

FULL APPLICATION SUMMARY	
Proposed Charter School Name	Exalt Academy of Rochester Charter School
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District of Location	Rochester City School District
Opening Date	August 15, 2016
Proposed Charter Term	2016-2021
Proposed Management Company or Partners	Exalt Education, Inc.
Projected Enrollment and Grade Span During Charter Term	Grades K-6, 420
Projected Maximum Enrollment and Grade Span	Grades K-8, 540
<p>The mission of the Exalt Academy of Rochester Charter School (EAR) is to prepare Rochester students in underserved neighborhoods for competitive colleges and advanced careers by enabling them to master the core subjects and learn the key behaviors required for success, citizenship, and leadership in their communities and beyond.</p>	

With a sense of urgency and in direct response to Mayor Warren’s request for a school that will anchor the Purpose Built Community in the Beechwood-EMMA neighborhoods in the City of Rochester, New York. The Exalt Academy of Rochester Charter School intends to open in August 2016 providing 540 students (at full capacity) with a full continuum between kindergarten and grade 8. The mission (provided above) and the vision, to exchange generational poverty for a good chance at lifelong success, is guided by a set of objectives that align to the New York State Education Law.

- EAR will drastically **improve student learning and achievement.**
- Prepare all students, including those who are **at risk of academic failure** with the foundation needed to excel in competitive colleges and advanced careers (§2850(2)(b)).
- Hire and support mission-driven educators who offer **innovative teaching methods** (§2850(2)(c)).
- Provide co-teachers with **new professional opportunities.**
- Offer families **an innovative model within the public school system.**
- Attain ambitious results through a **performance-based accountability system.**

To achieve its ambitious, yet attainable, mission, vision, and objectives, EAR will provide a unique combination of the following key design elements:

Design Principle 1: A sequenced, rigorous college preparatory, liberal arts curriculum.

- In alignment with the internationally-benchmarked and evidence-based New York State P-12 Common Core Learning Standards (CCLS), inclusive of the Common Core State Standards (CCSS) and the New York State Testing Program, EAR's content-rich academic curriculum will build on knowledge, permitting students to develop a solid foundation through explicit programs: The Core Knowledge Sequence and McGraw Hill's Direct Instruction. Complemented by hands-on/minds-on instruction; arts, music and technology integration; a variety of teaching-and-learning modalities; and differentiated support through a system of instruction and intervention will be guided by outcome data in a three-tiered early prevention framework. The extended day and schedule will offer a nine-hour day (4x/week) and a 6.5 hours each Wednesday, as well as a 200-day school year. Finally, internal measures and frequent assessments in all content areas will measure our progress toward achievement goals.

Design Principle 2: EAR's leadership will cultivate a positive school culture and climate that emphasizes making healthy choices, nurtures leadership development, and supports high expectations for constant learning.

- Positive Behavior Interventions and Supports (PBIS) system and programs will unite evidence-based behavioral interventions to immerse students into one integrated continuum that expands the academic, as well as social behavior, outcomes for all students while providing them with safe and positive learning environment. Guided by a set of Core Values and supported by holistic services, students learn how to act, achieve at high levels, become great human beings, and exercise the social capital essential to lead happy, fulfilling lives.

Design Principle 3: EAR will maximize teacher effectiveness by retaining, equipping, and empowering teachers who take ownership for student learning, behavior and empowerment.

- Recognizing the value of effective teachers and leaders, EAR will deliver purposeful recruitment, summer training, ongoing professional development, and teacher leadership opportunities.

Design Principle 4: EAR will generate active, widespread community and family involvement by engaging and aligning all stakeholders around a vision of success for every child.

- Parents will be offered multiple and varied opportunities to engage in EAR. A seat on the Board will be reserved for a parent, and all parents will be supported by a parent organization. Community partnerships will be developed to integrate holistic services.

Design Principle 5: EAR will advance an approach to leadership that emphasizes the central importance of teaming, transparency, clear role delineation, and distributed leadership in successfully managing all aspects of the school.

- The school's Board members with strong community connections and diverse expertise will implement the Carver Policy Governance model clearly delegating roles to a school-based administrative team with support from Exalt's national and regional network to customize a proven model.

Design Principle 6: EAR will conduct outreach, engage families, and enroll students in a disciplined manner that maintains fidelity to the school's mission, meets both the letter and intent of New York law, and results in the creation of a school that serves a diverse high-need population in the Beechwood-EMMA neighborhoods.



Rochester Charter School

A Charter School Application Submitted to New York State Education Department

Table of Contents

Full Application Summary.....	
Certification and Assurances Statement.....	
I: Mission, Key Design Elements, Enrollment, and Community.....	1
A. Mission Statement and Objectives.....	1
B. Key Design Elements.....	1
C. Enrollment, Recruitment, and Retention.....	5
D. Community to be Served.....	8
E. Public Outreach.....	9
F. Programmatic and Fiscal Impact.....	10
II: Educational Plan.....	12
A. Achievement Goals.....	12
B. School Schedule and Calendar.....	13
C. Curriculum and Instruction.....	14
D. Assessment System.....	21
E. Performance and Promotion Standards.....	25
F. School Culture and Climate.....	26
III: Organizational and Fiscal Plan.....	38
A. Applicant / Group Capacity.....	38
B. Board of Trustees and Governance.....	39
C. Management and Staffing.....	41
C.1. Charter Management Organization.....	44
D. Evaluation.....	45
E. Professional Development.....	48
F. Facilities.....	50
G. Insurance.....	51
H. Health, Food, and Transportation Services.....	52
I. Family and Community Involvement.....	52
J. Financial Management.....	53
K. Budget and Cash Flow.....	54
L. Pre-opening Plan.....	54
M. Dissolution Plan.....	58
IV: Table of Required Attachments.....	59

Attachment 1: Admissions Policies and Procedures.....

Attachment 2: Samples of Evidence of Community Outreach.....

Attachment 3a: Sample Daily Schedules.....

Attachment 3b: First Year Calendar and Sample Teacher Timeline.....

Attachment 4: Student Discipline Policy.....

Attachment 5a: New Applicant and School Trustee Background Information.....

Attachment 5b: By-Laws.....

Attachment 5c: Code of Ethics.....

Attachment 6a: CMO Information.....

Attachment 6b: Proposed Management Contract with CMO.....

Attachment 8a: Hiring and Personnel Policies and Procedures.....

Attachment 9: Budget and Cash Flow Template.....

I: Mission, Key Design Elements, Enrollment, and Community

A. Mission Statement and Objectives

Mission The **mission** of the Exalt Academy of Rochester Charter School (EAR) is to prepare Rochester students in underserved neighborhoods for competitive colleges and advanced careers by enabling them to master the core subjects and learn the key behaviors required for success, citizenship, and leadership in their communities and beyond. With a sense of urgency and in direct response to Mayor Warren’s request for a school that will anchor the Purpose Built Community within the Beechwood-EMMA neighborhoods, the Exalt Academy of Rochester Charter School proposes to serve K-8 students in Rochester, New York.

Objectives To fulfill our mission and meet the objectives of NYS Education Law, EAR will offer a liberal arts curriculum and a unique combination of otherwise common key elements that will prepare our students for competitive colleges and advanced careers. EAR’s **objectives** encompass each of the objectives identified in the New York State Education Law:

1. Provide all students with a rigorous, clearly defined and proven educational model to drastically **improve student learning and achievement**. Students will meet or exceed proficiency in all subjects on the New York State Testing Program (NYSTP) (§2850(2)(a)).
2. Prepare all students, including those who are **at risk of academic failure** with the foundation needed to excel in competitive colleges and advanced careers (§2850(2)(b)). Our goal is to provide a defined, sequential academic program and robust student supports to close the achievement gap for Rochester students as they demonstrate academic proficiency and college and career readiness on the NYSTP and as compared to a national cohort on the NWEA MAP.
3. Hire and support mission-driven educators who offer **innovative teaching methods** (§2850(2)(c)). EAR’s multi-modal learning environment has been uniquely combined to provide teachers with the opportunity to maximize creativity while also offering explicit lessons that strategically sequence learning and teach all students to become tomorrow’s leaders.
4. Provide teachers with **new professional opportunities**, to team teach, collaborate, use technology, apply data to enhance instruction and share best practices (§2850(2)(d)).
5. Work with families and staff to ensure that our mission statement is animated through practice, modeling and articulated through clear expectations—providing them with an opportunity to not only choose but to also adopt the tools needed to extend the benefits of **an innovative model within the public school system** to their own homes and community (§2850(2)(e)).
6. Attain ambitious results through a data-driven system that provides staff with a platform to analyze student progress, differentiate instruction, and inform targeted supports within a purposeful governance model and dashboard that ensures our **performance-based accountability system** measures explicit, mission driven expectations (§2850(2)(f)).

B. Key Design Elements To achieve its ambitious, yet attainable, mission and objectives, EAR will open a community public school that is purposefully developed by community leaders around a set of design principles while drawing on a broad base of research and best practice available through the Exalt Education (Exalt) network. The best practices provided by Exalt are the product of careful research and evaluation of what works and does not work among urban public charter schools that serve low-income, minority students in more than 26 different states – research that was conducted by Exalt’s founding leadership over a period of 12 years. The design principles that EAR’s leadership will follow are set forth below. Taken together, these principles will enable EAR to provide quality learning opportunities to all students, including many at risk of academic failure, overcoming disabilities, and/or learning English as a second language.¹

¹ N. Y. Education Law § 2854(2)(a)

Design Principle 1: EAR will implement a rigorous college preparatory, liberal arts curriculum that is purposefully designed to prepare every student, beginning in kindergarten, to excel in competitive colleges and advanced careers. Strategies to support this principle include:

- **Embedded Standards:** In full alignment with New York State P-12 Common Core Learning Standards (CCLS) for English language arts (ELA) & literacy, mathematics, New York State Science Learning Standards and its social studies framework, EAR's college preparatory, liberal arts curriculum will be provided through a content-rich, sequential curriculum with resources and materials that are intentionally and logically structured within and across grades to ensure that all students graduate prepared for competitive colleges and advanced careers.
- **Frequent Assessment:** EAR will utilize the Illuminate formative test system (see page 21) to assess student growth between six and eight times annually relative to grade-level CCLS standards. EAR will utilize the North West Evaluation Association Measures of Academic Progress (NWEA MAP) to assess student growth three times annually. Data analysis will be used to: a) monitor student achievement gains relative to individual performance goals and national norms; b) make instructional adjustments to enhance daily learning; c) provide targeted support to diverse learners; and d) track performance toward the NYSTP.
- **Data Analysis and Tracking:** EAR will adopt New York's Data-Driven Instruction and Inquiry (DDI) approach to support its data-driven culture. Complementarily, EAR will utilize Exalt's monthly dashboard to track over 15 leading indicators of student engagement, behavior, and learning. The dashboard includes the regular use of a standards-based formative test and a nationally normed summative test to support continuous improvement throughout the year.
- **Purposeful Instructional Strategies and Programs:** EAR will make standards-based content and curriculum accessible to a diverse set of students through a multi-modal learning environment. EAR will implement an explicit set of lessons informed by Core Knowledge and McGraw Hill's Direct Instruction and balance this with an integrated, multi-disciplinary course (Attachment 3a) that provides students with constant opportunities to attain and apply their knowledge in meaningful ways.
- **More Focused Learning Time:** EAR will operate from 7:00 a.m. to 5:00 p.m. on Monday, Tuesday, Thursday, and Friday and from 7:00 a.m. to 1:30 p.m. on Wednesday of each week for a total of 200 days per year. Through a longer day and year, EAR will provide students an average of more than 40 percent more learning time than the Rochester City School District (RCSD), where children have had the least instructional time of any students in Monroe County and among the lowest in the nation.² Within this extended time, lessons will be delivered with urgency to maximize each instructional minute, permitting EAR to close the learning gap and eliminate academic regression. (See Attachment 3 for sample schedule and calendar.)
- **Differentiated Support:** EAR will implement a three-tiered early prevention framework in compliance with New York State Education Department's Response to Intervention guidelines (described on page 32) to support a well-integrated system of instruction and intervention guided by outcome data. The model incorporates increasing intensities of instruction, research-based interventions, frequent progress monitoring, and parent involvement. Further, believing that all students can meet high expectations, the school will implement an inclusion model for students with special needs (16.5%), an immersion program for English language learner (ELL) students (10%) and uppervention³ for all gifted students.

²<http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/9266/State%20of%20Our%20Schools%20Dr.%20Vargas%2008-07-2014.pdf>

³ <http://www.edutopia.org/blog/uppervention-for-gifted-talented-students-josh-work>

- **Team Teaching:** In the primary grades, EAR classrooms will have co-teachers who work a staggered shift. This staggered shift allows students to receive the numerous benefits of increased student-teacher interaction and an extended day without overtaxing teachers. As the need for subject specialization increases in the middle school grades, EAR will shift to a model in which teachers instruct students in their areas of content specialization (i.e., pre-algebra, algebra, geometry, earth science, biology, chemistry, and ELA).

Design Principle 2: EAR’s leadership will cultivate a positive school culture and climate that emphasizes making healthy choices, nurtures leadership development, and supports high expectations for constant learning. Strategies to support this principle include:

- **Leadership Development:** In the primary grades, students will learn the habits and attributes of leaders by participating in weekly school-wide assemblies that mark global cultural traditions, reinforce virtuous behaviors, celebrate important events, and reward students’ academic successes. Students will have frequent opportunities to work in pairs and small cooperative groups for the purpose of peer tutoring. They will also engage in civic outreach activities, mandatory community service events, and adult mentorship programs. Through an emphasis on student agency, students will increasingly take ownership over their education as they progress. In the middle school, the leadership development program expands to include an increased focus on character development, civic engagement, global awareness, and service learning. We believe leaders can be developed by learning specific skills and habits at an early age. By teaching these skills, we are creating the leaders of tomorrow.
- **Positive Behavior Interventions & Supports (PBIS):** Through PBIS, EAR’s full-time dean of students will establish a school-wide system of discipline that, reinforced by the following programs, will unite evidence-based behavioral interventions into one integrated continuum that expands the academic, as well as social behavior outcomes, for all students.
 - **CHAMPS Classroom Management:** The CHAMPS system, a proactive and positive classroom management plan, will overtly teach students responsibility.
 - **Teach Like a Champion:** Doug Lemov’s *Teach Like a Champion 2.0* will provide teachers with actionable, specific teaching techniques to put students on the path to college.
 - **Essential 55 Rules:** The Essential 55 Rules from the Ron Clark Academy in Atlanta, Georgia will teach students the explicit rules of social etiquette.
 - **Core Values** The Core Values equip students with the character attributes that are necessary to learn how to act, achieve at high levels, become great human beings, and exercise the social capital essential to lead happy, fulfilling lives.

Design Principle 3: EAR will maximize teacher effectiveness by retaining, equipping, and empowering teachers who take ownership for student learning, behavior and empowerment. Strategies to support this principle include:

- **Teacher Recruitment:** EAR will work closely with local colleges of education and a network of school leaders to source highly-qualified, mission-aligned teachers, provide continuing education offerings, and support the development of a robust educator pipeline. EAR’s leadership is engaged in partnership discussions with the heads of the schools of education at St. John Fisher College and Nazareth College. A member of EAR’s Board of Directors, Jim Costanza, served as immediate past chair of the Board of Directors of Nazareth College.
- **Summer Training:** Each summer, the new and returning administrators from all schools in the Exalt network gather for 40 hours of training in various aspects of school and teacher management. Teachers who are new to EAR will receive 140 hours of teacher training; returning teachers will receive at least 40 hours of training. These trainings prepare and equip teachers and administrators for the opening of school.

- **Ongoing Professional Development (PD):** Every Wednesday throughout the year, the school day ends at 1:30 p.m. so that teachers can participate in three hours of facilitated large-group PD, small-group professional learning communities, and individual or paired lesson planning. Frequent teacher observations, annual professional growth plans, periodic surveys, teacher portfolio submissions, and other forms of assessment are used to encourage teacher development and excellence. All PD and training will be data-driven and relevant to real needs. (See Section III E.)
- **Teacher Leadership:** The school will be structured so that teachers can be hired into positions (grade level leads, master or associate teachers) that offer differentiated pay, responsibility, and autonomy based on proven experience serving a comparable population and effective delivery of instructional programs.

Design Principle 4: EAR will generate active, widespread community and family involvement by engaging and aligning all stakeholders around a vision of success for every child. Strategies to support this principle include:

- **Parent Engagement:** Beginning upon enrollment, parents will be asked (not required) to sign a parent-teacher-student covenant that serves as a tool for adopting a defined set of high expectations. Over the course the year, parents will be offered multiple and varied opportunities to engage in EAR, including quarterly student-led conferences, workshops, cultural celebrations, and school-sponsored athletic leagues and academic clubs. Also, a seat on the Board will be reserved for a parent. This parent and all parents will be supported by a parent organization, formed to encourage parent engagement in school decisions.
- **Parent Satisfaction:** Surveys will be administered to parents at least twice annually, fall and spring, to gauge and track satisfaction with and involvement in the school.

Design Principle 5: EAR will advance an approach to leadership that emphasizes the central importance of teaming, transparency, clear role delineation, and distributed leadership in successfully managing all aspects of the school. Strategies to support this principle include:

- **Carver Policy Governance:** The EAR Board of Directors will implement the Policy Governance Model – an integrated Board leadership paradigm developed by John and Miriam Carver – to place focus on the larger issues of setting institutional vision through policy; delegate with clarity; oversee management with one voice; evaluate the organization’s accomplishments (or ends); and deliver on its ability to exchange autonomy (from its authorizer) for accountability.
- **Team-based Management:** EAR’s success will be driven by the complementary efforts of an active administrative team, operating within a well-delineated leadership structure, whose support permits instructional staff the time to prioritize teaching and learning.
- **Exalt Affiliation:** A minimum of one member of the school’s leadership team (the proposed executive director) will bring his background and operating experience with the Exalt network to EAR, ensuring that EAR implements the model with fidelity, while also possessing local understanding to customize the model to meet distinct needs. A regional and national Exalt team, whose services are defined through a service agreement, will also support EAR.
- **Community Ownership and Engagement:** EAR’s proposed Board members will bring strong community connections and diverse expertise. By partnering with a variety of community organizations, EAR will provide students and families with a continuum of health, wellness, socio-emotional, and family services.

Design Principle 6: EAR will conduct outreach, engage families, and enroll students in a disciplined manner that maintains fidelity to the school’s mission, meets both the letter and intent of New York law, and results in the creation of a school that serves a diverse high-need population. More than 85 percent of the students enrolled in other Exalt network schools qualify for the

federal Free and Reduced-price Lunch Program (FRLP). More than 50 percent of network students are African American and more than 30 percent are of Latino decent and are ELL students. The best practices employed by educators throughout the Exalt network are specifically designed to address the needs of students with a variety of basic needs, such as cognitive delays, a lack of impulse control, diagnosed disabilities, erratic behavior patterns, language acquisition barriers, and frequent transitions in home, caregiver, transportation, and residence. EAR is applying for a charter to open a new community public school in the Beechwood-EMMA neighborhoods of Southeast Rochester specifically because of our leadership team’s desire to serve students who would otherwise be confined in low-performing schools and are acutely at risk of academic failure.

It is the unique combination of these elements that makes EAR innovative. Together, these key design elements will provide students with a purposeful learning environment that effectively addresses the diverse academic and socio-emotional needs of all students in the Beechwood-EMMA neighborhoods of Rochester in preparation for college and career.

Waivers We do not anticipate requiring any waivers of any federal statutory or regulatory provisions or any state or local rules to successfully operate the proposed school. Once the ELL population is known, EAR may seek permission for a one-year waiver from the ~15-50% PD requirement if ELL enrollment makes up less than 5% of the total student population.

C. Enrollment, Recruitment, and Retention

Application, Admissions and Enrollment Processes In compliance with all federal and state laws in admitting students, EAR will be open to children who are eligible under the laws of New York State for admission to a traditional public school. The school will welcome diversity and will not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other grounds that would be unlawful. (Attachment 1 provides EAR’s Admissions Policy and Procedures.) If the number of applications received for any grade is greater than the maximum number of students allowed for that grade, then the school will conduct an equitable lottery. The manner of the lottery will be determined by the school and consistent with state law and district policy, to admit the maximum allowed number of students for that grade and to create a waitlist for subsequent admission should a space become available later. To illustrate, if the maximum number of students for a grade is 60, and if 80 applications are received, then 60 applicants will be accepted through the lottery process, and a waiting list of 20 can be determined with order of priority on the waiting list determined through the lottery process.

Projected Enrollment Table								
Grades	Ages	Over the Initial Charter Term					Renewal Term	
		Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21	Year 6 2021-22	Year 7 2022-23
K	5-6	60	60	60	60	60	60	60
1	6-7	60	60	60	60	60	60	60
2	7-8	60	60	60	60	60	60	60
3	8-9		60	60	60	60	60	60
4	9-10			60	60	60	60	60
5	10-11				60	60	60	60
6	11-12					60	60	60
7	12-13						60	60
8	13-14							60
Total		180	240	300	360	420	480	540

Vacancies As shown in the enrollment table above, EAR will not account for an annual attrition rate. Vacant seats will be backfilled throughout the school year in order of placement on the waitlist. To sustain continuous enrollment, our primary goal is to establish a strong learning environment where families commit to the K-8 continuum. Yet, in response to the proclivity of transience in an urban population, EAR will maintain a robust waitlist equal to at least 20% of the total grade level recruitment target to maintain full enrollment. In line with the commitment to fill seats and meet rigorous achievement goals, EAR understands the importance of a strong transition program that aggressively meets the needs of students who join an already formed cohort – in particular in grade 7, served in our renewal term, when the RCSD typically experiences transition. Students who join an already-formed cohort will be quickly immersed into the culture through a one-on-one peer pairing, assessed and provided with targeted interventions to accelerate learning in alignment with their EAR peers.

Enrollment Rationale and Growth Strategy Further, because we believe that the path to a good education and a successful career starts early, we have strategically chosen to open EAR with grades K-2 and to add a kindergarten cohort each year. Given this will influence enrollment so the majority of new students are kindergarten students. This decision is supported by empirical evidence that shows the difficulty of catching students up in middle and high school. In fact, “Several studies have explored the importance of preparation prior to eighth grade for students to have a reasonable chance of meeting college readiness benchmarks by the end of high school. For example, students who were far off track in eighth grade had only a 10% chance in reading, 6% chance in science, and 3% chance in mathematics of reaching the ACT College Readiness Benchmarks by twelfth grade. In higher poverty schools, those numbers were 6%, 3%, and 3%, respectively. Results were similar for students catching up between fourth and eighth grade. The harder it is to get off-track students on track in the upper grades, the more important it is to get them on track in the early grades.”⁴

Further, believing that learning takes time, is cumulative, and that a solid foundation in the lower grades supports achievement in the upper grades, we have chosen to serve grades K-8 at full capacity. This continuum from elementary into middle school will provide our students with both a coherent curriculum across all major subject area and grade levels, as well as the time needed to attain mastery with the proper depth needed to achieve our mission. Concurrently, this enrollment plan will remove the transition into middle school that compelling evidence shows has substantial costs in terms of student achievement. The evidence, including that presented in the Education Next article, *Stuck in the Middle: How and Why Middle Schools Harm Student Achievement* is disconcerting: Jonah Rockoff and Benjamin Lockwood of Columbia's Graduate School of Business compared the achievement of New York City students who stayed in K-8 schools with students who moved from K-5 and K-6 elementary schools to 6-8 middle schools (controlling for other variables). They found that students who attended middle schools did markedly worse in reading, math, and attendance. In addition, the achievement and attendance decreased with each year they spent in middle school. The study found that NY students who were doing better than average in elementary schools, including those who stayed in elementary schools through sixth grade, had dramatic drops in achievement when they moved to middle schools. A particularly distressing finding from our study, say Rockoff and Lockwood, “...is that students with lower initial levels of academic achievement fare especially poorly in middle school.”⁵ The authors then speculated that a likely explanation is that grades 6-8 schools throw together students from multiple elementary schools in much larger cohorts (more than 200 students per grade level) than they experience in elementary schools (100 students) or K-8 schools (75 students). These two factors seem to combine with the normal developmental turmoil of early adolescence to produce lower achievement. But, in support of EAR's model, a decline in achievement in the middle grades

⁴ <https://www.act.org/research/policymakers/pdf/ImportanceofEarlyLearning.pdf>

5

is not inevitable, as evidenced by the higher achievement in the upper grades in K-8 schools and parent feedback, in recent years, in the annual surveys taken in New York City. “There is little perceptible decline in satisfaction among parents in K-8 schools as their children age,” say Rockoff and Lockwood, “a consistency we would not expect if educational quality simply cannot withstand the onslaught of puberty.”⁶

EAR’s K-8 enrollment plan reflects a national movement toward a similar model. Research shows that K-8 schools are becoming more popular. “Several urban school districts, such as Baltimore, Maryland, and Philadelphia, Pennsylvania, are now abandoning both the middle school concept and middle schools. By 2008, the number of K-8 schools in Philadelphia will have increased from 61 to 130. Baltimore has opened 30 K-8 schools in the last few years. Districts like Brookline, Massachusetts, and Cincinnati, Ohio, are now exclusively K-8. The goal for these districts is the same: to increase academic achievement and create an atmosphere more conducive to learning.”⁷ Thus, by implementing a single, tightly scaffolded academic design, Exalt will ensure that students do not suffer from any gaps in their education. Our students will graduate from middle school prepared to enter high schools – in particular, the East High School that is currently being redeveloped by the University of Rochester – on track for competitive colleges and advanced careers. Further, capping enrollment at 540 (60 per grade level) will help us maintain a small school environment. An extensive amount of research indicates that there are many benefits from small learning communities: “Smaller schools may be especially important for disadvantaged students as they provide more individualized attention and teachers are better able to address different learning styles. Smaller schools may also promote substantially improved achievement and higher graduation rates.”⁸ Finally, the proposed slow growth pattern will allow EAR to establish a strong foundation of best practices while the school expands in size. By starting small and adding one grade per year, the school will be poised to maintain the culture that has been established at the school. In addition, beginning as a small school will allow school leaders to select the strongest teaching candidates through its rigorous hiring and recruitment process. We believe that the value of an effective teacher can be “...more important to student learning than a child’s race, poverty level, parents’ education, or any other external factor often thought to dominate school outcomes.”⁹

Enrollment Projections EAR will meet enrollment targets through strong community engagement, strategic outreach, and leveraging relationships with community organizations. To date, EAR has collected signatures of support from parents of 318 school-aged children interested in enrolling, representing 176% of our year 1 enrollment. Upon approval, EAR will open a storefront in the neighborhood and “Coming Soon” posters to build name recognition and engagement. EAR will use an enrollment and retention targets calculator to ensure enrollment and retention targets are met for students with disabilities, ELL students, and students eligible for FRLP as prescribed by the New York State Board of Regents.

Recruitment and Retention Plans for Special Needs Populations With the goal of ensuring that all available seats are filled on opening day and to create a racially and economically diverse student body, EAR will demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities (16.5%), ELL students/students with limited English proficiency (10%), and students who qualify for the FRLP (84%), when compared to RCSD enrollment figures. Recruitment efforts, primarily in the Beechwood-EMMA neighborhoods, where low achievement and a high percentage of students who are eligible for FRLP characterize the public schools, will ensure that the EAR program is publicized to a broad

and ⁶ <http://educationnext.org/stuck-in-the-middle/>

⁷ <http://www.ascd.org/publications/educational-leadership/apr06/vol63/num07/Mayhem-in-the-Middle@-Why-We-Should-Shift-to-K%E2%80%938.aspx>

⁸ Howley, et al., 2000

⁹ http://www.ucdenver.edu/academics/colleges/SPA/researchandoutreach/Buechner%20Institute%20for%20Governance/Centers/CEPA/Publications/Documents/AQTfinal_exec_sum.pdf

cross-section of prospective students. In conjunction with E3 Rochester, the EAR leadership team will lead recruitment efforts, including those for special needs populations, as described in Attachment 1.

Ensuring Adequate Enrollment and Allowing Full Accessibility for Special Needs Populations EAR expects that its robust recruitment plan will confirm that we meet or exceed the average percentage for students with disabilities (16.5%) and ELL students (10%) in RCSD schools. To ensure that equal access is provided to all students, we will establish targets (and employ an enrollment and retention targets calculator)¹⁰ for the enrollment and retention of students who have disabilities, ELL students and students who are eligible for FRLP, comparable to the enrollment figures of the local school district.

EAR will engage in a variety of activities to maximize retention and avoid attrition: setting clear expectations with parents upfront through the use of a Parent-Teacher-Student Covenant and Student & Family Handbook; building strong daily relationships and communication channels; closely monitoring student retention rates, attendance, and tardiness rates; and taking proactive steps to mitigate such risk factors as transitions in residence, primary caregiver, and transportation. Once a child becomes a student, the entire family will become a valued member of the Exalt community. We will use ongoing qualitative and quantitative data to gather timely information about each individual child's success to identify areas that need scaffolding and support. With these and other preventive measures, we anticipate attrition rates will remain low.

D. Community to be Served Over the past year, the leadership of EAR and its primary partner, E3 Rochester, have worked together to conduct intensive outreach in low-income areas of Southeast Rochester and, on several occasions, in the Beechwood-EMMA neighborhoods. Through these efforts, 348 prospective parents (nearly twice as many as would be required to fully enroll the school in its first year) have signed petitions expressing interest in enrolling their children in the school. EAR has established partnerships with the Historic Parsells Church, 441 Ministries, the Children's Institute, and other local institutions that provide youth and family services in the Beechwood-EMMA neighborhoods, and are helping EAR with family outreach and student enrollment.

To address a need for neighborhood redevelopment, Mayor Warren has recently initiated the East Main Street Revitalization Project along the corridor that serves the Beechwood-EMMA neighborhoods – two low-income neighborhoods in the Southeast Quadrant of the City of Rochester in the State of New York. Beechwood and the much smaller, contiguous EMMA are among the most diverse neighborhoods in Rochester¹¹ economically, socially, and racially. According to the U.S. Census, 57 percent of residents are Black, 16 percent are Hispanic, 18 percent are White, and 10 percent are of other ethnicities. In response to the Mayor's need for an anchor school, EAR plans to open a community public school in August 2016 to meet the needs of residents who are low-income and vulnerable to the negative effects of gentrification. EAR will anchor a Purpose Built Community that is being developed by Home Leasing – a prominent local real estate development enterprise. In addition to EAR, the project will include a mixed-income housing development, wellness facilities, and remaking of East Main Street. The Mayor has formed a steering committee including the two neighborhood associations, teachers, church leaders, community activists, Home Leasing, E3 Rochester, Purpose Built Communities, the Rochester Housing Authority, the Farash Foundation, and others.

EAR intends to serve 540 K-8th grade students at full capacity. As a community public school, EAR will serve a student population that is reflective of the demographics of the community, including all children irrespective of their special needs, home language, or disabilities. Beechwood, like EMMA, is a largely low-income neighborhood with approximately 8,780 residents whose average household income equals \$25,600. In January 2015, the report: *Benchmarking Rochester's Poverty in the City of Rochester*, indicated that the City's "...poverty rate continues to rise and is now at 32.9%, while the City's childhood poverty rate has

¹⁰ <http://www.newyorkcharters.org/operate/existing-schools/enrollment-retention/>

¹¹ <http://rocwiki.org/Beechwood>

increased to more than 50%; Rochester now has the highest rate of extreme poverty of any comparably sized city in the United States.”¹² Given the high poverty rate, the high percentage of students eligible for the FRLP, and the low performance in existing RCSD schools, we recognize that many of our students will enter school in need of strong intervention and supports to rapidly increase student achievement.

Current educational attainment data in the Beechwood-EMMA neighborhood indicate that the highest level of education that the majority of residents have earned is a high school education. The most recent graduation rate (51%) reported in RCSD is currently the lowest of the Big Five school districts. Data further show that poverty rates in the city go down as educational attainment goes up. “Those with less than a high school diploma have a poverty rate of 44.0% as compared to those with a diploma and no college (25.7%), those with some college (23.0%), and those with Bachelor’s or advanced degrees (9.7%).”¹³ These data drive all of us at Exalt Academy to achieve our mission and objectives to ultimately accomplish our vision, and to exchange generational poverty for a good chance at lifelong success.

Performance data of schools in the RCSD shows that of the big five New York cities, the RCSD performed the lowest on ELA and math proficiency standards. In 2014, Superintendent Vargas categorized achievement as “painfully and unacceptably low.”¹⁴ For the third consecutive year, the overall accountability status for the RCSD in the 2015-16 school year is a Focus District. Fourteen of the district’s schools have been identified as persistently struggling or struggling, given they have been considered failing for the past 10 or more years. Twenty-five of the district’s 55 public schools (grades K-12) are Focus schools, while 14 others have been identified as Priority schools. Just 12 of the RCSD schools are in Good Standing, and one is deemed to be a Local Assistance Plan school.

Our interest in sharing the above details is to highlight the socioeconomic and educational needs facing the students and families we intend to serve. Each factor adversely affects a child’s ability to learn and accentuates our desire to select this area. In fact, the demographics, the demand from parents and community organizations, as well as the extreme level of community need and the current performance results of the RCSD, compelled the applicant team to select this location.

EAR will greatly enhance the public educational options available in Rochester by: a) providing a targeted solution for the highest need students and families in the Beechwood-EMMA neighborhoods; b) increasing the learning time of students by 40 percent relative to surrounding schools; c) implementing effective behavior, social etiquette, and character programs; d) providing excellent, standards-based teaching-and-learning; e) using frequent formative and summative assessments to target individual learner needs; and f) taking steps to increase the achievement levels and lifelong opportunities for the students it serves beyond what is currently available.

