

PHYSICAL SETTING/CHEMISTRY

REGENTS PHYSICAL SETTING/CHEMISTRY

GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	392	234	60%	98	25%	5	1%
GENERAL EDUCATION	378	228	60%	97	26%	5	1%
STUDENTS WITH DISABILITIES	14	6	43%	1	7%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	0	0	0%	0	0%	0	0%
ASIAN OR PACIFIC ISLANDER HAWAIIAN OR OTHER PACIFIC ISLANDER	20	17	85%	7	35%	0	0%
BLACK OR AFRICAN AMERICAN	234	121	52%	44	19%	0	0%
HISPANIC OR LATINO	65	36	55%	14	22%	1	2%
WHITE	73	60	82%	33	45%	4	5%
MULTIRACIAL	0	0	0%	0	0%	0	0%
FEMALE	225	125	56%	43	19%	3	1%
MALE	167	109	65%	55	33%	2	1%
NON-ENGLISH LANGUAGE LEARNERS	383	231	60%	98	26%	5	1%
ENGLISH LANGUAGE LEARNERS	9	3	33%	0	0%	0	0%
ECONOMICALLY DISADVANTAGED	266	147	55%	50	19%	1	0%
NOT ECONOMICALLY DISADVANTAGED	126	87	69%	48	38%	4	3%
MIGRANT	1	-	-	-	-	-	-
NOT MIGRANT	391	-	-	-	-	-	-

PHYSICAL SETTING/PHYSICS

REGENTS PHYSICAL SETTING/PHYSICS

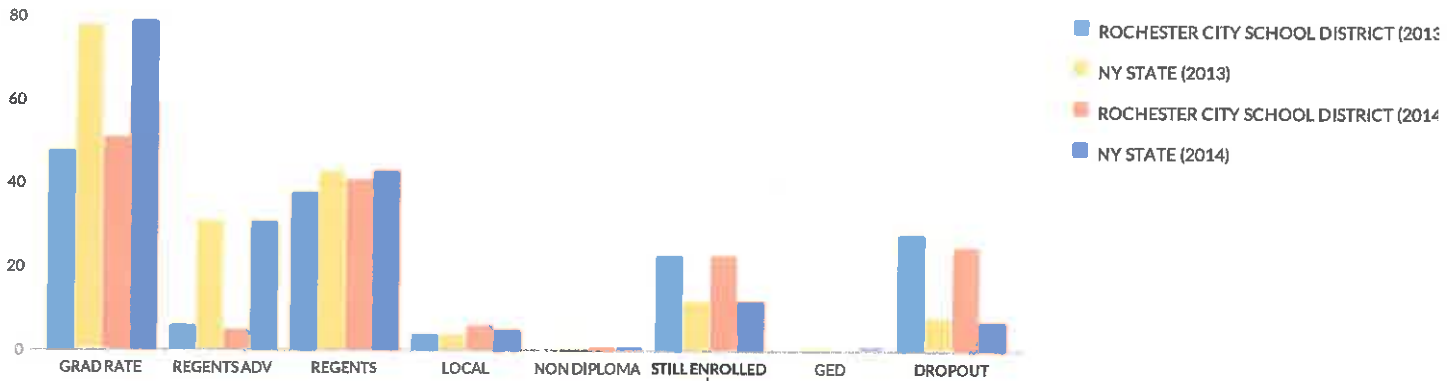
GROUP	TOTAL TESTED	55		65		85	
ALL STUDENTS	121	62	51%	40	33%	8	7%
GENERAL EDUCATION	121	62	51%	40	33%	8	7%
STUDENTS WITH DISABILITIES	0	0	0%	0	0%	0	0%
AMERICAN INDIAN OR ALASKA NATIVE	0	0	0%	0	0%	0	0%
ASIAN OR PACIFIC ISLANDER HAWAIIAN OR OTHER PACIFIC ISLANDER	2	4	44%	3	33%	1	11%
BLACK OR AFRICAN AMERICAN	52	19	37%	8	15%	1	2%
HISPANIC OR LATINO	24	12	50%	8	33%	0	0%
WHITE	36	27	75%	21	58%	6	17%
MULTIRACIAL	0	0	0%	0	0%	0	0%
FEMALE	57	24	42%	15	26%	2	4%
MALE	64	38	59%	25	39%	6	9%
NON-ENGLISH LANGUAGE LEARNERS	119	-	-	-	-	-	-
ENGLISH LANGUAGE LEARNERS	2	-	-	-	-	-	-
ECONOMICALLY DISADVANTAGED	72	31	43%	19	26%	2	3%
NOT ECONOMICALLY DISADVANTAGED	49	31	63%	21	43%	6	12%
MIGRANT	0	0	0%	0	0%	0	0%
NOT MIGRANT	121	62	51%	40	33%	8	7%

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APPENDIX F

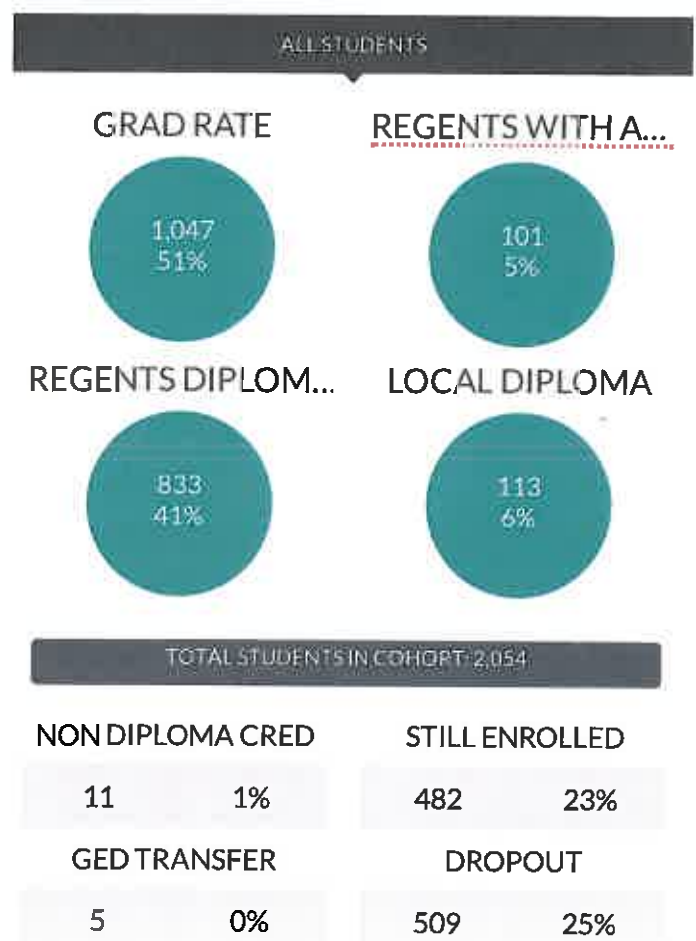
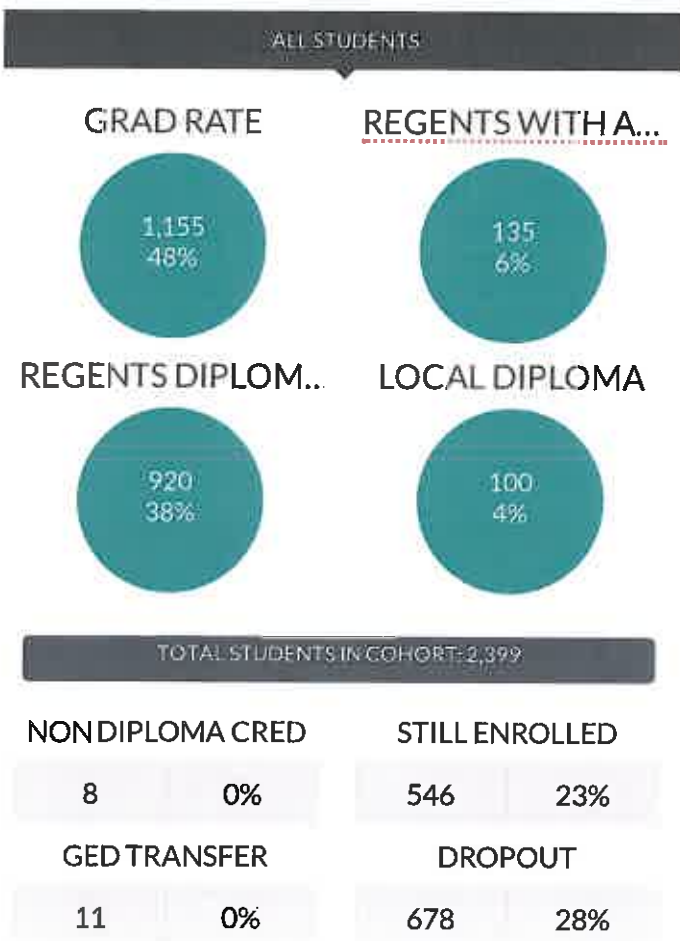
ROCHESTER CITY SCHOOL DISTRICT GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST

Graduate data are reported for a 9th grade cohort for the first time at the end of June of the 4th year of high school. The graduation rate as of August of the 4th year, June of the 5th year, and June of the 6th year of high school are also calculated and available. For complete information on the types of diploma credentials which can be earned and the criteria for each see [Diploma Requirements](#).



2013

2014



BY GENDER

FEMALE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,226

NON DIPLOMA CRED

3 0%

STILL ENROLLED

258 21%

GED TRANSFER

2 0%

DROPOUT

326 27%

FEMALE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,012

NON DIPLOMA CRED

7 1%

STILL ENROLLED

208 21%

GED TRANSFER

0 0%

DROPOUT

250 25%

MALE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,173

NON DIPLOMA CRED

5 0%

STILL ENROLLED

288 25%

MALE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,042

NON DIPLOMA CRED

4 0%

STILL ENROLLED

274 26%

GED TRANSFER		DROPOUT		GED TRANSFER		DROPOUT	
9	1%	352	30%	5	0%	259	25%

BY ETHNICITY

MULTIRACIAL

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



MULTIRACIAL

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 5

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

DROPOUT

GED TRANSFER

DROPOUT

—

—

—

—

0

0%

1

20%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 96

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



WHITE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 258

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 94

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



WHITE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 235

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



BLACK OR AFRICAN AMERICAN

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOMA...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,488

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



HISPANIC OR LATINO

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOMA...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 552

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



BLACK OR AFRICAN AMERICAN

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOMA...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,263

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



HISPANIC OR LATINO

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOMA...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 457

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



OTHER GROUPS

GENERAL-EDUCATION STUDENTS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,951

NON DIPLOMA CRED

0 0%

STILL ENROLLED

371 19%

GED TRANSFER

9 0%

DROPOUT

522 27%

STUDENTS WITH DISABILITIES

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 446

NON DIPLOMA CRED

8 2%

STILL ENROLLED

175 39%

GENERAL-EDUCATION STUDENTS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,646

NON DIPLOMA CRED

0 0%

STILL ENROLLED

319 19%

GED TRANSFER

5 0%

DROPOUT

384 23%

STUDENTS WITH DISABILITIES

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 409

NON DIPLOMA CRED

11 3%

STILL ENROLLED

163 40%

GED TRANSFER

2

0%

DROPOUT

156

35%

GED TRANSFER

0

0%

DROPOUT

125

31%

NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 2,177

NON DIPLOMA CRED

7 0%

STILL ENROLLED

452 21%

GED TRANSFER

11 1%

DROPOUT

597 27%

ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 222

NON DIPLOMA CRED

1 0%

STILL ENROLLED

94 42%

GED TRANSFER

0 0%

DROPOUT

81 36%

NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,831

NON DIPLOMA CRED

8 0%

STILL ENROLLED

384 21%

GED TRANSFER

4 0%

DROPOUT

427 23%

ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 223

NON DIPLOMA CRED

3 1%

STILL ENROLLED

98 44%

GED TRANSFER

1 0%

DROPOUT

82 37%

NOT ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 733

NON DIPLOMA CRED

4 1%

STILL ENROLLED

133 18%

GED TRANSFER

4 1%

DROPOUT

174 24%

NOT ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 504

NON DIPLOMA CRED

1 0%

STILL ENROLLED

100 20%

GED TRANSFER

1 0%

DROPOUT

124 25%

ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,666

NON DIPLOMA CRED

4 0%

STILL ENROLLED

413 25%

GED TRANSFER

7 0%

DROPOUT

504 30%

ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,550

NON DIPLOMA CRED

10 1%

STILL ENROLLED

382 25%

GED TRANSFER

4 0%

DROPOUT

385 25%

NOT MIGRANT

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



MIGRANT

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



NOT MIGRANT

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



MIGRANT

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



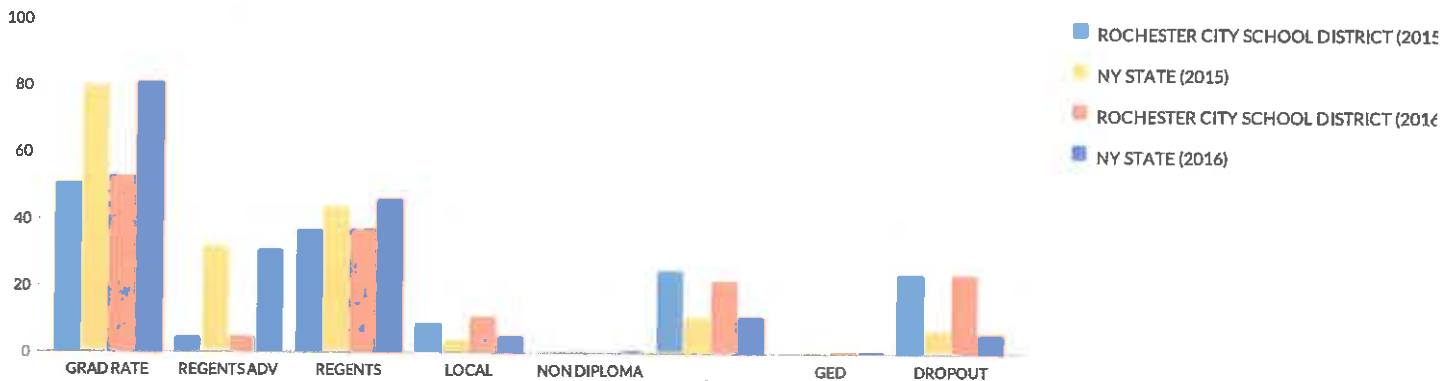
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ROCHESTER CITY SCHOOL DISTRICT GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - June. The Graduation Rate Data of high school as of the 4th year-August, the 5th year-June, and the 6th year-June are also calculated and available using the "Filter this data" function, below

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: [Diploma Requirements](#).