E. Public Outreach From early March 2015 to the present and continuing this Fall, EAR representatives have provided stakeholders in the community many occasions to hear about the proposed school in detail and provide feedback, as demonstrated in Attachment 2. Three public meetings were advertised and publicized: June 15, 2015: Lyell Branch Library; June 17, 2015: Sully Branch Library in the Beechwood neighborhood; and June 20, 2015: Central Library of Rochester. Visual displays were set up, printed handouts and brochures provided, as well as the opportunity for people to ask questions and discuss the proposed school with knowledgeable EAR representatives. In addition, EAR was invited to have a display table at the “Rock the Block” celebration on August 22, 2015 in the middle of the Beechwood neighborhood. Over six hours, more than 900 neighborhood residents participated in the event. EAR gave free books to neighborhood children to attract families to the table where they learned more and engaged in discussion

¹²<http://www.actrochester.org/sites/default/files/Poverty%20Report%20Update%202015-0108.pdf>

¹³<http://www.actrochester.org/sites/default/files/Poverty%20Report%20Update%202015-0108.pdf>

¹⁴<http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/9266/State%20of%20Our%20Schools%20Dr.%20Vargas%2008-07-2014.pdf>

about the proposed school. Representatives of the school have also attended and were heard at a community meeting at the Historic Parsells Avenue Church and a Beechwood Community Association Meeting, each attended by more than 70 people. Most recently, on September 22, founding leaders held a neighborhood cookout where 150 people attended to hear about our school and give feedback – 348 signatures were collected on petitions supporting the school. These signatures were collected in 11 different locations including community centers, Head Start programs, the Boys & Girls Clubs, and Family Day celebrations. More than 650 people have seen EAR displays and/or received handouts about the school. The feedback collected, verbally and via surveys, is detailed in Attachment 2. The most repeated feedback that informed this proposal was that high quality public school options are sorely lacking in RCSD and EAR would be welcomed with open arms. Furthermore, with the help of staff from E3 Rochester, Inc., representatives of EAR met personally with leaders from city government, local colleges and universities, other charter schools, community activists, business leaders, museums and others to engage in discussion regarding need and EAR’s programmatic response. Finally, EAR is an integral part of the Mayor’s East Main Street Revitalization Project.

F. Programmatic and Fiscal Impact EAR seeks to operate in the RCSD that is primarily split into private schools consisting of four K-8 schools and one secondary school, while public schools include 56 Pre-K sites (traditional and community-based), 27 traditional elementary (PreK-6 or K-6), 14 K-8 or K-12 schools, and 25 secondary schools (7-12). Voluntary inter-district school choice is offered for students in grades K-6; school selection is offered to students entering grades 7 and 9, giving students access to schools both in and outside of the district lines. Although the benefits of a school choice program should be that it provides families with greater choice, New York’s voluntary inter-district open enrollment law has been deemed “...one of the least effective in the nation due to the significant barriers it leaves in place for students wishing to transfer public schools, including significant tuition costs, screening of students by receiving districts, and a lack of transportation funding for transferring students.”¹⁵ This school choice option decreases the impact that the Academy will have on the RCSD; costs associated with an inter-district transfer will be alleviated. As shown in the chart below, the Academy’s proposed enrollment plan in grades K-8 (540 students) represents only .026% of current grade K-8 enrollment in RCSD (20,776), using SY 2012-13¹⁶ figures.

Grade	Rochester Public School Enrollment *(2012-13)	EAR’s proposed enrollment per year	Percent of Rochester Public School Enrollment
K	2,609	60	.023
1	2,592	60	.023
2	2,352	60	.026
3	2,275	60	.026
4	2,375	60	.025
5	2,142	60	.028
6	2,180	60	.028
7	2,057	60	.029
8	2,194	60	.027
Total	20,776	540	.026

*Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in the enrollment figures above.

Thus, since graduates will enter an RCSD high school prepared for success and to increase the RCSD’s overall graduation rates, EAR expects to have a positive programmatic impact on RCSD.

¹⁵ FERA Report Open Enrollment, page 5, Nov 2012

¹⁶ <http://data.nysed.gov/enrollment.php?year=2013&instid=800000050065>

Programmatic Impact on Charter Schools Two charter schools are currently located in the Southeast quadrant: PUC Achieve Charter School (PACS) and the Eugenio Maria de Hostos Charter School (EMHCS). PACS opened this year and has a waitlist for its inaugural fifth grade class. EMHCS has been operating for the past 15 years and has a waitlist for each grade on its K-3 campus. Given waitlist figures, as well as the difference in model (e.g., at EMHCS, a bilingual program is offered) and grades to be served (PACS will limit enrollment to grades 5-8.), EAR expects not have a programmatic impact on existing charter schools.

Programmatic Impact on Private Schools Within the SE quadrant, ZIP codes 14607, 14610, 14620, and 14623,¹⁷ there are 21 private schools serving elementary and middle school students. Of these, one has a Montessori focus, three are special education schools, 13 have a religious affiliation (e.g., Jewish, Catholic), while two are alternative schools. The average tuition is \$5,708. Through feedback received during outreach in the community, EAT does not anticipate that students will exit private schools to attend the proposed school. For this reason, we do not expect to have a programmatic impact on existing private schools.

Existing Educational Options There are nine public school options, including two charter schools, serving kindergarten through eighth grade students in the proposed community. With just one of these nine offering a K-8 configuration, EAR will increase the options of families to enroll their children in a program that serves both elementary and middle school students.

Fiscal Impact EAR will have a minimal fiscal impact (See table below) on the overall RCSD. Starting in SY 2016-17, EAR will receive approximately \$2.03M in public funds; this amount increases to \$4.07M in SY 2019-20. Based on the approved budget for the Rochester host district of close to \$801.8M (SY 2015-16), EAR’s fiscal impact is between 0.25% (in SY 2016-17) to 0.51% (in SY 2019-20). The fiscal impact on RCSD’s total budget is well under 1% of the district budget for both short- and long-term.

Operational Year (A)	Paid Enrollment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.) (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District	Project Impact (i.e., % of District’s Overall Funding) (F / G = H)
2016-2017	162	\$12,440	\$2,015,280	\$18,711	\$2,033,991	\$801,818,597	0.25%
2017-2018	216	\$12,440	\$2,687,040	\$24,948	\$2,711,988	\$801,818,597	0.34%
2018-2019	270	\$12,440	\$3,358,800	\$31,185	\$3,389,985	\$801,818,597	0.42%
2019-2020	324	\$12,440	\$4,030,560	\$37,422	\$4,067,982	\$801,818,597	0.51%

However, these numbers do not show the long-term positive fiscal impact. EAR students will graduate prepared for success at the East High School that is currently undergoing redevelopment by the University of Rochester. As EAR builds a pipeline to East High School, the RCSD will ultimately lose fewer students than implied by the number of students at the school. Further, as residents become more employable and the neighborhoods become safer, the future social benefits will manifest themselves in lowered costs of policing, social services, Medicaid, and other government expenditures. Finally, as RCSD students become more qualified, employers will return to the city to increase tax revenues and housing prices.

¹⁷ <http://www2.monroecounty.gov/government-privateschools>

II. Educational Plan

A. Achievement Goals

Goal 1: Exalt Academy students will achieve mastery of skills to meet or exceed proficiency on all subjects tested by the NYSTP (ELA, mathematics, and science).¹⁸

- Metric 1A: In grades 3-4, at least 15 percent more of all students will meet or exceed proficiency in all subjects tested by the NYSTP than among their counterparts in the Rochester City School District (RCSD). The assumption is that students will enroll in EAR at or below the performance levels of their peers in RCSD.
- Metric 1B: In grades 5-6, at least 30 percent more of all students will meet or exceed proficiency in all subjects tested by the NYSTP than among their counterparts in the RCSD.
- Metric 1C: In grades 5-6, at least 75% of students with disabilities, 504 behavior plans, and ELL students will score Level 2 in all subjects tested by the NYSTP within three years of continuous enrollment. The percentage of all such students who meet or exceed proficiency will be greater than their counterparts in the RCSD.

Goal 2: All Exalt Academy students (in all grades) will demonstrate growth in the academic foundation needed to excel in competitive colleges and advanced careers.

- Metric 2A: Starting the second year of operation, an average of all students will annually demonstrate a minimum increase of 3 national percentile points in reading and mathematics between annual start-of-year and end-of-year administrations as determined by the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP).
- Metric 2B: Starting the third year of operation, an average of 60% of returning students or greater will meet or exceed their individual growth RIT targets in reading and mathematics between start-of-year and end-of-year administrations as determined by the NWEA MAP.¹⁹
- Metric 2C: By the spring of their 5th grade year, more than 50% of returning students who take the Spring NWEA MAP will score above the 50th national percentile.²⁰
- Metric 2D: By the Spring of their 8th grade year, more than 60% of returning students who take the Spring NWEA MAP will score above the 50th national percentile.

Goal 3: By its 5th year of operation, Exalt Academy will, through the NYSTP, attain state accountability designation of Good Standing or be considered a Reward School for at least 1 year as demonstrated by high performance and/or high progress relative to other schools in the State.

Goal 4: Exalt Academy students will demonstrate key behaviors required for success, citizenship and leadership.

- Metric 4A: Based on a school-wide assessment, more than 90% of Exalt Academy students will demonstrate positive behaviors that are representative of school values.
- Metric 4B: When comparing the average of the first 3 months of the academic year with the average of the last 3 months of the academic year, EAR will sustain a 50 percent or greater decline in the total number of behavior referrals registered by month.

¹⁸ Baseline: We believe these goals are ambitious given that performance has held relatively steady in the RCSD between 2013 and 2015, with only 4.7% (ELA) and 7.4% (math) of students scoring 3 and above in 2015 while only 5% of RCSD students disabilities scored at Level 2 and 94% at level 1 in 2015 in ELA and 2% in 2015 in math at level 3, 91% at Level 1 in 2015. We also believe that these goals are attainable given the track record of success in Exalt schools.

¹⁹ On average, most schools nationally only enable 50% of students to meet their individual growth targets. By exceeding this threshold by at least 10%, EAR will be sustaining a rigorous achievement benchmark with returning students.

²⁰ On average, EAR expects that incoming students will perform below the 25th percentile. By enabling students to exceed the 50th percentile by the end of their 5th grade year, EAR will demonstrate that students are moving from well below to well above the norm of their peers nationally.

- Metric 4C: Starting in the third year of operation, all students in grades 3 and higher will complete at least one community service project that demonstrates community citizenship.

Goal 5: Exalt Academy will demonstrate high rates of student, family, and staff satisfaction.

- Metric 5A: Starting with the second year of operation, the average daily attendance rate by month will exceed 92 percent.
- Metric 5B: At least 60 percent of all EAR families and 90 percent of all EAR staff will complete and return the bi-annual survey.
- Metric 5C: Starting with the second year of operation, among those families completing a survey in the Spring of each year, at least 85 percent of parents will report being either satisfied or highly satisfied with the school.
- Metric 5D: Starting with the third year of operation, among those staff members completing a survey in the Spring of each year, at least 85 percent will report being either satisfied or highly satisfied with the school.
- Metric 5E: In response to the three student-led conferences that are held each year, more than 85 percent of families will participate (in person or virtually) in all three.

Methods for Evaluation As part of a robust evaluation system, a combination of metrics, as well as a monthly dashboard, will be used to track student achievement and to ensure that EAR students meet or exceed proficiency, growth, and achievement goals. Foremost, per NYS requirements, EAR will administer the NYSTP, the grades 3-8 CCLS ELA tests and mathematics tests (in April) and the grade 4 and 8 science test (in late May/early June) to ensure that students reach the State standards for learning at each grade level. We agree with Chancellor Tisch who, in August 2015, stated, “The State’s tests provide an honest look at how prepared our students are for future success, and we believe annual assessments are essential to ensure all students make educational progress and graduate college and career ready.”²¹ (Note: Administrators will continue to monitor the Board of Regents’ decision to shift to the PARCC and will respond accordingly.) Similarly, as students approach high school, the ACT will be used to determine college readiness. Throughout the year, beginning upon the school’s opening, EAR will use a variety of other assessments including the NWEA MAP, formative, interim, authentic, and integrated assessments (see Section IIID) to establish baselines, to evaluate student learning, growth, and achievement of these goals and to communicate performance results to all stakeholders.

B. School Schedule and Calendar EAR students will be fully prepared for competitive colleges and advanced careers. To achieve this, EAR will have an extended school day and year. (Attachment 3a includes a sample weekly student and co-teaching schedule that indicates how time is divided in the shared classroom (to be reviewed annually and revised as needed). Attachment 3b includes EAR’s proposed first year calendar. As illustrated in the sample student schedule, core subjects of ELA and mathematics are prioritized while the sciences, humanities, social studies, and arts are regularly integrated into the week, along with age-appropriate breaks and physical education. Further, the schedule has been designed to meet the diverse needs of all learners. In addition to core interventions that are integrated into the regular schedule, time blocks (longer for students in grades 5+ because the skill gap is likely to be larger with students who do not have the benefit of starting with us in kindergarten) offering targeted individualized academic supports through a response to intervention (RtI) model that addresses specific skill sets and knowledge gaps or need for acceleration. Effective well-planned use of focused academic learning time in this extended day will provide students with at least 40% more instructional time than the average public school. Exalt schools place emphasis on using each instructional minute to maximize time on task and student learning in alignment with research on engaged time or time on task that demonstrates that the more engaged time students have, the

²¹ <http://www.nysed.gov/news/2015/state-education-department-releases-spring-2015-grades-3-8-assessment-results>

higher their achievement.²² Time on task will also be given consideration when student groupings are determined. For the most part, students will be grouped heterogeneously in all core content areas as a whole and in small groups. During interventions (see page 32 for a description of EAR's three-tiered RtI framework), students may be grouped homogeneously as determined by individual level of need and, based on progress monitoring, revised every six weeks.

To further maximize the delivery of time on task, EAR's data-driven teachers will be allotted regularly scheduled opportunities to use data. Exalt Schools know that data-driven teachers significantly impact student outcomes. Also, to sustain highly effective teaching, co-teacher planning time and opportunities for PD will be prioritized and integrated into the school week and calendar year. Characteristic to Exalt schools, co-teachers will work a staggered shift. One will start his/her contact hours at 7:00 a.m. and finish at 3:30 p.m., while the other will start his/her contact hours at 8:30 a.m. and finish at 5:00 p.m. This shift allows students to receive the benefits of increased student-teacher interaction and permits an extended day without overtaxing teachers.

A weekly early dismissal will complement daily opportunities, as will the calendar that has been purposefully designed to include PD. Annually, all new faculty members will receive at least 120 hours of initial orientation and training in advance of the school's opening. Returning faculty members may host this training and participate in at least 40 hours of continuing training preceding the start of each year. School will open in mid-August and conclude in late June. Exalt's year-round academic calendar provides students with more focused learning time than does the average district school. The academic calendar consists of at least 200 instructional days – 20 days longer than average. By shortening the summer break to 45 days and distributing the long summer break into shorter breaks, EAR will minimize the academic regression that frequently occurs during a typical summer vacation. In fact, with this calendar, EAR students will sustain computation and reading achievement over the summer, unlike peers who frequently lose 2.6 months of grade level equivalency in mathematical computation skills over the summer months²³ or the more than 2 months learning loss in reading achievement.²⁴

C. Curriculum and Instruction We anticipate that students will enter EAR with enormous diversity – in culture, language, experiential backgrounds, capabilities, home conditions, learning styles, attitudes toward learning, and future ambitions, as well as with varying skill levels in literacy and math. To meet these diverse needs and to achieve the school's ambitious mission, we have drawn on empirical and academic research, as well as the well-documented track record of success in existing Exalt schools, to design a liberal arts curriculum that will provide EAR students with one seamless learning continuum across all major subjects and grade levels. EAR will deliver a coherent elementary and middle school curriculum specifically designed to engage children and systematically accelerate their academic development in preparation for competitive college and advanced careers.

In alignment with the internationally-benchmarked and evidence-based New York State P-12 CCLS, inclusive of the Common Core State Standards (CCSS) and the NYSTP, EAR's content-rich academic curriculum is carefully sequenced to build on knowledge, permitting students to develop a solid foundation. Within the sequenced curriculum, all EAR first through sixth grade students will "...receive instruction that is designed to facilitate their attainment of the State intermediate learning standards in the seven general curriculum areas: mathematics, including arithmetic, science, and technology; English language arts, including reading, writing, listening, and speaking; social studies, including geography and United States history; languages other than English (pursuant to section 100.2(d) of Commissioner's Regulations); the arts, including visual arts, music, dance, and theatre; career development and occupational studies; where student need is

22 <https://feaweb.org/time-on-task-a-teaching-strategy-that-accelerates-learning>

23 <http://www.rif.org/us/literacy-resources/articles/primer-on-summer-reading-loss.htm>

24 <http://www.onlinecollege.org/2012/05/15/15-critical-facts-everyone-should-know-about-summer-learning-loss/>

established, bilingual education and/or English as a New Language (ENL); health education, physical education, and family and consumer sciences with health education pursuant to section 135.3(b) of Commissioner's Regulations and physical education pursuant to section 134.4(c)(2)(i) of Commissioner's Regulations."²⁵

Research-based Programs To implement this curriculum in full alignment to the CCLS, EAR will integrate research-based programs that have been recognized nationally for their effectiveness in equipping students, in particular those similar in our targeted population, with strong foundational skills. Most significant to Exalt Schools are the Core Knowledge Sequence and McGraw Hill's Direct Instruction programs that are described below. Students across the Exalt network of schools have benefited from implementation of these programs. (See Attachment 6a for performance results.)

Core Knowledge The Core Knowledge (CK) program is based on the principle that the grasp of a specific and shared body of knowledge will help students establish strong foundations for higher levels of learning. Developed through research examining national and local core curricula and through consultation with education professionals in each subject area, the *Core Knowledge Sequence* offers a progression of detailed grade-by-grade topics in language arts, mathematics, science, history, geography, music, and fine arts, so that students build on knowledge from pre- kindergarten through grade eight. Instructional strategies are modeled for teachers, but the selection of strategies is left to the discretion of teachers²⁶. In EAR, integration of the Core Knowledge guidelines constitutes about 50 percent of the school's curriculum. Using the *Core Knowledge Sequence* for grades 1-6 to sequence and scaffold content that is aligned to the NYSCCLS, EAR will set forth explicit year-by-year knowledge standards, enabling teachers the opportunity to remedy the knowledge deficits with which we anticipate our students will enter. In a very prescribed sequence, students will establish strong foundations of knowledge, grade-by-grade. Supporting research²⁷ includes a comprehensive study led by a Johns Hopkins team that found very significant (more than half a standard deviation) gains (in Normal Curve Equivalent [NCE] Scores from the CTB's math and reading comprehension subtests) when 12 schools across the nation with moderate-to-high Core Knowledge (CK) implementation were contrasted with low-implementing sites as controls. The researchers also created and administered CK achievement tests in science, language arts, history, and geography. For the third and fifth grade students in the study, results demonstrated, statistically significant, educationally meaningful, and achievement gain was found in every subject for both cohorts tested. Once again, the largest gains were posted by the most dedicated implementers.²⁸ In conclusion, research shows academic improvement is accelerated in schools that implement CK strongly.

Direct Instruction Complementary to CK, McGraw-Hill's Direct Instruction (DI) is a model for teaching that emphasizes well-developed and carefully planned lessons designed around sequenced learning increments and clearly defined lessons in which cognitive skills are broken down into small units, sequenced intentionally, and taught explicitly. It is based on the theory that explicit instruction eliminates misinterpretations and can greatly enhance learning. "Over 40 years of research shows that when DI is implemented with fidelity, it improves student achievement across a variety of ages, learning abilities, socio-economic, and cultural backgrounds. No method for raising student achievement has been more research validated in its effectiveness than Direct Instruction."²⁹ At EAR, DI programs that will be used include Reading Mastery (K-5), Reading Comprehension (6), Reading Mastery Language Edition (K-5), High Performance Writing (K-6),

²⁵ <http://www.p12.nysed.gov/ciai/mle/mleflex.html>

²⁶ The Catalogue of School Reform Models, Northwest Regional Education Laboratory, 2003

²⁷ http://www.coreknowledge.org/mimik/mimik_uploads/documents/106/How%20Do%20We%20Know%20This%20Works.pdf

²⁸ http://www.coreknowledge.org/mimik/mimik_uploads/documents/89/Three-Year%20National%20Study%20Confirms%20Effectiveness%20of%20Core%20Knowledge%20Sequence.pdf

²⁹ <http://www.mheresearch.com/productlist.php?segID=1&subID=2>

Spelling Mastery (1-6), DISTAR Arithmetic (K), and Connecting Math Concepts (K-6). While the New York State P-12 CCLS will set the basis for our curriculum, DI will be adapted to the CCLS to provide students with a curricular model that will prepare EAR students for competitive colleges and advanced careers by enabling them to master the core subjects. The following section summarizes EAR's curriculum by subject area.

English Language Arts (ELA) The priority of EAR's ELA program will be to develop strong readers, writers, and communicators. This is reflected by the school allocating more than 400 minutes a week to ELA instruction, in addition to continual work on these skills integrated throughout the curriculum. Specific content will be drawn from the New York State P-12 CCLS where ELA standards are organized into four overlapping strands: reading, writing, language, and speaking/listening. Successful implementation of the standards will be provided through a content-rich, sequential curriculum that is intentionally and logically structured within and across grades.

Reading Knowing that it is critical that students graduate with the strong ability to read and comprehend written material to succeed in life, work, and post-secondary education, extra emphasis will be placed on literacy. All content area teachers will support literacy to build mastery of skills needed for independent reading. The main curricular program that will be used in grades K-5 is the Reading Mastery series, published by SRA Macmillan/McGraw-Hill, copyright Science Research Associates, Inc. Sixth grade students will transition into Read to Achieve (Comprehending Content Area Text and Comprehending Narrative Text) that has been designed to equip adolescent readers with the comprehension skills and strategies they need to succeed in ELA, science, and social studies. The objectives of this curriculum are to develop highly competent readers. Teachers will supplement the programs through the use of passages, books, and writing prompts to help students practice literacy skills while practicing strategies that are required to perform well on tests. EAR students will have access to, and read, a variety of reading materials and genres, including (but not limited to) classic fiction, contemporary poetry, short stories, novels, informational materials, and essays. Students will read, discuss, and write analyses of various types of print. To make the reading most relevant to students' lives, demographics, as well as student interests, literature selections will inform and assist teachers in integrating a purposeful inclusion of diverse multi-cultural traditions to provide students with an appreciation for diversity required for citizenship and leadership in their communities and beyond. To supplement the program, students will have access to Scholastic's Core Knowledge Library, as well as SRA's Reading Lab – a computerized, interactive phonics-based program that will reinforce specific skills and further develop independent, confident readers. It is our goal that EAR students gain the lifetime ability to not only learn to read, but also read to learn.

Writing EAR will teach students to write and to write well. All Exalt schools use the High Performance Writing program to assist teachers in providing students with the specific writing skills they need to not only excel on writing achievement tests, but to also develop a lifetime set of written communication skills that are deemed essential in the modern world. The program was chosen because it effectively scaffolds learning for all students and is effectively divided into three levels: beginning (grades 1-2), intermediate (grades 3-4), and advanced (grades 5+). The process-oriented instructional approach will establish a firm foundation for the process of writing: pre-writing, writing, revising, editing/proofing, and publishing, with emphasis on different forms of writing, including (but not limited to) practical writing, descriptive, narrative, persuasive, expository, and report. Rubrics will be applied to practice and build strong, independent writing skills while permitting objective assessment. Teachers will promote a collaborating writing environment in which students will make proper use of grammar, work to make inferences, evaluate arguments, and provide evidence to support personal opinions. EAR students will have confidence in their individual writing styles as they establish the ability to produce pieces across a broad range of topics that are polished, expansive, and expressive, applying basic mechanics.

Spelling The Spelling Mastery series is the basic spelling program that Exalt schools use for grades 1-6. In this program, students learn to understand the relationships among sounds, word parts, and spelling patterns. Three basic strategies (phonemic, morphographic, and those that teach high utility words with unpredictable spellings) are taught that encourage students to think their way through spelling, rather than memorize weekly word lists. The Spelling Mastery series progresses from phonemic strategies to morphographic spellings. Words with unpredictable spellings are spread throughout the program. The assumption of this spelling program is that the teacher is the most effective medium for teaching spelling to children, not the use of self-study materials, computers, audiotapes, or unguided discovery (e.g., inventive spelling). Discovering the structure and meaning of words results from of a teacher laying a solid foundation, not relying on chance.

Mathematics Our mathematics curriculum is founded on the core belief that it is essential to establish a strong foundation built on deep understanding for a lifetime of success in mathematics. Students will become math thinkers who learn math through detailed explanations and guided practice. They gain independence and build confidence as they master concepts regularly and develop a solid understanding of numerical relations. The sequence begins in kindergarten with DISTAR Math and will, in the renewal term, take students through advanced math courses. Kindergarten students will complete DISTAR Math 1 and move into the Connecting Math Concepts (CMC) program. We have chosen the K-8 CMC program because it provides explicit, systematic, intensive instruction to introduce key concepts strategically to accelerate student progress; teaches students to connect skills and big idea concepts; monitors each student's progress daily to differentiate instruction; offers online activities to reinforce students' mastery; uses explicit strategies that incorporate oral and written responses; and, make collecting and interpreting student data easy so teachers can effectively respond to student needs. EAR will supplement these programs with Building Blocks math – an all-digital, adaptive format designed to engage students by adapting to meet individual needs. The program is the result of National Science Foundation-funded research and is designed to guide students through research-based learning paths.

Science The EAR science program will nurture scientifically literate students with an understanding of the basic concepts and processes. Students' interest and enthusiasm will be captured through hands-on and minds-on discovery. Science will be made relevant as inquiry and process skills that students learn are applied to their everyday lives. Students will be encouraged to work like scientists with activities that are driven by meaningful questions to promote critical thinking. Common themes will connect lessons to other subjects, learning, and interdisciplinary problem solving. Teachers will adapt the CK series to implement a project-based science curriculum that fully aligns to the New York State Science Learning Standards (NYSSLS) and the Next Generation Science Standards (NGSS). Full Option Science System (FOSS) kits will provide teachers with an organized program and the materials needed to conduct lessons. FOSS has been chosen because it has been found to "...be the best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically (by actively constructing) ideas through their own inquiries, investigations, and analyses."³⁰

Social Studies The aim of social studies at EAR is to provide students with the framework needed to conquer the challenges of citizenship in a democracy and to engage in their communities as agents of change. In alignment with the New York State K-12 Social Studies Framework, designed to prepare students for college, careers, and civic life with standards that are rigorous and aligned to NYS Learning Standards, both CCSS and social studies, students will be exposed to various opportunities to interact with the concepts and ideas through immersion in meaningful projects and discussions. Teachers will use E.D Hirsch's Cultural Literacy to sequence and pace content with a purposeful inclusion of diverse multi-cultural traditions, providing students with an appreciation for diversity that will help them practice and adopt behaviors required for citizenship and leadership in their communities and beyond. Teachers will have the opportunity to work

³⁰ <https://www.fossweb.com/connect-with-foss>

together during planning periods to plan and design rigorous and engaging curricula and instruction that will allow students to "...develop thematic and conceptual understanding while applying disciplinary practices and literacy skills in the context of content"³¹ and to make concrete connections between course content areas. Rather than a published curriculum, EAR teachers will use a variety of instructional resources, including leveled books, authentic literature (Great Books), read-aloud books, online resources, authentic documents, and other materials to support the school's curriculum and the four dimensions of informed inquiry in social studies.

Arts and Music At EAR, visual, performing, and musical arts will be purposefully integrated into the daily schedule to enhance students' learning opportunities and to expose them to arts not usually provided at home. "Arts integration goes beyond including art projects in class; it is a teaching strategy that seamlessly merges arts standards with core curricula to build connections and provide engaging context."³² Arts integration at EAR will exhibit the following characteristics:

- Clear activities, expectations, and outcomes: The teacher clearly communicates to students the academic and artistic content areas to be covered, along with the activities and expectations for the arts-integrated unit.
- Student work habits: Students understand and incorporate the expectations and student responsibilities that are required of the arts-integrated unit (e.g., set-up and clean-up processes, collaborative roles inside student work groups, peer critique procedures, and agreed-upon classroom management rules).
- Content integrity: Teachers maintain the integrity of their content areas.
- Applied arts concepts: Art concepts are applied to investigate and deepen academic content.
- Democratic inclusion: All students have clear, focused, and active roles.³³

EAR teachers will work to design lessons, aligned to the New York State Arts Standards and with the Core Knowledge Music, that integrate the arts across all multidisciplinary areas. (As EAR forms tighter relationships with organizations in the Beechwood-EMMA sections, partnerships with the arts community will be formed to further connect integration to the community at large.)

Physical Education (P.E.) Innumerable research studies show that students need adequate amounts of physical activity throughout the school day to not only prevent obesity-related health issues, but to also improve academic performance. We know, "Physical activity can have an impact on cognitive skills and attitudes and academic behavior, all of which are important components of improved academic performance. These include enhanced concentration and attention, as well as improved classroom behavior."³⁴ With this as a driving force, the goal of our P.E. program is to present meaningful opportunities for students to learn behaviors, concepts, knowledge, and skills that will help them make appropriate decisions in terms of social, emotional, intellectual, and physical health. The P.E. program will expose students to a variety of physical activities (e.g., basketball, tennis, soccer). While students practice sportsmanship, social interaction, and group membership/teamwork, they develop self-esteem. Four times a week, students will benefit from 35 minutes of P.E. with associate teachers who will receive training to provide students with activity that enhances their reflexes and motor skills, improve hand-eye coordination, and develop healthy postures. The health and safety component will offer students a well-rounded opportunity to develop healthy minds and habits. Students will develop the ability to make informed choices.

Technology EAR is committed to the integrated use of technology across all areas of its education programs. Programs such as SRA's Reading Labs and Building Blocks (math) have been chosen to both familiarize students with the computer and to provide opportunities for students to learn at their own pace. EAR will

³¹ <https://www.engageny.org/resource/new-york-state-k-12-social-studies-field-guide>

³² <http://www.edutopia.org/stw-arts-integration-reform-overview>

³³ <http://www.capeweb.org/wp-content/uploads/2011/05/support.pdf>

³⁴ http://www.cdc.gov/healthyyouth/health_and_academics/pdf/pape_executive_summary.pdf

assist every student by ensuring that every student is technologically literate. Research states, "Integration is critical to developing technology literacy. States see the value of teaching technical courses, but see real gains in achievement by integrating technology into core curricular areas."³⁵ Although our goal is for each student to have a Chromebook, computers will not replace the traditional pen and paper and serve as a panacea, but will be used to leverage the capacity of evolving technologies in this day of global connectivity. Technology will facilitate the creation and presentation of information by teachers, students, and administration and will also enhance communication and information exchange among teachers, parents, students, and administration.

World Languages Although demand may prompt EAR to add another language, EAR will offer instruction in the Spanish language (beginning in grade two). Course sequence will introduce students to the language through speaking, listening, reading, and writing activities that continually build on previously learned material with emphasis on the oral and written expression of ideas. Communication between the teacher and students will take place primarily in Spanish and will increase as the student progresses. Cultural appreciation will be embedded throughout the course. Students' ability to communicate effectively will be assessed using the proficiency standards outlined by the American Council on Teaching of Foreign Language (ACTFL).

CCLS Alignment The school's director of curriculum and instruction will work at the outset of each academic year to make sure that the curricula and all the aforementioned resources are fully aligned with New York State's expectations. Beginning in year 2, Exalt's director of academic programs will offer further support. We will also expect (and train) our teachers to be familiar with the NYSCCLS and the NYSTP. Through the rigorous backwards planning approach, alignment and in-depth exposure will be a requisite to grade level standards.

Instructional Strategies and Practices EAR-proven instructional approach maintains a multi-model learning environment in which all students, staff, and visitors are participating in the highest quality teaching and learning throughout the academic day. To meet the demands of our mission and academic performance goals, co-teachers provide students with explicit high quality instruction that results in mastery of the core subjects required by all for success. While one teacher is delivering a scripted lesson to a large group of students, his/her co-teacher may be working with a small group composed by skill level to reinforce students' skills. Following each morning's ELA and math blocks that are dedicated to explicit teaching and learning, afternoon activities engage students in multi-disciplinary integrated hands-on/minds-on learning. These activities will provide students with opportunities to engage in purposeful sequenced curriculum and to actively apply concepts and build skills required for success as learners and leaders: communication, collaboration, critical thinking and problem solving. We understand that all children have differing learning preferences that must be addressed. Teachers will engage students in a variety of teaching-and-learning modalities. Within the room, an observer may see students:

- Learning individually through multimedia lessons with close teacher supervision;
- Collaborating in a small group to complete a science and technology project;
- Building essential literacy skills through drafting a social studies report;
- Interacting in a teacher-facilitated discussion with peers who are speaking of events that are unique to their lives and culture;
- Engaging in a project-based activity to solve real world math problems;
- Exploring music or dance through a project that is related to literature; and
- Participating in a small group intervention with peers whose test results have shown lack of concept understanding.

³⁵ http://www.setda.org/c/document_library/get_file?folderId=6&name=DLFE-68.pdf

The multi-modal learning structure enables teachers to interact with students individually, in small groups, in whole groups, and in activity-based large groups. In selecting the most appropriate instructional strategy, teachers will consider the goals and objectives of the lesson and the unit, the students' prior learning, and strategies for maximizing cognitive engagement. Following is a brief description of the instructional methods EAR teachers will employ to engage students with the content. The combination of methodologies and strategies described below provide students with an innovative learning environment in which all needs are met within one classroom.

INSTRUCTIONAL METHODOLOGIES

Direct Instruction (DI) In this traditional form of teaching, EAR teachers will present the lesson that includes a specific purpose, clear instructions, modeling, guided practice, and checking for understanding. This type of instruction places emphasis on the acquisition of information or procedural skills. DI is designed to accelerate students' acquisition of academic skills; its explicitness reduces guesswork. The pace is fast, permitting the remainder of the lesson to focus on practice or assessment. Four studies reported statistically significant, positive findings for DI in contrast with a comparison group. "Outcomes included reading, language ability, auditory language comprehension, math, and high school graduation rate."³⁶

Differentiated Instruction Differentiated instruction is classroom teaching that customizes instruction to meet the special learning needs of each student. It is based on research that "all students are capable of learning at high levels, but may learn in different ways and through different learning styles. A learning style is the way an individual takes in and processes information. It involves concentrating on, processing, internalizing, and remembering new and difficult academic information."³⁷ EAR teachers will proactively assume a do-what-it-takes-at-the-right-time approach, designing and applying a variety of strategies and materials in one classroom to help students with diverse academic needs and learning styles master the same rigorous curriculum. By adjusting the content, process, products, and learning environment in accordance to a student's readiness, interest, and/or learner profile, the teacher provides targeted instruction.