2015

ALL STUDENTS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 2,235

NON DIPLOMA CRED

5 0%

STILL ENROLLED

557 25%

GED TRANSFER

8 0%

DROPOUT

527 24%

2016

ALL STUDENTS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 2,099

NON DIPLOMA CRED

5 0%

STILL ENROLLED

457 22%

GED TRANSFER

15 1%

DROPOUT

509 24%

BY GENDER

FEMALE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,143

NON DIPLOMA CRED

1 0%

STILL ENROLLED

251 22%

GED TRANSFER

0 0%

DROPOUT

252 22%

MALE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,092

NON DIPLOMA CRED

4 0%

STILL ENROLLED

306 28%

FEMALE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,072

NON DIPLOMA CRED

2 0%

STILL ENROLLED

218 20%

GED TRANSFER

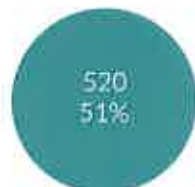
0 0%

DROPOUT

259 24%

MALE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,027

NON DIPLOMA CRED

3 0%

STILL ENROLLED

239 23%

GED TRANSFER		DROPOUT		GED TRANSFER		DROPOUT	
8	1%	275	25%	15	1%	250	24%

BY ETHNICITY

MULTIRACIAL

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



MULTIRACIAL

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



AMERICAN INDIAN OR ALASKA NATIVE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER

DROPOUT

GED TRANSFER

DROPOUT

ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: 0

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



WHITE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 208

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



ASIAN OR NATIVE HAWAIIAN / OTHER PACIFIC ISLANDER

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 82

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



WHITE

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 223

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



BLACK OR AFRICAN AMERICAN

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,364

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



HISPANIC OR LATINO

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 554

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



BLACK OR AFRICAN AMERICAN

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,243

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



HISPANIC OR LATINO

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 544

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



OTHER GROUPS

GENERAL EDUCATION STUDENTS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,811

NON DIPLOMA CRED

0 0%

STILL ENROLLED

379 21%

GED TRANSFER

7 0%

DROPOUT

409 23%

STUDENTS WITH DISABILITIES

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 424

NON DIPLOMA CRED

5 1%

STILL ENROLLED

178 42%

GENERAL EDUCATION STUDENTS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,642

NON DIPLOMA CRED

0 0%

STILL ENROLLED

298 18%

GED TRANSFER

10 1%

DROPOUT

368 22%

STUDENTS WITH DISABILITIES

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 457

NON DIPLOMA CRED

5 1%

STILL ENROLLED

159 35%

GED TRANSFER		DROPOUT		GED TRANSFER		DROPOUT	
1	0%	118	28%	5	1%	141	31%

NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 2,012

NON DIPLOMA CRED

4 0%

STILL ENROLLED

476 24%

GED TRANSFER

8 0%

DROPOUT

432 21%

ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 223

NON DIPLOMA CRED

1 0%

STILL ENROLLED

81 36%

GED TRANSFER

0 0%

DROPOUT

95 43%

NON-ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,882

NON DIPLOMA CRED

5 0%

STILL ENROLLED

381 20%

GED TRANSFER

15 1%

DROPOUT

416 22%

ENGLISH LANGUAGE LEARNERS

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 217

NON DIPLOMA CRED

0 0%

STILL ENROLLED

76 35%

GED TRANSFER

0 0%

DROPOUT

93 43%

NOT ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 387

NON DIPLOMA CRED

0 0%

STILL ENROLLED

61 16%

GED TRANSFER

3 1%

DROPOUT

81 21%

ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,848

NON DIPLOMA CRED

5 0%

STILL ENROLLED

496 27%

GED TRANSFER

5 0%

DROPOUT

446 24%

NOT ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 382

NON DIPLOMA CRED

2 1%

STILL ENROLLED

63 16%

GED TRANSFER

3 1%

DROPOUT

56 15%

ECONOMICALLY DISADVANTAGED

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS IN COHORT: 1,717

NON DIPLOMA CRED

3 0%

STILL ENROLLED

394 23%

GED TRANSFER

12 1%

DROPOUT

453 26%

NOT MIGRANT

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



MIGRANT

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM..



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



NOT MIGRANT

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...



LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



MIGRANT

GRAD RATE



REGENTS WITH A...



REGENTS DIPLOM...

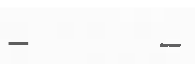


LOCAL DIPLOMA



TOTAL STUDENTS: —

NON DIPLOMA CRED



STILL ENROLLED



GED TRANSFER



DROPOUT



APPENDIX G

New York State Education Department



BEDS Day Enrollment Verification Report by Location of Enrollment & Student Subgroup

Data Contained in the Student Information Repository System

District Name: ROCHESTER CAREER MENTORING C - 261600861019
 School Location: District BEDS Total
 School Year: 2012-13
 Reporting Date: October 03, 2012 (BEDS Day)
 Data Refresh Date: Sep 22, 2013

Student Subgroup (accountability subgroups are marked with an asterisk (*)	BEDS DAY ENROLLMENT by GRADE																		
	Total (PreK-12, UGE, UGS) (b)	Pre- Kinder- garten Half-day (c)	Pre- Kinder- garten Full-day (d)	Kinder- garten Half-day (e)	Kinder- garten Full-day (f)	Grade 1 (g)	Grade 2 (h)	Grade 3 (i)	Grade 4 (j)	Grade 5 (k)	Grade 6 (l)	Ungraded Elementary (UGE) (m)	Grade 7 (n)	Grade 8 (o)	Grade 9 (p)	Grade 10 (q)	Grade 11 (r)	Grade 12 (s)	Ungraded Secondary (UGS) (t)
*All Students	84	0	0	0	0	0	0	0	0	0	0	0	0	0	84	0	0	0	0
Female	63	0	0	0	0	0	0	0	0	0	0	0	0	0	63	0	0	0	0
Male	21	0	0	0	0	0	0	0	0	0	0	0	0	0	21	0	0	0	0
*Black	70	0	0	0	0	0	0	0	0	0	0	0	0	0	70	0	0	0	0
*Hispanic	13	0	0	0	0	0	0	0	0	0	0	0	0	0	13	0	0	0	0
*White	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
General Education Students	74	0	0	0	0	0	0	0	0	0	0	0	0	0	74	0	0	0	0
*Students with Disabilities	10	0	0	0	0	0	0	0	0	0	0	0	0	0	10	0	0	0	0
Former Students with Disabilities	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Not Limited English Proficient	82	0	0	0	0	0	0	0	0	0	0	0	0	0	82	0	0	0	0
*Limited English Proficient	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0
Formerly Limited English Proficient	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0
*Economically Disadvantaged	76	0	0	0	0	0	0	0	0	0	0	0	0	0	76	0	0	0	0
Not Economically Disadvantaged	8	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	0	0	0
Not Migrant	84	0	0	0	0	0	0	0	0	0	0	0	0	0	84	0	0	0	0

This report includes counts of students reported in SIRS as enrolled in this school on BEDS day 2012-13. This enrollment count includes enrolled students who reside in this district as well as students who reside in other school districts but are enrolled in this school.
 Grade by grade enrollment includes students with Beginning Enrollment codes 0011 Enrollment in building or grade; 0022 Foreign Exchange Student; 5544 Transferred under NCLB Title 1 "School in Improvement Status"; 7000 Transferred under NCLB "Persistently Dangerous School"; 7011 Transferred under NCLB "Victim of a Serious Violent Incident."
 Students Enrolled in Location ending in "0665" does not include UPK students in District Operated Classrooms.

New York State Education Department



BEDS Day Enrollment Verification Report by Location of Enrollment & Student Subgroup

Data Contained in the Student Information Repository System

District Name: ROCHESTER CAREER MENTORING C - 261600861019
 School Location: District BEDS Total
 School Year: 2013-14
 Reporting Date: October 02, 2013 (BEDS Day)
 Data Refresh Date: Nov 13, 2014

Student Subgroup (accountability subgroups are marked with an asterisk (*) (a)	BEDS DAY ENROLLMENT by GRADE																		
	Total (PreK-12, UGE, UGS) (b)	Pre- Kinder- garten Half-day (c)	Pre- Kinder- garten Full-day (d)	Kinder- garten Half-day (e)	Kinder- garten Full-day (f)	Grade 1 (g)	Grade 2 (h)	Grade 3 (i)	Grade 4 (j)	Grade 5 (k)	Grade 6 (l)	Ungraded Elementary (UGE) (m)	Grade 7 (n)	Grade 8 (o)	Grade 9 (p)	Grade 10 (q)	Grade 11 (r)	Grade 12 (s)	Ungraded Secondary (UGS) (t)
*All Students	158	0	0	0	0	0	0	0	0	0	0	0	0	0	28	80	0	0	0
Female	103	0	0	0	0	0	0	0	0	0	0	0	0	0	45	58	0	0	0
Male	55	0	0	0	0	0	0	0	0	0	0	0	0	0	33	22	0	0	0
*Black	118	0	0	0	0	0	0	0	0	0	0	0	0	0	53	65	0	0	0
*Hispanic	28	0	0	0	0	0	0	0	0	0	0	0	0	0	15	13	0	0	0
*White	2	0	0	0	0	0	0	0	0	0	0	0	0	0	5	1	0	0	0
*Multiracial	5	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0	0
General Education Students	133	0	0	0	0	0	0	0	0	0	0	0	0	0	62	71	0	0	0
*Students with Disabilities	25	0	0	0	0	0	0	0	0	0	0	0	0	0	10	9	0	0	0
Former Students with Disabilities	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
Not Limited English Proficient	158	0	0	0	0	0	0	0	0	0	0	0	0	0	28	80	0	0	0
*Economically Disadvantaged	158	0	0	0	0	0	0	0	0	0	0	0	0	0	28	80	0	0	0
Not Migrant	158	0	0	0	0	0	0	0	0	0	0	0	0	0	28	80	0	0	0

This report includes counts of students reported in SIRS as enrolled in this school on BEDS day 2013-14. This enrollment count includes enrolled students who reside in this district as well as students who reside in other school districts but are enrolled in this school.
 Grade by grade enrollment includes students with Beginning Enrollment codes 0011 Enrollment in building or grade; 0022 Foreign Exchange Student; 5544 Transferred under NCLB Title 1 "School in Improvement Status"; 7000 Transferred under NCLB "Persistently Dangerous School"; 7011 Transferred under NCLB "Victim of a Serious Violent Incident."
 Students Enrolled in Location ending in "0666" does not include UPK students in District Operated Classrooms.

New York State Education Department



BEDS Day Enrollment Verification Report by Location of Enrollment & Student Subgroup Data Contained in the Student Information Repository System

District Name: ROCHESTER CAREER MENTORING C - 261600861019
 School Location: District BEDS Total
 School Year: 2014-15
 Reporting Date: October 01, 2014 (BEDS Day)
 Data Refresh Date: Sep 12, 2015

Student Subgroup (accountability subgroups are marked with an asterisk (*))	BEDS DAY ENROLLMENT by GRADE																			Enrollment In HS Grades (u)
	Total (Pre-K-12, UGE, UGS) (b)	Pre- Kinder- garten Half-day (c)	Pre- Kinder- garten Full-day (d)	Kinder- garten Half-day (e)	Kinder- garten Full-day (f)	Grade 1 (g)	Grade 2 (h)	Grade 3 (i)	Grade 4 (j)	Grade 5 (k)	Grade 6 (l)	Ungraded Elementary (UGE) (m)	Grade 7 (n)	Grade 8 (o)	Grade 9 (p)	Grade 10 (q)	Grade 11 (r)	Grade 12 (s)	Ungraded Secondary (UGS) (t)	
*All Students	212	0	0	0	0	0	0	0	0	0	0	0	0	0	81	68	58	0	0	212
Female	141	0	0	0	0	0	0	0	0	0	0	0	0	0	51	39	51	0	0	141
Male	70	0	0	0	0	0	0	0	0	0	0	0	0	0	30	29	17	0	0	70
*Black	157	0	0	0	0	0	0	0	0	0	0	0	0	0	49	52	56	0	0	157
*Hispanic	40	0	0	0	0	0	0	0	0	0	0	0	0	0	22	8	10	0	0	40
*White	12	0	0	0	0	0	0	0	0	0	0	0	0	0	7	4	1	0	0	12
*Multiracial	8	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3	1	0	0	8
General Education Students	197	0	0	0	0	0	0	0	0	0	0	0	0	0	73	60	64	0	0	197
*Students with Disabilities	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	20
Former Students with Disabilities	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Not Limited English Proficient	210	0	0	0	0	0	0	0	0	0	0	0	0	0	78	66	66	0	0	210
*Limited English Proficient	2	0	0	0	0	0	0	0	0	0	0	0	0	0	3	2	2	0	0	2
*Economically Disadvantaged	208	0	0	0	0	0	0	0	0	0	0	0	0	0	77	67	64	0	0	208
Not Economically Disadvantaged	9	0	0	0	0	0	0	0	0	0	0	0	0	0	4	1	4	0	0	9
Not Migrant	212	0	0	0	0	0	0	0	0	0	0	0	0	0	81	68	58	0	0	212

This report includes counts of students reported in SIRS as enrolled in this school on BEDS day 2014-15. This enrollment count includes enrolled students who reside in this district as well as students who reside in other school districts but are enrolled in this school.