Discovery Learning In Discovery Learning, EAR teachers encourage students to derive their own understanding or meaning for something, rather than being provided with an exact answer. We agree with the Middle Grades Task Force that "direct instruction and discovery instruction are complementary strategies used to enhance learning."³⁸ As a complement to DI, "discovery learning takes place in problem-solving situations where the learner draws on his own experience and prior knowledge and is a method of instruction through which students interact with their environment by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments."³⁹

Problem Based and Inquiry Learning (PBL) EAR teachers will facilitate student-centered interdisciplinary projects that center on critical thinking and a real-world connection that is rigorous, relevant, and meaningful. These real-world problems will capture students' interest and promote critical thinking as new skills are acquired and applied. Students will work in groups to create a final product that demonstrates mastery of content standards and a demonstration of key skills (e.g., critical thinking, collaboration, and communication). Among the skills acquired are public presentation of learning. The research on PBL, consisting largely of small-sample, non-experimental studies, suggests that participating in "PBL increases student motivation and engagement, reduces absenteeism, strengthens cooperative behavior and improves higher-order thinking skills."⁴⁰

³⁶ <http://www.promisingpractices.net/program.asp?programid=146>

³⁷ Dunn and Dunn as cited in Stevenson & Dunn, 2001

³⁸ <http://literacy4learning.lacoe.edu/differentiation/differentiation.html>

³⁹ https://en.wikipedia.org/wiki/Discovery_learning

⁴⁰ <http://futureofchildren.org/publications/journals/article/index.xml?journalid=30&articleid=52§ionid=207>

INSTRUCTIONAL STRATEGIES

Heterogeneous Grouping EAR will provide all students with the same rigorous content and will scaffold support. Heterogeneous grouping has been shown to improve overall learning. In a review of research on ability grouping over a 60-year period, Slavin (1987) concluded that "...almost without exception, reviews from the 1920s to the present have come to the same general conclusion: that between-class ability grouping has few, if any, benefits for student achievement."⁴¹ At EAR, all students, including students identified for special education as well as ELL students, will be active members of the classroom.

Homogenous Learning During certain periods of the day, EAR teachers will have the flexibility to group students in small groups with similar needs so they may target instruction to better meet the needs of the students in a manner that is not as possible in large-group settings.⁴²

Whole Group Instruction Whole group instruction is used at EAR to establish common understandings and a sense of community for EAR students by sharing discussion and review. When it is essential that all students receive information, and when it is beneficial for many voices to respond to the experiences, whole-group instruction may be the most efficient and optimal vehicle for achieving those aims (Caldwell and Ford 2002). Since whole group instruction is often the most efficient use of time and materials, EAR believes it is important to maximize the benefits all students receive from that instruction.

Cooperative Learning Cooperative learning will bring students of varied ability together in small groups to increase student participation and involvement in the learning process. As small groups of EAR students work together to solve a problem or complete a task, they will take responsibility not only for their own learning, but also share the responsibility for helping other members of the group achieve instructional goals.⁴³ A number of studies have indicated that cooperative learning enhances academic learning, fosters intergroup relations, heightens self-esteem, improves mutual concern and trust, and increases the likelihood of positive social behavior.⁴⁴

Collaborative Learning EAR students will process information and derive knowledge through discussing course-related issues and topics with other peers. Evidence indicates that it "...raises achievement, promotes positive self-concept, and raises regard for others. It appears to be especially useful for students from racial minority and low socio-economic groups who have not excelled to the same degree as middle income majority-culture pupils in the traditional competitive classroom."⁴⁵

D. Assessment System At EAR, we commit to ensure that all students are prepared for competitive colleges and advanced careers. To this end, we believe there is a need for internal measures in all content areas to measure our progress toward this goal. Our web-based platform, Illuminate, combined with a monthly performance dashboard to track more than 15 leading indicators of student engagement, learning, and behavior will serve as a source of information for students, parents, teachers, and leaders, and will also serve as a predictor of performance on state exams. Illuminate is Exalt's network-wide repository for accessing rigorous (pre-populated) items and tests, in addition to being a platform for creating and administering tests, scanning answer sheets, and conducting analysis and reporting. Exalt's dashboard, updated monthly by the director of performance evaluation (a CMO position), will then be the tool used to communicate results with all stakeholders. EAR will implement an assessment system to evaluate students at particular points of time (summative) and to formatively assess student progress throughout the school year. The purpose of our assessment system is to address instructional, evaluative, and predictive needs. EAR assessments will take the following forms:

⁴¹ <http://rer.sagepub.com/content/57/3/293.abstract>.

⁴² Ford and Opitz 2008

⁴³ Slavin 1987

⁴⁴ Educational Leadership, December 1989/January 1990

⁴⁵ <http://www.behavioradvisor.com/CoopLearning.html>

Summative These assessments are created to measure student growth over a period of time. These assessments will include the NYSTP, ACT, end-of-unit tests, end-of-chapter tests. The data from these assessments, along with report card grades, are used to determine if long-term learning goals are being met.

Formative Assessment Using the CCLS, EAR will measure the ongoing progress of each student toward specific education goals, using both formal and informal formative assessments that confirm mastery of the skills and concepts. Illuminate’s formative assessments, delivered on paper or computer, measure one or multiple standards in alignment to the CCSS. (The director of curriculum and instruction will, through crosswalking, ensure alignment to NY’s CCLS.) Performance on these assessments will be used internally to help tailor each student’s education experience to meet his/her individual needs. Teachers use the results to rethink instructional strategies, activities, and content, based on student understanding and performance. Less formal formative assessments will include observation, written reflections, surveys, quizzes, and interactive class discussion.

Interim Assessments Administered throughout the school year in all core academic content areas, the results from interim assessments are reported immediately in the Illuminate platform, aligned to the CCSS (and further aligned to the CCLS by our director of curriculum and instruction). Data are disaggregated by content standard, allowing teachers to identify strengths and weaknesses in the students’ learning. Ideally, to provide actionable information, the assessment is fully aligned with the specific school curriculum and provides more in-depth analyses of student misconceptions or lack of understanding, along with instructional tools and strategies for improving instruction.⁴⁶ As stated above, EAR plans to administer the MAP in reading, mathematics, science and social studies in all available grades. The results of each test administration are available to teachers and administrators immediately, which will make it possible to use data to inform and customize student instruction. In addition, the MAP will enable the school to measure the progress of all students over the course of each year, as well as from year-to-year. EAR will focus on the RIT score (Rasch units) and national percentile ranking of each student, changes in the RIT score and national percentile ranking from year-to-year, and average national percentile rankings for various grades and cohorts. Additionally, EAR will use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (for early grades) and the Scholastic Reading Inventory (or STAR) as tools to monitor progress as approved by the NYSED⁴⁷.

Authentic/Performance and Integrated Assessment A variety of authentic and integrated assessments will be used to measure and share information on student learning with parents and the students. Examples of authentic assessments that will be employed at EAR include regular participation in class, public presentations, portfolios, writing samples, culminating projects, exhibits, and self-assessments.

Rubrics and Criteria Charts Teacher- and student-generated rubric and criteria charts will be used to evaluate student work. Rubrics may be tailored to a classroom assignment, to a grade level benchmark assessment, or a school-wide assessment. EAR places a high priority on the use of these tools to ensure that students have clear criteria for producing quality work and work to become self-regulated evaluators of their own performance.

NYS English as a Second Language Test (NYSESLAT) These tests have been designed to annually (Spring) assess the English language proficiency of all ELL students/ENL students enrolled at EAR. The test provides essential feedback about the English language development and is part of the State’s compliance with federal laws that mandate the annual assessing and monitoring of English language proficiency of all ELLs/ENLs. Further, the results will provide important information about each student’s English language development and help inform and drive instruction aligned to the NYSCCLS ensuring that all EAR students are college and career-ready.

⁴⁶ <http://www.achieve.org/files/TheRoleofInterimAssessments.pdf>

⁴⁷ <http://usny.nysed.gov/rttt/teachers-leaders/assessments/approved-list.html>

Surveys Surveys will be administered to parents, staff members, and students twice annually, once in the Fall and a second time in the Spring, to gauge satisfaction levels, assess awareness of educational priorities such as character values, and identify areas for improvement. EAR's leadership is building a partnership with the Children's Institute – an independent nonprofit organization that "equips and supports those who work with children to ensure the success of every child" (<https://www.childrensinstitute.net/>). Through this partnership, Children's Institute will participate in the design, administration, and analysis of surveys to ensure reliability and validity. Surveys will be administered in paper form unless it is advantageous to administer them electronically. At least 60 percent of all EAR families and 90 percent of all EAR staff will complete and return the bi-annual survey. EAR expects that at least 85 percent of parents and staff members will report being either satisfied or highly satisfied with the school. Survey results will be reported to the Board of Directors, including information on design, methodology, administration, response rate, statistical validity, findings, and actionable recommendations.

Management and Use of Data "The National Study of Education Data Systems and Decision Making documented the availability and features of education data systems and the prevalence and nature of data-informed decision making in districts and schools. That study, like past research, found that teachers' likelihood of using data in decision making is affected by how confident they feel about their knowledge and skills in data analysis and data interpretation."⁴⁸ Through this study, the five primary skill areas that experts identified as critical if teachers were to use student data to improve instruction, are: 1) Find the relevant pieces of data in the data system or display (data location); 2) Understand what the data signify (data comprehension); 3) Figure out what the data mean (data interpretation); 4) Select an instructional approach that addresses the situation identified through the data (instructional decision making); 5) Frame instructionally relevant questions that can be addressed by the data in the system (question posing)."⁴⁹

These skill areas will guide data analysis at EAR. Additionally, EAR understands that time is needed to establish and support data analysis. The Principal and the teachers will utilize a weekly early release day in which a three-hour slot will be provided for value-added collaboration, with specific expectations and practices. Key members of these small groups will include grade teams and the Principal. During the data meeting, test results, along with the testing material, will be analyzed and discussed to determine which academic standards need to be re-taught at the individual level, the small group level, or the whole class level. In addition, the school's PD days will be coordinated with the school's testing windows to allow for data analysis at the site level and for teachers to modify their curriculum after each assessment.

As mentioned above, Exalt schools use Illuminate platform as a defined structure for its schools' data collection. Illuminate supports data organization, provides customized dashboards, delivers instant feedback on student performance, permitting differentiation, and provides an integrated Gradebook and parent portal. Given the availability and importance of data, all stakeholders at EAR will be equally invested in the analysis and use of data. Training will be provided to ensure the Illuminate software system is properly used.

The teachers' roles and responsibilities within EAR's data-driven community include:

- To continuously modify, differentiate, adjust, and drive classroom instruction.
- To identify which standards they need to re-teach.
- To provide differentiated, individualized instruction for specific students.
- To authenticate results across assessments.
- To use a variety of tools and combine classroom data with school-wide assessment data to test how well students have mastered material taught in the classroom.

⁴⁸ U.S. Department of Education 2008

⁴⁹ <https://www2.ed.gov/rschstat/eval/data-to-inform-instruction/report.pdf>

Instructional leaders will play a pivotal role in not only ensuring the school's data practices are conducive to student achievement, but also to nurturing a school-wide data-driven culture. The data-specific roles and responsibilities of the instructional leaders include:

- To analyze classroom and grade level assessments to guide dialogue among teachers around improving instruction and increasing student performance.
- To ensure that assessments are given on schedule and data are analyzed in a timely manner.
- Track student mastery of content across the curriculum.
- Facilitate data meetings with the teachers and provide guidance as to which standards need to be prioritized.
- Make recommendations to the Board of Directors for reallocation of resources in the areas of money, time, and personnel to ensure that students are given proper levels of instructional support, based on the assessment results and school/mission priorities.
- Monitor lesson plans and lesson execution to ensure that prioritized learning objectives are being effectively re-taught; and evaluate instruction.
- Ensure tests (and administration of) are valid and reliable.
- Determine focus of, and provide, PD.
- Compile a school-wide dashboard showing the recent data along with previous year's data.
- Inform staffing decisions.

Students' academic progress will also be shared with the EAR Board of Directors via monthly meetings and through updates that are provided by the school leader. The Board will use data:

- To ensure the school is academically successful and meeting its mission.
- To evaluate school progress and gather a longitudinal record for comparison purposes.
- To hold Exalt and staff accountable for the academic support it provides to the schools.
- To compare EAR achievement to that of schools in the district, state, and nation.
- To make informed decisions regarding EAR's instructional and curricular policies.
- To propose actions or support needed in any areas where progress is not on track.

Data will also provide the CMO with the information needed to drive school-wide improvement. The CMO will use data:

- To guide teacher's changes to pedagogy and curriculum.
- To determine PD needs.
- To propose necessary changes to the allocation of instructional supports.
- To assist in the disaggregation of data.
- To correct problems as they arise.
- To look deeply at the impact of the program on student learning.

Lastly, EAR students will be trained to value assessment. Building self-agency, students will become advocates of their own success. EAR believes that learning must encourage risk, requires self-examination, and promotes the understanding that humans, while interdependent, must ultimately take responsibility for their own lives. Students will be taught to use self-reflection as a tool to identify strengths and weaknesses and as a tool to manage self-identified behavioral and academic goals. They will be walked through their assessment results so they understand how they are scored, what they have accomplished, and on what they need to focus. As objectives are met, students are guided through understanding what action they took to accomplish a goal, and are then empowered to take responsibility for that action. Likewise, when students are not meeting expectations, they are counseled on how their actions led to that shortfall and how to adjust efforts.

E. Performance and Promotion Standards To earn promotion and graduation, all students must demonstrate that they are mastering core subjects and learning the key behaviors required for success, citizenship, and leadership in their communities consistent with EAR's mission statement. The mastery of content and learning of behaviors will be demonstrated through the NYSTP, NWEA MAP, Illuminate formative tests, curricular assessments, a behavior tracking system, surveys, report cards, student-led conferences and other means. All students will be assessed relative to the NYS CCLS standards in each grade level and subject area. Through the expert administration of DI programs in reading and math, students will be pre-tested, grouped by performance level, re-tested when individual progress slows or speeds up, and regrouped accordingly. All students will be required to pass all courses at the conclusion of the school year with a grade of C or better. In the event that students receive one or more failing grades, they will be expected to complete additional coursework outside of class time or during the summer. Students will be expected to attend all classes regularly with no more than 10 absences over the course of the academic year.

Conferences and Progress Reports EAR families will participate in student-led conferences three times annually (end of quarters 1, 2 and 3), at which time report cards will be distributed. Families will be active participants in promotion/retention/graduation determinations. Instructional leaders, teachers, and parents will come together to review a collection of data and make promotion decisions that are the most beneficial to students. Families will be notified in writing in the month of March with a follow-up conference in April, and final decisions in June if EAR is considering retention.

Response to Retention In the case that promotion standards are not met and retention is necessary, specific targeted interventions will be implemented to accelerate student achievement including: a) the use of academic improvement plans (AIP's) and/or other individual plans; b) the implementation of intensive academic and behavioral interventions to address root causes of retention and supplement instruction; and c) the delivery of special support services (e.g., counseling, tutoring, mentoring, speech therapy, occupational therapy, and structured behavior incentives). The purpose of these steps is never to penalize students or families but, rather, to ensure that students are advancing at a pace and in a manner that will allow them to achieve their greatest potential.

Primary School Promotion/Exit Standards To be promoted from 5th to 6th grade, students enrolled at EAR for at least 2 years will be expected to: a) meet or exceed grade-level proficiency on the NYSTP or – in the case of a diagnosed disability, 504 behavior plan or ELL student – score Level 2 on the NYSTP in all tested subjects; b) achieve a gain of at least 3 national percentile between Fall pre-testing and Spring post-testing on the NWEA MAP; c) exhibit demonstrable progress toward reaching the 50th national percentile on the NWEA MAP; d) display positive behaviors reflective of school values; and e) complete at least one community service project each year.

Middle School Promotion/Graduate Standards To graduate from 8th grade, students enrolled will be expected to: a) meet or exceed grade-level proficiency on the NYSTP or – in the case of a diagnosed disability, 504 behavior plan or ELL student – score Level 2 on the NYSTP in all tested subjects; b) have achieved a gain of at least 3 national percentile between Fall pre-testing and Spring post-testing on the NWEA MAP; c) exhibit demonstrable progress toward reaching the 50th national percentile on the NWEA MAP; d) display positive behaviors reflective of school values; e) complete at least one community service project each year; and f) gain admission into a college-preparatory high school as assisted by the school director of college and career advancement.

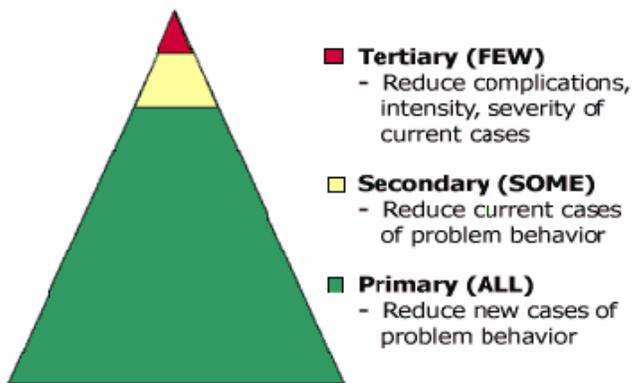
Diploma Requirements: EAR will be a K-8 school; high school diploma requirements are not applicable.

F. School Culture and Climate

Behavior Management and Discipline The disciplinary approach at Exalt has been designed to ensure that EAR students are physically and mentally safe at all times. Staff will sustain a focused learning environment by promoting active learning and student involvement, building on students' interests, clarifying and modeling/practicing the behaviors that are required for academic goals and leadership skills to be achieved. Emphasis will also be given to lifting students up with an underlying premise that students need to be lifted up, given the punitive structure they are frequently surrounded by at home. Positive character and behavior development will frequently "catch children doing things right."

To maintain focus on the positive while ensuring an effective learning and teaching environment in which students develop strong character and learn how to model the right behaviors by teaching the rules of social etiquette and core values, EAR will implement PBIS school-wide, with the dedicated leadership of a full-time dean of students. PBIS provides a tiered framework of practice for engaging with students by explicitly teaching and reinforcing positive behavior. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.⁵⁰

The bottom tier (80%) consists of prevention and wellness promotion programs for all students, provided by school-employed staff, such as anti-bullying programs, social skills development, improving school attendance, depression screening, and positive behavioral supports.



The middle tier includes targeted services to at-risk students, such as individual or group counseling and behavioral interventions provided by school staff and sometimes supported by community specialists.

At the top tier are intensive services to individual students suffering from serious

emotional and behavioral problems, including chronic mental health. Services are provided primarily by specialists and supported by school staff.⁵¹ This behavioral RtI model, similar to our academic RtI, is about getting the right interventions and services to the right student. Exalt Schools have found PBIS provides an effective framework of practice for engaging with students by teaching and reinforcing positive behavior.

To further reinforce positive behavior, Exalt teachers utilize Doug Lemov's strategies as described in *Teach Like a Champion 2.0*. This approach will guide EAR teachers in applying 49 techniques that have been developed to put students on a path to college. For example, *Positive Framing* and *Precise Praise* will be techniques used to purposefully keep culture purposeful and strong. Exalt schools also use CHAMPS (**C**onversation, **H**elp, **A**ctivity, **M**ovement, **P**articipation, **S**uccess) to ensure that students are fully engaged from bell-to-bell and learn at their highest levels. "CHAMPS is not a curriculum or program, but instead is a collection of recommendations that are based on more than 30 years of research in the fields of education and psychology. Safe and Civil Schools has many examples of district-based studies where CHAMPS has been implemented with remarkable results. Improvements include reductions in classroom disruptions, office

⁵⁰ <http://www.sjusd.org/student-services/pbis/what-is-pbis/>

⁵¹ <http://www.nasponline.org/press/nsbasbmh.pdf>

referrals, and in-school and out-of-school suspensions, along with corresponding increases in teachers' perceptions of efficacy and student motivation and behavior."⁵² EAR will cultivate a positive school culture that nurtures leadership development and high expectations for constant learning.

The purpose of our discipline policy will be to nurture the social-emotional development of students in a safe, orderly, supportive environment that is conducive to learning. However, recognizing mistakes are natural, we will help students reflect on errors, support them in making better decisions and re-engage them in learning. A copy of EAR's disciplinary policy can be found in Attachment 4. This policy includes rules and procedures by which students may be disciplined, including (but not limited to) expulsion or suspension from the school, which are consistent with a) the requirements of due process and with federal laws and regulations governing the placement of students with disabilities and b) the requirements of the Dignity for All Students Act (Education Law Article 2) relating to the creation of policies intended to create a school environment that is free from discrimination or harassment.

Students with Disabilities A student with disabilities will be held to the same standards as general education students within the PBIS framework and multi-tiered behavioral system unless a behavior intervention plan (BIP) includes specific disciplinary guidelines. EAR will comply with Part 201 of Commissioner's Regulations. Students with disabilities will be protected from being punished for behavior related to their disability. When a student has been suspended for more than 10 consecutive days or for ten cumulative days, the parents must receive a copy of the state's procedural safeguards, listing the rights and protections, including a manifestation determination and an expedited hearing. EAR will work with the Committee on Special Education (CSE) to determine if the behavior is a manifestation of the disability and therefore may determine the appropriateness of the consequence, individualized education plan (IEP) and/or placement.

Evaluation While the dean of students will be held accountable for oversight and assessment of the quality of the school environment, EAR will encourage the concept of shared responsibility for its learning environment with the goal that students take ownership of their behavior. The Academic Leadership Team, composed of selected teachers, along with the Dean of Students, Director of Curriculum, and Principal, will work in collaboration to closely monitor students' academic and social-emotional development. The ongoing nature of observation, as well as the application of tools, such as The Essential 55 Rules which have been broken down into school charts that are posted throughout the building and allow teachers to reinforce and model how students should act in the classroom, hallways, bathrooms, at recess, and at lunch and an electronic system to track incidences will provide the team with concrete data to identify trends and to quickly recognize which students are at risk of academic failure and to then provide targeted interventions. Given that the team will meet on a weekly basis, the data-driven system will ensure that no students, including minority and students with disabilities, are disproportionately represented in disciplinary procedures.

The school shall maintain written records of all suspensions and expulsions of students with a disability, including the name of the student, a description of the behavior in which (s)he engaged, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. If a student identified as having a disability is suspended during the course of the school year for a total of eight days, this student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than 10 days during the school year without the specific involvement of the CSE of the student's district of residence prior to the 11th day of suspension, because such suspensions may be considered to be a change in placement.

⁵² <http://www.safeandcivilschools.com/research/references/is-champs-evidence-based.pdf>

Family Involvement Plan Parents (or guardians) of each child will be cultivated as critical partners and will be fundamental in supporting the child's educational and social progress. Parents will learn what is expected of them as partners in their children's education at the family orientation, parent meetings, and workshops that will begin at the onset of each school year and continue throughout the year, as well as EAR's distribution of the Student & Family Handbook that describes the school model and outlines numerous processes and procedures. To reinforce the partnership, all families are asked (but not obligated) to sign a Student-Parent-School Covenant, outlining the steps that the school, student, and family will take to help support each student's success. For example, the covenant asks parents to commit to providing a nutritional breakfast and dinner for students every day, and to review report cards, teacher/school communication, and assignments. Parents will be encouraged to support the school in monitoring student progress on an ongoing basis through dialogue with the child and through regular review of his/her class work, homework, and progress reports (behavioral and academic). Parents shall be partners in goal-setting and informed regarding progress of students through student-led conferences with the parent(s), teacher(s), and student that are held at the end of each quarter (and upon parent request), monthly progress reports, graded report cards, and sharing of internal and external assessments. Further, because we know that parental support and involvement is critical to the achievement of our mission, parents will be invited to various school events (e.g., awards assemblies) and cultural or academic celebrations (e.g., Cinco De Mayo, Black History Month, Core Knowledge Nights) to gain a first-hand understanding and experience of EAR. This participation will not only support EAR's culture but will also encourage communication with their child and show their child the importance of participating in the larger community. With an understanding of the demands many of our parents face, EAR will highly encourage, but will not require, parents to participate in or volunteer at the school. A number of opportunities to share a voice and become involved include a seat on the Board and a parent support organization that will convene once a month to discuss school performance, organize fundraisers, mark important milestones, elevate school spirit, and broaden parent involvement. Volunteers from the group would be asked to assist in the creation of a parent resource center. For families who do participate, EAR will show gratitude by providing incentives or sharing rewards. EAR will also provide meaningful parent workshops and education classes. These workshops will be designed, in accordance to need, to "(a) help parents develop skills and foster conditions at home that support learning; (b) provide parents with the knowledge of techniques designed to assist children in learning at home; (c) provide access to and coordinate community and support services for children and families; (d) promote clear two-way communication between the school and the family to the school programs and children's progress; (e) involve parents, after appropriated training, in instructional and support roles at school; and (f) support parents as decision makers and develop their leadership in governance, advisory, and advocacy roles."⁵³ The dean of students, along with the school social worker, will hold responsibility for development and implementation of these workshops. EAR will do what it takes to actively engage all families; studies show that parental involvement has a positive effect on the achievement of students. Finally, perspectives of parents and students are also encouraged. EAR teachers will conduct home visits twice per year to nurture parents as co-teachers who share respective knowledge about a student. These visits help "...teachers become culturally aware and parents seriously involved in their child's education."⁵⁴ EAR will also conduct an annual family survey that provides an added opportunity for parents (or guardians) and students to provide a regular system of feedback, enabling EAR to ensure that expectations are well-aligned in support of the school's goals and objectives and, more generally, student achievement.

⁵³ <http://horizon.unc.edu/projects/HSJ/Hickman.html>

⁵⁴ <http://neatoday.org/2014/10/28/all-in-the-family-how-teacher-home-visits-can-lead-to-school-transformation/>

School Culture Building on our commitment to prepare all students for competitive colleges and advanced careers, the culture at EAR is founded on the conviction that all children can learn in a manner that enables them to: a) achieve at high levels; b) build strong character; c) become literate multi-culturally; d) act as compassionate citizens; e) take ownership for their future; and f) exercise good lifelong decision making. To enable students to build strong character, EAR will teach them explicit rules of social etiquette and help them learn strong core values. Students become literate multi-culturally through systematic exposure to the Core Knowledge Sequence (purposefully multicultural in the sequence). To become compassionate citizens, students participate in community learning activities and weekly assemblies where they learn to act as responsible community members. Through the graduated experience that EAR will offer to students from kindergarten through 8th grade, they will progress along an academic continuum aligned vertically and horizontally. This continuum will enable them to progressively develop the independent agency that they need to act responsibly and exercise good lifelong decision making.

Exalt schools are guided by a set of Core Values that will be modeled, practiced, and adopted by students, staff, and families. The Core Values (see below) enable students to learn how to act, achieve at high levels, become great human beings, and exercise the social capital essential to lead happy, fulfilling lives. The Core Values have been mapped against the stages in Eric Erikson's Theory of Psychosocial Development so that students are learning the values at the ages when they are most likely to be receptive to them.

Exalt Core Values	
Grades K-1	<p>Ethical Values: The right way to act. <u>Trustworthiness:</u> Honest. Dependable. <u>Caring:</u> Kind and compassionate to others. Show you care. <u>Responsible:</u> Do what you are supposed to do. Take ownership for words, actions, and commitments. <u>Respectful:</u> Treat others as you want to be treated. Be considerate of others' feelings. <u>Fair:</u> Play by the rules. Take turns and share. <u>Citizenship:</u> Do your share to create success for everyone. Take care of what you are given. Contribute your part to the greater good.</p>
Grades 2-3	<p>Achievement Values: The tools to perform. <u>Confident:</u> Believe in yourself. Believe that you can do it. <u>Curious:</u> Ask how things work. Take interest in learning new things. <u>Hardworking:</u> Give your all. Keep working until the task is completed. <u>Flexible:</u> Stay open to different ways of doing things. <u>Results-driven:</u> Clarify the outcomes that you want, then figure out how to achieve them. <u>Positive:</u> Be hopeful. Keep an optimistic outlook. Give others the benefit of the doubt. <u>Team-oriented:</u> Work well with others. Don't try to do it all yourself. Contribute your part. <u>Clear-headed:</u> Speak clearly and directly. Keep your mind clear. Act decisively.</p>
Grades 4-5	<p>Character Values: A great human being. <u>Dignified:</u> Communicate from a position of respect for yourself and those around you. <u>Humble:</u> Remember that the larger good is what matters, not just what's good for you. Remember that many things are beyond your control. <u>Forgiving:</u> Don't hold grudges. Acknowledge your mistakes and make amends. <u>Enlightened:</u> Gather the knowledge to overcome ignorance. Put things into proper perspective. Try to see everything for what it is. <u>Loving:</u> Build relationships of mutual care and respect. Love others as you love yourself. <u>Loyal:</u> Honor your commitments, even when it isn't easy. Uphold the trust that others place in you. <u>Moral:</u> Do what you know is right. Have a clear sense of what's right and what's wrong. <u>Self-aware:</u> Know your strengths and limitations.</p>

<p>Grades 6-7</p>	<p>Opportunity Values: The traits to impress. <u>Healthy:</u> Physical, mental, emotional & spiritual balance. Regular sleep, exercise & nutrition. <u>Skilled:</u> Keep the independent capability that you need to do things. Update your education, training & proficiency with technologies. <u>Cultured:</u> Stay knowledgeable about different cultures. Don't push your cultural biases on others without first listening and understanding theirs'. <u>Well-spoken:</u> Use language with command, precision and accuracy. Use proper grammar. Develop an expansive vocabulary. Well-connected: Make consistent effort to build strong relationships. Don't be afraid to initiate communication with anyone. Remember the importance of "who you know" to decision making. <u>Happy:</u> See the good in the world & those around you. Don't over-focus on the negative. <u>Knowledgeable:</u> Anticipate the knowledge you need to make informed decisions and gather that knowledge in advance. <u>Polished:</u> Be cleanly, polite & well-organized. Dress appropriately & groom yourself.</p>
<p>Grade 8</p>	<p>During their culminating year, students will be expected to recite, model, and display the Core Values from all of their years at EAR.</p>

EAR believes that each of these values is essential to students' success. They are central to our mission. They assist in the human development of students who learn key behaviors required for success, citizenship, and leadership in their communities and beyond. They will animate the school mission, guide our actions, influence daily decision making, encourage diversity, and drive collaboration.

Strategies to Support Achievement EAR believes, "Translating the values into common norms of behavior requires an ongoing process of reflection on interactions within the classroom/school community, learning groups and examples that students themselves discover within literature, history and daily events."⁵⁵ Thus, teachers will first be introduced to EAR values through PD that is offered before school opens. Students and families will first be exposed to EAR values, policies, and practices through the school's website, enrollment materials, and a required tour of the school by the Principal or his/her designee. All newly-enrolled students will participate in an orientation, at which time families will learn about the school culture and expectations of EAR. From day one of the academic year, the values will be taught, modeled, and practiced in classrooms and in interactions with staff. The first month will be an intensive period of engagement with school values and norms. As the year progresses and students move through the school, they will have a gradual release toward more freedom, more responsibility, and higher accountability. EAR will quickly become a place where students and teachers feel they belong and want to spend time learning and teaching. Additionally, the mission will be purposefully cultivated and practiced throughout the school values as leaders are developed.

Leadership Development Beginning in the primary grades (K-4), students will learn the habits and attributes of leaders by participating in daily school-wide assemblies that mark global cultural traditions, reinforce virtuous behaviors, celebrate important events, and reward students' academic successes. As students progress through the primary grades, they have frequent opportunities to work in pairs or small cooperative groups for the purpose of peer tutoring. They also engage in civic outreach activities and adult mentorship programs. In middle school, the leadership development program expands to include an increased focus on character development and global awareness. We believe leaders can be developed by learning specific skills and habits at an early age, and by focusing on the teaching of these values and skills we are purposefully creating the leaders of tomorrow. Thus, a primary goal of our cultural design and practice is to inspire and educate our scholars to become leaders, change-makers, and innovators who advance the common good. The EAR program teaches positive behavior and character values in an explicit, systemic way – the same way that traditional schools would teach math or reading.

⁵⁵ <http://tribes.com/about/tribes-tlc-andcharacter-education>

Community Service/Learning Beginning in first grade, EAR students will apply academic and social skills to learning and development of lifelong leadership and citizenship skills through active participation in thoughtfully organized service that is conducted in, and designed to meet, the needs of the community. For example, 1st grade students may maintain a community garden, 2nd grade students may make cards and deliver them to a local senior living home, and 5th grade students may volunteer at a soup kitchen. By participating in community learning projects, students make a difference in their future, as well as in the future of their community or planet. Research on the relationship between student achievement and community service has identified “a positive correlation between the two, resulting in mandatory community service for many school programs across the country. And, while some level of community service has been demonstrated to make students more engaged in their learning and enthusiastic about school, service learning that is integrated through curriculum has significant impacts, such as applying learning to real-life situations; helping students feel that their schoolwork is significant, valuable, and worthy of their efforts; and designing projects that allow students to share new knowledge with others.”⁵⁶

Systems, Practices and Traditions Purposeful cultivation of cultural practices, including Exalt rituals and traditions, will be woven throughout the school. Many of these rituals and traditions have grown from Exalt’s use of the Character Counts’ Six Pillars of Character. They include:

- **Daily Message:** A school-wide value, shared to emphasize a social goal for the day.
- **Problem-solving Wheel:** A specific problem-solving strategy that is used in class and on the playground, serving as a reminder to students when needed.
- **Student Elections:** Students gain important leadership skills as they learn the importance of voting and practice exercising this basic right.
- **Peace Officers:** Students acts as jurors who collaborate to analyze facts and make decisions for the good of the school and students.
- **Mood Meter:** Students build self-awareness and learn emotion regulation strategies.
- **Advisory Periods:** EAR uses advisory periods to strengthen connectedness between adults and students and foster a personalized and supportive school culture. Advisory periods are included in our schedule on a daily basis. During this period, teachers will assist students individually with one-on-one, self-paced learning. Students will confirm that they have completed their assignments from the previous day. Students who are struggling with coursework may take diagnostic assessments or repeat lessons to build greater proficiency. Students who are excelling in class will be provided with enrichment material, such as advanced coursework, exploratory assignments, and research projects. We find these advisories essential, given they promote personalization and build genuine relationships.
- **Uniforms:** EAR students will be required to wear uniforms as a symbol of commitment.

Together, these and other cultural practices, rituals, and traditions will work to connect the entire community of leaders as students practice and learn the key behaviors required for success, citizenship, and leadership in their communities and beyond.

Special Education and Related Services

Plan for Responsive Classroom EAR has been designed to provide a learning environment that will support the participation and progress of all students as they master rigorous academic standards through a sequenced curriculum. The key features of the school model (described above) will collectively drive the achievement of performance goals for all students and lay the path for student successes. In addition to these features, EAR will implement a three-tiered early prevention system model in compliance with the RtI guidelines provided by the NYSED.

⁵⁶ Brewster, C. & Fager, J. (2000). “Increasing student engagement and motivation: From time-on-task to homework.” Portland, OR: Northwest Regional Educational Laboratory. Available online www.nwrel.org/request/oct00/textonly.html.