Grade by grade enrollment includes students with Beginning Enrollment codes 0011 Enrollment in building or grade; 0022 Foreign Exchange Student; 5544 Transferred under NCLB Title 1 "School in Improvement Status"; 7000 Transferred under NCLB "Persistently Dangerous School"; 7011 Transferred under NCLB "Victim of a Serious Violent Incident."

Students Enrolled in Location ending in "0666" does not include UPK students in District Operated Classrooms.

Enrollment in HS Grades shown in column (u) includes students in grades 9-12 and ungraded secondary-level students 15 years of age or older during the reporting year. This number is used as the denominator for calculating the dropout, AHSEP, and total non-completers percentages included on NYS Report Cards.

New York State Education Department



BEDS Day Enrollment Verification Report by Location of Enrollment & Student Subgroup Data Contained in the Student Information Repository System

District Name: ROCHESTER CAREER MENTORING C - 261600861019
 School Location: District BEDS Total
 School Year: 2015-16
 Reporting Date: October 07, 2015 (BEDS Day)
 Data Refresh Date: Sep 10, 2016

Student Subgroup (accountability subgroups are marked with an asterisk (*) (a)	BEDS DAY ENROLLMENT by GRADE																			
	Total (PreK-12, UGE, UGS) (b)	Pre- Kindergarten Half-day (c)	Pre- Kindergarten Full-day (d)	Kindergarten Half-day (e)	Kindergarten Full-day (f)	Grade 1 (g)	Grade 2 (h)	Grade 3 (i)	Grade 4 (j)	Grade 5 (k)	Grade 6 (l)	Ungraded Elementary (UGE) (m)	Grade 7 (n)	Grade 8 (o)	Grade 9 (p)	Grade 10 (q)	Grade 11 (r)	Grade 12 (s)	Ungraded Secondary (UGS) (t)	Enrollment in HS Grades (u)
*All Students	231	0	0	0	0	0	0	0	0	0	0	0	0	0	54	24	54	49	0	231
Female	148	0	0	0	0	0	0	0	0	0	0	0	0	0	34	50	27	37	0	148
Male	83	0	0	0	0	0	0	0	0	0	0	0	0	0	20	22	22	12	0	83
*Black	172	0	0	0	0	0	0	0	0	0	0	0	0	0	39	48	45	40	0	172
*Hispanic	47	0	0	0	0	0	0	0	0	0	0	0	0	0	13	22	4	8	0	47
*White	5	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	2	0	0	5
*Multiracial	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3	1	0	7
General Education Students	210	0	0	0	0	0	0	0	0	0	0	0	0	0	48	66	49	47	0	210
*Students with Disabilities	21	0	0	0	0	0	0	0	0	0	0	0	0	0	6	8	5	2	0	21
Former Students with Disabilities	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	2
Not Limited English Proficient	225	0	0	0	0	0	0	0	0	0	0	0	0	0	52	41	50	46	0	225
*Limited English Proficient	6	0	0	0	0	0	0	0	0	0	0	0	0	0	2	3	0	1	0	6
*Economically Disadvantaged	222	0	0	0	0	0	0	0	0	0	0	0	0	0	43	68	53	48	0	222
Not Economically Disadvantaged	9	0	0	0	0	0	0	0	0	0	0	0	0	0	1	6	1	1	0	9
Not Migrant	231	0	0	0	0	0	0	0	0	0	0	0	0	0	54	24	54	49	0	231

This report includes counts of students reported in SIRS as enrolled in this school on BEDS day 2015-16. This enrollment count includes enrolled students who reside in this district as well as students who reside in other school districts but are enrolled in this school.
 Grade by grade enrollment includes students with Beginning Enrollment codes 0011 Enrollment in building or grade; 0022 Foreign Exchange Student; 5544 Transferred under NCLB Title 1 "School in Improvement Status"; 7000 Transferred under NCLB "Persistently Dangerous School"; 7011 Transferred under NCLB "Victim of a Serious Violent Incident."

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Attachment F: Prior Site Visit Reports



New York State Education Department

Full Site Visit Report
Performance Framework
2014-2015

Rochester Career Mentoring Charter School

October 30-31, 2014

Date of Report: January 7, 2015

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SCHOOL DESCRIPTION¹

Opening Information

Date Initial Charter Approved by Board of Regents	09/13/2011
School Opening Date	08/20/2012
Charter Term	9/13/2011 - 6/30/2017

Location

School Year(s)	Location(s)	Grades at Location	District of Location	Districts Served
2012-present	30 Hart Street, Rochester, NY 14605	9-11	Rochester	Rochester

Partner Organizations

Partner Name	Partnership Type	Dates of Service
None		

Mission Statement

Rochester Career Mentoring Charter School (CMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today's workforce and/or entrance into college.

Key Design Elements

• Personalization (Individual Learning Plans and teacher-advisors)
• Teachers as Curriculum Designers (based on RCSD curriculum framework, aligned to CC, using project-based learning)
• Career Internships
• Enrichment Block and Student Support

¹ The information in this section was provided by the NYS Education Department Charter School Office.

School Characteristics²

School Year	Chartered Enrollment	Actual Enrollment	Grades Served
2012- 2013	80	78	9
2013-2014	160	172	9-10
2014-2015	240	225	9-11
Maximum enrollment: 320			

Student Demographics

	2012-2013			2013-2014		
	Percent of School Enrollment	Percent of Rochester CSD Enrollment	Variance ³	Percent of School Enrollment	Percent of Rochester CSD Enrollment	Variance
Race/Ethnicity						
Black or African American	83%	61%	22	75%	61%	14.2
Hispanic	15%	25%	(9.3)	18%	25%	(7.6)
White	1%	10%	(9.0)	4%	10%	(5.8)
Special Populations						
Students with Disabilities	12%	18%	(5.9)	16%	18%	(2.1)
Limited English Proficient	2%	10%	(8.1)	0%	11%	(11)
Economically Disadvantaged	90%	83%	7.9	100%	87%	12.8

² Enrollment data presented here is based on information provided by the school on-site and in 2012-2013 and 2013-2014 Annual Reports. Data could not be reliably extrapolated from NYSED data because of significant inaccuracies caused by double-counting of individual students in the school SIRS submission.

³ Variance is defined as the percent difference of subgroup enrollment between the charter school and district of location.

Current Board of Trustees

Board Member Name	Term	Position/Committees
Kevin McCormick	Founding member 2016 expiration	President Executive Committee Financial Committee
Paul Clark	First term (added 10/2012) 2016 expiration	Vice President Executive Committee Ethics Committee
Dianne Spang	Founding member 2016 expiration	Secretary Executive Committee Building, Personnel and Curriculum Committees
Christine Hill	Founding member 2016 expiration	Officer Ethics, Building, Personnel and Curriculum Committees
Christina Bakewicz	First term (added 9/2011) 2016 expiration	Officer Personnel and Curriculum Committees
Tamara Varnado	First term 2016 expiration	Parent Representative PTO, Ethics and Personnel Committees
Dr. Shirley Sommers	New Oct 2014 2016 expiration	Officer Personnel and Curriculum Committees
Jeanette C. Silvers, Ed.D	New Oct 2014 2016 expiration	Officer Personnel and Curriculum Committees

School Leader(s)

School Year	School Leader(s) Name and Title
2012 – present	Dennis Francione, Chief Executive Officer
2012 - 2013	Collette Catteau, Educational Leader
2013 - 2014	Daniel McFarlane, Educational Leader
2014 - present	Maria Velickovic, Educational Leader

School Visit History

School Year	Visit Type	Evaluator (NYSED/External)	Date
2013-14	Drop in	NYSED	May 2, 2014
2013-14	Check in	NYSED	March 20, 2014
2013-14	Check in	NYSED	December 5, 2013
2012-13	Check in	NYSED	June 17, 2013

Corrective Action

On April 2, 2014, NYSED required the School to develop and implement a corrective action plan that would address identified concerns in the areas of instruction and academic rigor, school culture and climate, and leadership, staffing and governance, and lead to demonstrated improvement toward meeting the Board of Regents Performance Framework benchmarks and the performance goals articulated by the School in its charter. The School was directed to take corrective action to produce the following elements:

- Consistent implementation of instructional practices that engage students in standards-based learning and performance tasks appropriate to the grade level, and that are sufficiently rigorous to align with expectations of proficiency as measured by Regents examinations;
- A school climate that is respectful, safe and conducive to teaching and learning;
- A stable and qualified teaching and leadership workforce able to meet the School's educational goals;
- Implementation of a performance based evaluation system for School leadership, board of trustees and service providers.

METHODOLOGY

A two-day full site visit was conducted at Rochester Career Mentoring Charter School on October 30-31, 2014. The SED team conducted interviews with the board of trustees, school leadership team, teachers, parents, and students. In cooperation with school leadership, the team administered anonymous online surveys to teachers and parents. The team used the NYSED Monitoring Plan to guide the process.

The team conducted 29 classroom observations in Grades 9-11. The observations were approximately 20 minutes in length. Team members recorded observations on the Classroom Observation Worksheet and used the Classroom Observation Rubric to guide their reviews.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Map**
- **Teacher roster**
- **Current organization chart**
- **A master school schedule**
- **Board materials**
- **Board self-evaluation documents**
- **Blank teacher and administrator evaluation forms**
- **Student/family handbook**
- **Staff handbook and personnel policies**
- **A list of curricular documents**
- **A list of major assessments**
- **Standardized internal assessment data**
- **Data showing the percentage of students with disabilities and English language learners**
- **Professional development plans and schedules**
- **A description of efforts to recruit and retain SWDs, ELLs, and FRPL-eligible students**

BENCHMARK ANALYSIS

The Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school authorized or renewed in 2012 or beyond, outlines 10 Performance Benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

The three key areas above are the on-site focus. Observational findings from the site visit are presented in alignment with the Performance Framework Benchmarks and Indicators, though not all Indicators are necessarily assessed on every site visit. For a full description of the Indicators under each Benchmark, please access the following link:

<http://www.p12.nysed.gov/psc/documents/CSPerformanceFramework022113.pdf>

The Benchmarks included in the Performance Framework are as follows:

- Benchmark 1: Student Performance
- Benchmark 2: Teaching and Learning
- Benchmark 3: Culture, Climate, and Family Engagement
- Benchmark 4: Financial Condition
- Benchmark 5: Financial Management
- Benchmark 6: Board Oversight and Governance
- Benchmark 7: Organizational Capacity
- Benchmark 8: Mission and Key Design Elements
- Benchmark 9: Enrollment, Recruitment, and Retention
- Benchmark 10: Legal Compliance

Benchmarks 2, 3, 6, 7 and 8 will be the focus of the Full Site Visit.

The Department's recommendation to the Regents will be a summary of key findings based on the guidelines outlined in the *Regents' Charter School Renewal Policy*⁴, and will include an assessment of whether the charter school exceeds, meets, approaches, or falls far below each performance benchmark (see scale below).

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

⁴ Approved by the New York State Board of Regents at the November 5, 2012 meeting.

**New York State Education Department
Charter School Performance Framework**

Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or come close to meeting student achievement goals for academic growth, proficiency, and college and career readiness on state standards and achievement goals outlined in the school's charter.	N/A
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Falls Far Below
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Falls Far Below
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	N/A
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	N/A
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Falls Far Below
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Falls Far Below
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Falls Far Below
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	N/A
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	N/A

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: The site visit team determined that Rochester Career Mentoring Charter School (RCMCS) **Falls Far Below** Performance Benchmark 2.

Evidence: The School has not established systems to ensure that students have access to a well-implemented, cohesive, and comprehensive curriculum that is consistent with the expectations of the New York State P-12 Common Core Learning Standards (CCLS). The School confirms that the use of data to design an academic program that meets the needs of all students remains in the early stages of implementation. Instructional practices in use by teachers fail to engage students in their learning. Strategies (such as a revised school-wide behavior management plan and use of student supportive services provided by community-based organizational partners) to address persistent misbehavior that disrupts the learning environment have yet to demonstrate a positive impact on the School's outcomes. According to the NYSED Teacher Survey, only five out of 15 teachers agree that the school climate and culture directly support student learning and achievement.

Curriculum (Performance Framework Benchmark 2, Indicators 3, 4, 5, 6): One of the School's key design elements defined in its charter is "teachers as curriculum designers." To implement that element, the School provides time during the summer professional development period for teachers to construct curriculum maps for their content area. However, the substantial turnover in teaching staff at the school has resulted in the school employing a large number of novice and early career teachers who are then charged with creating curriculum without demonstrated expertise in curriculum design. According to the NYSED Teacher Survey, 10 out of 15 teachers are new to the School this year.

The curriculum materials provided for review by the site visit team include sequences of content topics to be covered during the school year and brief descriptions of learning activities and core materials. Some of the RCMCS course descriptions include essential questions. Missing from the curricula are critical components such as explicit learning targets, sample formative/summative assessments (RCMCS curriculum materials list indicates "tests and quizzes" are the assessments to be used), and rubrics or criteria for determining whether students have mastered the intended objective. A major omission from the School's curriculum documents are any strategies for differentiating lessons to meet the variety of learning needs evident among the School's students.