Tier 1 of the RtI process begins with providing appropriate instruction to all students by the classroom teacher in the general education class. As stated above, EAR will use a variety of instructional methods, research-based methods, and materials. These features will serve as early prevention strategies to meet the needs of all students, including those identified in need of special education. When – based on screening and ongoing progress monitoring – these strategies are not working, students will receive additional instructional support and targeted interventions in Tier 2. (As mentioned in the assessment section, EAR will use specific assessments as tools to monitor student progress.) **Tier 2** interventions will be provided in addition to the core instructional program that is provided to all students in Tier 1. The provision of interventions in Tier 2 may be classroom or non-classroom-based and will increase in frequency and intensity as they are provided in addition to the general education program. A student's progress will be monitored regularly to see if the Tier 2 intervention is meeting his/her needs. Typically, in Tier 2 interventions, the grade level team gets involved in implementing interventions and monitoring student progress. Thus, the general education teacher is likely to receive support, as needed, from other educators in implementing these interventions. Throughout the RtI framework, focus will begin given to solving problems, rather than creating placements. If, through progress monitoring, students continue to not show adequate progress, they will move into **Tier 3** interventions. At this time, a meeting will be convened to gather key players to brainstorm and identify interventions. It is expected that parents will attend and will be notified in accordance with section 100.2(ii) of the Regulations of the Commissioner of Education that their child needs additional interventions regardless of their attendance. Similar to Tier 2 interventions, Tier 3 interventions will consist of specialized, research-based interventions in addition to the general education program. Tier 3 instruction will be provided by personnel who are highly skilled or trained in the areas of academic need identified by the student assessment results. It is one of EAR's goals that all students receive a free and appropriate education (FAPE). The next section describes processes and procedures that will be taken when the most intensive level of intervention fails to assist a student's progress and the RtI process is not providing a FAPE to all students.

Identification EAR will be located in a district where 16.5%⁵⁷ of its students are students with disabilities and fully expects to enroll a comparable percentage of students with disabilities. Upon opening, EAR expects to enroll students with existing IEPs. As such, EAR will request each student's previous school records to determine whether an IEP is in place. If EAR finds that a student has an existing IEP, EAR will implement the IEP developed by the CSE. It is also likely that EAR will enroll students who have not yet been identified as having a special need. Accordingly, EAR will comply with the federal Child Find requirements (34 CFR §300.125) that requires all schools to have a process for identifying, locating, and evaluating students who have, or may have, exceptional needs that qualify them to receive special education services. Policies and procedures to align with NYS Commissioner of Education's policies will be adopted and implemented to ensure timely identification and referral of students who have, or may have, such exceptional needs. For example, at EAR, the Principal or his/her designee, including the special education teacher, will be designated as the school Child Find Coordinator, whose duties include the development and implementation of effective, ongoing child find efforts. This Coordinator will also establish partnerships with local agencies to best locate children who need special services due to the impact of an educational disability. These students will be assessed according to federal guidelines and regulations to ensure that the general education setting provides a free and appropriate public education and that they qualify for special education and other related services.

Once a student is identified as potentially needing additional support, when a parent requests a referral or when the most intensive level of intervention fails to assist a students, progress is deemed unattained and the RtI process is not providing a FAPE to the student in question, EAR will refer a pupil to the CSE to conduct

⁵⁷ <http://www.rcsdk12.org/domain/8>

initial evaluations of students and determine whether they are eligible to receive special education and related services. Should the evaluations indicate that the student is, indeed, eligible for services, the CSE, as required by Education Law §2853(4)(a), will classify the student's disability and design an IEP with input from the EAR multidisciplinary team (composed of the Principal, special education coordinator, the student's parent or guardian, and 1-to-2 teachers who are familiar with the student). Once the IEP has been created, it will be the responsibility of EAR to implement the IEP with fidelity in compliance with all federal laws and regulations relating to students with disabilities (Education Law §§2853(4) and 2851(2)(s)).

Processes and Procedures EAR will ensure that services and settings required by each identified or classified student's IEP are provided at EAR following the principle of Least Restrictive Environment (LRE). These services will be provided under a collaborative inclusion model. Inclusion is a priority and the preferred method of educating all students at EAR. "Over 20 years of research has consistently demonstrated that the inclusion of students with disabilities in general education classrooms results in favorable outcomes. This body of research includes quantitative studies where the standard is replication as well as qualitative studies that aim for complete, detailed descriptions in order to answer 'how' questions."⁵⁸ Services to students with disabilities will be provided in a manner that allows students equal access to the curriculum and strategies. EAR students identified as requiring special education services will be integrated into the mainstream classroom to the extent appropriate with EAR providing push-in services to assist students in their general education classes by collaborating and/or co-teaching with the classroom teachers. We understand that, in some cases, a student's IEP will require pull-out services. EAR will provide these services in compliance with the student's IEP.

EAR will provide all special education services through professional agencies and credentialed individuals who have been qualified to provide special education services as required by federal regulation and the Individuals with Disabilities Education Act (IDEA), including speech and language, physical therapy, adapted physical education, and occupational therapy. EAR will be responsible for the hiring, training, and employing or contracting with staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists.

RCSD CSE Collaboration Success for students with disabilities enrolled in EAR relies in great part on the systems of communication established with the CSE. EAR will collaborate with the RCSD CSE to ensure that services and settings required by each identified or classified student's IEP are provided at EAR. The Special Education Coordinator will be the primary liaison with the CSE to ensure that EAR students receive the program and services on their IEPs. EAR may provide the service or will work the CSE to provide services at EAR to the same extent that students in the traditional public school receive the program or services. While EAR will be the case manager, anything IEP-related must go through the CSE (re-evaluation, changes, holding IEP meetings) with the EAR staff (student's teacher and the special education coordinator, and the Principal) in attendance or leading scheduled IEP evaluation team meetings. The CSE will design, review, and revise the IEPs mandated by IDEA with input from EAR personnel. EAR develops 504 plans and will submit and keep tracking document for all related services through its Illuminate system.

IEP Recordkeeping The IEP is the cornerstone of the special education process for each individual student. EAR will follow federal laws and regulations that require the IEP to be implemented as soon as possible following the meeting in which the IEP is developed. Further, the special education coordinator will assume responsibility for maintaining the confidentiality of student records. The most recent copy of the IEP will be given to the instructional staff responsible for fulfilling the services and accommodations; all relevant support staff will be verbally updated on accommodations and supports. Any staff who will access the IEP document will sign a Chapter 408 form to be filed and maintained accordingly. All student records will be maintained in a dedicated locked cabinet with restricted access to school personnel only. A sign-out and dissemination log

⁵⁸ http://www.mcie.org/usermedia/application/6/inclusion_works_final.pdf

will be kept with student records to track access. Student information with personally identifiable information will not be shared with outside parties without prior parent/guardian written permission. The only exception to this regulation is for school district or county social service requests, when EAR determines the requesting party has legitimate educational interests/need to know. Parents/guardians will also have access to their child's records to inspect accuracy and content without undue delay and within 10 days of the parent/guardian request at no cost. EAR staff will receive training on the legal and ethical requirements for accessing and maintaining student records with identifiable personal information.

Evaluation The process to monitor students with disabilities will involve formal and informal assessments, measured against the goals identified in the student's IEP. Further, all students with disabilities will participate in the NYSTP, unless the CSE identified in the student's IEP that the student cannot participate in these assessments. In the event the student is unable to take the regular state assessments, we will administer the New York State Alternate Assessment (NYSAA) as required by law. On an annual basis, the Principal and members of the Academic Leadership Team will evaluate the effectiveness of the services provided to students with disabilities. EAR staff will track the progress of these students over time, as well disaggregate the results by students identified as having special needs and examine the results. If they find that the program is not producing the desired results, changes will promptly be made.

ELL Identification and Staff Qualifications Given nearly ten percent of RCSD students who qualify for English Language services and there are 87 different languages spoken in the district, EAR expects serve students for whom English is not their primary language. In the event that a student enters EAR without records and/or prior assessment, a Home Language Questionnaire will be completed upon enrollment. And, per NYSED regulations, qualified staff, defined as a bilingual education or English to Speakers of Other Languages (ESOL) teacher, or a teacher trained in cultural competency, language development and the needs of ELL/ENL students will meet with the family to discuss the home language survey and to interview the student in their native language and English. As part of the interview during the identification process that includes a review of academic history and student work samples to determine level in home language and math, EAR will also identify ELLs/ENLs as Students with Interrupted/Inconsistent Formal Education (SIFE). Should the school find that the student speaks a language other than English and little or no English, the school will investigate to determine whether the student has taken the LAB-R or the NYSITELL at a previous school. If the student has already taken the assessment, EAR will research the student's NYSSLAT scores to determine progress toward English proficiency and to plan instructional support. (EAR will also implement a review process by qualified personnel to ensure misidentification did not occur.)

If a student has not taken the LAB-R or the NYSITELL, EAR will administer the NYSITELL, and determine instructional support within 10 days after initiating the identification process. Based on NYSITELL results, a student will be categorized as beginning, intermediate, advanced, or proficient levels, which will determine the number of hours of service the student will receive. If the student scores at the proficient level, no additional testing will be required. If the student scores at the beginning, intermediate, or advanced level, the student will be identified as LEP and will be required to take the (NYSESLAT on an annual basis.

Services The EAR instructional program for ENL instruction will be presented in English with provision to ensure comprehension for ELL/ENL and development of English as a second language (ELD) as appropriate. (EAR will also offer stand-alone ENL instruction as needed.) The instructional program at EAR is designed to promote language acquisition, oral language development, and enriched learning opportunities for all students.

Students will interact through cooperative learning activities in all content areas. Students will make oral presentations in all content areas; they will collaborate for group performances and reports. ELL students will be mainstreamed with fluent English proficiency students and bilingual students; they will be provided with primary language support from bilingual staff in order to ensure academic content comprehension. Teachers (dually certified) or co-teachers will use Specially Designed Academic Instruction in English (SDAIE)

techniques. Curriculum will be presented to ELL students at beginning ELD levels in English using The Sheltered Instruction Observation Protocol (SIOP) Model – a research-based and validated instructional model that has proven effective in addressing academic needs of ELL students throughout the United States. The SIOP Model consists of eight interrelated components: 1. Lesson Preparation; 2. Building Background; 3. Comprehensible Input; 4. Strategies; 5. Interaction; 6. Practice/Application; 7. Lesson Delivery; and 8. Review/Assessment. Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of ELL students. The instructional strategies connected to SIOP will be SDAIE techniques. The SDAIE approach seeks to teach both content and language in a cognitively demanding environment. The nature and goals of SDAIE lessons are to provide equal access to the curriculum of study. SDAIE strategies are consistent with multiple intelligence strategies, project-based learning theories, and special education approaches. Should the student require greater services to develop the English language needed for academic success, EAR will provide services through a stand-alone setting with an ESOL teacher.

Students may exit ELL status by scoring at the proficient/commanding level on the NYSESLAT, scoring advanced/expanding level on the NYSESLAT and the 3+ on a grade 3-8 ELA assessment. (EAR will monitor pending regulations to consider the implications of students with disabilities in the ELL exit process.)⁵⁹ Upon exit, students will be provided with two years of Former ELL services.

Assessment EAR will evaluate ELL/ENL programming on an ongoing basis through the school's assessment system described in Section D above, and may also include the following measures used specifically to monitor English language proficiency: classroom assessments (formative); writing samples; vocabulary checklists; performance-on-task questions; and prompts. If results indicate that an ELL student is not making adequate progress in language and vocabulary acquisition with school-provided supports, modifications will be made to the support program in consultation with the student's family. On an annual basis, the NYSESLAT will be administered every spring to all ELL/ENL students. Students can score at the beginning, intermediate, advanced, or proficient levels. Students will be required to complete the assessment each year until their score is at the proficient level. Students are tested in the areas of listening, speaking, reading, and writing. Because the school will be focused on providing quality English language development instruction to students at the school at their proficiency level, EAR staff will examine the results from this test alongside other assessments. The NYSESLAT is one of the measures used to determine whether students are able to be re-designated. Re-designation will be one of the school's primary goals and measures of success. The certified ELL/ENL teacher, in collaboration with the teaching team, will ensure appropriate and timely communications with parents about ELL/ENL classifications.

Program Evaluation The evaluation for the program effectiveness for ELL/ENL students in the school will include: 1) Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress; 2) Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design; and, 3) Monitoring of student identification and placement and availability of adequate resources.

Students At Risk of Academic Failure The proposed curriculum is likely to succeed with all students, including at-risk students given that EAR is prepared to implement a strong three-tiered instructional framework, ongoing assessment, evaluation, and PD to ensure that the curriculum is accessible for everyone (as led by the director of curriculum and instruction). Research-based strategies and techniques consistent with best practices for all students will be used to target different skill levels and abilities in the classroom. Multi-modal instruction and formative assessment will be heavily incorporated into the curricular framework. Teachers and administrators will meet on a weekly basis to analyze student assessment data and discuss concerns. They will consistently monitor curricular materials and, as needed, adjust pacing and instruction.

59 <http://www.p12.nysed.gov/biling/docs/CRPART154Overview-webversion.pdf>

The multi-disciplinary team will meet frequently to identify at-risk students and plan appropriate levels of support. All at-risk students will receive tiered intervention services in six-week cycles. Teachers and support staff will use assessment data to closely monitor weekly progress. All interventions and support services will align with curriculum learning goals. Should EAR find that students are not advancing at appropriate rates, new and/or additional materials and instructional methods will be selected for implementation. The effectiveness of new programs will be evaluated through analysis of student achievement and assessment data. All data will be analyzed on both an aggregated and disaggregated level to help teachers identify trends among learners and best meet the needs of all students.

Advanced and Gifted Students In addition to traditional dependence on IQ scores, EAR will use assessment and performance data as well as teacher observation, rubrics, and work samples to identify gifted students and those students who need accelerated learning opportunities. Such students will receive a differentiated level of support based on the general education curriculum. Understanding that differentiation does not imply the use of a different curriculum, EAR will vary the complexity, depth, and pace of existing material to challenge and support advanced students throughout the learning process. Lessons will be created to challenge these students to engage with the content on a deeper level and utilize their critical thinking and problem-solving skills to access the learning goal from multiple angles and perspectives. Assignments will incorporate the use of technology and cross-curricular materials. The special education coordinator may work with gifted students and their teachers to coordinate push-in services as needed and monitor weekly progress. All teachers will keep up to date with the research and methods that best serve the diverse needs of gifted students.

Ancillary and Support Services EAR's leadership expects that students will possess a wide variety of socio-emotional needs, including (but not limited to): a lack of control of basic bodily functions (such as defecation); symptoms of physical and emotional abuse; cognitive and developmental delays; a lack of impulse control; diagnosed disabilities; erratic behavior patterns; language acquisition barriers; and the psychological detachment and/or deep-rooted uncertainty that can come with frequent transitions in home caregiver, transportation, school and residence. Every aspect of EAR's programs – from intensive upfront teacher training to the use of a positive behavior system to co-teacher arrangements to homogeneous instructional groupings – is specifically designed to equip the school to serve students with these needs. EAR's team will provide a continuum of care that integrates school and community resources according to a three-tiered model. **The First Tier** consists of awareness, prevention, and wellness promotion programs for all students, including auditory, visual and health screenings, anti-bullying programs, health education, clothing and nutritional offerings, social skills development, weekly assemblies, and cultural celebrations. These programs are coordinated by school administrators with the pre-arranged involvement of outside medical professionals, guest speakers, and other resources. **The Second Tier** consists of programs for groups of students that share several primary needs, including ELL students, students with diagnosed disabilities, students with behavior escalation needs, and students with therapeutic counseling needs. These programs are administered by qualified school staff members who either deliver services directly or oversee contractual arrangements with specialized service providers of speech therapy, occupational therapy, physical therapy, de-escalation techniques, and other offerings. **The Third Tier** consists of intensive support for individual students suffering from serious physical, emotional, behavioral and mental health problems. EAR's leadership will arrange training in how to identify these needs for administrators and teachers, but will handle them through referrals to law enforcement, the department of human services, licensed clinicians, and assistance from partner organizations. EAR is building a network of Rochester agencies and individuals to support this three-tiered model, including the Children's Institute, The Center for Youth, Ministries 441, the City of Rochester, Monroe Community College, TLC Ministries with active referrals and support from Marlowe Washington, the Pastor of the Historic Parsells Church in the center of Beechwood, E3 Rochester, and other Rochester charter schools, such as Vertus and PUC. The

Exalt network of educators will be very helpful to EAR's administrators in establishing services and solving any challenges that arise because of the ready access to other school leaders, curriculum directors, disciplinary deans, special education directors, and counselors who are well versed in the school's programs and intimately familiar with the needs of the target population.

III. Organizational and Fiscal Plan

A. Applicant / Group Capacity E3 Rochester, Inc. (E3), a nonprofit corporation that is acting diligently to bring the best CMOs to Rochester, has been the impetus behind this proposal. E3's due diligence in identifying and recruiting high-performing school models to serve Rochester children has prompted Exalt Academies to pursue the expansion of its network into New York State. To fulfill this charge, Exalt Academies formed a design team to develop this proposal in accordance with their areas of expertise. Members have applied the proven design of Exalt's instructional and operational approach, governance/oversight structure to the feedback from the community (in particular, parents of prospective students) to meet the needs of the targeted population. The design team members (identified in the following chart) have collaborated through weekly discussions (or often with greater frequency). Also, our relationship with E3 has been instrumental in bringing the community voice to this proposal. The proposal was written with support from SchoolWorks, an education consulting group, based on constant communication and informed by the EAR design team and existing Exalt materials. To ensure fiscal soundness, the founding group collaborated with Charter School Business Management (CSBM), Inc. The offices of Williams and Anderson PLC have informed legal decisions/review.

Key Individual & Organization	Current Employment	Area(s) of Expertise	Proposed Role at EAR
John Butrill	Retired. Former CEO American Red Cross	Financial, Management, Leadership, Budgeting	Board Trustee
Jim Costanza	President and Managing Partner Costanza Enterprises	Real Estate Acquisition & Development, Outreach	Board Trustee
Gerald DiMarco	Attorney Gerard D. DiMarco	Legal, Real Estate	Board Trustee
Abby Farber	Consultant Charter School Business Management	Charter School Finance and Operations	N/A
Andy Germanow	CEO/Owner Germanow- Simon	Operations, Marketing, Financial	Board Trustee
Warren Hern	Retired. Former President/CEO Unity Health System	Financial, Outreach, Leadership, Management	Board Trustee
Bonnie Johnson	Attorney Williams and Anderson PLC	Legal, Non-Profit Management	Board Trustee
Ben Lindquist	CEO Exalt Education	Charter School Management, Fundraising	N/A
Tina Long	Director of Academic Programs Exalt Education	Academic, Curriculum Alignment, Program Development	Director of Academic Programs
Dennis Tiede	Director of Leadership Development, Exalt Education	Academic, Operations, School Development, Finance, HR	Lead Applicant Executive Director Primary Author
Bryan Hickman	Vice Chairman E3 Rochester	Community Outreach	N/A
Danner Hickman	Senior Analyst Broadstone Real Estate	Financial	Board Chair
Dr. Leroy Nunery	President/Founder Plus Ulte, LLC	Curriculum Development, Budgeting, Strategic Alliances, Leadership, Outreach	Board Trustee
Freddie Scott	Director of Regional Development Exalt Education	Community Outreach, Facilities, Management	Consultant
Maria Sokol	Consultant SchoolWorks	Education, Proposal Writing	N/A

B. Board of Trustees and Governance Exalt Academies rely heavily on attracting and empowering proven local leadership to adapt its identity, cultural values, and academic program to the unique needs of the community being served. Further, to develop and sustain a high-quality charter school, Exalt Boards benefit from having members with varied expertise. As indicated in the above chart, our proposed members hold valuable experience in education, human resources, personnel management, finance, law, marketing, strategic planning, or fundraising. There are individuals with strong community connections, including local businesses and political leaders and members with previous nonprofit and Charter School Board experience. A parent will be added to the Board.

The minimum size shall be five members. As seen in the above chart, the current size of the initial Board is eight. Upon approval of the charter, all of these members are expected to be elected to the Board. The maximum size shall be 11. The Board is expected to expand as the school itself grows – in particular, EAR seeks to add members with varying areas of academic expertise. Regular steps will be taken to ensure that the Board size is sufficient to meet the needs of the school. Members will be subject to two-year staggered terms to ensure continuity. Prior to the appointment of each new member, the Board of Trustees (BOT) will conduct an appropriate background check and submit to NYSED the required documents.⁶⁰ All Board members will serve on at least one committee. The Executive Committee will oversee the active engagement of Board members with the school, and will ensure mission alignment and robust representation of the Beechwood-EMMA communities, including a minimum of one parent serving as Board member. The Board will also ensure school representation through ex-officio membership by the executive director (ED) and one member of the school staff.

To recruit and select new members, proposed members will access their networks. The team is currently working to screen and deliberately select individuals who demonstrate evidence of understanding the roles, responsibilities, and commitment required of a start-up charter school Board member – a strong philosophical alignment to the proposed EAR mission and vision, and a commitment to meeting the needs of the students. Equally essential is a set of prescribed qualities and time. Once a potential candidate is identified, the executive committee will work with school leaders to coordinate an interview and visit to become acquainted with the school's philosophy and environment before being presented and voted on. Upon election, new members will receive a Board manual and immediately begin orientation. Board members will also receive training on the Carver Governance Model (described below). Board members will further demonstrate a strong commitment to continuous improvement by engaging in PD (a required minimum of 15 hours) and training. A needs assessment will be part of the annual evaluation through which Board development opportunities will be determined.

Roles and Responsibilities of Board and Officers The EAR BOT will implement the Policy Governance Model – an integrated Board leadership paradigm developed by John and Miriam Carver, enabling the Board to focus on the larger issues of setting institutional vision; delegate with rigor and clarity; oversee management with one voice; rigorously evaluate EAR's accomplishments; and truly lead the organization. Through implementation of this model, the BOT will provide external accountability, internal oversight, and leadership. The primary role of the Board will be to govern EAR in a proactive, positive, prescriptive manner that enables the school to achieve its mission as prescribed and permitted by its charter. The Board will ensure that the standards and goals (the "ends") outlined in the charter are met and that the school operates in compliance with all New York State and federal laws. The Board role is one of oversight and management of the school through the ED with an understanding that the ED has been prudently chosen to hold ownership and voice. In addition, the specific responsibilities of the Board are:

⁶⁰ <http://www.p12.nysed.gov/psc/addbotmember.html>

- Steward the EAR vision; uphold the mission, aware of the targeted population's needs.
- Establish and manage a service agreement with the CMO, setting performance expectations and evaluation or defining the ends, so the CMO can identify the means and hold the CMO accountable for whether the ends are met.
- Provide long-term leadership. In conjunction with the ED, develop a strategic plan for the school that clearly defines expectations and monitors its implementation.
- Form values into clear policies; establishing, implementing, and enforcing or delegating the implementation and/or the enforcement of school policies with respect to all, or more particularly, set forth in the school by-laws.
- Support and review the performance of the ED. The Board will provide oversight and guidance of the ED's work, ensuring he has both the authority and the professional support needed to achieve the mission and goals of the charter; will evaluate the ED's performance on an annual basis. Select and, if necessary, dismiss the ED.
- Manage resources effectively with a quick response time to emergent issues. The Board will develop or approve the annual budget, putting certain financial conditions and activities off limits, monitor the finances, and conduct long-term financial and strategic planning to not allow the development of fiscal jeopardy or a material deviation from Board priorities established in Ends policies.
- Ensure effective allocation and deployment of the school's resources on a day-to-day and month-to-month basis, permitting the school to fulfill its mission and goals. The Board shall ensure that proper fiscal controls remain and will cause audits of the school's book and records as required by law and as otherwise prudent. The Board will hire the school's auditor, review the annual audit and, if necessary, adjust policies and procedures. Assist in fundraising.
- Hear appeals by parents on matters of student discipline.
- Evaluate its own success, invest in its development; and avoid unacceptable methods, conduct, activities, and circumstances.

With the Principal, the ED shares the management authority over matters relating to the day-to-day operations of the school, hiring and firing of faculty and staff, and management of the facility. He will be responsible for establishing and maintaining a culture consistent with the mission and vision of the school, for the implementation of all educational/programmatic services, and implementation of all curriculum through high quality instruction. A strong partnership between the Board and the ED is built on mutual trust and respect. The Board will set, and adhere to, a clear protocol for reporting from the ED.

Relationship with Authorizer Through approval, the NYS Board of Regents (BOR) grants the EAR BOT the overall legal, financial, and fiduciary responsibility for the school. In exchange for this autonomy, the BOR will hold the BOT accountable for outcomes through NYSTP administration, the performance (academic, organization, and financial) according to the terms of the contract to ensure full compliance with the contract, an annual independent financial audit, adherence to the mission/vision with fidelity, compliance with all state and federal law, and appropriate provision of services to all students – in particular, those at risk and with special needs. The EAR BOT expects, in exchange, a fair and transparent oversight process to maintain high standards, as well as action that is not arbitrary and capricious with regard to EAR needs. Further, the relationship entails requesting revisions to the contract, as required, and renewal determinations.

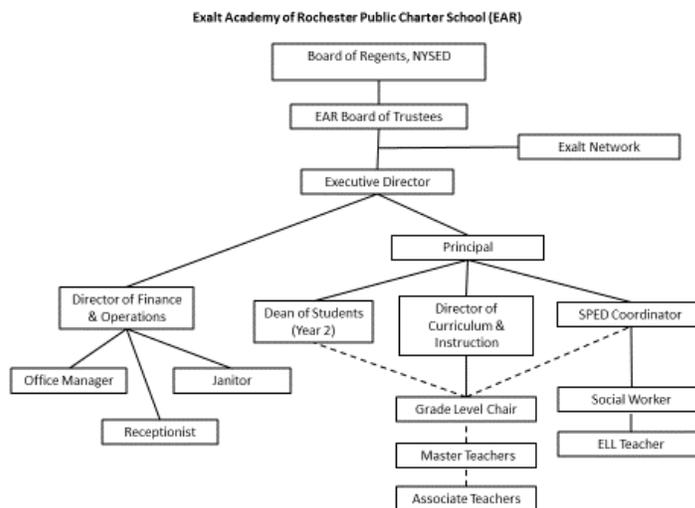
Proposed Structure The Trustees will adhere to the Bylaws (see Appendix 5a), conducting all monthly meetings at the school in an open and public manner with proper notification except for those meetings that, in limited circumstances, require an executive session. Board meetings provide members an opportunity to learn together, to contemplate and deliberate together, and to decide together. Meeting time will be used to regularly monitor key metrics and focus on major decisions, as well as address critical issues that come before them unannounced. Officer positions will include a Chair (akin to a servant leader who is required to

make rulings that keep the Board on track), Secretary, and Treasurer. The Board decides policy matters by majority vote. A formal record of its proceedings are maintained and made available for public review and inspection (per the Open Meetings Law). The Board is not involved in handling the day-to-day of running the school, dealing with personnel issues, or addressing individual student needs. Committees will support the Board by conducting research and developing recommendations to enhance decision making. Five standing committees will be established (possibly more as school grows) as part of the Board's permanent structure to help it do its job: executive; academic accountability; human resources; community outreach; and the finance committee. From time to time, the BOT may request an advisory committee to study or implement a specific policy or action of the school. The Chair will convene this committee.

Bylaws and Code of Ethics may be found in Attachment 5a.

C. Management & Staffing

Organizational Chart The chart illustrates the Board, administrative, and staffing positions that would be dedicated to EAR. **Organizational Structure** The chart takes into account that EAR will need to function much like a traditional public school district and an individual public school combined into one operating entity. Although the school will only receive the per pupil funding associated with the students that it enrolls, it will need to balance all of the administrative duties that a district typically manages on behalf of its schools in a highly efficient, effective manner. Under this scenario, success hinges on such factors as clear role



delineation, proactive communication, deep trust, transparency, a robust commitment to developing leadership capacity, and expertise across a range of specialized functions. The staffing chart supports these success factors by: a) preventing any one administrator from having too many direct reports; b) dividing up the primary managerial functions in a logical fashion; c) setting forth a team-based staffing structure that encourages distributed leadership; and d) purposefully creating significant redundancies in oversight of major functional areas. The day-to-day demands associated with running

EAR will be considerable, so the management team must be able to function in an agile, carefully coordinated manner that balances strategic decision making with diligent execution.

Management Roles/ Responsibilities As the chart illustrates, the BOT of EAR will report to the authorizer, the NYSED Board of Regents. The BOT will hold overall oversight for the academic, financial, and operational performance of EAR through ongoing communication and reporting from the ED. The BOT and CEO of Exalt Education will jointly supervise and support the ED, who will hold executive managerial authority for all aspects of the school. The ED will spend much of his time on such functions as Board reporting, leadership development, talent recruitment, financing, advancement, public relations, institutional outreach, facilities, and crisis management. The Principal, who will report to the ED, will manage EAR's academic programs, including performance management, PD, curriculum, instruction, supervision, behavior support and school culture/climate. The Director of Finance & Operations, who will report to the ED, will oversee all aspects of EAR's back-office functions, including budget and cash flow management, reporting compliance, IT, accounting, bookkeeping and ancillary service delivery. The Director of Curriculum and Instruction, Special

Education Coordinator, and Dean of Students (added in year 2) will report to the Principal. In turn, the Director of Curriculum & Instruction will supervise a lead master teacher in each grade level, who will convene a four-person team that includes a paired master teacher and associate teacher in each classroom. The office manager, who will report to the finance director, will supervise the receptionist and custodian. We have deliberately designed our governance structure to ensure that all stakeholders are included and represented.

Teacher Staffing Plan In the first year, there will be 180 students in grades K-2, representing an average class size of 30 students spread across a total of six general-purpose classrooms. Two teachers – a master teacher and an associate teacher – will co-teach each class. One of the master teachers will be designated as the lead for each of grades K-2. The co-teachers will work a staggered shift, with one teacher working contact hours from 7:00 a.m. to 3:30 p.m. and the other teacher working from 9:00 a.m. to 5:30 p.m. There will be a total of 12 teachers in the first year, and each year thereafter, four new teachers will be added. By the fifth year of operation, there will be a total of 28 classroom teachers facilitating the learning of 420 students in grades K-6.

Hiring and Personnel Policies/Procedures The hiring and personnel policies and procedures for EAR teachers, administrators, and non-certified instructional personnel may be found in Attachment 8a, including explicit staff responsibilities. While the majority of teachers will hold proper certification, EAR may opt to hire noncertified instructional staff – in particular, those who are enrolled in a Master's program that provides provisional certification and, more importantly, high quality training. These staff members must also meet one of the four specific criteria set forth by NYS law. EAR will rapidly work with uncertified teachers to gain certification.

Recruitment Strategies EAR will adhere to a rigorous set of attributes when hiring teachers. These features are incorporated into the qualifications and job descriptions found in Attachment 8a with respect to roles and responsibilities of all administrative and instructional staff members for effective implementation of the proposed program. To identify highly qualified candidates, EAR will engage in an extensive recruitment and hiring process that includes recruiting candidates through the schools of education at SUNY – Rockport, Nazareth College and St. John Fisher College, attending job fairs throughout New York, and advertising positions with Teach for America, Education Pioneers, and on local job Boards. EAR will implement a seven-step interview process: 1) material submission; 2) screening; 3) interviewing with skill-related activities that require role playing; 4) data analysis; (5) sample lesson delivery; 6) reference checks, and 7) background checks. Formal offers will be made following credential verification for choice candidates. Following a similar process to the one described above, EAR anticipates that a formal offer will be made upon approval to the Principal candidate who holds two Master's degrees, and has more than 20 years of teaching experience and more than 10 years of Principal experience – all in the RCSD. (S)he will then initiate the formal recruitment process for other staff members with a goal to have all employees hired over the course of the pre-opening year of 2015-16.

Staff Retention EAR will retain accomplished teachers by providing: a) effective leadership; b) high-quality PD; c) a collaborative and supportive work environment; d) a sustainable daily schedule; e) competitive compensation; f) clear, consistent expectations; g) meaningful leadership roles; h) co-teacher pairings that create collegial learning, mentorship, and daily support; and i) the satisfaction that comes with enabling at-risk students to be successful. Every week, teachers will be provided time for teacher coaching, lesson planning, and collaboration in professional learning communities (PLCs). Teachers will be recognized for their experience and offered career advancement opportunities by serving as grade level leads and guiding curriculum/PD. School leaders will make strategic staffing decisions and will exert full effort to retain 100% of highly effective teachers. The number of highly effective teachers who are retained will determine success at EAR; EAR will be proactive and attentive to teacher satisfaction. A bi-annual survey will afford teachers the opportunity to anonymously indicate satisfaction with professional climate, managerial effectiveness, and other aspects of employment conditions. Leadership will use the results to improve.

Staffing Assumptions Aligned with Budget Realities & Educational Needs The staffing plan outlined below is based on the Exalt network's experience serving high-need student populations with similar needs. To test this experience locally, EAR's team interviewed the heads of three Rochester charter schools. EAR anticipates serving a student population with approximately 16.5% students with special needs and 10% students with English language needs. As such, the staffing plan includes a full-time special education director, a part time bilingual/certified ESOL teacher, and a full time dean of students beginning in year two. Staff and budgetary adjustments will be made, as necessary, to meet the specific needs of each student cohort.

Human Resource Challenges The following are three strategies that EAR's leadership has formulated for addressing the human resource challenges associated with growth. First, to find staff members that reflect the diversity of the students we serve, we are working closely with a number of local partners and principal coaches with diverse backgrounds and networks. Second, to find staff members who live in the local communities immediately surrounding the school, we are building strong alliances with local agencies, churches, and programs. Third, to find teachers with the subject matter expertise to teach rigorous, in-depth courses in true alignment with college- and career-ready standards, we are building partnerships with three local schools of education to help with sourcing talent and continuing education.

Growth In order to ensure successful ongoing operations, EAR will use the following staff structure. By the end of the charter term, the following positions will be in place. Each position has been accounted for in the school or CMO's budget.

Principal (1 FTE)	Special Education Director (1 FTE)
Director of Curriculum and Instruction (1 FTE)	ELL/ENL Teacher (.5 years 1 and 2, 1 FTE years 3+)
Dean of Students (1 FTE years 2+)	Associate Teachers (6 FTE year 1, 8 FTE year 2, 10 FTE year 3, 12 FTE year 4, 14 FTE year 5)
Office/Operations Manager (1 FTE)	Health and Wellness Coordinator (1 FTE years 3+)
Receptionist/Admin Assistant (1 FTE year 4+)	Executive Director (1 FTE) and Director of Finance and Operations (1 FTE)-- through CMO
General Education Teachers (6 FTE year 1, 8 FTE year 2, 10 FTE year 3, 12 FTE year 4, 14 FTE year 5)	

Base Teacher and Administrator Salaries These were determined by examining prevailing salary levels for the RCSD, the State of New York, and other public charter schools serving similar populations in the City. Interviews were also conducted with the heads of three Rochester charter schools. The budget projection calls for entry-level associate teachers to be paid a base salary of \$45,000; master teachers with 5-to-8 years of experience to be paid a base salary of \$60,000; and each grade level lead to receive a stipend of \$3,000. In addition, all teachers receive full health and retirement benefits and have the opportunity to earn a discretionary performance bonus of up to \$2,000 annually. Eligibility for salary increases will be determined by applying an objective methodology that weighs: student engagement and achievement; weekly lesson preparation and data submission; a self-assessment; several classroom observations using a framework developed by Charlotte Danielson; teacher portfolio submission; and progress relative to an individual professional growth plan (PGP).