Use of Data (Performance Framework Benchmark 2, Indicators 1, 7, 11): School leaders, teachers and members of the Board of Trustees confirmed that the use of student data to make meaningful modifications to the curriculum is not yet well implemented by teachers. Gaps between passing grades on teacher-developed measures of achievement (course grades) and Regents-aligned mid-terms (Table 1) demonstrate substantial differences between the rigor expected by teachers and the Regents-level rigor promised in the school's mission. The School administered the Measures of Academic Progress (MAP, NWEA <https://www.nwea.org/>) twice during the 2013-14 school year to assess student progress. The first administration of the 2014 year occurred in September, with the second scheduled for the first

week of November, 2014. The school leaders stated that results from the MAP confirm what the school knew from other data: that most students are well below average in both math and reading. Three-quarters of the ninth graders ranked in the low rating, below the twenty-first percentile. Half the tenth graders fell into that category as well. Eleventh graders demonstrated stronger performance, with 38% below the twenty-first percentile in reading and 23% at that level in mathematics. School leaders reported that teachers are receiving professional development during Wednesday professional development sessions to help them analyze and use the results of the MAP assessments. While the school has experimented with a variety of strategies to deal with different levels of student learning needs, it has not employed a systematic use of data to determine which strategies are having a positive impact on student outcomes.

Table 1: RCMCS Course and Mid-Term Passing Rates (third quarter 2013-2014) *(school provided data)*

9 th Grade	Course			Mid- Term		
Subject	# Stud taking course	# Stud passing course	% Stud passing course	# Stud taking local mid-term	# Stud passing mid-term	% Stud passing mid-term
Foundations of Math	32	11	34%	29	5	17%
Integrated Algebra	38	9	24%	37	1	3%
Living Environment	64	59	92%	64	26	41%

10 th Grade	Course			Mid- Term		
Subject	# Stud taking course	# Stud passing course	% Stud passing course	# Stud taking local mid-term	# Stud passing mid-term	% Stud passing mid-term
Global II	72	60	83%	72	24	33%
English II	76	75	99%	76	57	75%
Chemistry	76	61	80%	55	7	13%
Geometry	63	60	95%	27	22	81%

Instructional Practices (Performance Framework Benchmark 2, Indicators 8, 9): The most common instructional practice in the classes observed by the site visit team involved students using laptop computers to look up definitions or fill in blanks on worksheet packets. There was little or no evidence of rigorous instruction and while many students were obediently complying with the teacher's instructions, there was little evidence that students were cognitively engaged in their learning. Student participation was limited to completing assigned tasks and answering teacher-initiated questions. No examples of student-generated questions were observed.

Table 2: Instructional Practices

Ratings: 0 – No or limited evidence 1 – Partial Evidence 2—Consistent Evidence	0	1	2
2. The teacher implements high-quality, rigorous instruction.	18	10	0
3. The teacher uses instructional practices to promote high levels of student engagement and inquiry.	19	6	0

Students' responses on a School-administered June 2014 survey confirmed the observations during the site visit. A significant number of students reported they rarely experienced the school-defined "constructivist" teaching strategies on a regular or frequent basis (Table 3).

Table 3: Excerpt from June 2014 Student Survey (n = 87)

How often have you. . .	5 or more times	3 or 4 times	2 times	1 time	never
Worked in small groups?	17	25	25	9	10
Completed an essay or project using multiple sources of information including different types of technology?	18	27	18	12	10
Had whole class discussions?	21	20	19	16	11
Participated in hands-on activities, projects or science experiments?	23	19	16	15	14

Learning Environment (Performance Framework Benchmark 2, Indicator 10): Persistent student behavior that disrupts the learning environment interferes with students' access to a productive learning experience. The school has adopted an array of strategies to reduce class disruptions, but has yet to establish a consistently orderly environment. Full discussion of the evidence about the learning environment appears in Benchmark 3.

Benchmark 3: Culture, Climate and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: The site visit team determined that Rochester Career Mentoring Charter School **Falls Far Below** Performance Benchmark 3.

Evidence: The School uses a variety of strategies, partnerships with community organizations and personnel to address students' social and emotional health, but school leaders report that the programs have not led to a meaningful reduction in student misbehavior. While there is moderate agreement among parents and students that the school is safe, survey responses reveal serious concerns about student-to-student interactions. Communication between the school and families appears inadequate to establish a positive working relationship needed to support the success of all students. Although the school conducted a comprehensive survey of students and parents in June, 2014, it is not clear how school leaders have responded to the concerns raised by the survey respondents. Overall satisfaction with the School's programs and operations continues to be limited, expressed in the high rate of student withdrawals during the school year.

Behavior management (Performance Framework Benchmark 3, Indicators 1, 2, 3, 4): At the start of the 2014-2015 school year, the School revised its behavior management plan to address persistent class disruptions caused by student clothing and cell phone use during class. The School limited cell phone use to lunch and non-class times and proposed a dress code that mirrored career expectations. Students petitioned to allow tee-shirts in addition to collared shirts, and the School approved the amendment. Observations during the visit suggest that not all students are adhering to the dress code and the School did not provide data to demonstrate whether the new policies have resulted in the desired improvement in the school environment.

In the June 2014 student survey administered by the School, a number of students reported significant instances of serious threats to the school climate. Physical fights, bullying, and threats are not uncommon, according to the students responding to the survey.

Table 4: Excerpt from June 2014 Student Survey (n = 87)

	Almost always	Often	Some of the time	Rarely	Almost never
Students threaten other students at my school.	15	21	28	13	9
Students bully other students.	11	17	25	23	10
Students get into physical fights.	18	22	31	12	3
Teachers often shout at students.	16	21	3	11	7
Students bring alcohol or illegal drugs to school.	8	4	17	25	31

School Safety (Performance Framework Benchmark 3, Indicators 5, 7): The three parents and the 11 students participating in the site visit focus groups affirmed that the school is safe. However, survey responses from 15 parents and 87 students present a more moderate assessment of the School's safety and only five out of 15 teachers agreed that the School was free of discrimination and harassment, according the NYSED CSO Teacher Survey.

Table 5: Excerpt from June 2014 Parent & Student Surveys

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
(Parents n = 15) My child is safe at school.	4	5	2	2	2
(Students n = 87) I feel safe in this school.	13	30	29	8	7

Over 16 percent of students and 25 percent of parents disagree or strongly disagree that the School is safe. While a small proportion of the total population, these responses raise concerns that the School has not established adequate safeguards to preserve feelings of safety for all students.

Learning Environment (Performance Framework Benchmark 2, Indicator 10): The classroom climate observed by the site visit team revealed fewer than 50 percent of classes demonstrating even partial evidence of a classroom environment that is safe and where students are treated with respect.

Table 6: Instructional Inventory (Excerpt)(n = 29)

Ratings: 0 -- No or limited evidence 1 – Partial Evidence 2—Consistent Evidence	0	1	2
Climate, Culture and Safety			
1. Classroom climate is characterized by high, clear expectations for student behavior and routines.	17	10	1
2. Students participate and are engaged in learning.	11	17	0
3. Classroom environment is safe and students are treated with respect.	6	20	1

Students responding to the June 2014 survey administered by the School generally agreed that teachers treat students with respect, but highlighted less agreement about the presence of respectful interactions from students to teachers and between students.

Table 7: Excerpt from June 2014 Student Survey (n = 87)

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Teachers treat students with respect.	16	29	26	7	9
Students treat teachers with respect.	4	9	32	15	27
Students treat each other with respect.	6	10	30	16	25

Parents generally agree that respect is prevalent at the school, though almost 53 percent of parents responding to the survey confirm student responses, that students do not treat teachers with respect (Table 8).

Table 8: Excerpt from June 2014 Parent Survey (n = 15)

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
Adults treat students with respect.	5	8	1	0	1
Students treat teachers with respect.	2	2	2	5	3
Parents treat teachers with respect.	4	5	4	1	0

Partnerships (Performance Framework Benchmark 3, Indicator 6): The School has established contractual relationships with several social service agencies to provide support for students' social and emotional health. The Student Success Center (SSC), established this year, is intended to provide essential services for students facing challenging social or emotional issues. As implemented, the SSC serves as a "time out" space for disruptive or uncooperative students removed from class. The SSC is managed by staff from The Center for Youth Services.

Communication (Performance Framework Benchmark 3, Indicators 8, 9, 10): According to school leaders, teachers assigned as advisors are responsible for calling parents with both good news and concerns. The three parents in the focus group agree that they receive information about their child but these parents may not be representative, since one works at the School and another is the parent delegate on the board of trustees. School leaders explained that they invited all parents to participate in the focus group in a letter sent home with students, but none of the parents who attended recalled having received or seen that letter.

One item on the June 2014 parent survey addressed communication from the School. While five parents responded that they receive information from the school several times a month, seven of the 15 parents report they receive information about what child is studying twice a year or less. The school has not yet established communication strategies that enable parents to be active partners in their child's education.

Table 9: Excerpt from June 2014 Parent Survey (n = 15)

How often have you. . .	Several times a month	Once a month	Every other month	Once or twice this school year	Never
Received information about what your child is studying in school?	5	3	0	3	4

Assessment of family and student satisfaction and responses to concerns (Performance Framework Benchmark 3, Indicators 11, 12, 13): The School administered a comprehensive survey to students and parents in June of each of the two completed school years. The survey responses provided to the site visit team reveal serious concerns from parents and students about the behavior of students and the interactions among students and between students and teachers. The School has implemented the Student Success Center staffed by community agencies and school personnel to provide counseling support for students who disrupt the learning environment, but measurable evidence that the Center is producing positive change in the school and classroom climate is not available. When asked whether the Center was achieving the desired results, the leadership team offered their anecdotal sense that the number of referrals has decreased since the start of the year, but did not have data at hand to demonstrate the precise changes. The school leader reported his concern that the results from the partnership with the counseling agency staffing the Center was not producing outcomes sufficient to recommend their continuation, but did not offer precise benchmarks or targets to be met to inform decisions about continuation of those services. Students interviewed during the site visit indicated that those who are referred to the Center often return to class with no change in behavior, continuing their disruptive effect on the learning environment.

In addition to the Student Success Center, the School intends that its advisory program serve as a proactive effort to respond to student and parent concerns about school climate. However, there is no advisory curriculum being followed across the school, resulting in widely different uses of this strategy that to date have not yielded positive results. The three parents interviewed by the site visit team described their understanding that the advisory period is not well managed. Two advisory sessions observed during the site visit confirmed parents' comments. While the teacher attempted to engage students in an activity, some were at the computers, others chatting, and some left the classroom.

Retention of students at the School is a measurable indicator of family satisfaction. RCMCS has retained 75% of its students during the first two years of operation. As of the date of the site visit, 25 students have withdrawn from the school in the two months since the start of the school year.

Table 10: Student Withdrawal and Retention

(2014-2015 information provided by the school and from the Board of Trustees September 2014 Dashboard)

	2012-2013	2013-2014	2014-2015 (as of Oct 31, 2014)
Enrollment target from charter	80	160	240
# Students enrolled	84	172	217
# Students withdrawing during the school year	10	42	19
% Retention	95%	75%	79% (Oct 31)

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: The site visit team determined that Rochester Career Mentoring Charter School (RCMCS) **Falls Far Below** Performance Benchmark 6.

Evidence: Until recently, the RCMCS Board of Trustees has not engaged in strategic planning based on evidence of school performance. Policies have been initiated in response to issues that have arisen, rather than proactively in anticipation of needs. A newly refined dashboard report is requested at monthly board meetings summarizing some of the key indicators of school performance but not all relevant information is included to enable the board to respond effectively to the requirements of the charter or to the Corrective Action Plan. The board reports that the dashboard is under continual revision, making it difficult to track key indicators over time.

Board membership and self-evaluation (Performance Framework Benchmark 6, Indicators 1, 5): The Board of Trustees at Rochester Career Mentoring Charter School seated two new members this year, recruited by the school leader to replace two of three members who resigned in 2014, before the end of their terms. Both new members have expertise in the field of education, one in the area of teacher education at an area college and the other as a retired educator who had provided professional development for the RCMCS staff. The background of the eight members is primarily in the area of K-12 education and supportive services for youth, with no members with expertise in the finance or legal fields.

Four board members completed a checklist self-evaluation in September 2014, rating their adherence to expected duties as a trustee. The items on the checklist address key areas: Support of the RCMCS mission; regular attendance at board meetings and school events; collaborative behavior; and support of the school financially through fundraising and personal donations. The checklist items are different from the ten areas of responsibility listed in the June 2014 board job description developed with the assistance of a consultant. The new job description includes responsibilities to “monitor and strengthen” the school’s programs and services, a critical function of the board. However, the job description document does not describe the qualifications of prospective board members to indicate the board’s intention to ensure a diverse range of expertise among its members.

Strategic planning and continuous improvement ((Performance Framework Benchmark 6, Indicators 2, 4) The RCMCS board of trustees stated that they have an intensified commitment to “asking the tough questions” of the School. Minutes of board meetings in January and February 2014 report multiple requests for specific school performance information from school leaders. The board created a “dashboard” document to succinctly capture key indicators of school performance, including enrollment, attrition, attendance, staffing, course passing rates, Regents passing rates, as well as charter-specific data on internship placements, personalization, participation in after school activities ‘teachers as curriculum designers’ and enrichment/ student support services. According to board members, the intention is to have the dashboard provided by the School before monthly board meetings so members have an opportunity to examine the data and ask questions or seek clarification

during the meeting. The sample September 2014 dashboard document provided to the site visit team was only partially complete. Minutes of the September board meeting do not include discussion of the dashboard data or format. Board members described the dashboard as “a work in progress,” indicating that there is not yet a consistent process for communicating essential data to inform board decisions.

As described by the board and school leaders, School policies and programs have been changed in response to issues that have arisen. The revised student code of conduct with the requirement that parents sign to indicate receipt of the policy emerged from ongoing concerns about behavior in the building. Changes in the dress code to require a more professional, career appropriate style of dress is intended to align with the start of internships for students in grade 11. Board members added that stricter hiring practices, requiring teaching candidates to meet with staff and demonstrate a lesson, was initiated in response to the high rate of staff turnover during the School’s first two years.