Data to Drive Staffing Decisions Student assessment data will drive key decision making when EAR is making hiring and firing decisions. In addition to school-based evaluations (discussed below), EAR will use each teacher's mean growth percentile (MGP) to determine the level of their students' growth, compared to students with similar academic history and characteristics throughout the state based on the NYSTP⁶¹. These data permit us to not only consider growth at a single point of achievement, but also from one year to the next. A combination of the data collected will inform staffing decisions and, as necessary, inform development and implementation of improvement plans.

⁶¹ <https://www.engageny.org/resource/animated-video-student-growth-on-state-tests-2012-13>

C.1. Charter Management Organization EAR has selected Exalt Education, Inc. to serve as its charter school management organization (CMO). EAR is partnering with a CMO because EAR would otherwise lack the leadership, capacity, resources, applicable base of experience, and toolkit to develop an exemplary community public school that can successfully serve a diverse, high poverty student population in the Beechwood-EMMA community. **Why Contract with a CMO?** Charter schools are a relatively new form of public school that must operate much like a conventional school district and single public school combined into one operating entity. Although they receive only the public per pupil funding for the number of students that they enroll, charter schools must manage most of the functions that a conventional district and the schools within it manage collectively. At the district level, these functions typically include (but are not limited to) governance, state and federal regulatory compliance, financial management, procurement, facilities acquisition, financing and management, employment, fundraising, strategic planning, and ancillary services such as transportation, food and custodial, marketing and public relations, public affairs, crisis management, special education, student enrollment, and human resource administration. At the school level, these functions typically include (but are not limited to) curriculum, instruction, performance management, professional development, student records, parent relations, supervision, behavior management, school culture setting, and delivery of services to students with special needs. To be effective in starting a school that can balance the total workload – particularly when serving a high needs population – EAR views partnering with a CMO as a necessity. **Why Contract with Exalt?** Exalt Education was started by three co-founders who bring deep, varied, and complementary expertise in operating successful charter schools and CMO's. All three co-founders are actively engaged in the network. One of the co-founders, Dennis Tiede, will serve as the ED of EAR. Mr. Tiede is a native of Rochester. Exalt was started to expand an innovative network of exemplary public schools in low-income communities. When the leadership of E3 Rochester conducted a comprehensive review of the nation's CMOs, it identified Exalt because of: a) the high needs population that it has experience serving; b) the community public school model that it has developed; c) the success that it has had in building a four-school network from scratch in just four years; and d) the results that Exalt has achieved with its students and families. **Advancing School Mission & Program** Exalt's leadership has experience in managing community public schools in diverse communities that share many similarities with Rochester generally and the Beechwood-EMMA neighborhoods in particular. Currently, more than 85 percent of students in Exalt-managed schools are low-income, more than 50 percent of students are African American, and more than 40 percent of students are Latino. Exalt schools serve many at-risk students growing up in homes where English is not spoken and who possess disabilities, behavioral challenges, and a variety of other needs. Without Exalt's involvement, EAR lacks the larger network of professional support, human and organizational resources, and the access to research and best practices that is necessary to advance its mission. **Description of CMO Services** Exalt will provide the professional management, operational capacity, human and monetary resources, applicable base of relevant experience, and toolkit of proven programs and best practices that EAR needs to open and become an exemplary community public school. Exalt's first commitment is to provide EAR with the dedicated, well-trained, talented management team that it needs to start up and operate a school. While developing the capacity of the on-site team, the CMO support team provides the fundraising, business development, legal, operational, and other specialized services that are essential to getting a viable new charter school off the ground. Once the school startup period ends, Exalt's involvement will be essential in: a) balancing competing demands to manage the total workload effectively; b) preparing, coaching, and supporting the school's management through the many challenges that will inevitably arise; c) maintaining fidelity to the mission and programs; d) fully implementing the policy governance model; e) deploying resources in a manner that balances short-term and long-term needs and priorities; and f) managing through leadership succession. **Delineation of Roles between Board, Site Management, and CMO** The BOT serves several primary functions: governs the school; oversees finance, operations, and performance; ensures compliance with all authorizer requirements and applicable

laws; and holds Exalt responsible for executing its obligations under the service agreement. The Board also functions as the “early warning system” that alerts the CMO team to internal deficiencies or external challenges before they threaten the school’s well-being. The site management team administers all aspects of the school. It is deeply immersed in carrying out the complex, varied workload that must be executed day-to-day. The CMO support team provides the essential resources, expertise, and services – the toolkit that is necessary to be successful. The supports that the CMO provides are not general in nature, however. The CMO performs very specific tasks: putting the talented professionals on the ground that are necessary to build a network of community partnerships; hosting a weeklong summer institute for all administrators; providing the schedule, content, and facilitators for 4 weeks of summer teacher training; establishing coaching relationships to support site managers; and furnishing a performance dashboard system along with the analytical capabilities to implement it fully. When necessary, the CMO support team is on call to either the BOT or site management to step in and fill gaps, guide the school through emergencies, and ensure stability in mission and leadership. **Evidence of Board Capacity and CMO Accountability Requirements**

The BOT is composed of distinguished business executives, attorneys, financiers, and civic leaders who are completely committed to EAR’s mission. The Board was sourced and assembled by E3 Rochester, which operates completely independently of Exalt Education, and is being coached and prepared by E3 to ensure that it fulfills its responsibilities. Each year, the Board will receive quarterly performance dashboards and conduct an annual review of EAR’s performance. Exalt Education will not be fulfilling its obligations under the service agreement if EAR is not performing relative to its charter agreement, compliance requirements and applicable laws. **Performance Expectations** The performance standards, goals, and measures for the CMO are the same as those set forth in this charter application for EAR. If EAR does not perform, the CMO is not performing. The BOT of EAR has direct contact with the Board of Directors of Exalt Education, the CMO, and can address the CEO of Exalt Education’s performance, compensation, and employment directly as needed. If the CMO does not perform, its reputation will be diminished, its capacity to fulfill its mission will be compromised, and its financial supporters will withdraw. With that being said, starting an exemplary public charter school from scratch is a 3-5-year initiative, particularly when serving high needs students in a low-income community. The performance goals set forth in this application are explicit and rigorous, yet EAR’s leadership must accomplish many priorities before we can get to the point of driving high levels of student achievement, including (but not limited to) a) assembling and preparing a strong site management team; b) acquiring, financing, and equipping the school facility as the school expands from 180 to 540 students; c) developing a highly effective teaching faculty; d) gaining the necessary parent buy-in and consistent involvement; and e) addressing students’ physical and socio-emotional needs so that they can engage in learning in a focused manner. The leadership team of EAR understands that a foundation must be laid, and will take the necessary steps to follow through until excellence is achieved.

D Evaluation: Educational Program Evaluation EAR will implement a performance dashboard that enables its leadership team to evaluate 21 leading indicators of student engagement, behavior, learning, and achievement (see the chart below). Data for the dashboard will be collected weekly, aggregated across the year, and assembled into a monthly format that allows for management to review trends relative to previous operating periods. The dashboard draws on information systems that: a) will be licensed by EAR and/or its sponsoring CMO, Exalt Education; b) can be compiled by school staff in user-friendly Excel workbooks; and c) are presented in a visually understandable format (e.g., bar graphs, pie charts, line graphs) that easily facilitates managerial decision making. The performance dashboard is a powerful tool; it allows school management to view performance data frequently, compare trends across indicators, and devise improvement strategies based on clear evidence of performance gaps and needs.

Performance Dashboard Indicators

Aggregated by Month or by Quarter

Basic	Engagement	Behavior	Achievement*
Enrollment	Attendance	Minor Infractions	Math Proficiency Levels
Withdrawals	Tardies	Major Infractions	ELA Proficiency Levels
Enrollees	Chronic Absences	Chronic Misbehavior	National Percentile – Math
Income	Chronic Tardiness	Severe Misbehavior	National Percentile - Reading
Ethnicity		Suspensions	Meet/Exceed Individual Goals – Math
		Expulsions	Meet/Exceed Individual Goals – Reading

*As measured by the Illuminate formative tests that are administered six-to-eight times annually, and NWEA MAP's that are administered three times annually.

The performance dashboard is administered by the director of performance evaluation with Exalt Education; this helps to ensure that the data are collected, analyzed and reported with integrity and transparency. Every quarter, the performance dashboard will be submitted to the BOT and members of the Exalt CMO team for review and discussion with the school management team. Through this process, EAR's leadership will have information to identify areas for improvement, make adjustments in instruction, and determine which teachers need support in a targeted manner. In total, there will be at least six-to-eight opportunities for the dashboard to inform managerial decision making every year.

Annual Performance Reviews by Third Parties Every year, EAR will work in concert with its sponsoring CMO, Exalt Education, to commission independent third-party evaluations of EAR's performance. These evaluations will draw on data from the NWEA MAP, NYSTP, Illuminate formative tests, and/or performance dashboard indicators. To evaluate the schools that it manages in Little Rock, Arkansas, Exalt has commissioned studies by the Office for Education Policy at the University of Arkansas-Fayetteville. Unfortunately, it is not possible to present multi-year analyses of the performance at other Exalt-managed schools because: a) state standards and tests have changed over the past three years; b) Exalt is a young network with only three years of operating experience; and c) the schools in the Exalt network have been operating under very different conditions, which makes apples-to-apples assessment comparisons impossible. **Operational & Fiscal Effectiveness** At the beginning of every fiscal year, EAR's management will prepare an operating budget, 12-month cash flow projection, and multi-year financial projection that will be reviewed and approved by the BOT and representatives of Exalt. Each month, EAR's ED and finance director will present monthly financial statements to the BOT, including an income statement, cash flow statement, balance sheet, updated 12-month cash flow projection, and budget-to-actual comparison. Under the governance system used by EAR's Board, school management will be required to disclose all significant compliance notices to the Board (positive or negative). Every year, an independent audit will be conducted of EAR's financial position. This audit will be conducted by a third party auditor selected by the BOT with a live presentation of the preliminary audit and all significant findings to the Board. Members of the Exalt team, including the CEO and director of performance evaluation, will visit EAR periodically to assess operational effectiveness and organizational health. Members of the BOT and E3 Rochester will also conduct site visits and monitor performance. **Evaluation of Teaching** EAR's Principal and Director of Curriculum & Instruction will work together closely to observe and evaluate teachers several times annually. EAR will use observation forms that draw on Doug Lemov's work as documented in *Teach Like a Champion*, the National Institute for Direct Instruction, and Charlotte Danielson's evaluation framework. Information from observations and data from the performance dashboard will be used to identify teachers and students who are struggling or excelling, facilitate the sharing of resources and expertise among the faculty, and improve instruction. The formal observation process will be structured as follows: 1) teachers will be provided with an annual evaluation schedule at the start of each year; 2) teachers will be informed when each evaluation is scheduled

to take place; and 3) the school leader will schedule a pre-conference, observation, and post-conference with each teacher. The teacher and administrator evaluation systems that are used will be aligned with the New York State system in a manner that results in a single composite effectiveness score, gives a weighting of at least 40 percent to student achievement growth, differentiate effectiveness using explicit rating categories, and factors into determinations about compensation, discretionary performance bonus payouts, and retention from one year to the next. The primary goal of our teacher evaluation system is to improve teacher effectiveness in order to prepare all students for competitive colleges and advanced careers. **Administrator Evaluation** Administrators will be evaluated based on quantitative and qualitative measures of school performance, including the NYSTP, NWEA MAP, Illuminate formative tests, and performance dashboard indicators. Performance will be examined relative to other schools in the Exalt network, the RCSD, and the State of New York. 360-degree reviews, including a self-assessment, will also be conducted periodically so that the ED and Principal have the opportunity to receive anonymous input from the BOT, their direct reports, the teaching faculty, and their peers at other Exalt-managed schools. Members of the Exalt team will conduct the ED's evaluation in close communication with the BOT. The evaluations of all other administrators will be conducted by the ED and other members of the school management team. **Board of Trustees Evaluation** EAR will implement the Carver Policy Governance Model that calls for the development of a framework of policies that includes Ends Statements, Executive Limitations, and Self-Governing Policies. Once the policy framework has been established, a monitoring system will be devised to guide and reinforce policy implementation. The monitoring system will be organized along an annual calendar and based on an annual governance agenda, which will be updated by the BOT at a yearly retreat. The Board's monitoring options will include management self-reporting, third-party evaluations, and direct inspection activities. Outside consultants will be engaged to support the implementation of the Carver Model as needed, including such experts as Susan Radwan (the head of Leading Edge Mentoring) and Brian Carpenter (the former President of the National Charter Schools Institute). The Board's self-monitoring activities will include the tracking of Board attendance, preparation, and participation. **Parent, Student and Teacher Satisfaction** Surveys will be administered to parents, staff members, and students twice annually – once in the Fall and a second time in the Spring – to gauge satisfaction levels, assess awareness of educational priorities (e.g., character values), and identify areas for improvement. EAR's leadership is building a partnership with the Children's Institute – an independent nonprofit organization that "equips and supports those who work with children to ensure the success of every child" (<https://www.childrensinstitute.net/>). Through this partnership, Children's Institute will participate in the design, administration and analysis of surveys to ensure reliability and validity. At least 60 percent of all EAR families and 90 percent of all EAR staff will complete and return the bi-annual survey. EAR expects that at least 85 percent of parents and staff members will report being either satisfied or highly satisfied with the school. Survey results will be reported to the BOT, including information on design, methodology, administration, response rate, statistical validity, findings, and actionable recommendations. **CMO Evaluation** The BOT will monitor Exalt Education's performance in managing EAR and supporting the ED by assessing Exalt's effectiveness in meeting the requirements set forth in the charter agreement and the service agreement. Each year, Exalt will provide the BOT with an annual projection of how the proceeds from the service fees will be spent as part of the budgeting process. Exalt's effectiveness will be evident through Board reporting, including: a) the timeliness, accuracy, and trends visible in the quarterly performance dashboards; b) the accuracy, transparency, and completeness of monthly financial reporting; c) the results of reports conducted by financial auditors and independent evaluation parties; and d) the ED's conduct, professionalism, and overall effectiveness. Members of EAR's Board will have ready access to members of Exalt Education's umbrella CMO Board that evaluates the CEO of Exalt's performance annually and has no conflicts-of-interest with management.

E. Professional Development (PD) At EAR, PD will be offered to recruit, retain, and develop a high quality teaching force. PD will enhance our teachers' ability to implement the instructional program and to drive the school mission forward. In planning for various PD opportunities, school leadership staff will cross-reference proposed programming with the mission and achievement goals of the school to make sure they are in alignment. In addition, they will analyze relevant data and statistics to make sure that all development opportunities support student learning. PD will be designed and delivered by the Principal, the Director of Curriculum & Instruction and/or by teachers in response to specific teacher and student needs, as informed by data analysis. It will span a broad range of job embedded learning opportunities, including co-planning, observing, co-teaching model lessons, and examination of student work. The focus of all PD opportunities will be a function of preparing all students for competitive colleges and advanced careers. PD will address diverse population and accomplish the following goals:

- Establish a positive school culture through PBIS framework
- Encourage and practice collaboration in lesson planning and data analysis
- Equip teachers with a variety of research-based instructional techniques and differentiation strategies that support needs of individual students
- Support all students through solid implementation of a targeted response to instruction and intervention model
- Provide students with a sequenced liberal arts curriculum and engaging multi-modal instruction
- Utilize data to inform decisions and instructional practices
- Align mission driven practices with CK and DI
- Integrating instruction for English language development within a classroom with diverse learners
- Scaffolding strategies
- Discussion-based lessons for diverse learners
- Communication and coordination between parent, student, and school
- Communication advice when a language difference exists
- IEP implementation, progress monitoring, and program evaluation
- Rights of students
- Discipline of students with disabilities
- Engaging students and families
- Using data to better prepare diverse learners for college
- Differentiation: responding to all needs
- Challenges faced by diverse learners
- Making high expectations attainable for all students
- Holding all students accountable for high expectations

Addressing Diverse Needs of Administration and Teachers Our approach to PD and the plan for PD encourages self-reflection and seeks employee feedback on areas in which individual employees would like additional opportunity for growth. EAR faculty and staff will also participate in a presentation and discussion about the organization's vision, mission, and goals at the beginning of the school year and at the beginning of the second semester. This twice-yearly conversation is designed to encourage members of the EAR team to deepen their understanding of the organization's purpose and impact, and to think more broadly about how their work connects with the community we serve. Development of the EAR staff will be a continuous process. Besides formal workshops, the Principal, Director of Curriculum & Instruction and master teachers will coach teachers on a continuous basis to enable teachers to develop the habits essential to continuously increase personal effectiveness. Frequent formal and informal observations of the teachers will occur. Teachers will be evaluated by extensive data recorded on each student and instructional group. The daily evaluation of students and resulting collection of data indicate how the teacher is performing. This information

then guides the administration in the process of training teachers, as well as directing the instructional program for students.

Evaluation of PD Along with the demand for quality PD comes the need to be accountable. The PD program at EAR will be assessed to document their value to the school organization, individual educator, and ultimately the students. To ensure the effectiveness of each professional development effort, the National Staff Development Council (1995) recommends, "Evaluation must be seen as an ongoing process that is initiated in the earliest stages of program planning and continued beyond program completion."⁶² Formative evaluation will be done at intervals throughout the provision of PD to improve the quality of the program. Summative evaluation will be done at the conclusion of the program to assess the change brought forth as a result of participation in the PD, both individual and organizational, as well as the program's effect on student learning. Results of this evaluation will inform subsequent PD opportunities. Further, the Principal will evaluate the effectiveness of the PD program by analyzing the school's assessment data, attendance and participation rates, and through the findings from classroom observations.

Addressing Needs of All Students Throughout the course of the year (on at least six occasions), PD will be provided to all teachers on various special education and English language development topics. The Principal, with the input of staff who serve students with special needs and ELL/ENL students, will identify potential issues on which to provide development and will provide PD accordingly. (See topics on page 48 above.) In addition, all special education teachers and/or contractors will collaborate with students' classroom instructors to fully implement each IEP and 504 Plan. To ensure that general education teachers, special education teachers, and ELL teachers are able to collaborate on a consistent basis, they will participate in weekly planning sessions. The school schedule has been built to allow general education, special education, and ELL teachers one block of time per week to collaborate.

Professional Climate EAR will continue to build human capital through the school year via site-based leadership opportunities, talent management, retention of the most effective teachers and leaders, and a supportive working environment. At EAR, the professional climate will be supported by: 1) holding leaders/teachers to high expectations that are well-defined with data systems in place to track student growth and school performance; 2) giving staff ownership of elements of work that they find meaningful (i.e., grade level chairs, instructional coaches, and PD); 3) encouraging individual enrichment opportunities that allow leaders/teachers and other staff members to self-select learning opportunities outside of school and support their own growth and development; 4) supporting teachers through building relationships that foster trust and growth with frequent observation and ongoing feedback about their effectiveness; and 5) providing regular opportunity to engage in collaboration and dialogue with peers.

Frequent Opportunities for Planning and Collaboration EAR will provide teachers with ample opportunities for high quality PD. A collaborative culture will be nurtured before the school year begins. All teachers, school leadership, and support staff will participate in four (minimum of three) weeks of PD prior to the start of each school year. During this time, they will learn about the professional and social culture of the school and build relationships with colleagues. Focus will be placed on building a cohesive school culture, implementing the EAR curriculum, utilizing data, and differentiating instruction to meet student needs. In conclusion, the key components of our PD program include pre-opening training, weekly early release days (with time for grade level and content level meeting and whole staff meetings), professional learning communities, data analysis and analysis of student work, instructional coaching, and classroom walkthroughs/observations.

Building Organizational Capacity, Sharing Resources and Best Practices In addition to the activities described above that will build organizational capacity, the Exalt network has an internal database where Exalt staff share resources and best practices.

⁶² <http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd500.htm>

F. Facilities EAR plans to locate into a Purpose Built Community (a local community revitalization initiative) in the Beechwood-EMMA neighborhoods by partnering with Home Leasing LLC, an affordable housing developer started by Nelson Leenhouts. Several options to acquire a facility appropriate to our school design have been pursued. Our short- and long-term plans are:

a. **Short-term plan:** To lease a privately owned facility with enough space to accommodate our enrollment through year 7 (approximately 540 students). Our analysis of both school design best practice and commercial real estate standards suggests that we would need approximately 14,000 sq. ft. in the first five years of operation, with the ability to expand up to 18,000 sq.ft. by year 7. It is EAR's intention to locate the school in a visible and easily accessed location in the Beechwood-EMMA neighborhoods. Home Leasing is an expert in property development and will be helping us in these endeavors. Currently, the preferred location would be in a large building with land around it for a play area, locations at the following three addresses are strong possibilities: 1199 East Main Street, 821 Culver Road, and the 1200 block of East Main. It is possible that temporary facilities will be needed for the first year as the permanent facility is being prepared.

b. **Long-term objective:** To demonstrate its commitment to longevity and sustainability, EAR intends to own and operate a permanent facility. The chosen space will comfortably accommodate all of our teachers, students, programs, and services, including food. To ensure the highest safety of our students and staff, consideration will be given to security features as the facility is identified. Finally, to serve students and staff that may use public transportation, we would like to be in close proximity to a bus line. Based on our projected growth, the space will, at a minimum, include the following elements:

Rooms	Description
Classroom Space Year 1	
Kindergarten Classroom 1	1 st Floor. Bathroom in classroom or directly adjoining. Over 500 sq.ft.
Kindergarten Classroom 2	1 st Floor. Bathroom in classroom or directly adjoining. Over 500 sq.ft.
1 st Grade Classroom 1	1 st Floor Bathroom nearby. Over 500 sq.ft.
1 st Grade Classroom 2	1 st Floor Bathroom nearby. Over 500 sq.ft.
2 nd Grade Classroom 1	Over 500 sq.ft. Big windows, good natural light.
2 nd Grade Classroom 2	Over 500 sq.ft. Big windows, good natural light.
3 rd Grade Classroom 1	Over 500 sq.ft. Big windows, good natural light.
3 rd Grade Classroom 2	Over 500 sq.ft. Big windows, good natural light.
Added to Campus Over Time	
4 th Grade Classroom 1	Over 500 sq.ft. Big windows, good natural light.
4 th Grade Classroom 2	Over 500 sq.ft. Big windows, good natural light.
5 th Grade Classroom 1	Over 500 sq.ft. Big windows, good natural light.
5 th Grade Classroom 2	Over 500 sq.ft. Big windows, good natural light.
Essential Common Spaces	
Hallways	Wide hallways with a practical configuration that makes student passage up and down hallways in single-file lines easy. If hallways are large enough, lockers could be installed for year 2 and thereafter.
Student Bathrooms	ADA compliant. 1 boys and 1 girls bathroom may be sufficient (although not ideal) with enough stalls and fixtures to meet code.
1 Computer Lab	Fully-wired, large room that can easily house 34 computers are workstations with sufficient spacing for texting. Over 550 sq.ft.
1-2 Special Subject Classrooms	Over 500 sq.ft. Big windows, good natural light.
1 Multi-purpose Room	For assemblies. Can double as cafeteria and Phys Ed space during inclement weather. At least 1,200 sq.ft.

Rooms	Description
Outdoor Play Space	Grassy field enclosed by secure fence 6-8-ft high. Suitable for installation of playground that services 30-40 students. Over 2,500 sq.ft.
Covered Entry	Attractive, covered entry area needed for student arrival and dismissal. Must be a driveway or other configuration that allows for a line of cars at parent drop-off and pick-up times. Covered walkway should allow students to get in and out of cars without getting wet in inclement weather.

Essential Offices & Mechanical Rooms

6-8 Offices for 1-2 Dedicated Members	Will house site management team including Principal, Dean of Students, DI Coordinator, Director of Learner Supports. Two offices will be used by visiting members of Exalt management team.
Reception Area	At front entry with counter & seating for 3-5 guests. Attractive space that can house Office Manager, part-time Receptionist and, if space allows, Principal behind partitions or in office behind front desk.
2-4 Maintenance Rooms	At front entry with counter & seating for 3-5 guests. Attractive space that can house Office Manager, part-time Receptionist and, if space allows, Principal behind partitions or in office behind front desk.

Bells and Whistles

Gymnasium	Regulation size for middle school students. Could have space for risers. Should seat 500-700 people at full occupancy.
Performing Arts Space / Cafeteria	With stage or temporary risers, high ceilings and good acoustics. Could be combined with gymnasium. Used for assemblies, science fairs, special programs like Black History Month.
1-2 Extra Classrooms	If extra classrooms are available, it could be used for special education, additional special subjects.
Science Laboratory	Water access. Can be set up with science lab tables and seating. Lab stations could have water, gas. Emergency shower. 550 sq.ft.
STEM Laboratory	Configured into lab stations for 3-5 students working on projects. Can be set up with science, engineering and technology equipment such as robotics, networked computers, printers, etc.
Bathrooms with Showers	For physical education
Outdoor Athletics Space	Basketball court. Volleyball sand court. Baseball field. Soccer and football field. Fenced-in areas with safe proximity to busy streets.
Outdoor Learning Space	Can have gardens and outdoor experiential learning spaces

EAR understands that facility costs will average \$1.05 per square foot. Home Leasing is leading the founding group's search for a financially viable space to comply with all codes, acts, and requirements, including Americans with Disabilities, fire, health, and structural safety.

G. Insurance EAR will comply with the requirements of the Charter Schools Act and the Charter Agreement to meet the minimum levels of insurance coverage required for liability, property loss, and personal injury to students. EAR will maintain the following insurance coverage:

- General Liability: EAR will maintain as its minimum coverage for general liability \$1,000,000 per occurrence and \$4,000,000 aggregate. However, the school Board of Trustees may consider increasing its aggregate to \$5,000,000 after assessing the risk attendant to the operation of the school once its facility is identified.
- Property Loss: The school BOT will assess the value of the facility to be occupied by the school and will determine the appropriate coverage to bind.
- Personal Injury (Students): The school will maintain as its minimum coverage \$25,000 per occurrence and \$250,000 aggregate. If it is determined that a higher level of coverage is required by the risk attendant to the regular activities of the students, the school will bind coverage with \$50,000 per occurrence and \$500,000 aggregate limit.
- Miscellaneous: The school will maintain replacement cost coverage with a \$1,000,000 limit per occurrence for property loss and physical injury.

H. Health, Food, and Transportation Services: Health The health of our students and staff members is a high priority. EAR will comply with all health services requirements applicable to public schools. Per New York Education Law 912, the Bureau of Child and Adolescent Health (the Bureau) will be responsible for the provision of these health services in a manner that is equivalent to the services provided to students attending regular public schools, including the students enrolled in RCSD. EAR will request these services from the Bureau in sufficient time to allow for inclusion of the requested services into the Bureau's and the RCSD's budgetary and staffing plans.

Food EAR will apply for, and plans to participate in, the U.S. Department of Agriculture's free and reduced-price breakfast and lunch program for eligible students. EAR will contract with the RCSD to provide food service to eligible students. However, the school reserves the right to contract with another food service provider if such policy is set by its BOT, and may investigate vendors who can provide healthy and appetizing menus for breakfast, lunch, and snacks to our students. Regardless of whether the RCSD or another entity provides such food service, any and all revenues from the FRLP shall be used exclusively for the provision of services to students eligible thereunder as required by the terms of the program(s). Day-to-day implementation of the school's food services shall be the responsibility of the school leader. The school will comply with recordkeeping requirements of the National School Lunch Program.

Transportation EAR intends to be a neighborhood school and does not expect to provide transportation. However, all students whose IEP indicates the need for transportation will be provided with such transportation. Also, eligible students who are not within walking distance may receive transportation services under §2853(4) (b) and §3635 of the Education Law. In the likely event that EAR is in session when RCSD schools are not, EAR parents/guardians will be responsible to provide transportation. EAR will provide ample notification of such dates and, when deemed necessary, may assist in the cost. As necessary, EAR may seek arrangements with the RCSD to provide transportation for field trips and on days that the RCSD is not in session, at cost, pursuant to §2853(4) (b) of the Education Law. Parents/guardians of students ineligible for transportation under §2853(4) (b) or §3635 of the Education Law will be responsible to provide transportation for their student(s). Implementation of the school's transportation services will be the responsibility of the Director of Finance and Operations.

I Family and Community Involvement: Family Engagement As mentioned in earlier parts of this proposal and in our key design elements, EAR will continue to engage families and community members in EAR's planning, implementation, and program design. We define parent engagement as sharing responsibility for student achievement and believe research that indicates, "The most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to: create a home environment that encourages learning; communicate high, yet reasonable, expectations for their children's achievement and future careers; become involved in their children's education at school and in the community."⁶³

⁶³ http://www.michigan.gov/documents/mde/4a_Final_Toolkit_without_bookmarks_370151_7.pdf

We clearly recognize the significance of sustaining integrated partnerships with families and community and will do so through two-way communication, shared decision making, determination of goals and outcomes, regular interfacing at many points in many venues, educational support, and celebrations of success. While teachers will have the primary point of contact, the Principal will work to ensure the communication is effective, ongoing, and seen as a valuable component of mission achievement.

J. Financial Management The ED, Director of Finance & Operations, and Principal are the top administrators charged with managing the school's finances in a fiscally conservative, proactive, transparent, and diligent manner. Well before the beginning of each fiscal year, EAR's management will prepare an operating budget, 12-month cash flow projection, and updated multi-year financial projection for review and approval by the BOT. Each month, EAR's ED and finance director will present monthly financial statements to the BOT, including an income statement, cash flow statement, balance sheet, updated 12-month cash flow projection, and budget-to-actual comparison. Under the governance system used by EAR's Board, school management will be required to pass along all significant authorizer compliance notices to the board. **Board Responsibility** EAR's BOT holds ultimate responsibility for oversight of the school's finances and the safeguarding of its assets. Although routine management will be done by management, the Board will ensure that the school operates in a sound manner, is fiscally prudent, and complies with all regulations. The Board will approve EAR's fiscal policies and procedures, signatories on bank accounts, access to lines of credit, contracts with vendors over \$25,000 per year, and any significant long-term debt obligations. **Independent Fiscal Audits** The Board will, at its sole discretion, retain a CPA firm licensed to practice in the State of New York and familiar with charter school finance and regulations. The auditor will conduct the pre-opening financial review of the charter school as required by NYS law, and will also conduct the annual financial audit and preparation of the school's annual IRS 990 form. The auditor will be given access to all school records, as needed, for completion of the audit. Once the audit is completed, it will be presented to the Board by the CPA firm, with an opportunity for the Board to meet privately with the auditors to discuss any findings and recommendations. Copies of all audit reports will be filed with the appropriate local, state, and federal agencies as required by law. At the point that the school receives sufficient federal revenue, an A-133 audit will also be conducted by the auditor. **CMO Management/Support** EAR will benefit from the financial management capabilities of Exalt Education, which will monitor and oversee day-to-day financial management, operations and reporting. Members of Exalt's team will serve as a check-and-balance to make sure that all financial matters are being handled properly. EAR will maintain financial records on an accrual basis in accordance with Generally Accepted Accounting Practices (GAAP), as well as all other required accounting standards. **Segregation of Duties & Controls** Board policies and procedures will be established so that: a) primary fiscal duties are segregated; b) stringent controls are enforced; and c) redundancy in authorized access and oversight is properly maintained. The Office Manager and Finance Director will ensure that all student records are maintained in accordance with privacy laws. The ED and Finance Director will be responsible for claiming and recording all revenues, processing payroll, managing accounts payable, reconciling bank accounts, and closing the accounting records each month in order to prepare financial statements. The Finance Director will prepare checks, the Office Manager will review the checks against invoices and other documentation, and a Board-authorized signer will sign all checks. Routine checks will be signed by a Board-authorized signer with checks over \$25,000 to be co-signed by the Board Treasurer. **Enrollment Reporting & Proper Handling of Restricted Funds** The Office Manager will be responsible for tracking daily student attendance and reporting to the Director of Finance, who will submit bi-monthly enrollment projections to the RCSD in order to draw down per-pupil funds. At the end of the year, reports will be reconciled based on total full-time equivalent (FTE) attendance, and any over or under payments will be balanced in accordance with the District's policies. Student point-of-service counts and meal utilization records will be tracked to assure compliance with federal, state and district laws and regulations pertaining to reimbursement of free and reduced-price meals. All Federal Title funds will be handled in an appropriate

manner consistent with program guidelines and restricted uses. The special education coordinator will be responsible for tracking all aspects of services provided for students with disabilities and ELL students. The coordinator will work with the Finance Director and ED to negotiate service arrangements, keep eligibility records, and track service hours so that EAR can report on students in accordance with all regulations.

K. Budget and Cash Flow The Exalt Academy of Rochester Charter School has proposed a sensible and conservative five-year budget and cash flow that ensures that sufficient revenue and credit will be available through public and private sources. We have conservatively forecast our primary source of income, per-pupil operating income, with a 10% allowance for student attrition, as well as keeping the per-capital amount flat over the five years of the charter term based on the history of state allocations and the funding environment in New York State. In order to provide the school sufficient start-up funds for each of the five years, the Exalt CMO will establish an operating line of credit (funded through philanthropy) that will make available to the school \$200,000 for each operating year. As a result, the school is able to secure start-up cash early each year when expenses are high, and pay it back in subsequent years or tap into the line again as needed.

All pre-opening costs for the school are being absorbed by the Exalt CMO. We therefore have not included expenses or revenue for that period. The CMO has conducted private fundraising and has received grants to cover these expenses.

The majority of the budget goes toward paying staff and providing materials for students, consistent with our mission and goals. We have provided for the establishment of an escrow account for dissolution expenses, funded over 3 years at \$25,000 per year. Additionally, for each of the five years, we have budgeted a contingency line of 2% of total expenses.

Our expenses (detailed in the budget attachment) are based on assumptions created by similar charter schools in New York State and the RCSD. We have taken advantage of cost-savings available to us by the District's provision of meal, nursing, and transportation services.

Our budget over the five years allows the school to remain financially viable while maintaining a modest cash balance of approximately \$392K after five years. Additionally, we are aware of other funding opportunities at the public level, including the Charter School Stimulus grant that is managed by the SUNY Charter School Institute. As we explore facility options for both the long- and short-term, we will consider applying for these funds as they become available. We will also work with the New York State Department of Education as they oversee our use of Charter School Program (CSP) funding, Title I, and any other grants.