The board reported being active participants in developing the School’s Corrective Action Plan in response to the State’s concerns about the school’s ability to fulfill the commitments in its charter, issued in September, 2011. In the plan, the School listed strategies that, while potentially valuable, do not directly address the central area of concern noted in the corrective action designation; namely, instruction that engages students in rigorous learning opportunities. In a progress update submitted by the board in September 2014, the corrective action required of the board -- implementing a performance-based evaluation system for the school leadership, service providers, and board of trustee members -- lists the job description and expectations for board members as the only actions completed to date. Other deliverable products listed in the plan do not express an understanding of the State’s requirement of a performance based evaluation system.

While board members describe participating in a retreat, minutes from that event were not available for review. Also, recent board meeting minutes do not show a sense of urgency around the high number of student withdrawals and continuing turnover in instructional staff, factors which threaten the fiscal viability of the school. Even though the September dashboard was incomplete, as noted previously, the September board minutes did not document any discussion of the data that was provided, including the below-target 85% attendance rate, the two teaching positions still open, or the significant discrepancy between course passing rates and Regent’s passing rates.

Oversight of school management including performance-based evaluation process for school leaders (Performance Framework Benchmark 6, Indicators 3, 5): One of the items in the recently updated board job description is “determine, monitor and strengthen the (*sic*) programs and services.” According to meeting minutes and interviews with board members, management of school operations has been the responsibility of the CEO and the board has deferred to the school leader to handle day to day operations. The board’s requests for data, now recorded on the dashboard document, is just starting to be put into place as a regular practice. Board members explained that their review of the school’s progress monitoring data (NWEA MAP assessments) last year was challenging because they did not understand how to interpret the results. Meeting records do not show how the board used the data submitted on the September dashboard to carry out its responsibilities as listed in the new job description document: “Monitor progress in achieving the outcomes and goals” and “Assess the quality of the program and services.”

The board recently completed a review of the school leader in October 2014. The document shared with the site visit team lists a number of performance indicators which both the CEO and the board evaluated. Overall the school leader received a rating of “met expectations” despite issues mentioned

elsewhere in this report and on the September dashboard document, such as below-target student attendance; academic results; the high rate of student withdrawals; teacher turnover; and data from the June 2014 survey that reveals persistent concerns about the school climate. The majority of the data cited in the evaluation is provided by the CEO, and, while the board indicated it is revising the school leader evaluation to incorporate a rubric, there was no indication how the board would gather independent evidence to inform its ratings.

The board admitted that its most significant challenge is to stop the turnover in personnel; however, the board offered no structured remediation strategy other than the revised hiring process for teachers. A critical challenge emerged within the past month when the Coordinator of Internships abruptly resigned, raising questions about the ability of the School to carry out its core mission, internships for all eleventh grade students. The school leader and other administrators reported they have recovered the essential information they need and the mentorships are scheduled to proceed as originally designed. They intend a wide search for a replacement, setting a target of January to fill that position.

Communication with the school community (Performance Framework Benchmark 6, Indicator 6):

As discussed under Benchmark 3, the three parents interviewed during the site visit are well aware of activities at the School because of their positions as staff and board members. The communication they mentioned came from teachers or school leaders, and there are questions whether information in print form is being received by families. The board process for communicating with families and the community includes a regular public comment section at the beginning of each board meeting. Minutes reflect few participants in the public comment sections.

Legal obligations to the school and stakeholders (Performance Framework Benchmark 6, Indicator 7):

The new board job description document makes explicit the responsibility of trustees to be aware of and ensure compliance with all legal obligations required of the School. In the board checklist self-evaluation form, members are asked to inform the board if there are potential conflicts of interest. One board member reported his role as a supervisor for the agency providing services in the Student Success Center. The board assured the site visit team that the new board member who had previously been contracted to offer professional development to the staff would no longer provide that service. Board members were alerted to consult their attorney regarding the employment of a board relative at the school. The absence of legal expertise on the board raises concerns that actual or perceived conflicts of interest may create barriers to the School's success.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: The site visit team determined that Rochester Career Mentoring Charter School **Falls Far Below** Performance Benchmark 7.

Evidence: Roles and responsibilities for some leadership and staff positions are briefly defined in some school documents, but the school handbook does not describe staff qualifications and performance evaluation criteria. The School has an informal system in place to ensure that new staff members are aware of the expectations of their role, a considerable challenge given the persistently high rates of turnover in personnel at RCMCS. Frequent changes in organizational structures with few consistent systems to manage operations threatens the ability of school leaders and staff to provide an effective and efficient educational program that fosters the success of all students as promised in the charter.

Roles and responsibilities clearly defined (Performance Framework Benchmark 7, Indicator 1): According to RCMCS teachers, frequent changes to the leadership and organizational structures over the past year have resulted in changes in roles and responsibilities which are not clearly defined. Outlines of the general responsibilities of the Educational Leader, Director of Operations, and the Director of Constructivism were provided during the leadership team interview. The supervisory relationships shown in the 2014-2015 organizational chart present the Educational Leader with oversight over the Director of Constructivism, a role now held by the previous instructional leader at the school. The division of duties for ensuring quality instruction at the school between these two roles is unclear and the expected qualifications and expertise required for these roles is not included in the personnel handbook.

The 2014-2015 organizational chart also shows the Career Counselor position in line with the teachers, athletic director and student success center, with no direct link to the Coordinator of Internships, raising questions about how the career counseling curriculum aligns with and supports the aims of the internship program. As mentioned previously, the Coordinator of Internships abruptly resigned at the beginning of this school year after serving in that position since the school's opening. With little supporting organizational connections or a clear system of accountability, the resignation created challenges to the School to reconstruct existing commitments so that the inaugural eleventh grade class could participate in planned internships, a key design element of the school.

Communication among community members (Performance Framework Benchmark 7, Indicator 2): RCMCS uses Google Docs to store curriculum information, making it possible for teachers to share lessons and plans with one another using a permission system. In addition, the Jupiter system stores student information (grades, attendance, discipline), and parents can set up online access to monitor their child's performance remotely. School leaders shared their belief that not all families have computer access and suggested that the Jupiter system is not regularly used because of that limitation. However, the School has not conducted a technology survey of families to confirm the scope of online opportunities available to its families. As described previously, the School relies on print material sent home with students or through the mail to communicate with families, a system that proved ineffective

when parents reported not receiving the invitation to participate in the site visit focus group. Teachers and advisory leaders are expected to call parents regularly with concerns as well as compliments.

High quality staff (Performance Framework Benchmark 7, Indicator 3): According to members of the board of trustees, the primary challenge for RCMCS is stopping the continual turnover in staff. A more rigorous hiring process initiated last year has not yet resulted in reduced turnover: Four teachers resigned since August, four new teachers were added, one starting three days before the site visit, and two open positions are being filled by substitutes.

Table 11: Staff Attrition 2013-2014

	FTE 2013	Added 7/2013 – 6/2014	Departed 7/2013 – 6/2014
Teachers	10	12	9
Administrators	5	5	4

Surveys completed in June 2014 reveal parent concerns about staff turnover, with written responses on the survey addressing a number of issues: (a) lack of homework; (b) school condition, appearance; (c) communication about school events; (d) prevalence of disruptive students; (e) lack of response to concerns about student disability; (f) inexperienced, unskilled teachers; (g) unskilled classroom management. Data about staff stability from the start of this school year suggest that the board and school leaders have yet to develop an effective strategy to minimize the disruption to the educational program caused by staff turnover.

Systems to monitor and maintain instructional and organizational quality (Performance Framework Benchmark 7, Indicator 4): RCMCS has a system of formal observations twice per year conducted by the Director of Learning (Educational Leader on the 2014-2015 Organizational Chart). The evaluation tools are not described in the school documents provided for the site visit or in the school handbook.

In addition to the formal reviews, the Director of Constructivism conducts weekly informal observations to monitor a set of teacher actions consistent with the constructivist approach. The observation checklist includes 31 indicators across five categories: characteristics of constructivist teaching; constructivist classroom; teacher's role; assessment; teacher self-assessment. Most of the indicators describe the actions teachers should take to implement a constructivist learning experience, and, while several describe how students will be organized (in groups), none of the indicators in the checklist capture evidence about whether students can demonstrate their learning of the skills or concepts in the lesson.

School leaders provided a professional development calendar showing sessions occurring during the summer and during the early release Wednesdays during the school year. Feedback on the school's professional development is collected by asking participants to fill out a "3, 2, 1" reflection worksheet – 3 ideas I took away; 2 ideas I can apply; and 1 question or concern I still have." The school has no system for tracking of whether strategies taught in training sessions are put into action by teachers. Six teachers in the focus group said that the professional development is very helpful. A survey administered by the CEO indicates that the school's professional development is not reaching all teachers and is not typically seen as helpful.

As noted in other sections of this report, systems to maintain instructional quality at RCMCS are hampered by the frequent turnover among teachers. The school assigns a veteran teacher to serve as a

mentor to orient new teachers to the RCMCS culture but mentors are not held to specific outcomes. Another effort intended to raise the quality of staff is the new hiring process launched June 2014. Board members said that the new process is intended to ensure that prospective candidates appreciate the expected commitments and challenges of teaching at RCMCS. The four resignations so far this year raise questions as to whether the new procedures are improving retention.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: The site visit team determined that Rochester Career Mentoring Charter School **Falls Far Below** Performance Benchmark 8.

Evidence: RCMCS is far from meeting its mission of becoming a “model secondary school.” While some key elements are being implemented, the core academic program does not meet the “rigorous academic standards” as measured by student outcomes that would be sufficient to provide students with “the academic and technical skills needed for today’s workforce and/or entrance into college.”

RCMCS Mission: *Rochester Career Mentoring Charter School (CMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today’s workforce and/or entrance into college.*

RCMCS Key Design Elements:

- Personalization (Individual Learning Plans and teacher-advisors)
- Teachers as Curriculum Designers (based on RCSD curriculum framework, aligned to CC, using project-based learning)
- Career Internships
- Enrichment Block and Student Support

Key design elements (Performance Benchmark 8, Indicator 2): RCMCS established ambitious design elements as core components of its educational program: personalization; teachers as curriculum designers; career internships; and enrichment block and student support. At the start of the School’s third year of operation, RCMCS has implemented individual learning plans and teacher advisors (personalization) and devised a daily schedule that includes enrichment and support. The curriculum remains in the early stages of development, and project based learning is not a common or consistent method of engaging students in rigorous learning experiences. 2014-2015 is the first year for eleventh grade students, the year when internships are implemented as part of the school’s design. At the time of the site visit, school leaders were dealing with the abrupt resignation of the Coordinator of Internships and preparing to send students on their first internship experiences.

A number of challenges have impacted the implementation of these key design elements.

Individual learning plans:

- Students are asked to set targets for their grades for each of their courses and to state their short term goals and aspirations. Students in the focus group recalled having completed these plans at the end of the prior school year and some mentioned discussing progress with their advisors. Others indicated that their teacher/ advisor had changed and they had not had an opportunity to meet regarding their plan.
- On the October student survey, a majority of students (61 percent) agreed that adults encourage them to set life goals; and a similar majority (65 percent) agreed that the School helps them understand the requirements to graduate or be promoted. However, 53 percent of students were either neutral or disagreed that the School helps them develop challenging academic goals.

Number of responses (N = 86)	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
My school helps me develop challenging academic goals.	8	32	31	9	6
Adults in my school encourage me to set life goals.	24	29	24	6	4
Someone at my school helps me understand the requirements that I need to be promoted to the next grade or to graduate.	19	37	18	7	5

Teacher/ advisors:

- Board meeting minutes from last January record a request by the board to school leaders that teacher/ advisors be offered training in that role. Frequent teacher turnover, as mentioned by students, makes it difficult to sustain a productive advisor-advisee relationship with the staff.

Teachers as curriculum designers:

- As detailed under Benchmark 2, the content of RCMCS courses is generally aligned with the CCLS, but instruction does not match the instructional practices described in either the School's mission or the CCLS framework.
- Teachers are provided several sessions in the summer professional development period to design their curriculum. However, most teachers are novice or early in their career and are not experts in curriculum design which typically requires extensive and intensive research and experience. The curriculum materials reviewed by the site visit team lack the essential elements of a coherent educational plan.

Career Internships:

- Parents, students and school personnel are anticipating launching the first cohort of student interns. School leaders reported that all eleventh graders had been placed in an internship position, but they did not provide an overview or summary. They were vague regarding the nature of any training for the internship mentors at each site, procedures that were the responsibility of the coordinator who recently resigned. Also vague were the explicit learning outcomes expected to result from the internship experience.

Enrichment block and student support:

- Board members, school leaders, and teachers pointed out the substantial learning weaknesses among students enrolling at RCMCS. The extended day and summer bridge programs are intended to remediate learning gaps and bring students up to grade level, but Regents results and course passing rates show that significant numbers of students are not reaching a level of proficiency to put them on track to graduate with a Regents diploma.
- Recently, the board approved a recommendation from the CEO to provide additional tutoring services for RCMCS students, in recognition of the ongoing weaknesses of current support services.
- Enrichment for academically capable students is arranged on a one-on-one basis.

While some key design elements have the potential for helping students meet the goal of college and career readiness, the School continues to face serious challenges in its efforts to fully and effectively implement its design. In addition, the School has chosen to invest personnel and time toward establishing an educational program grounded in constructivism, a valid model but not one that is part of its mission or key design elements. These investments drain resources (time, personnel, effort) from full and focused attention to effective execution of the strategies and approaches promised in the original charter.

Instruction, classroom management, leadership and parent involvement is consistent with the school's mission and key design elements (Performance Benchmark 8, Indicator 3): The RCMCS educational program – curriculum, instruction, classroom management – has not fostered the levels of achievement consistent with the School's mission -- to graduate all students with a Regents diploma and "the academic and technical skills needed for today's workforce and/or entrance into college." According to school leaders, only 53 percent of students are on track to graduate with a Regents diploma. The School shared that 44 of 77 eleventh graders have passed one or no Regents exams.

Less than one-third of the classes visited by the site visit team (detailed under Benchmark 2 and included in Appendix A) demonstrate even partial evidence of high quality rigorous instruction. Even fewer instances of high levels of student engagement and inquiry were noted. The RCMCS mission promises to "engage students in career exploration, college preparation, and rigorous academic standards" which were not in evidence during the site visit. With the exception of sports events, parent involvement in school activities is minimal, and communication is a continuing problem as reported by the survey responses and the parents interviewed during the site visit.

While the RCMCS mission and key design elements are credible and potentially valuable elements in a quality learning organization, students have yet to enjoy the benefits of a well-executed educational program.

APPENDIX A: INSTRUCTIONAL INVENTORY

Rochester Career Mentoring Charter School

Total Classrooms Observed = 29

0 - No or Limited Evidence	1 – Partial Evidence	2 - Consistent Evidence
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Data below represents number of times instructional practice was observed, partially observed, or not observed.

Three main instructional practices identified by the RCMCS school leader:

- a. Constructivist teaching practices
- b. Personalization
- c. Student engagement

		0	1	2
Curriculum and Instruction				
1. The three main instructional practices identified by the school leader are observed.	a.	21	7	1
	b.	23	6	0
	c.	10	19	0
	Overall	18	10	1
2. The teacher implements high-quality, rigorous instruction.		18	10	0
3. The teacher uses instructional practices to promote high levels of student engagement and inquiry.		19	6	0
Climate, Culture and Safety				
4. Classroom climate is characterized by high, clear expectations for student behavior and routines.		17	10	1
5. Students participate and are engaged in learning.		11	17	0
6. Classroom environment is safe and students are treated with respect.		6	20	1



New York State Education Department

Mid-Term Site Visit Report 2015-2016

Rochester Career Mentoring Charter School

Visit Date: 11/5/2015
Date of Report: 2/18/2016

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SCHOOL DESCRIPTION¹

Opening Information

Date Initial Charter Approved by Board of Regents	9/13/11
School Opening Date	8/20/12
Current Charter Term	Term ends 6/30/17

Location

School Year(s)	Location(s)	Grades at Location	District of Location
2012 to present	30 Hart Street, Rochester, NY 14605	9-12	Rochester

Charter Management Organization/Education Corporation Affiliation

Affiliation Name	Affiliation Type	Dates of Service
None	N/A	N/A

Current Mission Statement

“Rochester Career Mentoring Charter School (RCMCS) is a model secondary school offering a community of diverse learners in the City of Rochester a small, personalized 9th through 12th grade high school that engages each student in career exploration, college preparation, and rigorous academic standards. Our charter school will graduate every student with a Regents diploma and the academic and technical skills needed for today’s workforce and/or entrance into college.”

Current Key Design Elements

- Personalization (Individual Learning Plans and teacher-advisors)
- Teachers as Curriculum Designers (based on RCSD curriculum framework, aligned to CC, using project-based learning)
- Career Internships
- Enrichment Block and Student Support

¹ The information in this section was provided by the Charter School Office.

School Characteristics

School Year	Chartered Enrollment	Actual Enrollment	Grades Served
2015-2016	270 ²	235 ³	9-12
2014-2015	240	217	9-11
2013-2014	160	158	9-10
Maximum enrollment: 320			

Student Demographics

	2013-2014			2014-2015			2015-2016
Percent of Enrollment	School	CSD	+/- ⁴	School	CSD	+/-	School
Enrollment of Special Populations							
Economically Disadvantaged	100%	88%	+12%	96%	88%	+7.7	97%
English Language Learners	0%	13%	-12.6	3%	14%	-10.4	3%
Students with Disabilities	17%	22%	-4.6	10%	20%	-10.3	8%

Current Board of Trustees

Board Member Name	Term Start-End	Position/Committees
Kevin McCormick	Founding member, 9/1/2011-6/30/18	President, Executive Committee
Dianne Spang	Founding member, 9/1/2011-6/30/18	Secretary, Executive Committee, Curriculum and Assessments, Ethics
Christine Hill	Founding member, 9/1/2011-6/30/18	Trustee, Personnel and Hiring, Curriculum and Assessments
Jeanette C. Silvers	9/17/2014-6/30/17	Vice-President, Curriculum and Assessments, Ethics
Albert Cabral	7/15/2015-6/30/17	Trustee, Personnel and Hiring, Ethics
Peter Saxe	9/16/2015-6/30/17	Trustee, Personnel and Hiring

² CSO approved an enrollment reduction for 2015-2016 and 2016-2017.

³ This number was self-reported by the school at the time of the visit.

⁴ Variance is defined as the percent difference of subgroup enrollment between the charter school and district of location.

Board Member Name	Term Start-End	Position/Committees
Brenda Beason	3/18/2015-6/30/2017	Trustee

School Leaders

School Year	School Leader(s) Name and Title
2012-present	Dennis Francione, Chief Executive Officer/Founder
2015-present	Kathleen Denaro, Chief of Operations/Academics
2015-present	Chaakaa Baker, Educational Leader
2014-2015	Maria Velikovic, Educational Leader
2013-2014	Daniel McFarlane, Educational Leader
2012-2013	Collette Catteau, Educational Leader

School Visit History

School Year	Visit Type	Evaluator	Date
2015-16	Interim Site Visit	NYSED	November 5-6, 2015
2014-15	Mid-term Site Visit	NYSED	October 30-31, 2014
2013-14	Drop in	NYSED	May 2, 2014
2013-14	Check in	NYSED	March 20, 2014
2013-14	Check in	NYSED	December 5, 2013
2012-13	Check in	NYSED	June 17, 2013

METHODOLOGY

A two-day mid-term site visit was conducted at Rochester Career Mentoring Charter School on November 5-6, 2015. The team conducted interviews with the board of trustees, school leadership team, teachers, and students. In cooperation with school leadership, the team also administered an anonymous online survey to teachers.

The team conducted 29 classroom observations in Grades 9-12. The observations were approximately 20 minutes in length. Team members recorded observations on the Classroom Observation Worksheet and used the Classroom Observation Rubric to guide their reviews.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Teacher roster**
- **Current organization chart**
- **A master school schedule**
- **Board materials**
- **Board self-evaluation documents**
- **Blank teacher and administrator evaluation forms**
- **Student/family handbook**
- **Staff handbook and personnel policies**
- **A list of curricular documents**
- **A list of major assessments**
- **Enrollment data including subgroups**
- **Professional development plans and schedules**
- **Academic data**
- **NYSED online teacher survey**

BENCHMARK ANALYSIS

The Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school that was chartered or renewed in 2012 or beyond, outlines 10 Performance Benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the site visit will be presented in alignment with the [Performance Framework](#) Benchmarks and Indicators according to the rating scale below, although not all indicators will necessarily be assessed on every site visit.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from 11/5/2015 to 11/6/2015 at Rochester Career Mentoring Charter School, see the following Performance Benchmark Scores and discussion.

**New York State Education Department
Charter School Performance Framework Rating**

Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Falls Far Below
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Falls Far Below
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Approaches
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Approaches
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Approaches
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Falls Far Below
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Approaches
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Summary of Findings

While RCMCS has taken steps to strengthen the organizational effectiveness of the school by hiring new leaders and restructuring leadership roles and responsibilities, the capacity of the organization to implement and improve academic programs and student outcomes continues to be challenged by a lack of stability and expertise among teachers, high rates of student withdrawal, and inconsistent implementation of the school's systems.

In its fourth year, in part because of teacher and administrator turnover, the school is in the beginning stages of developing and implementing aligned and differentiated curricula, instructional practices that result in high quality instruction, and a system for collecting and analyzing data to support student learning. Overall, observed instruction appeared to lack rigor.

The school has made a number of changes this year to improve school culture, behavior management and discipline, and interviewed staff indicated higher expectations for behavior this year. However, the review team saw inconsistent compliance with the new policies and procedures and it is not yet clear what impact these changes will have on the school culture.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: The site visit team has determined that Rochester Career Mentoring Charter School Falls Far Below Performance Benchmark 1.

Summative Evidence for Benchmark 1: See Appendix A for further information.

Annual Regents testing data compared to New York State and Rochester CSD averages show that RCMCS had lower proficiency rates than both the State and district for every assessment administered in 2013-2014 and for the majority of assessments administered in 2014-2015. Proficiency rates were generally 10 to 20 percentage points below Rochester CSD and as much as 40 to over 60 percentage points below State averages.

The school is not on track to meet the statewide four year cohort graduation accountability rate of 80 percent. An analysis of the 2012 Cohort at RCMCS indicates that only 45 percent of students are on track to graduate, as measured by having passed 3 or more Regents examinations by the end of the third year of high school.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: The site visit team has determined that Rochester Career Mentoring Charter School Falls Far Below Performance Benchmark 2.

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to the CCLS.b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.
2. Instruction	<ul style="list-style-type: none">a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	<ul style="list-style-type: none">a. The school uses a balanced system of formative, diagnostic and summative assessments.b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program, and modifies the program accordingly.
4. Supports for Diverse Learners	<ul style="list-style-type: none">a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Summative Evidence for Benchmark 2: See Appendix B for further information.

Curriculum

While school leaders indicated a curriculum was in place, documents showed general themes and targets by month rather than a fully documented curriculum aligned to the Common Core Learning Standards. School leaders view teachers as “curriculum developers.” However, the teachers are generally new to the profession and require professional development in curriculum development. Frequent teacher turnover leaves the school without a solid curriculum for each course, that can be systematically reviewed and revised based on student needs. Currently, individual teachers have access to any previous curricular work on the school’s shared drive, bring their own course materials from other schools, use the internet and *EngageNY*, or borrow from colleagues elsewhere. Based on these resources, teachers then prepare a weekly overview that often lists the objective/essential question, learning standards, constructivist activities, differentiation ideas, higher order thinking opportunities, and assessment ideas. However, site visit team members noted that the overviews did not appear consistent among teachers or across content areas and teachers reported that there is little vertical alignment of content.

Instruction

School leaders explained that the initial priorities for this school year were to establish structures and address classroom behavior. Leaders felt confident that those priorities had been addressed and the focus could not shift to classroom instruction. Teachers have had some professional development on constructivism and project-based learning. However, there was little evidence of these instructional strategies in the classrooms visited. In discussions during the visit, reviewers found that teachers equated constructivism with activities such as worksheets. Students shared that they did many projects, however, their explanation of the projects they completed were low level tasks for a high school, such as making lists of characteristics or drawing a poster.

Teachers do not demonstrate a common understanding of high-quality instruction. Out of 29 classrooms visited, reviewers saw consistent evidence of rigorous instruction in five and high quality instruction in four. In some classes the teachers did not have a deep understanding of the content they were teaching, as they were not teaching in their area of certification. This resulted in low level questioning, basic tasks being assigned with little opportunity for students to engage in deep conceptual thinking, and, in some cases, erroneous or incomplete information being shared with students.

During classroom visits reviewers also found that, although students often sat in groups, there was limited evidence of differentiation in the classroom. Differentiation, reviewers were told, takes place individually for students as they use the self-paced Edgenuity software for credit recovery and Castle Learning software to practice test taking from a bank of Regents exam questions.

Of the 29 classes visited, all students were consistently engaged in eight of the classes. There were few opportunities for student to student interaction except for the off task conversations students had while completing worksheets at the same table. Teachers noted that students often arrive late to school so first period classes have low enrollment and students miss instruction. In other classes, time was not maximized. Either instruction ended well before the period was over or when students completed their work there was no additional assignment for them to begin. As a result, the school and teachers do not demonstrate urgency around increasing student achievement.

Assessment and Program Evaluation

This year, the school is using School Tool to collect student data and track student progress. This database is available to school leaders, teachers, parents, and students. The Student Success Team is using the ongoing documentation in School Tool to track referrals, address student needs, and to monitor teacher practices to ensure student success.

The school uses several different methods of assessment that focus on the goal of each student having 22 credits and five Regents exams in order to graduate. The most widespread forms of assessment used are Edgenuity to help students complete coursework for which they are behind, and Castle Learning, which is a series of recycled Regents exam questions, by course, to give added practice to prepare for the next exam. In August, prior to school beginning, teachers also looked at Regent's results to identify major gaps and help determine assignment to AIS classes. Document review showed a schedule for use of the NWEA assessments, but teachers did not reference them as a source of baseline information on students.

Teachers circulated around the classrooms as students completed their work. However, they often answered clarifying questions about the assignment or asked students recall questions having to do with the task. There was little evidence of teachers asking follow up questions or checking for understanding of content. The teachers in one department shared that they have reviewed their students' work and have, as a department, chosen to focus on a particularly weak area, embedding that throughout the lessons and assignments this semester. Some teachers shared that they pre-test, but for many classes reviewers visited there was little evidence of accessing students' prior knowledge.

Apart from frequent classroom visits by the school leaders, there was little evidence of a structured system in place to evaluate the effectiveness of the academic program.

Support for Diverse Learners

School leaders reported that they are in the process of collecting and analyzing academic and behavioral data. The school has begun, this year, to establish a Response to Intervention (RTI) program based on analysis of the data available.

The school has some systems in place to support student progress. There is an Academic Intervention Services (AIS) class in place to help students who have not yet passed the required number of Regents exams. The AIS program does not provide targeted instruction for students in a particular content area but rather provides additional test-taking practice for them in order to pass the required state exams. AIS classes are led by teachers who may not have expertise in the content area that is focused on by the student.

Referral programs are in place for students with disabilities. Three special education teachers are on staff. One teacher staffs the resource room. These teachers meet regularly with their general education colleagues to discuss individual students and plan instruction. When appropriate, they will push in to general education classes and support all students in the class as needed. They shared with the review team that they make general education teachers aware of modifications and other requirements stipulated in each student's Individual Education Plan (IEP.) Although the special education teachers do not make comparisons with the progress students in the general education program are making, they do monitor the progress of the students with disabilities. They are part of the annual review process and reported that they enjoy a collegial relationship with the Committee on Special Education in the City

school district. Of the seven English language learners at the school, only one receives additional help in the form of a one-on-one ESL teacher.