L. Pre-Opening Plan A proposed timeline highlighting the major action items that must be addressed prior to opening day is found in the following chart with the general timeframe for each action item. This timeline will be reviewed periodically to ensure timely progress on all action items and will be revised, as needed, to ensure the successful start-up of the school. Upon approval of a charter, the Board will undertake a more specific and comprehensive action plan, detailing each action step, responsible party, deadline, and resources.

Timeframe	Category	Description	Notes	Responsible Party
Upon Approval: Fall 2015- Spring 2015	Organization	Initial financing secured	1. Submit grant for new charter funding; 2. Identify other grant sources; 3. Organize fundraising events and solicit contributions from individual donors	Board
		CMO recruits/hires ED, Principal. Principal hires teachers. Training begins.	Confirm Hiring; Begin training and/or recruitment if necessary.	CMO/Principal
		Community outreach; student and teacher	Exalt National and Regional Staff and Principal present at community organizations; launch website / social media	Exalt Founders and staff, Principal, Board
	Facility	Identify facility; secure all permits and approvals for occupancy	Confirm what is required with City officials and submit necessary paperwork	Exalt staff and Board
	Communication	Establish systems and clear lines of communication, order essential equipment	private network, teleconferencing, videoconferencing, online resource and training center, internal website/portal	Exalt staff
	Exalt Home Office	Disseminate new role responsibilities, create training material, support EAR development		Exalt Founders and staff
	Rochester-based Staff	On-the-ground presence, continued outreach	Exalt visits, relationships and community presence strengthened	Exalt Founders and staff
November 2015 – March 2016	Enrollment	Community outreach; student recruitment	Open houses; conduct information sessions at the school we will transform; community orgs, feeder schools, churches; advertising and marketing materials. Establish lottery procedures / location.	Exalt staff, Principal, Board
	Board	EAR Board expansion and training	Additional EAR Board members identified. Board members participate in Exalt School Board meetings.	
January – March 2016	Organization	Exalt staff and Principal begin recruiting / hiring other key personnel	Utilize advertisements, outreach to existing resources already established, networking, and word of mouth	Exalt staff and Board
		Exalt staff and key personnel identify and hire qualified faculty and staff	Recruiting/interviewing at selected school building or remote site; extensive outreach for candidates; interviews	Exalt staff and Principal
		Review, update, and approve all policies	Finance, enrollment, grievance, discipline, education, HR & personnel, operations, etc.	Exalt staff and Board

Timeframe	Category	Description	Notes	Responsible Party
		Complete student and employee handbooks; conduct legal review		Exalt staff and Board
		Establish uniform policy		Board
		Continue community outreach; student recruitment	Open houses, conduct information sessions existing school; community orgs, feeder schools, churches; advertising and marketing materials	Exalt staff, Principal, and Board
	Facility	Conduct a needs analysis - classroom furniture, technology, office equipment, books		Exalt staff and Principal
		Identify transportation vendor. Develop a detailed transportation plan, including types of vehicles, authorized drivers, and student eligibility		Exalt staff and Principal
	Resources	Confirm curriculum resource selection for grades K-2	Order additional materials by March 1	Principal and Exalt staff
	Curriculum	Review scope and sequence documents provided by commercial curricular resources; make adjustments as necessary		Principal and Exalt staff
April 2016: 1-15	Admissions	Hold lottery; send acceptance letters, receive enrollment confirmation		Exalt staff and Principal
March-June 2016	Organization	Identify eligible suppliers and vendors; order office equipment; lease copiers, phone service, IT support		Principal, Exalt staff, and Board
		Plan teacher orientation & training; develop summer and year-long professional development plan		Principal, Exalt staff, and lead teacher for Grade 5
		Develop family involvement policies and family surveys		Principal, lead teacher for Grade 5, and Exalt staff
		Community outreach; student recruitment	Continue open houses, recruiting at community events; newspaper and radio advertising	Principal, teachers, and Exalt staff
		Distribute information to families regarding dates of information night and back-to-school night		Principal and teachers
		School safety plan; schedule fire drills and crisis drills		Principal
		Hire custodians and office support staff		Principal, Financial Manager
		Identify community partners		Board, Principal, and Exalt staff
		Order uniforms: Send parents information regarding uniforms		Principal

Timeframe	Category	Description	Notes	Responsible Party	
		Ready student database for records, test scores, grades, attendance, tardy students, discipline	Illuminate	Principal, Office Manager	
		Prepare for DOE and Title I reimbursements and entitlements, conduct search for independent auditor		Exalt staff and Principal	
	Facility	Order all classroom furniture, technology, accessories, and equipment	Conduct needs assessment of existing furniture, technology, LCD projectors and screens, computers, tables, desks, chairs, shelving, white boards	Exalt staff and Principal	
		Prepare building for opening - paint rooms and halls, order cleaning supplies		Principal / Board will contract out	
		Order / install signage for inside and outside of building		Principal and Exalt staff	
	Academics	Develop detailed assessment calendar aligned to curriculum maps and school calendar		Principal and teachers	
		Curriculum design; select and order resources	In alignment with CCLS	Director of Academic Services, Principal and teachers	
		Purchase data analysis / warehouse tools		Principal and Board	
		Special education program and service delivery	Ongoing review of incoming student records for services; schedule and hold IEP meetings; budget for student needs	Principal and Special Education Coordinator	
		Request student records; develop secure filing system for all student records		Office Manager	
		Finalize art, music, and physical education programs		Principal, Exalt staff, and applicable teachers	
	June-July 2016	Financial	File IRS form SS-4 to apply for Federal EIN; Submit W-9 Vendor Registration Form; Apply for NY State Exemption Certificate		CMO / Board
		Training	Pre-opening Development		CMO / EAR staff
		Communication	Set-up technology, establish schedules	Train staff, disseminate schedules	EAR staff
Facility		Develop an arrival and dismissal plan, including traffic flow and walking plan	Consult with local police and adjacent schools	Principal	
		Inventory and tag all computers, monitors, projects; ensure network and technology are functional		Principal with Exalt IT assistance	

Timeframe	Category	Description	Notes	Responsible Party
		Order student and classroom and office supplies. Schedule final health and safety inspections; secure approval of crisis plan		Principal and Exalt staff
	Academics	Select supplemental instructional resources and materials. Develop common procedures and protocols		Principal, teachers
		Plan Information Night and Back-to-School Night		Principal, teachers
		Finalize master schedule. Create daily student and teacher schedules	Teacher assignments, common planning time, fieldtrips, Information Night, Back-to-School Night	Principal and Exalt staff
		Conduct Information Night and Back-to-School Night	Both will be held prior to Labor Day	Principal and Exalt staff
		Develop unit plans		Principal, teachers
		School is in session	First day	All school staff

M. Dissolution Plan In the unlikely event of closure or dissolution of EAR, the BOT shall delegate to the Principal, finance/operations manager, and Exalt Education staff the responsibility of managing the dissolution process in compliance with the applicable requirements of Education Law §§ 219 and 220 and any Closing Procedures specified by SED. This process shall include notification to parents of students enrolled at EAR. Additionally, a list of students attending EAR will be sent to RCSD and any other applicable home districts. EAR will then transfer student records to RCSD and other applicable home districts, and the parents of the enrolled students shall be notified of the transfer of records. The remaining assets of the EAR, after satisfaction of outstanding debts pursuant to §220 of the Education Law, shall be transferred to another charter school within RCSD where EAR is located as the preferred first choice, with RCSD being the second choice. In the budget submitted with the application, EAR has earmarked \$75,000 to be set aside and fund an escrow account to be used in the event of charter dissolution; these funds will be used to meet legal and audit expenses associated with dissolution, as well as any other outstanding debts. The dissolution process will be initiated with a meeting of school leadership, including (but not limited to) the ED, Principal, director of financial operations, EAR BOT leadership, Exalt Education staff, and legal counsel. This meeting will be conducted to develop and review the dissolution plan and timeline developed by the school staff. Upon approval of the plan and timeline, the ED and EAR BOT leadership will meet with representatives from the New York State Education Department to review, discuss, and modify the dissolution plan and timeline as necessary. Any necessary formal approval of the dissolution plan and timeline by the EAR Board of Trustees will also be scheduled timely.

IV: Table of Required Attachments

Attachment #	Title	Suggested Page Limits
Attachment 1	Admissions Policies and Procedures	5 pages
Attachment 2	Samples of Evidence of Community Outreach	15 pages
Attachment 2a	Evidence of District Support for Restart/ Turnaround	N/A
Attachment 3a	Sample Daily Schedules (ES, MS, and/or HS)	5 pages
Attachment 3b	First Year Calendar	2 pages
Attachment 4	Student Discipline Policy	5 pages
Attachment 5a	New Applicant and School Trustee Background Information Sheet	No limit, excluded from total attachment page limit
Attachment 5b	By-Laws	10 pages
Attachment 5c	Code of Ethics	5 pages
Attachment 6a	If applicable: CMO Information	No limit, excluded from total attachment page limit
Attachment 6b	If applicable: Proposed Management Contract with CMO	No limit, excluded from total attachment page limit
Attachment 7	If applicable: Partnership Information	N/A
Attachment 8a	Hiring and Personnel Policies and Procedures	15 pages
Attachment 8b	Résumé for Proposed School Leader, if identified	5 pages
Attachment 9	Budget and Cash Flow Template	No limit, Excel Template
Attachment 10	If applicable: Replication Strategic/Business Growth Plan (Existing Education Corporations)	N/A

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name Exalt Academy of Rochester Charter School
Proposed School Location (District) Rochester City School District
Name of Existing Education Corporation (for replication) N/A

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."¹²

The applicant group also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act, which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be

¹² N.Y. Education Law § 2854(2)(a)

required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;¹³

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;¹⁴ and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.¹⁵

Existing Education Corporation (if seeking to replicate): I hereby certify that for the above named model school (upon which the new school will be replicated) meets each of the following eligibility requirements.

- Has been in operation for a minimum of five years and is currently open;
- Has received a full 5 year renewal from its charter entity;
- Has provided a program of instruction for the same grade levels intended to be served in the replicated school;
- Has exceeded district averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded State averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded the 4- and 5-year State average graduation rate in the aggregate (if applicable);
- Has met or exceeded the State cohort graduation rate of 80% (if applicable);
- Has achieved a State Accountability Designation of at least a school in "Good Standing" for each year of its charter term; and
- Has been in compliance with local, state, and federal laws and its charter contract.

I, Mr. Danner Holzman, hereby certify that the information submitted in this Full Application to establish Evall Academy of Rochester Charter School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after Issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:


Date: 10/2/15

¹³ ESEA § 5203(b)(9)(N)
¹⁴ ESEA § 5203(b)(3)(H)
¹⁵ ESEA § 5203(b)(3)(I)

**ADMISSIONS POLICIES AND PROCEDURES
EXALT ACADEMY OF ROCHESTER CHARTER SCHOOL**

The following Admissions Policy will be put in place at the Exalt Academy of Rochester Charter School.

Compliance with Applicable Laws

As a public school, EAR will follow all applicable state and federal laws in admitting students. Exalt Schools welcome diversity. EAR will not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other grounds that would be unlawful. EAR will be open to children who are eligible under the laws of New York State for admission to a public school. EAR will use enrollment and retention targets calculator to ensure enrollment and retention targets are met for students with disabilities, English learners, and students eligible for free or reduced-price lunch as prescribed by the New York State Board of Regents.

Eligibility

Only applicants living in New York State may apply for, enroll in or attend the Exalt Academy of Rochester Charter School, and all New York State residents are so entitled.

A child will be eligible for initial admission to the school for kindergarten given the child has turned five years of age on or before December thirty-first. A child will be eligible for grades (1-5) when the student has successfully completed the grade prior to by the scheduled date of admission to the succeeding grade and falls within the age range for the applicable grade. In the case that a child does not have educational records, the principal will make the final determination concerning the instructionally appropriate grade for the child. If a child has been retained, medical or evaluative documentation must be provided to justify placement.

During the enrollment/registration process, EAR will request documentation to establish a student's date of birth and address, to determine age and residency.

- Two forms of evidence to show proof of residency
- Undocumented children have the right to attend school full time as long as they meet the age and residency requirements established by state law.
- Students who are covered by McKinney-Vento Homeless Education Assistance Improvement Acts will be immediately enrolled even if the child is unable to produce records normally required for enrollment. If the child needs to obtain immunizations, parents/guardians are notified the health officer of the county will assist the family.
- If a birth certificate, record of baptism and passport are unavailable, EAR may consider certain other documentary or recorded evidence to determine a child's age per Education Law §3218(1)(d).
- During the enrollment/registration process, EAR may also request a student's previous academic records, medical records and proof of immunization (pursuant to Public Health Law and Department of Health regulations).

Publicity and Outreach

Outreach sessions for students and families in the Beechwood and EMMA neighborhoods, in particular in proximity to the Purpose Built Community will be held to inform the families of prospective students and community members about its program. Outreach will be diverse to meet the diverse needs of the community, including but not limited to the following:

- Monthly Open Houses and Informational Sessions at various sites in the proposed neighborhood including preschools, schools, community centers, churches and other community gathering spaces. Sessions will be held at different times of the day to accommodate a variety of parents' work schedules and at establishments frequently visited and easily accessible for families.
- Town Hall meetings and social events (such as a community BBQ).
- Door-to-door canvassing and home-visits to prospective students.
- Flyers – EAR will post fliers at community gathering locations including libraries, recreation centers, churches and community centers within the Beechwood and EMMA neighborhoods.
- Establishment of a “sales center” where families can drop in to meet with staff and learn more about the program.
- Posting lawn signs throughout the targeted community.
- Executive Director, staff and Board members will attend community events, expos, and performances.
- School website, Facebook page and Twitter accounts.
- Direct mailing to families with information about the school and the enrollment process, including monthly correspondences to those who demonstrate interest and share contact.
- Advertising on ethnic radio and in local newspapers such as the City Newspaper.

EAR will also implement measures of outreach with consideration to parents of children with special education and language needs. Recruitment correspondence (including written material and oral presentation in both English and Spanish) will include explicit reference to the school's commitment to serving all families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families and other youth at risk of academic failure. In order to enroll and retain students with disabilities, EAR representatives, including founding board members, will continue to build relations with organizations that serve all students such as Head Start, The Children's Institute, the Children's Agenda and RCSD's Department of Special Services. Home visits (by request, pre-enrollment) will alleviate issues of access and support for students with disabilities and whose families are less mobile.

EAR will undertake all measures to recruit English Language Learners. Promotional materials and applications will be provided in both English and Spanish (as well as any other language deemed necessary). Translation services will be provided, as necessary, for all promotional materials and any person-to-person interaction requiring an English

translation. For any parent that requests assistance in completing the application, multi-lingual staff at EAR will provide help. If translation services are required and multi-lingual staff is unavailable, we will hire translators during the admission period.

Through the life of the charter, our Executive Director with the support of the Director of Finance and Operations will monitor enrollment trends to determine which of the recruitment activities will be employed. Once the school is open, word-of-mouth, positive visibility in the community at large, as well as positive media and published performance results will be our best form of recruitment. The school will continue recruitment activities in order to increase awareness of the opportunity to families within the community. School doors will be opened to the public for scheduled tours. Interested stakeholders will be encouraged to visit our school.

Application and Admission

Families interested in enrolling a child at EAR will be required to submit an application. Applications will be made available at parent information sessions, for pick up at the school and on the school's website, and may be made available by other means. All required information would be general in nature and non-discriminatory. EAR will not require an applicant to provide race, language proficiency, or eligibility for special education services or free/reduced lunch program. EAR intends to give enrollment preference to students living in the school district where the school is located and to siblings of current students (beginning year two).

Applications will state the application deadline date. It is the policy of the EAR to encourage and support the development and strength of its student and family community as far in advance of new student enrollment as practically possible. EAR believes the early establishment of the home/school relationship will contribute to the academic success of its students and the school's achievement of its mission. Further, EAR acknowledges that the families of public school children make practical and emotional commitments to their children's future school notwithstanding that formal enrollment in public school generally occurs as late as the spring or summer immediately prior to initial matriculation. Consistent with this policy, it is expected that the application deadline and lottery dates will be as early as possible during the prior school year as soon as the student outreach program (described above) is conducted. There will be no fee for making an application nor will there be any tuition charged for attending the school beyond fees permitted to be charged by public schools.

EAR will not impose any arbitrary requirements for application beyond completion of the EAR application. Practices such as requiring parents or guardians to attend an open house, submit to an interview or tour of the school will not be a condition for accepting an application.

Lottery and Other Procedures Admission and Waitlist

If EAR has more applicants than available space, it will select students (from among qualified applicants) using a random selection method, a public lottery (the lottery). If there are fewer applicants for a grade than there are places available in the grade, all applicants will be admitted to the grade on the date the lottery was to have been held.

The random selection drawing will be open to the public, and the school will notify all applicants of the date, time and location, which will generally be between April 2-15, subject to circumstances beyond the reasonable control of the school. A parent need not be present at the lottery to gain admission to the charter school. Names will be drawn until all available classroom seats have been filled. Any remaining names will be drawn to establish waiting lists to be used to fill openings during the school year for which the student applied. The waiting list will not have to be reset annually. After all eligible names have been drawn, the school will add the names of applicants who submitted applications after the 5:00 p.m. deadline on April 1st. All post-deadline applicants will be added in the order in which they are received.

Lotteries for all grades for an academic year are expected to be conducted on the same day and will be publicized in a manner consistent with the requirements of section 104 of the Public Officers Law and be open to the public. Lotteries are expected to be conducted from highest grade to lowest grade for each year. Families of students admitted or waitlisted as provided above will be notified in person or in writing. Openings for places in a grade (or on a waiting list for a grade) after the admission and enrollment processes are complete will be filled on a first-come, first-served basis.

The drawing of the name of an applicant will be deemed the drawing of the name of the applicant's siblings participating in the lottery for the same grade or a lower grade, as long as there are places available in the siblings' respective desired grades when the applicant's name is drawn, or will entitle the siblings to the next places on the waitlist for the desired grade if there are no available places in the desired grade; provided, the School will have the right but not the obligation to add places in a grade on a non-discriminatory basis in compliance with applicable laws for a sibling under these circumstances even if the grade is otherwise closed.

As of the date of its application for a charter, it is the policy of the school to admit new students to the school and fill anticipated openings in other grades through the lottery, subject to the availability of space, and also subject to the sibling preference set forth above. The school may choose to accept more students in a given year to account for attrition over time.

Enrollment

All students admitted or waitlisted as provided above will be required to submit completed enrollment forms and information by the date specified in the notice of admission or wait listing to convert admission to enrollment. An admitted student will be subject to the forfeiture of his/her right to enroll or remain on the waiting list if such submission is incomplete. A student who withdraws or is removed from admission or enrollment will not be entitled to reinstatement of a prior situation, but withdrawal or removal will not affect such student's right to re-apply for a later school year, subject to the school's admissions policy and the procedures thereunder, or to be placed on the waitlist in the same manner as a late application. EAR may request that families confirm the enrollment of children enrolled in the school for the upcoming academic year from time to time (whether a new enrollment or the enrollment of a student promoted from an earlier grade at EAR) in order to promote and ensure contemplated enrollment in each grade at the school so the school may best execute its programs, serve its student body and achieve its mission. The intentional provision of untruthful information at application,

admission or enrollment will entitle the School to permanently exclude the child from the School, even if the student was admitted, enrolled or permitted to attend.

Preferences and Intent to Enroll

The School will give preferences to the following pupils, in the following order of priority:

- to pupils returning to it in its second and subsequent years of operation,
- to the siblings of enrolled pupils, and
- to all students who live within the Rochester City School District where EAR is located, consistent with New York State charter law.

In order to confirm the intent to maintain enrollment, the school will send an “Intent to Return” letter home to parents of all current students before the lottery every school year. The letter requests written confirmation that the child will return to EAR the following school year and indicates that the signed form must be returned in order for the school to hold a seat for the student. After these reasonable efforts to contact the family to confirm enrollment, the school may elect not to enroll students who have not confirmed.

Vacancies

Vacant seats will be backfilled through the school year. Students will be accepted in order of their placement on the waiting list. To sustain full enrollment, our goal is to maintain a robust waitlist equal to at least 20% of the total grade level recruitment target. Students who join an already formed cohort will be quickly immersed into the culture, assessed and provided with targeted interventions to accelerate learning in alignment with their EAR peers. Readmission for students who return after withdrawing and live within the district, will be readmitted subject to seat availability.

Student transfer and/or withdrawal procedures

EAR will be a public school of choice, both for application and withdrawal. At any time, a parent or guardian may wish to transfer their child to a different school. A parent or guardian wishing to withdraw his/her child from EAR will need to complete a request for student withdrawal and will be asked to meet with the principal and/or a designee to discuss their reasons for withdrawing from EAR, as well as to seek solutions to any problems that arise from these discussions. Upon request from the new school, the Office Manager at EAR will ensure the timely transfer of any necessary school records to the student’s new school.

When a student is transferring at the end of the school year (to a higher level school), the new school will be sent cumulative records, special clinical packets (if any) and other confidential records.

EXALT ACADEMY OF ROCHESTER CHARTER SCHOOL

Attachment 2: Evidence of Community Outreach

This section includes documents in the order indicated:

- Evidence of notifications of community meetings and other venues to inform the community
- Information provided to community members about the proposed school
- Summary of meeting locations, attendance, input received and Exalt response
- Summary of indications of support – over 348 signatures, verbal feedback
- Letters of support – Marlow Washington, Mayor Warren, college

Evidence that Information & Feedback Sessions were publicized

June 15, 2015: Lyell Branch Library, 956 Lyell Avenue, Rochester NY 14606, 12:00 – 1:00 p.m.

June 17, 2015: Sully Branch Library, 530 Webster Avenue, Rochester NY 14609, 5:00 – 6:00 p.m.

June 20, 2015, Central Library of Rochester, 115 South Avenue, 14604, 1:00 – 4:00 p.m.

Postings were made on:

- Rochester Home Page
- City Newspaper – legal notice published in newspaper and on-line posting
- Craigslist
- Rochester and Genesee Valley Parent Magazine website
- WHEC Channel 13
- WROC Channel 8
- E3 Rochester web site and Facebook page

Samples of these postings follow (too numerous to include them all):

6/13/2015 Proposed Exalt Academy of Rochester Charter School Information Session

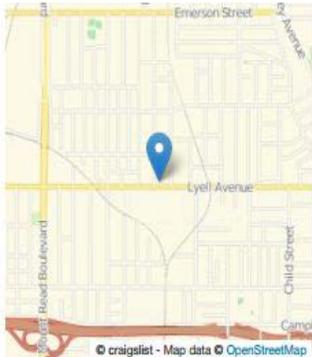
[CL rochester, NY > events > events](#)

Posted: seconds ago

6/15: Proposed Exalt Academy of Rochester Charter School Information Session (Lyell Branch Library - 956 Lyell Avenue)

Representatives of the leadership team for the proposed Exalt Academy of Rochester Charter School will provide information on and seek community input about this proposed charter school. If approved, the school will open in August 2016 with grades K-2 and will add a grade each year thereafter. This school is free of charge and open to all students in the City of Rochester. All are welcome to attend this come-and-go meeting, especially parents and students.

- do NOT contact me with unsolicited services or offers



956 Lyell Avenue

Legal Ads

<p>Notice of Qualification of HANNA ROCHESTER PROPERTIES, LLC Appl. for Auth. filed with Secy. of State of NY (SSNY) on 05/12/15. Office location: Monroe County, LLC formed in Pennsylvania (PA) on 05/11/15. SSNY designated as agent of LLC upon whom process against it may be served. SSNY shall mail process to PA addr. of the LLC, 119 Gamma Dr., Pittsburgh, PA 15226. Cert. of Form. filed with Secy. of Commonwealth of PA, 401 North St., Rm. 206, Harrisburg, PA 17105-8721. Purpose: Any lawful activity.</p> <p>[A Notice of Formation of a Limited Liability Company]</p> <p>Reliant Housing, LLC filed Articles of Organization with the Secretary of State on April 10, 2015. Its office is located at 39 Edmonds Street, Rochester, New York 14607, Monroe County. The Secretary of State has been designated as an agent upon whom process against it may be served, and a copy of any process will be mailed to 39 Edmonds Street, Rochester, New York 14607. Its business is to engage in any lawful activity for which limited liability companies may be organized under Section 203 of the New York Limited Liability Company Act.</p> <p>[ALABAMA PROJECTS GROUP, LLC]</p> <p>Notice of filing of Application for Authority of limited liability company (LLC). Name of foreign LLC is Alabama Projects Group LLC. The</p>	<p>Company Name: HALSTEAD STUDIOS LLC ("LLC") Articles of Organization filed with NY Secretary of State ("SSNY") on March 24, 2015. NY office location is Monroe County. The SSNY has been designated as agent of the LLC upon whom process against it may be served. The SSNY shall mail a copy of any process to LLC at 77 Halstead Street, Rochester, NY 14620. Purpose/character of LLC is to engage in any lawful act or activity.</p> <p>[LEGAL NOTICE]</p> <p>Proposed Exalt Academy of Rochester Charter School</p> <p>Notice is hereby given of a "Town Hall" information session, open to the public, at the Kate Gleason Auditorium in the Bausch & Lomb Public Library Building of The Central Library, 115 South Avenue on Saturday, June 20, 2015, from 1:00 to 4:00 p.m. Representatives of the leadership team for the proposed K-8 charter school will be on hand with information about this proposed charter school, which, if approved by the New York State Education Department, will open free of charge to all students in the City of Rochester in the fall of 2016. All are welcome, especially parents and students. Come and go anytime. For further information, call E3 Rochester at 585-647-5162.</p> <p>[NOTICE]</p> <p>Articles of Organization with respect to Pinball Alley, LLC a New York Limited Liability Company, were filed with the Secretary of State of New York on April 30, 2015. The County in New York State where its office is located is Monroe County. The Secretary of State has been designated as agent of Pinball Alley, LLC upon whom process against it may be served, and the post office address to which the Secretary of State shall mail a copy of any process</p>	<p>[LEGAL NOTICE]</p> <p>Proposed Rochester Charter School of Applied Technology</p> <p>Notice is hereby given of a "Town Hall" information session, open to the public, at the Kate Gleason Auditorium in the Bausch & Lomb Public Library Building of The Central Library, 115 South Avenue on Saturday, June 20, 2015, from 1:00 to 4:00 p.m. Representatives of the leadership team for the proposed K-8 charter school will be on hand with information about this proposed charter school, which, if approved by the New York State Education Department, will open free of charge to all students in the City of Rochester in the fall of 2016. All are welcome, especially parents and students. Come and go anytime. For further information, call E3 Rochester at 585-647-5162.</p> <p>[NOTICE]</p> <p>Articles of Organization with respect to Pinball Alley, LLC a New York Limited Liability Company, were filed with the Secretary of State of New York on April 30, 2015. The County in New York State where its office is located is Monroe County. The Secretary of State has been designated as agent of Pinball Alley, LLC upon whom process against it may be served, and the post office address to which the Secretary of State shall mail a copy of any process</p>
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6/17/2015

Exalt Academy of Rochester Charter School | e3rochester.org



The Plan About E3 The Schools Ways to Help Contact Blog Home

The Schools / 2016 Proposed Charter Schools / Exalt Academy Charter School

EXALT ACADEMY OF ROCHESTER CHARTER SCHOOL



Proposed: Exalt Academy of Rochester Charter School

Empowering Children. Engaging Communities.

Exalt Academy of Rochester Charter School, in conjunction with a group of concerned citizens from the Rochester area, is submitting an application to the New York State Education Department for a charter to operate a school serving the children of Rochester.

We will start with grades K-2 in August of 2016, and grow to a full K-5 public charter school.

Proposed Charter School Community Input Day

Saturday, June 20, 2015, 1 pm to 4 pm
 Kate Gleason Auditorium, Rochester Central Library
 115 South Avenue, Rochester, NY 14604

Drop in to meet the leaders of Exalt Academy of Rochester Charter School, proposed to open in 2016, and share your opinion on how they can best meet the needs of Rochester's children.

Our approach

Exalt Academy of Rochester Charter School will prepare students from educationally under-served areas in the City of Rochester, New York for college and advanced careers. From an early age, we will ensure mastery of the core subjects and focus on developing the key behaviors required for success, citizenship and leadership in our community and beyond. Our school will have:

- Nine-hour school day, 200 days a year, to allow time for a complete education

http://e3rochester.org/exalt

1/3

Samples of Information about the Proposed Exalt Academy of Rochester Charter School
(Other handouts can be seen in the photos of our display tables)



PROPOSED:
EXALT ACADEMY OF ROCHESTER CHARTER SCHOOL
To Open August 2106
Starting with Grades K, 1 & 2
And Growing to a Full K – 5 Public Charter School

Exalt Academy of Rochester Charter School, in conjunction with a group of concerned citizens from the Rochester area, is submitting an application to the New York State Education Department for a charter to operate a school serving the children of Rochester.

We are seeking community input regarding this application. Please tell us what you are looking for in an elementary school and what the school described below can do to meet that need. Contact Exalt by e-mailing information@exaltdeducation.org or calling 585-647-5162.

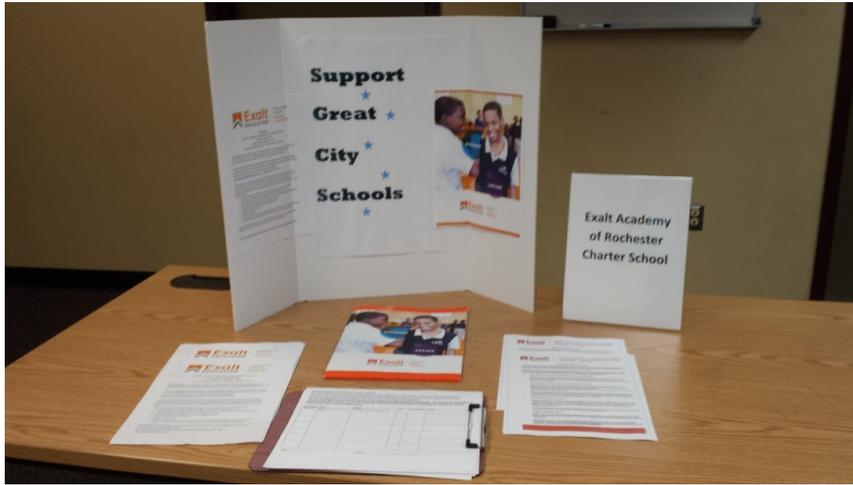
Exalt Academy of Rochester Charter School will prepare students from educationally underserved areas in the City of Rochester, New York for college and advanced careers. From an early age, we will ensure mastery of the core subjects and focus on developing the key behaviors required for success, citizenship, and leadership in our community and beyond. Our school will have:

- Nine-hour school day, 200 days a year, to allow time for a complete education
- Doors open at 7 AM and close at 5 PM, reducing the need for day care
- Two teachers in the classroom in grades K, 1 and 2 so children get individual attention
- Extra instruction in language skills, reading and writing
- Breakfast, lunch and afternoon snacks of healthy food
- Physical education, art, music
- Hands-on learning
- Positive discipline system that emphasizes love and caring as a basis for good behavior
- In grade 5 we extend the school into local arts, science and cultural institutions

Exalt Academy of Rochester Charter School will be a community public school serving who families—a free public school open to all children in the City of Rochester.

For more information, please look at our web site www.ExaltAcademies.org.

Display Table Set up:



At Central Library, with parent and Exalt's proposed Executive Director for Rochester





INFORMATIONAL COOKOUT

Tuesday, September 22nd at 6pm

The Historic Parsells Church

345 Parsells Ave

Rochester, NY 14609



Summary of Meetings, Presentations and Community Input Sessions

General Outreach to Parents and Community Citizens, including petition drives

Community Outreach Session	Exalt Activity & Feedback received	Exalt Response
Central Library of Rochester June 20, 2015	About 25 people stopped by the Exalt display and took literature. People were overwhelmingly in favor of choice, made several suggestions as to location. One mother told of her frustration dealing with RCSD and getting the runaround when trying to have her child placed in appropriate special needs programs.	Mostly consistent with our proposal; explained we will consider other locations if Beechwood does not work out. Exalt leader explained in detail to the frustrated mother how our special needs programs work and got favorable response, although her child will be too old to attend.
Sully Branch Library June 17, 2015	Spoke with a dozen parents who were also attending session on race relations; they want better schools and school choice.	Good conversations. This is in Beechwood neighborhood; if approved, Exalt will follow up with information and recruitment sessions.
Lyell Branch Library June 15, 2015	Lightly attended, no specific feedback	N/A
Thomas P. Ryan Community Center, May 30 and June 4, 2015	60-to-70 people stopped at the display. One said her children had different needs from each other and she wants wider choice, several RCSD teachers signed, one saying she moved out of Beechwood to suburb because schools are not good enough, but would move back if Exalt were there with appropriate grade levels.	This is in Beechwood neighborhood and, if application is approved, Exalt will follow up with information and recruitment sessions.
Northeast Family Fitness Walk at El Camino, Conkey Corner Park June 6, 2015	Over 300 people attended the walk; many neighbors came for the cookout; most saw the Exalt display and many took literature and signed petitions. Several were vocal about their children not being well-served by RCSD and expressed concern about whether their children would be admitted to Exalt.	Exalt explained that it is open to all children of the appropriate grade levels in the city, and how its long school day not only offers more education, special help and enrichment, but also lets parents avoid day care costs.
Boys and Girls Club of Rochester June 10, 2015	Parents attending a Literacy Awards session for their children were in line to sign petitions and take handouts. They were vocal about wanting change for the better and actively brought others into the discussion.	Exalt will partner with the Boys and Girls Clubs and hold information and recruiting sessions there.
Head Start Family Fun Day June 11, 2015	Spoke with many parents or guardians as they attended this event and saw our display. Many expressed concern about getting their current pre-K children into a good school. Several staff members gave us business cards and offered to help.	Exalt will partner with this pre-K provider to be sure that parents are aware of the choices available to them.
Action for A Better Community (ABC) May 27, 2015	Similar to the other Head Start programs, pre-K parents worry about RCSD and want options. Eager to sign petitions.	Exalt will partner with ABC to seek guidance on school design and the needs of their clients.
Department of Social Services May 29, 2015	Display seen by people coming for various social services. Conversations were short but mainly supportive.	When recruiting next year, this will be a good place for Exalt to reach special needs children.