All students have a faculty advisor. Advisors receive forms for each student that list grades and some other information and are the impetus for conversations about student progress. These forms constitute an Individual Learning Plan (ILP) for each student. However, of the eight sample ILPs reviewed, many did not have all grades listed, and few had specific information. Instead they had notes such as “Area of need: math.” When students were asked about their conversations with their advisors, they said the advisor asks them, “What’s going on with that grade?” Students could not explain how the advisor helps determine the root cause of the failure, gives some specific suggestions on how to remedy the situation, sets learning goals, or monitors the student’s progress.

Benchmark 3: Culture, Climate and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: The site visit team has determined that Rochester Career Mentoring Charter School Approaches Performance Benchmark 3.

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none">a. The school has a clear approach to behavioral management, including a written discipline policy.b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.c. The school has systems in place to ensure that the environment is free from harassment and discrimination.d. Classroom environments are conducive to learning and generally free from disruption.
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none">a. Teachers communicate with parents to discuss students' strengths and needs.b. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.c. The school has a systematic process for responding to parent or community concerns.d. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none">a. School leaders collect and use data to track the socio-emotional needs of students.b. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

Behavior Management and Safety

The school has adopted several new policies and procedures to improve school climate and create a relatively safe environment conducive to learning. Administrators reported that the first week of school was dedicated to team-building, and over the summer a subcommittee of staff developed expectations for positive behavior supports (PBS). Staff reported rewarding students with t-shirts and school-specific PBS posters were observed throughout the school, but they were not referenced by teachers or students.

The school has a written discipline policy, including a clear section on harassment. Significant policy changes enacted this summer include a ban on cell phones and a more stringent dress code. Students reported having to turn in their cell phones in the morning and receive them at the end of their last period class. The dress code was revised to require business casual attire and prohibits jeans, t-shirts, sweatshirts, etc. However, during the two days of the evaluation visit many students were observed in violation of the dress code, including girls wearing low-cut shirts and students in hoodies and sweatshirts, with no apparent consequences. Teachers initiated lunch detention to address behavior and discipline for infractions such as tardiness.

While there was little evidence of significant disruptions to learning in most classrooms, observers noted frequent instances of students carrying on conversations or calling out during instruction, ignoring teacher instructions. The school has not yet established a scholarly environment that promotes the behaviors necessary for career readiness. While interviewed students and staff described the school as safe, student behavior in hallways was rambunctious and reviewers observed some notable examples of inappropriate and disrespectful behavior. In two incidences, students were observed hitting each other in the presence of school staff that did not intervene. Similarly, on a number of occasions profanity was used by students in public spaces and in classrooms; in one instance it was directed at one of the evaluation team members.

Classroom observation data showed that 86% of observed classes were safe. However, only 55% of students in those classrooms were partially engaged in learning. Observers found that classroom climate characterized by high, clear expectations for student behavior and routines was present consistently 41% of the time. While the school has begun to make changes and develop critical policies, practices and programs, it is too soon to know the long-term effect on the culture and climate.

Family Engagement and Communication

The school has a number of communication systems in place but parent engagement is limited. Teachers disseminate progress reports, and families can access student information and data through SchoolTool. Parent communication is coordinated through the school's advisement system with advisors expected to speak weekly with families and document their communication in SchoolTool. Classroom teachers, as well as special education and intervention staff, also noted communication with parents, including meetings and conferences. Interviewed staff described parent engagement as a challenge. The school has a parent teacher organization (PTO) with some teachers actively involved. However, parent attendance has been sparse with meeting minutes indicating nine people at the September meeting and four people at the October meeting. Minutes also indicate that the challenges of engaging high school parents has been a topic of conversation.

Social-Emotional Supports

The school has some systems in place to address social-emotional needs and help students maximize educational opportunities at the school. In particular, the school has a Student Success Center with a staff that works to identify needs, problem-solve, and support both students and teachers. The Center is led by a student success manager and includes a counselor, a crisis intervention specialist placed at the school by a community-based organization and a youth advocate provided by another partner organization. A referral process is in place and teachers can submit social-emotional referrals through the school's SchoolTool system. In addition, the Center staff noted a lot of informal collaboration and communication with teachers regarding student concerns and needs. They also indicated that the school has just implemented a formal response to intervention (RTI) system this year and that a pupil personnel service team is going to meet on Wednesdays to consider both academic and behavior referrals. The school adheres to restorative justice principles, and Center staff described their approach as defusing disruptive behavior and getting students back into their classrooms as quickly as possible through conversation and mediation. Center staff meets regularly and reported examining referral and discipline data. While they clearly utilize data to identify students in need of support, there was limited evidence of school staff analyzing data to evaluate programs and practices related to school culture and social-emotional development.

The school has an advisement system intended to provide every student with an adult to support and guide them throughout their high school career. The advisor to student ratio is 1:10, though some teachers indicated that they sometimes combine advisement groups so one teacher can get other things done. Observation of advisement classes found few actively engaged in learning activities tied to curriculum resources. In a number of observed advisements students were researching field trip opportunities, though only some of them explicitly related to college or career themes. Some advisements appeared to be essentially study hall. In another class, the advisor conferenced with students individually about their grades, while the other students were not actively engaged in any learning activity.

The school has some programs in place to meet the needs of a targeted group of students, although those resources were reduced this year. The youth advocate works specifically with a caseload of 32 students identified as at-risk, primarily based on grades; she provides guidance, monitors their progress, coordinates Regents, SAT and PSAT preparation, and access to external resources. The school reduced its investment in this program from two to one youth advocates this year, and staff described it as a loss. In addition, while the school does not have in-school suspension, it operates a Reflective Student Support Group, essentially an alternative education program for students identified as having problems and falling behind across their classes and in need of individualized attention. These students take their coursework separately from their peers, receiving one-on-one attention from a student support teacher and utilizing computer-based instruction.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: The site visit team has determined that Rochester Career Mentoring Charter School Meets Performance Benchmark 4.

Summative Evidence for Benchmark 4:

Rochester Career Mentoring Charter School appears to be in stable financial condition as evidenced by performance on key indicators derived from the schools independently audited financial statements.

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: The site visit team has determined that Rochester Career Mentoring Charter School Approaches Performance Benchmark 5.

Summative Evidence for Benchmark 5:

The CSO team reviewed Rochester Career Mentoring Charter School's 2013-2014 and 2014-2015 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial statements.

The 2013-2014 audited financial statement followed up on eight management letter recommendations from 2012-2013, one of these eight was noted as a deficiency needing corrective action in the 2014-2015 audit.

There were two management letter recommendations noted by the auditor in 2013-2014, one regarding the lack of a donated goods policy and the other on the need to track fixed assets on the general ledger. These recommendations were put in place during the 2014-2015 school year.

The 2014-2015 management letter noted deficiencies related to procurement policy, online banking, general fixed assets, finance office safe, disbursements, journal entry review, and substitute teacher compensation.

There was also a segregation of duties deficiency that was first noted in the 2012-2013 management letter and has not been corrected by the school. The auditor stated that 'the finance clerk is the point of receipt for funds submitted to the finance office, prepares receipts, deposits receipts to the bank, reconciles the cash receipts log, and prepares accounts payable checks.' Deficiencies in internal controls that are noted in management letters should be corrected in a timely manner.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: The site visit team has determined that Rochester Career Mentoring Charter School Approaches Performance Benchmark 6.

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<ul style="list-style-type: none">a. The board recruits and selects board members with skills and expertise that meet the needs of the school.b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy.c. The board demonstrates active oversight of the charter school management, fiscal operations and progress toward meeting academic and other school goals.d. The board regularly updates school policies.e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself and providers.f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

Rochester Career Mentoring Charter School is currently governed by a board of seven members, two below the minimum of nine required in the school’s bylaws. The board is organized into committees, with members serving on multiple committees. The board president also serves as the treasurer. One member, listed as a voting member in the school’s annual report, does not appear on a list of approved board members provided by NYSED. A review of minutes revealed that on several occasions, a board member not yet approved by NYSED voted on matters before the board and on at least one occasion a vote was held in a meeting where a quorum was not present.

Despite being in its fourth year of operation, the board is at the beginning phase of recruiting and selecting members with skills and expertise to meet the needs of the school. In the board focus group, the board president described a recent effort on his part to create a chart that identifies the skills and expertise needed on the board. He identified the need for legal expertise and a connection to the Hispanic and mental health communities, in recognition of the school’s low enrollment of English language learners and the demanding needs of the economically disadvantaged student population. Another member identified the need to have representation from a community college. Areas that board members identified for improvement included how to better communicate, creation of an “onboarding” for new board members, creation of a handbook for board members, retention of new board members, and receiving data from administrators a week before board meetings.

When asked if the school has a strategic plan, the board identified the corrective action plan required by NYSED as their current strategic plan. The corrective action plan was created by the school, with the help of a consultant and administrative leadership, after an interim site visit in March 2014 by NYSED.

In the school's third academic year, the school founder/leader and the board described realizing that the school needed more experienced academic leadership than had previously been hired. In each of the four years of operation, new leadership has been for the academic program. The school leader hired as chief of operations and academics for 2015-2016 is a long-time friend and colleague of the school's founder. While she is an experienced educator, the board did not engage in a process to determine the needs of the school and then conduct a search before making this hire.

The board described and provided documentation of evaluating the chief executive officer. The CEO received a 'Met' or 'Exemplary' in all areas of the evaluation, none of which included academic performance goals for the school. While the board described more clearly defining the role of the CEO, with a greater separation from the chief of operations/academics and the educational leader, the CEO continues to work with students and staff. Goals for 2015-2016 also do not include the academic performance of the school.

The board receives a monthly dashboard from administrators that includes student level data as well as data from SchoolTool and enrollment and discipline data. Access to data was described as being much better than in the past, when it was not readily available. Several board members described spending time in classrooms where they look for rigor and in hallways, where they look for improved behavior. Input is given to administrators from these observations.

The board president, who also serves as treasurer, described the school as solvent, but stated that low enrollment is a cause for concern as it impacts cash flow. Administrators reported that twelve students left in September after new dress code and cell phone requirements were instituted, although the team also received data showing that a total of 51 students have left since the beginning of the year. The school has also hired two security guards to be in hallways. He reported a small cash reserve and a need for the school to raise outside funds, especially in support of a different facility that would better meet the needs of the school.

A review of board minutes and the board focus group shows that the board regularly approves revised or new policies developed the administrators. The board did not describe a process for a review cycle of school policies, but instead is responsive to what administrators bring forward.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: The site visit team has determined that Rochester Career Mentoring Charter School Falls Far Below Performance Benchmark 7.

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<ul style="list-style-type: none">a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. <i>Professional Climate</i>	<ul style="list-style-type: none">a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.b. The school has established structures for frequent collaboration among teachers.c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. <i>Contractual Relationships</i> □ N/A	<ul style="list-style-type: none">a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

School Leadership

Over the course of its charter, the Rochester Career Mentoring Charter School has struggled to recruit and retain key personnel, replacing the school leader each year. This past year, three staff members were not rehired and two new administrators are in place. The internship coordinator position was recently vacated, and school leaders were in the process of reconfiguring staff to assign someone to manage this critical key design element of the school's charter. As mentioned above, eight teachers have left the school since the start of the school year, and state data shows that 13 of 23 classroom teachers are new to the school this year. School leaders explained that teachers were motivated to leave because of the better benefits package offered by the city school district.

Therefore, for the fourth time in its first charter term, the school has hired new school leaders. Board members and the chief executive officer (CEO) reported that decisions to hire a veteran instructional leader and to reconfigure the administrative structure were informed in part by feedback from the previous site review and school performance and behavior data showing minimal progress toward realizing the school's mission. Strengths are difficult to assess at this point in time, as much of the work done this past summer is newly implemented to varying degrees of success. The newly strengthened administrative structure creates a stronger division of labor in that it assigns responsibility for school climate and culture to the educational leader (EL) and overall responsibility for school operations and the educational program to the chief of operations/ academics (COA). School staff members are familiar with the different roles of the two administrators and described the COA as their primary support person for instructional and academic needs, and the EL as the point of contact for discipline, attendance, and behavior concerns.

In its evaluation of the CEO, the board addressed concerns about actions in the past that blurred the distinction between governance and oversight and reiterated its insistence that the CEO maintain appropriate separation between his role and that of the school administrators. They reaffirmed that the CEO should focus on his responsibilities to address space issues related to the growth of the school and to fundraising. Board members admitted that, while they believe these roles have been adhered to, they are aware that the CEO is teaching an English class and overseeing students' work on their Senior Journals.

Teachers indicated frequent communication with both school administrators in regular Wednesday meetings when students are released early, as well as biweekly department meetings, along with frequent unscheduled observations and follow-up conversations. The school invites staff to offer input into operations via surveys, through participation in subcommittees, and frequent scheduled and unscheduled meetings. Even though the school engaged staff in a collaborative process to develop a handbook defining common policies, practices, and procedures during the summer professional development, implementation and enforcement have been inconsistent, resulting in a learning environment that is not productive for all students.

Teachers, administrators, and board members described a common understanding of the school's mission and long term charter goals. Staff members were asked to sign a document confirming their commitment to the school's vision during a summer professional development session. These actions have produced a general familiarity with the intended outcome of the school's programs, but they have not translated into stronger student performance. For the first quarter of the school year ending in October, twenty-four percent of students earned less than 60 for their courses, a failing grade in the

school's system. The school has additional interim data with the results of the Northwest Evaluation Association's Measures of Academic Progress (NWEA-MAP), but has not aggregated that data at the school, subject area, or grade level to identify possible program gaps and weaknesses. Teachers were aware of the NWEA assessment, and some described examining the results for individual students, but the lesson plans and curriculum samples provided to the site visit team did not reference these data as a factor in the design of lessons or the sequencing of instruction. As a result, while there is common awareness of the achievement goals defined by the school's charter, teachers' lessons are defined by course content and Regents expectations, and do not represent stepping stones or building blocks toward the long term charter goals. School leaders confirmed that teachers have not yet broken down the long term school goals into interim class or course goals targeted to specific student needs.

Teacher turnover has hampered implementation of the school's policies, practices, and procedures defined in the new handbook. Eight teachers have left since August, and at the time of the site visit, the school was in the process of reorganizing staff to accommodate the departure of the internship coordinator. Staff members new to the school did not participate in the discussion or decision-making over the summer that contributed to the commitment of their peers to the school's vision. The high rate of staff turnover continues patterns that have been evident from the school's prior years, as noted in the previous site visit report data. A lack of stability in school leadership, including the arrival of new leaders this year, and the high rate of teacher departure impede the school's ability to sustain progress toward its vision.

The school's capacity to implement its programs in order to achieve the desired improvement in school culture and academic outcomes is further limited by student attrition. Since the start of the 2015-2016 school year, 51 students withdrew from the school and, while the school has enrolled new students to bring the population close to the charter target for the year, the new students did not benefit from the summer orientation sessions and ninth grade orientation to learn the school's academic and behavioral expectations. School leaders attribute the departure of students to disagreement with the new dress code and restrictive cell phone policies which were developed over the summer. While students in the focus group claimed the new policies have led to a more orderly climate, discipline data and site visit team observations indicate persistent disturbances that disrupt the learning environment. Over the first ten weeks of the school year, 133 discipline incidents have been documented.

Professional Climate

School leaders have attempted to establish a productive professional climate at RCMCS. While the school has an adequate number of staff members, teachers are frequently assigned instructional responsibilities outside their areas of expertise. The school lists 23 teaching staff serving the current enrollment of 235 students in the core subject areas of English, mathematics, science, and social studies. Career Choices, physical education, and digital design classes round out the school's course offerings and one special educator and two resource teachers serve students with disabilities. According to the master schedule, many teachers are assigned classes outside their area of specialization, with three science teachers teaching Participation in Government/Economics courses, a Spanish teacher teaching Environmental Science, two English teachers with World History and Geography classes, a math teacher leading a Physical Education class, and another math teacher teaching Living Environment. Academic Intervention Services (AIS) are also provided by subject area teachers, even though the students assigned to the class may need support in subjects other than the teachers' specialization. The school's deployment of staff to areas where they may not have training or experience limits the effectiveness of the instructional program.

School leaders expressed optimism that the extensive professional development and embedded instructional support provided by the chief of academics will lead to high quality instruction in classrooms even with the new staff. However, the teachers replacing the eight who left after the start of the school year did not participate in the comprehensive summer training sessions and must rely on their colleagues or the instructional leader for guidance within the time available in the school day. The school schedule includes early release for students every Wednesday afternoon during which teachers meet in department teams and then as a full faculty for information sharing and professional development. As noted under Benchmark 2 and in Appendix B, the professional development provided to date has not resulted in the consistent use of quality instructional practices across the school.

The new school leader has begun implementing a teacher evaluation system based on the Danielson framework. Teachers reported that they receive feedback from formal observations and frequent informal walk-throughs by the chief of operations and academics. Teachers said the focus of the first observations has been on *Domain 3, Instruction*, particularly *Component 3c: Engaging students in learning*. Teachers rated the feedback they receive as useful and helpful in guiding their practice. Observations by the site visit team displayed in Appendix B reveal consistent evidence of student engagement in only 8 classes with partial or no evidence of engagement in 21 classrooms. According to the calendar provided by the school, professional development on the Danielson framework is not scheduled until January 2016. The school's system to maintain instructional quality has not yet yielded the intended outcome of engaging students in lessons that lead to improved academic achievement.

Contractual Relationships

The school contracts with several providers to offer both academic and social-emotional support to students. Minutes of board meetings include discussion of the quality of the services provided by these community agencies, with board members inquiring about the benefits compared to the cost of services. For example, Sylvan Learning was contracted to provide summer credit recovery for those who failed a Regents examination and, while the school paid for 30 students to participate, attendance averaged 25 percent and few students passed the Regents at the end of the summer program. In board minutes, members noted that, while needed to address persistent issues of school discipline, the cost of adding a second member from the agency providing staff to the Student Support Center would be difficult to support within the school's budget. Board members indicated that they do not have a formal system to evaluate the quality of services from their contracted providers, but they do discuss these concerns at monthly meetings. The new school leader said she has developed a set of criteria and measures that she will use to assess the services of the providers, but she was not aware of any systematic evaluation in prior years.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: The site visit team has determined that Rochester Career Mentoring Charter School Approaches Performance Benchmark 8.

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<ul style="list-style-type: none">a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

Interviewed stakeholders described a generally common understanding of the school's mission and vision, which aligned with the school's stated mission statement. For example, interviewed board members noted their focus on graduating students and preparing them for the future, including college and career opportunities. They felt the school's academics and internships should contribute to college readiness and students should develop awareness of their career options. Teachers said the school was focused on graduating students on time.

The school currently has four key design elements—personalization, teachers as curriculum designers, career internships, and enrichment and student support—that it is striving to implement with varying degrees of success. Evaluators found limited evidence of personalization. The school uses individual learning plans, but examples provided to the team do not contain clear and ambitious goals. Moreover, interviewed students and staff made little reference to their use in driving improvement efforts. While there was some reference to differentiation in lesson plans, there was limited evidence of data driving instructional planning that targeted specific identified skill deficits. The AIS program assigns students who have not passed required Regents exams to an AIS class. However, they are not organized by subject and serve more as a study hall than targeted support and intervention based on identified needs. One teacher noted she tries to help all of her students, but it is easier with students she actually teaches or who need support in her subject. There is some personalization in the school's approach to career development, allowing students to choose their area of focus and affiliate with similar students through the advisement program.

As described in Benchmark 2, teachers have considerable responsibility for curriculum development. Some professional development has been devoted to supporting teachers in this area, including training during the summer. Interviewed teachers described reliance on past experience, colleagues and external mentors for curriculum guidance and support. In addition, at the time of the evaluation visit, the school did not have a coherent curriculum in place that was horizontally and vertically aligned. Teachers described having available to them curricula developed by previous teachers or using curricula brought with them from a previous position. While teachers submit weekly overviews of instruction, they indicated that curriculum was not in place for all subjects and grades and tended to change based on teacher turnover.

The school's career choices and internship program is evolving. At the time of the evaluation visit, the career choices teacher and internship coordinator were switching roles. Students in 9th and 10th grade all take a career choices class that starts with general awareness of career fields, goal setting, identification of strengths and skills, and development of interpersonal skills. In 10th grade, students narrow their career focus and research job opportunities, education requirements, and community resources. Teachers reported that the school is planning to introduce a community service requirement in January with a 100 hour requirement per year, although administrators confirmed that the program is not yet fully planned. This year 11th grade students take a health class and in 12th grade focus on the college admissions process. Students in 11th and 12th grade are also expected to identify and secure an internship to meet a graduation requirement of 150 hours per year. Staff indicated that the internship program has been strengthened this year, with about 95% of students having secured internships, though they have acknowledged that some students are using entry level afterschool jobs to count towards their internship hours. The school has built relationships with local employers, including hospitals, a professional sports franchise, banks and head start programs, but the onus is on students to make contact, develop an internship opportunity, and secure a mentor who will sign their timesheets.

The school's advisement system has also been organized around career clusters and student interests. A scope and sequence was developed this year with monthly topics and learning targets. For example, in November students are supposed to "explore college or trade school requirements related to career interests." Observation of advisement classes found some to be focused on researching departmental offerings and programs at a college that students would be visiting as part of the school's monthly field trip program. However, in other advisement classes students were doing homework, researching field trips for entertainment purposes, or socializing. Advisors are supposed to loop with students over four years to help them develop a deep understanding of their career focus, but regular teacher turnover inhibits this type of continuous relationship with students.

While the school indicates that enrichment block and student support is a key design element, an enrichment block was not evident in the school schedule and intervention programs. The school described AIS classes as 'enrichment,' however, these did not seem designed to provide enrichment opportunities, but rather support for students who have failed a Regent's exam. There are, however, some afterschool clubs and activities. The strongest evidence of student support is the Student Success Center, which includes counseling, crisis intervention, and youth advocate staff and programs. However, the school does not have a comprehensive approach to collecting and using data to identify and support students in need. For example, the school is just initiating an RTI process and is in the process of providing related professional development for staff.

RCMCS has developed new policies and procedures for the current school year and focused on this aspect of the school in the summer professional development time with teachers. Much of this work is currently partially implemented and because it is new, it is not possible to fully evaluate success.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: The site visit team has determined that Rochester Career Mentoring Charter School Approaches Performance Benchmark 9.

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

Comparison of School's Subgroup Enrollment Compared to the District of Location

	2013-2014			2014-2015			2015-2016
	Percent of Enrollment			Percent of Enrollment			Percent of Enrollment
	School	CSD	Variance ⁵	School	CSD	Variance	School ⁶
Enrollment of Special Populations							
Economically Disadvantaged	100%	88%	+12%	96%	88%	+7.7	97%
English Language Learners	0%	13%	-12.6	3%	14%	-10.4	3%
Students with Disabilities	17%	22%	-4.6	10%	20%	-10.3	8%

Summative Evidence for Benchmark 9:

State data for the 2014-2015 school year shows that RCMCS exceeded the Rochester City School District in the percentage of economically disadvantaged students enrolled (RCMCS = 96 percent; RCSD = 88 percent). In 2014-2015, the school enrolled fewer students with disabilities than the Rochester City School District (RCSD) (RCMCS = 17 percent; RCSD = 22%) and far below the city average for English language learners (RCMCS = 3 percent; RCSD = 20 percent). In the current school year (2015-2016), the Attendance and Data Manager reported that the number of students with disabilities has dropped to 22, or 9.2 percent. Board members commented on the departure of students with disabilities this year, and the school indicated that the reason given was that the school could not provide staff to offer the 6:1:1 or 12:1:1 settings desired by parents. The school's enrollment of English language learners remains at 3 percent this year.

The school uses a number of strategies to attract students and families to apply, but has not elicited sufficient interest to maintain a waiting list. The withdrawal of 51 students since the start of the school year triggered a second round of recruiting using some of the same strategies used in the normal recruiting cycle: post cards mailed to RCSD students; posters on public transit buses and bus shelters; a televised skit on the local public broadcasting station; and labels on pizza boxes. Over the summer, RCMCS participated in recruitment fairs. The school was able to recruit new students this year to build its enrollment to 235 students, which is less than the 270 students planned for this year. The school does track the sources that lead to student enrollment in order to assess the effectiveness of its various strategies. According to the attendance and data manager, the most effective strategies for attracting new students has been mailings, the television skit, and recruitment fairs.

While these strategies have been useful in attracting the general student population, the school has used few targeted strategies to attract and retain students with disabilities and English language learners. The school application as well as the pamphlets left in local stores and community agencies are printed in both English and Spanish, but other media are offered in English only. The school makes contact with a youth services agency that serves mostly Hispanic students to encourage applications and enrollment. The school recently requested price quotes for printing materials in French in addition to

⁵ Variance is defined as the percent of subgroup enrollment between the charter school and the district of location.

⁶ Reported by the school; 2015-16 enrollment data has not been publicly released as of the date of this report.

Spanish for the coming year, in an effort to reach out to speakers of other languages in the city. The school's website is in English only with a link to a Spanish language application.

Over the course of its charter term, the school has made progress recruiting and retaining students who are economically disadvantaged but they have had less success recruiting and retaining students who are English learners and those with disabilities. The withdrawal of almost half the number of students with disabilities represents a significant departure from the state targets.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: The site visit team has determined that Rochester Career Mentoring Charter School Meets Performance Benchmark 10.

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<ul style="list-style-type: none">a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.b. The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements.c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

While the school is generally in compliance with this benchmark, there have been a few violations of Open Meetings Law. Board members met on at least two occasions over the past year when a quorum was not present and engaged in discussion of multiple issues (Aug 20, 2014; June 17, 2015); votes were deferred until the following meeting, with the exception of votes to go into and out of executive session at the June meeting. Additionally, two board members were seated before receiving NYSED approval.

APPENDIX A: HIGH SCHOOL NYS ASSESSMENT OUTCOMES

Regents Exam		RCMCS All Students	Compared to Rochester CSD	Compared to NYS
Earth Science	2012-13	7%	-23%	-64%
	2013-14	15%	-14%	-57%
	2014-15 ⁷	-	-	-
Geometry	2012-13	0%	-31%	-74%
	2013-14	6%	-13%	-67%
	2014-15	-	-	-
Global History	2012-13	-	-	-
	2013-14	29%	-11%	-37%
	2014-15	-	-	-
Integrated Algebra	2012-13	30%	-11%	-44%
	2013-14	18%	-20%	-54%
	2014-15	-	-	-
Living Environment	2012-13	-	-	-
	2013-14	34%	-11%	-44%
	2014-15	-	-	-

⁷ 2014-15 Academic data is not yet publically available.

APPENDIX B: CLASSROOM OBSERVATION INVENTORY

Classroom Observation Inventory

		0	1	2	Total Classrooms Included in Inventory = 29
		No Evidence	Partial Evidence	Consistent Evidence	
Curriculum and Instruction	Rigorous Instruction	7	17	5	<p> ■ No Evidence ■ Partial Evidence ■ Consistent Evidence </p>
	Instructional Practices	10	15	4	<p> ■ No Evidence ■ Partial Evidence ■ Consistent Evidence </p>
Climate, Culture and Safety	Classroom Climate	5	12	12	<p> ■ No Evidence ■ Partial Evidence ■ Consistent Evidence </p>
	Student Engagement	5	16	8	<p> ■ No Evidence ■ Partial Evidence ■ Consistent Evidence </p>
	Safety	1	3	25	<p> ■ No Evidence ■ Partial Evidence ■ Consistent Evidence </p>