Hungerford Building, Art Studios Open House, June 5, 2015	Had display set up and more than 100 people stopped by over 3-hour period. The African American parents were the most eager to sign petitions and were most vocal about the poor choices they have now. They also said parents need to get involved.	Hungerford Building is at the edge of the Beechwood-EMMA community; If application is approved, Exalt will follow up with these parents. Exalt has strong parent involvement.
Colvin Street Neighborhood May 29, 2015	Collected petition signatures door-to-door, distributed literature and explained the school.	N/A
Avenue D Recreation Center June 6, 2015	Three parents mentioned that one or more of their children had IEPs and did not think their district school was doing enough. Asked if Exalt could do more.	Exalt told them that it has a strong program for children with special needs and will actively seek them out here.
"Rock the Block" community festival for Beechwood and EMMA neighborhoods, estimate 900 people attended. August 22, 2015	Exalt had table with hand-outs; also gave books to children and did survey. Survey indicated strong interest in having a neighborhood community school, greater safety for students, a school that teaches character and, in addition to academics, "how to be successful."	Exalt encouraged by positive response to desire for community charter school. Will examine means of assuring safe transit through neighborhood for students on their way to school.
Historic Parsells Church Exalt Academy of Rochester Informational Cookout September 22, 2015	More than 150 community members served hotdogs and hamburgers while discussing the attributes of Exalt schools and what they would like to see in their neighborhood.	Exalt pleased with community member turnout and opportunity to get introduction to the neighborhood. Very positive reception.

Outreach to specific community leaders or neighborhood associations:

Outreach Activity	Community Input	Exalt Responses and How Responses were Communicated
Meetings with E3 Rochester staff, Board members and volunteers, May 6-9, March 17-19, and numerous phone calls	E3 staff made numerous recommendations about who Exalt personnel should meet with, location of school, and why. Several E3 Board members stressed the high degree of trauma experienced by children in the city of Rochester and the need for mental health services, as well as in-school programs to help these children.	Exalt leaders worked with E3 staff to implement recommendations in forming a Board and meeting members of the community. Exalt will work with professionals at the University of Rochester Medical Center to understand the mental health needs and services available.
Meeting at Farash Foundation	Exalt was encouraged to apply for a charter in Rochester, to be a true neighborhood school, and was granted \$50,000 by Farash to help.	Exalt leaders have remained in communication and are planning a neighborhood community school.
Meeting with Allen Williams, Director of Special Projects, Office of Mayor of Rochester	Mr. Williams expressed interest in having Exalt come to Rochester and specifically to work with the City Government as part of its East Main Street Revitalization Program.	If application is approved, Exalt will work closely with Mr. Williams and others in City Government.
Meeting with Dwayne Mahoney, Executive Director, Boys & Girls Clubs	Runs after-school programs and has participants who have switched to charter schools and then become behavioral and academic role models for other children. Wants to collaborate. He also expressed the need to provide leadership development opportunities for students in their communities.	Exalt will look to the Boys & Girls Clubs as a community partner. Exalt will seek guidance from Dwayne on implementing its programs promoting student agency and leadership.
Meetings with leaders of charter schools: Vertus, PUC Achieve, Renaissance	Most of these school leaders know Ben Lindquist because of his 10 years with Walton Foundation and the Charter School Growth Fund; they	Exalt will look to these and other charter school leaders for advice on

Academy, and NE Charter Network	expressed the idea that having Exalt here will expand school choice in Rochester.	opening a school, particularly on recruiting students and hiring staff.
Meeting with Dan Burns, Regional President, M&T Bank	Mr. Burns asked many questions and expressed concern that the school be able to educate all children who apply, regardless of disability, native language, or learning deficits.	Exalt will actively seek out children with learning needs not being met elsewhere; it can demonstrate that it serves these populations well in Little Rock and Portland and will do so here.
Meeting with Nelson Leenhouts, Kim Russell, et. al., Home Leasing Inc.	Encouraged Exalt to locate in Beechwood-EMMA neighborhoods and anchor a revitalization of that part of the City of Rochester	Exalt and E3 Rochester have joined the steering committee for this project and plan to locate there
Meeting with Karen Posaidly, College at Brockport, SUNY	Ms. Posaidly was very supportive and connected Exalt with the Provost. Partnership opportunities were explored for teachers in training at SUNY to work at Exalt and with Exalt students to see what college is.	Exalt will partner with SUNY Brockport.
Meeting with Daan Braveman, President of Nazareth College and 7 members of his staff	Nazareth is eager to collaborate with this school and its Learning Pass program, and also to collaborate on teacher training	Once the school is established, Exalt will look to Nazareth as a partner.
Meeting with Carlos Carballada, Director, Center for Urban Leadership at RIT, former Regent	This former banker, Commissioner of Economic and Neighborhood Development for the City of Rochester and community leader expressed strong support for school choice and, in particular, the Exalt community charter model.	Exalt will continue to consult with Mr. Carballada on placement in the Beechwood-EMMA neighborhood.
Meeting with Simeon Banister, President, Greater Rochester Martin Luther King Jr. Commission	This young leader in the African American community voiced concern about the RCSD schools and encouraged Exalt to apply for a charter.	Exalt will look to Mr. Banister for input on particular concerns of the African American community.
Meeting with John Summers, Ken Marvald & Joe Martino, businessmen, philanthropists	These gentlemen listened to a formal presentation by the leaders of Exalt Education and said they were blown away by what could be brought to help the situation in Rochester. They indicated a willingness to provide substantial financial support to the start-up of the school.	Exalt has scheduled a second presentation in October to solicit the monetary contribution.
Wade Norwood, Regent	Mr. Norwood stressed the need for quality – only open high performance schools – and expressed strong support for the Exalt model.	Exalt will look to Regent Norwood for guidance on performance metrics and ways to strengthen its program.
Andrew Brown, Regent	Mr. Brown asked many questions and particularly liked the Learning Pass program that makes the city a classroom.	Exalt will look to Regent Brown for ideas on where to implement Learning Pass.
Beechwood neighborhood association meeting, approximately 60 people	Purpose Built Communities presented on the plan to have mixed income housing, wellness center, plus charter school. People generally enthusiastic, but one person expressed concern about impact on a nearby district school.	Purpose Built explained demographics – enough children within a mile for both schools, and many students in neighborhood now going elsewhere
Parsells Avenue Historic Church – meetings with Pastor Marlowe Washington plus community meeting of about 75 people	Strong feelings expressed that district schools in the area are not doing a good job educating the children and parents should have a choice for their children.	Exalt committed to working closely with people in the neighborhood.

Meetings of East Main Street Revitalization – Connected Communities steering group of 18 people	Strong desire to have comprehensive program to uplift the neighborhood, with mixed income housing and a charter school to anchor the neighborhood and serve neighborhood children who are now being bussed all over the city.	Seeking out locations for a permanent school building, plus temporary space for 2016-17 school year.
Debbie McCoy, Education Director at the Strong Museum of Play	Ms. McCoy showed the many learning opportunities at this museum and offered it as a site for Learning Pass program.	Exalt will partner with this museum and explore similar relationships with the three other nearby big museums.
Face-to-face lunches, breakfasts, dinners, and office meetings with more than 80 people not listed above, too numerous to list here from the business community	There is a strong consensus across all sectors of the community that the current performance of Rochester City School District schools is so bad – lowest-performing urban district in the nation – that something must be done and that charter schools should be a significant part of the solution, particularly replications of proven, high-performing charters such as Exalt Education. Even many district school personnel privately tell us that they are frustrated and want this change.	Exalt is making a strong commitment to Rochester if its charter application is approved: placing one of its founders here, opening a storefront in the neighborhood to introduce everyone to the school, hiring locally, and training intensively.

Summary of Evidence of Support

Collected 348 signatures on petitions in support of parental choice and Exalt Academy of Rochester Charter School. A sample of one page of signatures shows what the petition said and how we got the support of city parents.

Exalt Academy of Rochester Charter School

An application is being submitted by Rochester citizens and the educators of Exalt Education, Inc. (Exalt), a 501(c)3 non-profit corporation to the NY State Education Department for a charter to open a free community Public Charter School in Rochester, NY in 2016, to serve grades Kindergarten through 8, with local school leadership, a longer school day and year, rigorous curriculum, enhanced language and math programs, plus arts, science, and enrichment programs with partners in the community.

We, the undersigned, want parental choice among schools for public education in Rochester. We support the application of Exalt Academy of Rochester Charter School for a charter. If we have school age children and would consider sending them to this school, we have indicated the ages of those children below.

Age of School Age Children	Name (please sign and then print name below)	Address Street Name & Number and Zip Code	Date	Phone Number	E-Mail
4, 5	Jessica Roberts Jessica Roberts	[Redacted]	6/11		
8	Monique Bradshaw Monique Bradshaw	[Redacted]	6/11		
6	Kayla Owens Kayla Owens	[Redacted]	6-11		
2, 4	Jaron Jenkins Jaron Jenkins	[Redacted]	6/11		
7, 12	Avon Smith Avon Smith	[Redacted]	6/11		
9	Pain Kelly Pain Kelly	[Redacted]	6/11		

Date June 11, 2015

Location Hair Divas Beauty Salon



Letters of Support

Supporter	Organization	Key Excerpts or Ideas
Marlowe Washington	Pastor, Parsells Avenue Historic Church, a mainstay of the Beechwood-EMMA neighborhoods	Expresses enthusiasm and unwavering support. Exalt Academy is a “must have.” “Creating a neighborhood-based school in a city where neighborhood-based is only talked about but none exist, will make Exalt our first...”
Joseph Stefko, PhD.	President, Center for Governmental Research (CGR), a community resource	“The challenges facing Rochester’s children are great....Exalt’s proven design elements would represent a significant new opportunity for our City’s children to learn, grow, and achieve”.
Albert Simone	President Emeritus, Rochester Institute of Technology	Likes Exalt model and program and states, “Rochester’s urban students desperately need the educational opportunities made possible through Exalt Education.”
Daan Braveman	President, Nazareth College	“It is clear that its mission of educating underserved students is critical in our community. The College is looking forward to exploring a relationship with Exalt.”
Dwayne Mahoney	Executive Director, Boys & Girls Clubs of Rochester	“Rochester is the lowest-performing large district in the state. The need for a high-performing school that focuses on low-income urban children in the Rochester area is high.”
Lydia Boddie-Rice	CEO, Young Audiences of Rochester NY	“Exalt Academy would be an exceptional addition. Young Audiences of Rochester looks forward to supporting Exalt as a community partner and seeks to bridge the teaching and learning gap.”
Michael Wischnowski	Dean of Education School, St. John Fisher College	“I have met with the leaders... Elements of their design suggest best practices in education as well as innovative ways of looking at the enterprise.”
Carlos Carballada	Rochester Institute of Technology, Center for Urban Innovation; former Commissioner of Economic	“I strongly support their application.”

	Development and Neighborhood Development, City of Rochester	
Nelson Leenhouts	CEO, Home Leasing	"The need for high-performing schools to serve our City's children is great. We believe that schools must not only teach academics, but also focus on developing key behaviors required for success.... we've had the distinct pleasure to meet with Exalt's leaders on multiple occasions. We have been impressed by the people and the program."
John Majors	Purpose Built Communities	"Exalt Academy will be one part of what area leaders and neighborhood residents are planning to be a cradle-to-college education pipeline of high quality schools..."



September 22, 2015

New York State Education Department
Albany, New York

Re: EXALT ACADEMY OF ROCHESTER CHARTER SCHOOL

To Whom It May Concern,

I write this missive filled with enthusiasm and unwavering support for **Exalt Academy of Rochester Charter School** to open in Rochester, New York, more so in the Beechwood community. Exalt Academy is a wonderful and thorough vehicle for a high performing school to focus on low income urban children. I see the school as an invaluable institution needed in this section of the city, since no other charter school exist in Beechwood, and the development of this school in our community would only add to the diversity of needed equality education.

Exalt Academy is a "must have" for those serious with introducing excellence in education that offer choices for parents. The church's concern for the whole person is anchored quite firmly in preparing students, especially those from underserved communities for competitive and quality education providing liberal arts pedagogy with excellence.

The Role of Staff

With an experienced management team, Dennis Tiede, one of the co-founders of Exalt who ran a school in Portland, Oregon, has the skills and temperament of a seasoned educator who loves kids and is eager to prepare them for the global community and marketplace. What's interesting about Dennis, he was born in Rochester. His parents and family still lives in Rochester. So, having Dennis as the managing director of the school who comes from Rochester and will be relocating to Rochester is powerful.

However, there can be no Mr. Tiede without Ben Lindquist and Freddie Scott. Ben has been with Exalt for six years and ten years with the Walton Foundation, helping to start and grow charter schools. Freddie is Exalt's director of expansion and a progressive motivational speaker, educator, and famed NFL player for 11 years.

345 Parsells Avenue • Rochester, New York 14609 • (585)-270-2612 • office@parsellschurch.org

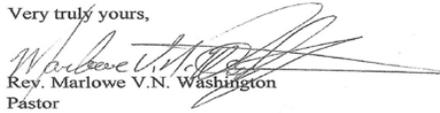
Community-focused

As part of Exalt's comprehensive approach and philosophy is their unique stance on *neighborhood-based education*. The business of urban schools, in my opinion, is to train students in an environment they know and see all the time with reasonable assurance that pupils will succeed because they all live in the same community. Creating a neighborhood-based school in a city where neighborhood-based is only talked about but none exist, will make Exalt our first known school.

I fell in love with Exalt's philosophy as a community charter school who seeks to hire teachers from the same community (as best they can) and recruit students also from the neighborhood. This exchange is our best and unequivocal answer creating students and teachers from the same neighborhood where the true mission of educating our children starts within the village.

I support Exalt and Dennis Tiede so much. I want them here today! The critical task is the preparation and the presentation of human souls and the methodology is through a neighborhood-centered school. This allows for a spectrum of possibilities broad enough to educate our children within the very neighborhood they live and parents who do not have to travel far or wide to get to their children in the mission of education.

Very truly yours,



Rev. Marlowe V.N. Washington
Pastor

MVNW/sg



3690 East Avenue
Rochester, NY 14618
585.385.8387
<http://soe.ajfc.edu>

September 22, 2015

New York State Education Department
89 Washington Avenue
Albany, New York 12234

To Whom It May Concern:

Please accept this letter as one expressing my support for the Exalt Academy of Rochester Charter School. I have met with the leaders of this organization and found that they have great experience with the charter movement and demonstrated passion for fulfilling their mission to underserved communities and students.

Elements of their design for their schools suggest best practices in education as well as innovative ways of looking at the enterprise. They appear to be devoted not only to their students, but to the families and communities that their students come from. In my conversations with them, they emphasized professional development and supportive supervision of their faculty and staff. Their emphasis on college and career outcomes for their students matches our School of Education's dedication to this focus.

Please give the Exalt Academy every consideration as I believe they have the proper vision, experience, leadership, and results in other communities to be an asset to the Rochester community.
Thank you,



Michael W. Wischnowski, Ph.D.
Dean, Ralph C. Wilson Jr. School of Education
St. John Fisher College
3690 East Avenue
Rochester, NY 14618



Social Justice
Diversity • Achievement • Compassion • Knowledge • Service



September 25, 2015

New York State Department of Education
89 Washington Avenue
Albany, NY 12234

To Whom it May Concern:

Our company is a leading developer of quality affordable housing communities. We are part of a group of committed city business people, area foundations and community stakeholders that are working to establish the first Purpose Built Community in New York State. This model of holistic revitalization includes cradle to college neighborhood-based community schools, mixed income housing and a community specific mix of facilities, programs and services that honor local history, reflect the priorities of residents, promote healthy life styles, create jobs and reduce crime.

The model requires a defined neighborhood so that all residents can participate and progress can be measured. In Rochester, we are focusing on the EMMA and BEECHWOOD neighborhoods. This area serves as a catchment area for East High School, and is home to approximately 900 children under the age of 5.

The need for high performing schools to serve our city's children is great. We believe that schools must not only teach academics, but also focus on developing key behaviors required for success in their communities. Exalt's 200 days of instruction / year coupled with a 9 hour school day provides not only more instructional time, but also a safe and inspiring environment to mature. Rochester's current busing system that provides school transportation only if the child chooses a school outside a 1 ½ mile radius from his/her home makes it very difficult for parents without reliable transportation, or those relying on public transportation to participate in their children's education. Neighborhood based schools, such as Exalt's, will improve the likelihood of parental involvement.

As members of our initiative have been visioning for this effort, we've had the distinct pleasure to meet with Exalt's leaders on multiple occasions. We have been impressed by the people and the program. Dennis Tiede, co-founder and native Rochesterian, participated in the Historic Parsell's Church "Rock the Block" community event in August where I observed parents and children excited about Exalt's teaching model.

180 Clinton Square / Rochester, NY 14604 / (585) 262-6210 / FAX (585) 232-3135
www.homeleasing.net

Rochester's Anti-Poverty Initiative has set an ambitious goal of reducing poverty in Rochester by 50% within 15 years. A holistic model of community revitalization, including as a key component neighborhood community schools run by quality charter operators like Exalt, will help our city reach that goal.

Very truly yours,

A handwritten signature in blue ink that reads "Nelson Leenhouts".

Nelson Leenhouts

Chairman & CEO



New York State Education Department
New York State Education Building
89 Washington Avenue
Albany, NY 12234

September 23, 2015

To Whom it May Concern:

Please accept this letter of support for the EXALT ACADEMY OF ROCHESTER CHARTER SCHOOL. Rochester needs to provide quality high performing school options for students and their families, and Exalt Academy would be an exceptional addition.

Exalt has an experienced and time-proven management team, one of whom has local roots. Exalt is committed to be a community charter school. Their mission is to prepare students from underserved communities for college, career, and life, serving preschool (early childhood) through secondary education. They provide additional supports for teaching and learning by: using an interdisciplinary schedule that includes embedded core subjects, including the arts in a single project; creating a multi-modal learning environment, researching validated programs, offering greater teacher ownership and opportunity, increasing and enhancing use of technology; focusing on Postsecondary options and advanced careers; providing an innovative leadership development program, and implementing a "Learning Pass" program. This scope of services and the relationships with community partners that further broaden instruction, create a viable platform for delivering a liberal arts education, ensuring mastery of the core subjects, and developing the key behaviors required for success, citizenship and leadership in their communities.

Young Audiences of Rochester (YA) looks forward to supporting EXALT as a community partner and seeks to bridge the teaching and learning gap by offering this charter school choice. For over 50 years, YA has been the premier provider of arts learning experiences in the Greater Rochester region. Although we serve 19 counties, YA is committed to serving the City of Rochester's children and youth. One of 30 self-supporting affiliates in the national Young Audiences, Inc. network, YA is the catalyst and connection to practicing, professional teaching artists that deliver artistically excellent, academically relevant and educationally effective art programs.

YA is pleased to lend our support to bringing EXALT to Rochester. Please feel free to contact me if any further information is needed or desired.

Sincerely,

Lydia A. Boddie-Rice, Chief Executive Officer



274 N. Goodman St., D242
Rochester, NY 14607
585.530.2060
www.yarochester.org

Teryle Watson
Pres., Board of Directors
Lydia Boddie-Rice
CEO



Growing Hope,
Transforming Lives

September 25, 2015

New York State Department of Education
89 Washington Avenue
Albany, NY 12234

To whom it may concern:

On behalf of Purpose Built Communities, it is my pleasure to support the Exalt Academy of Rochester in their application for an Elementary School Charter as a part of a broader effort to provide high quality education for all of the children in the Connected Communities of EMMA and Beechwood geographic footprint. Along with the existing Audubon School #33 and the newly reconstituted East High School, Exalt Academy of Rochester will be one part of what area leaders and neighborhood residents are planning to be a cradle-to-college education pipeline of high quality schools serving the children and families in the EMMA and Beechwood neighborhoods.

Purpose Built Communities is providing consultation and technical assistance to the Connected Communities of EMMA and Beechwood and their efforts in the neighborhoods surrounding Rochester's East Main Street Corridor to transform life opportunities through substantial improvements in mixed-income housing, cradle-to-college education, and community services and amenities.

Purpose Built Communities is a nonprofit organization based in Atlanta, Georgia that was born out of the successful revitalization of Atlanta's East Lake community in order to consult with and provide technical assistance to local leaders as they implement the East Lake framework in their communities. The Purpose Built model has been recognized by US Department of Education Secretary Arne Duncan, former HUD Secretary Shaun Donovan and others as a successful model of neighborhood revitalization. Purpose Built Communities was founded and is funded by Warren Buffett, Tom Cousins and Julian Robertson who share a deep commitment to this successful model of holistic community revitalization and are invested in seeing this model grow to scale across America. Successes of the East Lake community include; graduation rates increasing from under 33 percent to 84.6 percent from 1995 to 2007, the average household income increasing five-fold over the average income in 1995 and violent crime falling by 96 percent. These progress metrics demonstrate the power of the Purpose Built model and hold the promise of sustainable neighborhood revitalization for other communities around the country.

Thank you for considering the Exalt Academy of Rochester's charter application. Please feel free to contact me with any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "John A. Majors", is written over a horizontal line.

John A. Majors
Vice President

3445 Peachtree Road NE Suite 175 Atlanta, Georgia 30326 | 404.591-1400 | purposebuiltcommunities.org

EXALT ACADEMY OF ROCHESTER CHARTER SCHOOL
Attachment 3a: Sample Schedule for Students and Teachers

Kindergarten:

	Student	Associate Teacher	Master Teacher	Times
7:00-7:25	Breakfast		Prep Time	25 min
7:30-8:00	Morning Meeting Calendar		Morning Meeting Calendar	30 min
8:00-8:40	SBI Math/ELA (A/B Day)		SBI Math/ELA (A/B Day)	40 min
8:40-8:45	Transition time	Prep (8:30-8:45)	Monitor Transition	5 min
8:45-10:35	DI Reading/Language	DI Reading/Language	DI Reading/Language	1:10 min
Morning Break	Staggered	Prep	Prep	Recess 20 minutes/ Staggered w/snack Reading 90
10:35-10:40	Transition Time	Monitor Transition	Monitor Transition	5 min
10:40-11:50	DI Math	DI Math	DI Math	70 min
11:50-11:55	Transition Time	Monitor Transition	Monitor Transition	5 min
11:55-12:30	Lunch	Lunch Duty	Lunch Break	35 min
12:30-1:25	Kindergarten nap time	Lunch Prep	Kindergarten nap time	55 min
1:25-1:30	Transition Time	Monitor Transition	Monitor Transition	5 min
1:30-2:25	Intervention Block and Centers (A/B/ Day)	Intervention Block and Centers (A/B/ Day)	Prep Time	55 min
2:25-2:45	Recess			20 min
2:45-3:25	Natural World or Global Studies (S/B Day)	Prep	Natural World or Global Studies (A/B Day)	55 min
3:25-3:30	Transition	Prep Room	Transition	5 min
3:30-4:05	PE/Health	PE/Health		35 min
4:05-4:10	Transition Time	Monitor Transition		5 min
4:10-4:30	Classroom Building Activities/pack up	Classroom Building Activities/pack up		20 min
4:30-5:00	Dismissal	Dismissal		30 min

Elementary Grades (M, T, Th, F):

7:00-7:25	Breakfast		Prep Time
7:30-8:00	Morning Meeting Calendar		Morning Meeting Calendar
8:00-8:40	SBI Math/ELA (A/B Day)		SBI Math/ELA (A/B Day)
8:40-8:45	Transition time	Prep (8:30-8:45)	Monitor Transition
8:45-10:35	DI Reading/Spelling	DI Reading/Spelling	DI Reading/Spelling
Morning Break	Staggered	Prep	Prep
10:35-10:40	Transition Time		
10:40-11:50	DI Math	DI Math	DI Math
11:50-11:55	Transition Time	Monitor Transition	Monitor Transition
11:55-12:30	PE/Health	Teach PE/Health	Lunch Break
12:30-1:05	Lunch	Lunch Duty	Prep Time
1:05-1:10	Transition Time	Monitor Transition	
1:10-2:10	NW or GS (A/B Day)	Lunch Break Prep Time	NW or GS (A/B Day)
2:10-2:25	Transition / Recess	Cover Recess	Prep Time
2:25-3:20	Language	Language	Language
3:20-3:25	Transition	Prep Room	Transition
3:25-4:20	Intervention Block and Advisory (A/B Day)	Intervention Block and Advisory (A/B Day)	
4:20-4:30	Classroom Building	Classroom Building Activities/pack up	
4:10-4:30	Classroom Building Activities/pack up	Classroom Building Activities/pack up	
4:30-5:00	Dismissal	Dismissal	

Elementary Grades (W):

	Student	Associate Teacher	Master Teacher	Times
7:00-7:25	Breakfast	Prep	Prep	25 min
7:30-7:55	Assembly	Assembly	Prep	25 min
7:55-8:35	Literacy/Arts Integration	Literacy/Arts Integration	Prep	40 min
8:35-8:40	Transition Time	Transition Time	Prep	5 min
8:40-10:00	DI Reading	DI Reading	DI Reading	60 min
10:00-10:05	Morning Break			10 min
10:05-11:05	DI Math	DI Math	DI Math	60 min
11:05-11:10	Transition Time	Monitor Transition	Prep	5 min
11:10-11:40	Interventions	Interventions	Interventions	30 min
11:40-12:10	First Lunch	Lunch Duty	Lunch Break	30 min
12:10-12:50	Literacy/Music Integration	Lunch Break	Literacy/Music Integration	40 min
12:50-1:00	Pack up	Pack up	Pack up	10 min
1:00-1:15	Dismissal	Dismissal	Dismissal	

Sample Middle Grades Schedule:

Blocks	Subject Focus	Minutes
Period 1	Global Studies	50
Period 2	Reading	50
Period 3	Math	50
Period 4	English Language Arts	50
Lunch/Recess		40
	Advisory	30
Period 5	Natural World	50
Period 6	Math	50
Period 7	Electives / Keyboarding	40
Period 8	Clubs	40

Exalt Academy Calendar 2015-2016

Preparations for 2015-16 Year

- First Day of School**
August 17, 2015
Half Day 1:00 Dismissal
- Oct. 23: 1st Quarter Ends**
Jan. 22: 2nd Quarter Ends
Apr. 8: 3rd Quarter Ends
June 23: 4th Quarter Ends
Students still attend class
- Early Dismissal at 1:00 pm**
Every Wed. Staff Development
- School Conferences**
1:00 pm Dismissal
November 4, 5, and 6
February 3, 4, and 5
June 1, 2, and 3
- OPEN HOUSE**
- No School/All Campus**
Sept. 7 - Labor Day
Oct. 30 - Faculty Workshop
Nov. 23-27 - Thanksgiving Break
Dec. 21-Jan. 1 - Winter Break
Jan. 4- Faculty Workshop
Jan. 18 - MLK Jr. Holiday
Feb. 15 - Faculty Workshop
Mar. 21-25 - Spring Break
May 30 - Memorial Day
- Last Day of School**
June 24th, 2016
Half Day 1:00 Dismissal

Total Instructional Days
200 Instructional Days
(9-Hour Days on M, T, Th, and F)
(5.5-Hour Days on Wednesday)

Grades K-4 Daily Schedule
(7:30-4:30 on M, T, Th, and F)
(7:30-1:00 on Wednesday)

Grades 5-8 Daily Schedule
(7:30-4:00 on M, T, Th, and F)
(7:30-1:00 on Wednesday)

- New Teacher Training July 27 - Aug 14**
- Returning Teacher Training Aug 10 - 14**

August-15
11 school days

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February-16
20 school days

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

September-15
21 school days

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

March-16
18 school days

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October-15
21 school days

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April-16
21 school days

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November-15
16 school days

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May-16
21 school days

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December-15
14 school days

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June-16
19 school days

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

January-16
18 school days

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

July-16
0 school days

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

2015-2016 Teacher Timeline Sample (Partial)

Date	Type of Day	Event
Every Wed	Early dismissal 1 p.m.	Wednesday Teacher Meeting 1:30 – 2:30
		Professional Development 2:30 – 3:30
Every Wed		All DI data due to Ms. Aas by 5:00 p.m.
Every Monday		Lesson plans uploaded to Drive for following week
AUGUST		
8/8/2015		Back to School picnic
8/10/2015		First set of lesson plans due
8/17/2015	Half days	First day of school – half day
8/17-19/2015		Fall MAPS testing window
8/27/2015	Evening	Curriculum night
SEPTEMBER		
9/7/2015		Labor Day – No school
9/11/2015		Patriots Day
9/11/2015		Quals testing done
9/17/2015	Evening	Hispanic Heritage Night
9/18/2015		1 st Quarter mid-term
9/23-24/2015		Illuminate Assessment #1
9/23/2015		Progress reports due and reviewed
9/25/2015		Progress reports go home
OCTOBER		
10/2/2015		Custodian Appreciation Day
10/21-22/2015		Illuminate Assessment #2
10/23/2015		End of 1 st Quarter
10/26-29/2015		Red Ribbon Week
10/28/2015		Report cards due for review
10/29/2015		Report cards go home
10/29/2015	Evening??	Fall Festival
10/30/2015	NO SCHOOL	Faculty Workshop Day
NOVEMBER		
11/4/2015	During Assembly	Awards Assembly
11/4-6/2015	Half days	Parent-Teacher Conferences
11/15-20/2015		Bully Awareness Week
11/19/2015		National Parent Involvement Day
11/20/2015	Afternoon	Thanksgiving Dessert
11/23/2015	NO SCHOOL	Thanksgiving Break
11/30 – 12/18		Winter MAPS Testing Window
DECEMBER		
12/2-3/2015		Illuminate Assessment 33
12/4/2015		2 nd Quarter mid-term
12/9/2015		Progress reports due
12/11/2015		Progress reports go home
12/17/2015	Evening	Holiday/Winter Program
12/18/2015	Last hour of the day	Holiday/Winter classroom parties
12/21 – 1/1/16	NO SCHOOL	Winter break
JANUARY		
1/4/2015	NO SCHOOL	Faculty Workshop Day
1/14/2016		Mid-year update

STUDENT DISCIPLINE POLICY
EXALT ACADEMY OF ROCHESTER CHARTER SCHOOL

In alignment with NYS's Dignity for All Student Act, Exalt Academy Charter School of Rochester seeks to provide its students with a safe and supportive learning environment free from discrimination, intimidation, taunting, harassment, and bullying/cyberbullying on school property (building, structure, field, playground, parking lot or land within property boundary), a school bus, and/or at school function. EAR's Student Discipline Policy has been created to:

- Ensure that our school is a safe and orderly learning environment;
- Allow students to focus on their learning, and
- Prepare students to become engaged citizens who follow rules set by our communities.

To meet these objectives, EAR will implement a positive and proactive behavior management system based on the idea that appropriate behavior is a major aspect of academic success and that behavioral expectations are identified, defined, taught, encouraged and corrected in order to make the school experience and outcomes as successful as possible for all students. The behavior management system is focused on creating and sustaining school-wide, classroom, and individual systems of support that improve lifestyle results for all students. This is accomplished by making desired behavior more efficient and acceptable to students and problem behavior less effective and functional. All school staff members are involved in training as well as development and implementation of the behavior management system.

EAR will discuss and provide copies of a summary of the code to all students at a general assembly held at the beginning of the year and shall distribute student and family handbooks that outline disciplinary policies and procedures. EAR will also provide guidance and educational materials to families and communities related to best practices in encouraging positive behavior. And, EAR will post the policies and contact information for the appeals/grievance policy on its website.

STUDENT DISCIPLINARY POLICY: OFFENSES: Student disciplinary offenses are those actions or inactions that violate the school's Code of Conduct. The following list of actionable offenses is not exhaustive but provides examples of violations of the EAR Code of Conduct.

1. DISRUPTING THE SCHOOL ENVIRONMENT

1.1 Arriving Late to School or Class: Student tardiness disrupts class, inconveniences others, and often results in academic difficulties. Students must arrive promptly and regularly. (Per state law, a student may not be suspended or expelled for this offense.)

1.2 Violating the Dress Code: Students may not be removed from class for a uniform violation but school shall request parents bring missing dress code items to the school.

1.3 Gum, Food, and Beverages: Students are expected to refrain from chewing gum; reserve eating or drinking for authorized times or places.

1.4 Disrupting Class and Preventing Teaching: EAR can fulfill its mission only if classrooms are safe and teaching is uninterrupted. Students may not disrupt class.

1.5 Arriving to Class Unprepared: When class begins, students must be prepared and have all necessary materials. Completing homework is also essential to the success. Students are expected to come to class prepared with completed assignments.

1.6 Cheating, Plagiarism, and Copying Other's Work: Cheating or copying the work of others (or allowing other students to copy work) is unacceptable.

1.7 Being Disrespectful or Dishonest toward a Staff Member/Student: A school cannot function properly if students are permitted to be disrespectful toward others. For that reason, students may not be disrespectful or dishonest towards others.

1.8 Possession of Inappropriate Property: Students cannot possess electronic devices, games, printed text or lyrics that are vulgar, profane, or sexually explicit, or any other items inappropriate for school. Such items will be confiscated.

2. ASSAULT, BATTERY, BODILY HARM, INAPPROPRIATE TOUCHING, AND/OR THREATS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION.)

2.1 Causing Bodily Harm: Students are not permitted to physically injure, (attempt to) harm a student, school employee, or another person, including with a weapon or dangerous object.

2.2 Committing Assault or Assault and Battery: Students may not commit assault, including sexual assault, or assault and battery on a student, school employee, or another person.

2.3 Fighting or Unwanted Physical Contact: EAR students may not fight with others. Harassing, pushing, touching, or any form of unwanted physical contact is not tolerated.

2.4 Setting off a False Alarm or Making a Threat: Students may not intentionally set off a false alarm or make a destructive threat.

2.5 Engaging in Sexual Activity or Inappropriate Touching: A student may not engage in sexual activity of any kind or touch himself/herself or others inappropriately.

3. POSSESSION OR USE OF FIREARMS, WEAPONS, AND/OR DANGEROUS OBJECTS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION.)

3.1 Possession or Use of a Firearm: Students may not possess or use a firearm. In compliance with Gun Free Schools Act, 20 U.S.C.§7151, EAR will expel from school for a period of not less than one year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at school, except that Board Chair of EAR may modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.

3.2 Possession or Use of a Mock Firearm: Students may not possess or use a mock firearm.

3.3 Using or Possessing a Weapon or Dangerous Object: Students are not allowed to bring a weapon of any sort to school, use any object in a dangerous or threatening manner, or have a weapon on him/her or in his/her property.

3.4 Arson: Students may not set a fire.

4. POSSESSION, USE, OR DISTRIBUTION OF CONTROLLED SUBSTANCES, ALCOHOL, AND TOBACCO (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION.)

4.1 Using or Possessing Drugs or Alcohol: Students may not use or possess any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind. Students may not be in possession of prescribed or over-the-counter drugs.

4.2 SELLING OR TRANSFERRING DRUGS OR ALCOHOL: Students may not sell, distribute, or possess with intent to sell or distribute a prescribed or non-prescribed controlled substance. Nor should they carry paraphernalia related to drugs or alcohol (ex: pill bottles, etc.)

4.3 Using or Possessing Tobacco/E-cig Products: The use of tobacco and e-cigs is banned. Students may not use or possess cigarettes, chewing-tobacco, or other tobacco products.

5. HARASSMENT, DISCRIMINATION CYBERBULLYING, AND VIOLATIONS OF CIVIL RIGHTS

5.1 Violating the Civil Rights of Others: Students may not violate the civil rights of others.

5.2 Harassment or Hazing: Students may not harass or haze an employee or student.

5.3 Discrimination: A student shall not subject another to discrimination based on a person's actual or perceived race, color, disability, sexual orientation, gender or sex.

5.4 Cyberbullying: No student shall initiate or participate in cyberbullying. Anonymous reporting is highly encouraged.

5.5 Abusive or Profane Language or Treatment: Students may not use abusive, threatening, vulgar, coarse, or degrading language (including racial, sexist or homophobic remarks).

6. THEFT OR VANDALISM (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION.)

6.1 Theft, Loss, or Destruction of Personal or School Property: Students may not steal, lose, or damage someone else's property or school property. In addition to facing other consequences for violation of this rule, students are expected to return property to its rightful owner in its original condition or to reimburse the owner for lost, damaged, or stolen property.

6.2 Mistreatment or Inappropriate Use of Technology or School Property: Students must treat all technology with care. EAR does not tolerate attempts to access the school's files or other inappropriate uses of technology or the Internet. Students do not have the right to use school computers to access chat rooms or email or to access web sites or files that contain profanity, sexually explicit language or pictures, excessively violent themes, and/or other material inappropriate for minors. Students must not mistreat other school property.

7. FAILURE TO COMPLY WITH SCHOOL-IMPOSED CONSEQUENCES: Students must comply with school-imposed consequences.

8. REPEATED VIOLATIONS OF THE CODE OF CONDUCT: Progressively more serious disciplinary consequences shall be imposed upon any student who repeatedly commits one or more disciplinary offenses.

STUDENT DISCIPLINARY POLICY: ACTIONS AND CONSEQUENCE

POSITIVE APPROACHES TO DISCIPLINE: EAR will replace reliance on suspension, expulsion with positive approaches to discipline, such as restorative justice, peer mediation, social-emotional learning or positive behavior interventions to the extent that the safe learning environment is not jeopardized as encouraged by the U.S. Department of Education and Justice¹.

DEVELOPMENTALLY APPROPRIATE AND PROPORTIONAL CONSEQUENCES: EAR will take developmental differences into account, as well as cognitive and emotional maturity. Proportional consequences will match severity of the behavioral infraction, ensuring students receive a fair, proportionate penalty for their conduct, as required by law.

RESPONSE TO UNDOCUMENTED MINOR MISBEHAVIOR: The first response to misbehavior is verbal correction.

RESPONSE TO DOCUMENTED MINOR OR CHRONIC MISBEHAVIOR: At this point in time, teachers must begin to document the misbehavior in our Illuminate Student Information System. Consequence may include going late to recess or missing recess.

RESPONSE TO DOCUMENTED MAJOR MISBEHAVIOR: After three "minor" behavior reports it becomes "major." The student is sent to the office for a meeting with the principal/Dean of Students or other designated staff member. These meetings emphasize the school's desire to

1

http://www.advocatesforchildren.org/sites/default/files/library/civil_rights_suspended.pdf?pt=1

help the student succeed at Exalt and finding ways to make that happen. Staff should consider home life, academic placing, past behavior history and whatever other information that might help students make the desired behavior change. (All missed academics are made up.)

RESPONSE TO SERIOUS MISBEHAVIOR- Infractions that are illegal, dangerous and harmful may require **IN-SCHOOL DISCIPLINARY MEASURES:** In-school disciplinary actions may be imposed by the principal or any teacher consistent with Education Law section 3214; provided in-school suspension and suspension of transportation may only be imposed by the principal or the BOT.

- The staff member addresses the conduct (including describing the infraction(s) and hearing the student's version of events) and assigns an appropriate consequence.
- If necessary, the student is removed from class.
- Students/parents are responsible for transportation home when they are assigned to detention of in-school suspension.
- The school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding reached at the meeting.
- In-school disciplinary actions may include, but shall not be limited to, the following: teacher removal from class (with procedures in place to ensure continued educational programming); detention, loss of school privileges, in-school suspension, repair of damage and suspension from school transportation.

SHORT-TERM SUSPENSIONS: Short-term suspension may be imposed by the principal or the Board. If a student commits an offense that calls for short-term suspension (5 days or less), s/he is subject to the following:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.
- The student is entitled to respond and be heard, including an informal conference with the principal.
- The parent/guardian is notified of the imposition of short-term suspension by EAR in writing (in dominant language) prior to the proposed suspension. Such notice shall provide a description of the incident(s) and shall inform the parents or guardian of their right to request an immediate informal conference with the principal. Oral notice will not substitute for written notice.
- EAR will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding resulting from the meeting.

LONG-TERM SUSPENSION AND EXPLUSION: The principal or the Board may impose a long-term suspension (five+ days), only when the student and the parent/guardian have had an opportunity to a fair hearing, upon reasonable notice, at which the student has the right of representation, with the right to question and present witnesses and other evidence². At EAR expulsions are limited to the most severe and dangerous behaviors per NYSED Commissioner.

If a student commits an offense that calls for long-term suspension (more than 5 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.

² <http://safesupportivelearning.ed.gov/sites/default/files/discipline-compendium/New%20York%20School%20Discipline%20Laws%20and%20Regulations.pdf>

- Upon determining that a student's action warrants a possible long-term suspension, the principal shall verbally inform the student that he or she is being suspended, is being considered for a long-term suspension (or expulsion) and state the reasons for such actions.
- The parent/guardian is notified in writing (dominant language of parent) in advance of a proposed suspension or expulsion. Such notice will state that a student has the right to a formal hearing (as outlined in Section 3214).
- The school sets a hearing date. The student and/or parent/guardian are notified in writing of the charges and a statement of the evidence; date, time and place of a hearing; notice of the right at the hearing to: 1. be represented by legal counsel (at the student's/parent's own expense) and 2. present evidence and question witnesses.
- After the principal, the Board or a hearing officer designated by either of them hears the case, the principal or the Board issues a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record.

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES: A student with disabilities will be held to same standards as general education students within the PBIS framework and multi-tiered behavioral system unless a behavior intervention plan (BIP) includes specific disciplinary guidelines. EAR will comply with Part 201 of Commissioner's Regulations. Students with disabilities will be protected from being punished for behavior related to their disability. When a student has been suspended for more than 10 days in a row or for ten cumulative days, the parents must receive a copy of the state's procedural safeguards, listing the rights and protections, including a manifestation determination and an expedited hearing. EAR will work with the CSE to determine if the behavior is a manifestation of the disability and therefore may determine the appropriateness of the consequence, IEP and/or placement.

APPEALS: A parent may appeal a suspension or expulsion decision to submit a complaint to the school's Board of Trustees and then, if not adequately addressed, to the authorizer.

DUE PROCESS: Due process procedures will be consistent with *Goss v. Lopez*, 419 U.S. 565 (1975).

PROVISION OF SERVICES DURING REMOVAL: EAR will provide alternative instruction to a suspended student pursuant to Education Law, section 3214(3)(e). Alternative instruction will be provided to students as soon as practicable to immediately. Such instruction will be at a reasonable location and time of the school's choosing. Alternative instruction for suspended students will be "substantially equivalent" and of sufficient duration to progress toward meeting IEP goals, enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. Except for the brief time it would take for a student to re-enter another public school, EAR does not have to, but may, provide alternative instruction for expelled students.

**BYLAWS
OF
Exalt Academy of Rochester**

**ARTICLE I
*Name and Purpose***

Section 1: The name of the organization will be Exalt Academy of Rochester (“Exalt Academy”).

Section 2: Exalt Academy may have offices at such places as the Board of Trustees determines the business of Exalt Academy requires.

Section 3: The purpose of Exalt Academy is to prepare students living in educationally under-served areas of Rochester for competitive colleges and advanced careers by ensuring mastery of the core subjects and developing the key behaviors required for success, citizenship and leadership in their communities and beyond, from an early age.

Section 4: If, for any reason, Exalt Academy should dissolve, upon dissolution of the organization its assets will be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or will be distributed to the federal government, or to a state or local government, for a public purpose.

**ARTICLE II
*Members***

Exalt Academy has one member, which is Exalt Education, Inc., an Arkansas nonprofit corporation recognized by the Internal Revenue Services as tax exempt under Section 501(c)(3) of the Internal Revenue Code (the “Member”).

**ARTICLE III
*Board of Trustees***

Section 1: The Board of Trustees (“the Board”) will consist of at least five Trustees and no more than nine voting Trustees. All Trustees not holding office will have identical rights and responsibilities. The Chief Executive Officer of the Member will be an advisory, non-voting Trustee of the Board (*ex officio*).

Section 2: Board members are expected to uphold the expectations delineated in a Trustee Job Description adopted by the Board.

Section 3: The Board will appoint a nominating committee, which will present a slate of potential Trustees and Officers for election by the Board of Trustees. This slate will be presented at the last regularly scheduled meeting of the Board in each fiscal year.

Section 4: All Trustees and Officers must be approved by the Board of Directors of the Member before taking office.

Section 5: Each Trustee will serve a term of three years, with the possibility of a reappointment for additional three year terms, for a total of no more than nine years.

Trustees will serve staggered terms to be determined at the first meeting of the Board. After serving three full three-year terms, a Trustee will not be eligible for re-election to the Board of Trustees until he or she has been off of the Board for at least one year.

Section 6: Any vacancy occurring in the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled upon a vote of a majority of the Trustees serving at that time and approval of the Board of Directors of the Member. A Trustee elected to fill the vacancy will be elected for the unexpired term of his/her predecessor in office, and such an unexpired term will not count toward the three-term limit.

Section 7: A Trustee may resign at any time by filing a written resignation with the Chair of the Board. The Chair of the Board may resign by filing a written resignation with the Vice Chair of the Board.

Section 8: The Board may remove any Trustee by vote of the majority of Trustees serving at that time and approval by the Board of Directors of the Member, provided that a statement of the reason or reasons will have been mailed by Registered Mail to the Officer or Trustee proposed for removal at least thirty days before any final action is taken by the Board. This statement will be accompanied by a notice of the time when, and location where, the Board is to take action on the removal. The Officer or Trustee will be given an opportunity to be heard at the regular or special meeting. Alternatively, the Board of Directors of the Member may remove any Trustee at any time.

Section 9: Members of the Board of Trustees (a) will receive no payment or honorarium, except for reimbursement for expenses authorized by the Board; (b) will sign a Code of Ethics, by which all participants in Board work are bound; and (c) will have no undisclosed direct or indirect financial interest in the assets or leases of Exalt Academy. Any Trustee who individually or as part of a business or professional firm is involved in the business transactions or current professional services of Exalt Academy will disclose this relationship and will not participate in any vote taken with respect to such transactions or services.

ARTICLE IV ***Officers***

Section 1: There will be four elected Officers of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer. A Trustee may hold more than one office.

Section 2: The Officers will be elected from among the members of the Board of Trustees. The election of Officers will be held at the annual meeting of the Board.

Section 3: The newly elected Officers will take office on July 1 and will serve a term of one year.

ARTICLE V ***Duties of Officers***

Section 1: The Chair will preside at all meetings of the Board of Trustees and will see that all orders and resolutions of the Board are placed into effect, subject to the right of the Trustees to delegate any specific powers to any other Officer or Officers of the Corporation.

Section 2: The Vice Chair will preside at all meetings of the Board of Trustees in the absence of the Chair.

Section 3: The Secretary will be responsible for keeping records of Board actions, including overseeing the taking of minutes of all Board meetings, and assuring that corporate records are maintained.

Section 4: The Treasurer will be responsible for overseeing the financial management of the School.

Section 5: The Board of Trustees may create other offices and set forth the duties of such other officers as the Board of Trustees may from time to time designate.

ARTICLE VI ***Meetings***

Section 1: The Board will meet at least quarterly at a time and place determined by the Chair. Trustees will receive reasonable notice of regular meetings.

Section 2: Special meetings of the Board of Trustees may be called by the Chair, the Executive Director of Exalt Academy, or the Board of the Member. Notice must be sent to the Board of Trustees five business days prior to any special called meeting.

Section 3: A quorum will consist of more than half of the Trustees serving at that time.

Section 4: A majority vote on a measure will require the approval of more than half of the Trustees serving at that time.

Section 5: An absentee Trustee may not designate an alternate to represent him or her at a Board meeting. Proxies are not allowed.

Section 6: A Trustee with three unexcused absences at board meetings in one school year will be deemed to have resigned. All members seeking an excused absence must notify the Board through the Chair.

ARTICLE VII
Committees

The Board of Trustees may provide for standing and special committees as it deems desirable and discontinue the same at its pleasure.

ARTICLE VIII
Fiscal Year

The fiscal year of Exalt Academy will begin on July 1 of each calendar year and terminate on June 30 of the following calendar year.

ARTICLE IX
Indemnification

Exalt Academy will, to the fullest extent permitted by law, indemnify each of its Trustees, officers, employees and other agents, against all expenses reasonably incurred by any such indemnitee in connection with the defense or disposition of any proceeding in which any such indemnitee may be involved or with which such indemnitee may be threatened, while in office or thereafter, by reason of being or having been such Trustee, officer, employee or agent.

ARTICLE X
Amendments

These Bylaws may be amended by a vote of 2/3 of the Trustees serving at that time and the approval of the Board of Directors of the Member, provided that Trustees must be provided with Notice of the proposed change. Notice must be sent to the Board of Trustees five business days prior to the meeting at which the proposed bylaw change will be considered. After the Board of Trustees has approved an amendment. In addition, the Board of Directors of the Member may amend these Bylaws at any time.

Adopted _____

Board Secretary, Exalt Academy of Rochester

CODE OF ETHICS FOR THE EXALT ACADEMY OF ROCHESTER CHARTER SCHOOL

The undersigned Trustee, Officer or employee of Exalt Academy of Rochester (the School) shall comply with the Code of Ethics of the School, as set forth below in this document, during the entirety of his/her tenure on the Board or employment with the School:

Article I: Purpose

The purpose of the conflict of interest policy is to protect the interests of Exalt Academy of Rochester, a not-for-profit, tax-exempt organization, when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Trustee, officer or employee of the School or might result in a possible excess benefit transaction; to help the School avoid and manage conflicts of interest in accordance with its charter and New York General Municipal Law; and to meet its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions thereof, setting forth the standards of conduct required of all school Trustees, officers and employees. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II: Definitions

1. Interested Person. Any Trustee, officer, member of a committee with governing board delegated powers or employee, whether paid or unpaid, who has a direct or indirect financial interest or interest in a contract, as defined below, is an interested person.
2. Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:
 - a. An ownership or investment interest in any entity with which the School has a transaction or arrangement,
 - b. A compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.
3. Interest in a Contract. Under the General Municipal Law, a person is deemed to have an interest in a contract when such trustee, officer or employee, individually or as a member of the Board, has the power or duty to:
 - a. Negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract;
 - b. Audit bills or claims under the contract; or
 - c. Appoint an officer or employee who has any of the powers or duties set forth above.

In addition, no Treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of the School.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

The foregoing does not preclude payment of lawful compensation and necessary expenses of a school employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.

A financial interest is not necessarily a conflict of interest. However, a person may not have an interest in a contract as defined under the General Municipal Law unless the law provides an exception as set forth in section 3 immediately below. Under Article III, Section 2 a person who has a financial interest

may have a conflict of interest if the Board of Trustees ("Board"), by a majority vote of the entire Board (including only those Trustees who are disinterested), decides that a conflict exists.

4. The General Municipal Law enumerates a number of exceptions to its general rule prohibiting conflicts. Specifically, the statute provides that its prohibitions on conflict of interest do NOT apply to:
 - a. The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of the school except when the chief fiscal officer, Treasurer, or his/her deputy or employee, has an interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;
 - b. A contract with a person, firm, corporation or association in which a school officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;
 - c. The designation of a newspaper including, but not limited to, an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;
 - d. The purchase by the school of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the governing board;
 - e. The acquisition of real property or an interest therein, through condemnation proceedings according to law;
 - f. A contract with a not-for-profit membership corporation or other voluntary non-profit corporation or association or tax-exempt entity;
 - g. A contract in which a Trustee, officer or employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such Trustee, officer or employee, but this does not authorize a renewal of any such contract;
 - h. Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the Board;
 - i. A contract with a corporation in which a Trustee, officer or employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;
 - j. A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the Public Service Commission;
 - k. A contract for the payment of a reasonable rental of a room or rooms owned or leased by a Trustee, officer or employee when the same are used in the performance of his/her official duties and are so designated as an office;
 - l. A contract for the payment of a portion of the compensation of a private employee of a Trustee, officer or employee when such private employee performs part-time service in the official duties of the school office;
 - m. A contract in which a school Trustee, officer or employee has an interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars;
 - n. A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds

an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

Article III: Procedures

1. Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose as follows:
 - a. An interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board and members of committees with governing board delegated powers considering the proposed transaction or arrangement.
 - b. Any Trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.
 - c. The law requires that written disclosure be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.
2. Determining whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists. If the potential conflict of interest is considered in committee, the committee will make an initial assessment and then, the committee is required to refer the matter to the Board for consideration and determination of whether a conflict exists.
3. Procedures for Addressing the Conflict of Interest.
 - a. An interested person may make a presentation at the Board meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The chairperson of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the Board or committee shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.
4. Express Prohibitions under the General Municipal Law. Notwithstanding the above, the law clearly states that a Trustee, officer or employee may not:
 - a. Directly or indirectly, solicit any gift, or accept or receive any gift having a value of \$75 or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him/her in the performance of his/her official duties, or was intended as a reward for any official action on his/her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

- b. An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not;
 - c. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board; or
 - d. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.
5. Specific Conflicts of Interest
- a. Investments in conflict with official duties. An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
 - b. Private employment. A Trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
6. Violations of the Conflicts of Interest Policy
- a. If the Board has reasonable cause to believe a Trustee or officer has failed to disclose actual or possible conflicts of interest, it shall inform the Trustee or officer of the basis for such belief and afford the Trustee or officer an opportunity to explain the alleged failure to disclose.
 - b. If, after hearing the response of the Trustee or officer and after making further investigation as warranted by the circumstances, the Board determines the individual has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, according to the By-laws of the School.
 - c. Any contract willfully entered into by or with the School in which there is a prohibited interest under the General Municipal Law is void and unenforceable. In addition, any Trustee, officer or employee who willfully and knowingly violates the foregoing provisions shall be guilty of a misdemeanor.
 - d. Competitive bidding does not cure the prohibition against having any interest in a contract when the Trustee, officer or the employee has the power to approve the contract.
 - e. The General Municipal Law further authorizes, in addition to any other penalty imposed, that any person who knowingly and intentionally violates the above may be fined, suspended, or removed from office or employment in the manner provided by law.

Article IV: Records of Proceedings

The minutes of the Board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V: Compensation

- a. A voting Trustee who receives compensation directly or indirectly from the School for services is precluded from voting on matters pertaining to that individual's compensation, employer or organization.
- b. A voting Trustee of any committee whose jurisdiction includes compensation matters and who receives compensation indirectly from the School for services is precluded from voting on matters pertaining to that Trustee's compensation, employer or organization.

Article VI: Annual Statements

Each Trustee, officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy, which shall be distributed to each Trustee, officer and employee prior to commencing duties for the School,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the School is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII: Periodic Reviews

To ensure the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management and other organizations conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction, and that all interested transactions with not-for-profit entities are at fair market value or below in accordance with the Charter Agreement.

Article VIII: Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the School may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Signature

Name of Trustee, Officer or Employee

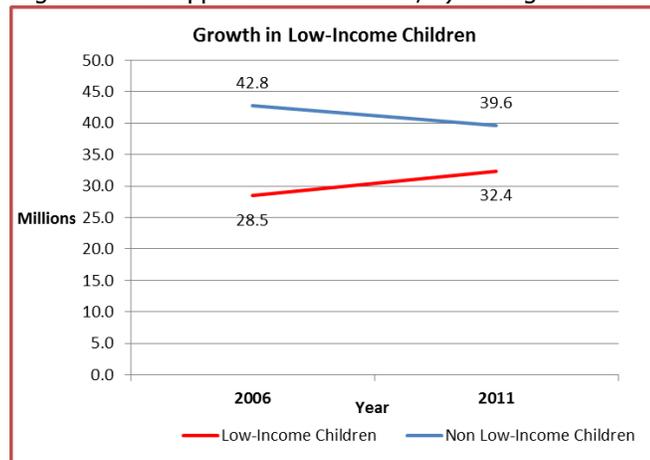
Date signed

Attachment 6a: CMO Information

Exalt Education – A Unique Mission & Impact Strategy

Nationwide, the United States has been experiencing a rapid increase in the number and diversity of children growing up in low-income homes over the past 15 years. Between 2006 and 2011, the National Center for Children in Poverty at Columbia University found that the number of low-income children grew from 28.5 million to 32.4 million while the number of children in more affluent homes declined from 42.8 million to 39.6 million. This growth is indicative of a number of population trends, such as: a) the relatively low birth rate among middle- to upper-income families; b) the high birth rate in low-income single-parent households; and c) the continuing influx of immigrant families from Mexico and Latin America, the Middle East and other global regions.

Without better, more scalable forms of education, over 60 percent of children who grow up in poverty are unlikely to obtain a high school diploma on-time. Fewer than 10 percent of low-income children will earn a four-year Bachelor's degree. Without a degree, current workforce trends suggest that, as adults, they will have a difficult time finding jobs and earning promotions. As a collective, they will earn at least 40 percent less than their peers who grew up in more affluent homes.



Exalt Education exists so that low-income children from diverse backgrounds can close the achievement gap with their more affluent peers, prepare for competitive colleges and advanced careers, and realize the American dream. Exalt schools are places of relationship, learning and opportunity where students gain a strong literacy foundation, develop strong character attributes, and become confident, resourceful leaders. Our leadership team is seeking to impact the education of low-income students nationally. To have this impact, we are pursuing a strategy that brings together many community stakeholders – cultural institutions, arts centers, health and wellness providers, higher education institutions – around providing a vibrant public education to every child. This pursuit is driven by the urgent need among low-income children.

In a recent study, researchers at the University of Michigan found that the college completion rate was 9 percent among low-income children born in 1980.

We prepare our students for the best college-preparatory high schools in our communities by serving them from kindergarten through 8th grade. In the primary grades K-5, we focus on enabling students to build a strong literacy foundation, develop strong habits of mind, heart and body, and engage in independent hands-on learning. In the middle grades 6-8, we enable our students to master rigorous college and career ready standards in the core subjects while extending their learning experience to a network of arts, cultural and educational institutions in the community. Our approach meets the needs of the low-income child, who typically enters kindergarten with significant academic, behavioral

and developmental deficits relative to their more affluent peers. If these children are not exposed to a broader view of the world and put on a college-bound path by the end of 8th grade, they are unlikely to be successful in college. By taking this approach, Exalt seeks to leverage partnerships with the best high schools in the communities where we operate schools.

Six Key Differentiators

Several attributes sharply differentiate Exalt from other public school management organizations.

1. *Exalt implements a "Greatest Hits" academic design.* The design is continuously advanced by integrating research-validated programs and best practices that have proven effective in educating low-income children. Through the design, we enable our students to close the skill gap with more affluent students in grades K-4 so that we can put them on a college-bound path in grades 5-8. We are constantly scouring the market to find new programs so that our design remains best-in-class.

2. *Exalt Academies are a network of community public schools.* We hire our faculty from surrounding communities. We enroll our students from the communities around our schools. We seek to engage the communities' resources, expertise and capacity as fully as possible, including providing our families with wraparound services, meeting students' holistic needs, and leveraging the capacity of the best arts, cultural and educational institutions in our communities.

Last year, Exalt schools received over 40% less than the average per pupil expenditure nationally, yet provided every student with 35% more learning time.

3. *We do more with less.* At our first 3 campuses, we are providing our students with at least 35 percent more learning time while receiving an average of over 40 percent less public funding than the national average per pupil expenditure. We are constantly seeking to find 'win-win solutions' or 'practical innovations' that achieve higher quality learning at a lower cost. This ethic reflects the economic realities of K-12 education, which will be experiencing significant post-recessionary effects for the next 10 years.

4. *The network that we are building is innovative and technologically enabled.* Over the past 2 years, we have put an infrastructure in place – including leading information systems, adaptive assessments and communication systems – that can support the highest quality teaching and learning. This infrastructure revolves around a performance measurement platform that allows us to measure student learning and school performance in a frequent, agile manner.

5. *We are demonstrating that career educators can serve low-income children within sustainable working conditions.* The successes that members of our network achieve, and the messages that they communicate to other mission-driven educators, will raise the expectation of what is possible.

One of the hallmarks of Exalt is a liberal arts education that motivates students by providing them with a rich, well-rounded education that includes the arts, hands-on projects, experiential learning, and daily instruction in different modalities.

6. *One of our hallmarks is a liberal arts education.* This holistic education motivates students by providing them with a rich, well-rounded education that includes hands-on projects, experiential learning, instruction in multiple modalities and the arts. An overarching focus on character development enables students to develop civic values and leadership attributes. In the middle grades, we are making the community a school by providing students with daily opportunities to learn at institutions such as museums, libraries and cultural centers.

Schools and Contact Information

Exalt Education was incorporated as a non-profit corporation in March 2011 and obtained 501(c)(3) tax-exempt status from the IRS in 2013. Over the past 5 years, Exalt’s three co-founders have worked together to launch the CMO and develop a total of four schools in East Portland, Oregon, Central Little Rock, Arkansas, and Southwest Little Rock, Arkansas. Today, these schools serve 1,085 students in grades K-8. With the planned expansion into Rochester, New York, which is being spearheaded by one of Exalt’s co-founders who is a native of Rochester, the Exalt network expects to concentrate its efforts on expanding in the 3 regions where it would operate schools for the next 5 years.

Exalt Academy of Southwest Little Rock, Little Rock, Arkansas

Exalt’s leadership opened the fourth school in the network, the Exalt Academy of Southwest Little Rock (EASW), in August 2014 after being granted a charter by the Arkansas State Board of Education in February 2014. EASW, which is led by one of Exalt’s co-founders, is a flagship school following the blueprint for new startup schools called for in Exalt Education’s strategic business plan. After having a successful first year in which students gained 7 national percentile in mathematics and 4 national percentile in reading, EASW currently serves 235 students in grades K-3 in the heart of Southwest Little Rock, which is one of the most diverse immigrant areas in the state of Arkansas. EASW serves a high poverty population that is primarily Latino and African American.

Schools & Contact Information
<p><i>Exalt Academy of Southwest Little Rock</i> Students: 235 in grades K-3 Principal: Tina Long Telephone: 501-568-3279 Email: tlong@exaltacademies.org</p>

LRPA – Primary Campus, Little Rock, Arkansas

The first school that the Exalt CMO assumed responsibility for, the Little Rock Preparatory Academy (LRPA), was a struggling charter school on the brink of closure when the founding director decided to relocate to Missouri. At that time, LRPA was situated 3 blocks from Central High School, which had been the site of rioting and racial confrontation in 1957-1958 when the first 9 African American students were admitted under a Federal desegregation order. Today, Central Little Rock, a segregated and high poverty region, continues to overcome its legacy. In 2011, one of Exalt’s co-founders assumed leadership of LRPA as a turnaround initiative. LRPA became a formal member of the Exalt network in October 2011. The Primary School Campus began operating as a freestanding school in 2012 on the property of a former private Episcopal school with historic character and wonderful amenities. Over the past 3 years, the Primary School has expanded to 310 students in grades K-5. In April of 2014, LRPA was renewed by the Arkansas State Board of Education.

Schools & Contact Information
<p><i>LRPA – Primary School Campus</i> Students: 310 in grades K-5 Principal: Dr. Darryle Hinton Telephone: 501-683-1855 Email: dhinton@lrprep.org</p>

LRPA – Middle Campus, Little Rock, Arkansas

The Middle School Campus of Little Rock Preparatory Academy is the longest standing member of the Exalt network. Over the past 4 years, the Middle School has relocated to a new site and grown from 65 students in grades 5-6 to 120 students in grades 6-8. Each year, an average of 85 percent of the first 3 classes of graduates have been admitted into school-board-approved college-preparatory high schools in Little Rock. Recently, an independent study found that students in the Middle School gained, on average, over 120 percent of the expected growth of their peers nationally on the NWEA MAP’s in reading and mathematics between 2012 and 2014. In April of 2014, LRPA was renewed by the Arkansas State Board of Education.

Schools & Contact Information

LRPA – Middle School Campus
Students: 120 in grades 6-8
Leader: Benjamin J. Lindquist
Telephone: 501-683-0085
Email: blindquist@lrprep.org

KNOVA Learning Reynolds Public School, East Portland, Oregon

Exalt’s founders launched the KNOVA Learning Reynolds Public School in 2010 before incorporating Exalt Education as a CMO in 2011. Over the past 5 years, KNOVA has become a vibrant community public school that serves 420 students in grades K-6 in Rockwood, which is the most diverse low-income community in the Portland Metropolitan Area. Last Spring, KNOVA earned a unanimous 5-year renewal from the Reynolds School District.

Schools & Contact Information

KNOVA Learning Public Charter School
Principal: Raffi Martinian
Telephone: 503-907-1023
Email: rmartinian@knovallearning.org

KNOVA is not a formal member of the Exalt network because of the authorizing district’s opposition to CMO involvement. Consequently, KNOVA has not been able to implement the performance evaluation system that Exalt administers to the other three Exalt-managed schools. Nonetheless, since KNOVA’s inception, Exalt has invested over \$1.2 million in grants and loans in support of KNOVA. These funds have allowed the School to renovate and equip its facilities, purchase curricula, provide professional development, and manage student learning. Most importantly, Exalt’s support has allowed KNOVA’s management to operate from a stable position while maintaining a steadfast focus on serving families and enabling students to make impressive learning gains. Over the past 4 months, Exalt’s leadership acquired a permanent property to lease to KNOVA at an affordable rate so that KNOVA can establish a community center for child, youth and family services in the Rockwood community of East Portland. For the 2015-16 year, KNOVA relocated onto the permanent campus with 13 acres of land and several buildings just three blocks from its original facility in the center of Rockwood.

Academic Performance Data

This academic report examines the performance of the four schools in the Exalt Education network. All member schools in the Exalt network are required to implement a rigorous performance system that supports the frequent evaluation of over 21 indicators of school stability, student engagement and behavior, parent support, and gains in student achievement relative to national norms and the Common Core standards. The performance of Exalt’s schools against these indicators is presented

below. Unfortunately, KNOVA's performance is reported using a different methodology for reasons explained below.

Below, the chart shows the primary statistics of the 4 schools in the Exalt network.

2014-15 Student Enrollment Statistics				
Primary Student Attributes	LRPA – Primary School	LRPA – Middle School	Exalt Academy – SW Little Rock	KNOVA Learning Public School
Students	310	120	235	420
Low Income*	85%	85%	96%	75%
African American	93%	93%	53%	18%
Latino	5%	5%	40%	45%
Other Ethnicity	2%	2%	7%	37%

**Students who qualify for Federal Free & Reduced Lunch Program*

Because Exalt's mission is to serve high need children in low-income communities, it is vital that our schools' performance be measured by growth in student performance over time, not a one-time comparison with other schools that serve middle- to upper-income students in more affluent communities. Unfortunately, good valid comparisons of growth over time have not been available through the state authorities in which Exalt operates schools because of the transition in state standards and tests over the past 3 years. The state of Arkansas has changed state tests twice, once to the PARCC in 2014 and again to the ACT Aspire in 2015.

To address the void in suitable comparison data, Exalt began implementing its own performance dashboard system in 2014. This system allows us to examine school performance across 5 categories: (1) gains on a leading nationally normed test, the NWEA MAP; (2) gains on a Common Core-aligned proficiency test, the Illuminate Formative Tests; (3) measures of staffing health; (4) measures of student engagement and retention, and (5) measures of parent support.

At the end of the 2014-15 year, the three Exalt-managed schools were evaluated across these five categories using the methodology shown below:

Performance Measurement Framework	
Category 1: NWEA MAP Growth in Reading and Mathematics Weighting: 38%	
School-wide NPR Gains	Gains relative to average among 3 Exalt-managed schools.
School-wide Percent of Students that Met Individual Performance Goals	Percent that Met/Exceeded Individual Performance Goals relative to national average. According to NWEA, an average of 50% of all participating students meet their Individual Performance Goals each year.
Consistency Across Grades	Percent of grade levels that sustained significant growth.
Category 2: Illuminate Growth in Reading and Mathematics* Weighting: 35%	
School-wide Illuminate Growth	Gains relative to average among 3 Exalt-managed schools.
Consistency Across Grades	Percent of grade levels that sustained significant growth.

Category 3: Staffing Health		Weighting: 13%
Staff Satisfaction Survey Results	Performance relative to average of 3 Exalt-managed schools.	
Staff Retention Rate	Staff retained relative to average of 3 Exalt-managed schools.	
Category 4: Student Engagement & Retention		Weighting: 13%
Student Engagement Indicators	Average gain/loss on 8 primary measures relative to average of 3 Exalt-managed schools.	
Student Retention Rate	Performance relative to average of 3 Exalt-managed schools.	
Category 5: Parent Support		Weighting: 13%
Parent Satisfaction Survey Results	Performance relative to average of 3 Exalt-managed schools.	
Parent Enrollment Demand	Percent of target enrollment in 2014-15 & start 2015-16.	
<i>*Note: Illuminate to be replaced by ACT Aspire tests once growth data available in Arkansas.</i>		

Below, the chart provides a summary of the performance of Exalt-managed schools in the 2014-15 year. As this chart shows, two of the Exalt-managed schools, Exalt Academy of Southwest Little Rock and the Middle School of Little Rock Preparatory Academy, performed very well. Students in these two schools made impressive achievement gains. One of the Exalt-managed schools, the Primary School of Little Rock Preparatory Academy, registered a gain of 1 national percentile in mathematics but experienced a decline of 3 national percentile points in reading. Exalt’s leadership was quick to identify the problem and, after providing intensive support and additional resources, installed a veteran principal to improve the school’s performance.

2014-15 Performance Ratings for 3 Exalt-Managed Schools				
No.	Category	EASW	LRPA - Middle	LRPA-Primary*
1.	NWEA MAP Gains in Reading & Mathematics	78%	100%	39%
2.	Illuminate Proficiency Growth in Reading & Mathematics	92%	61%	38%
3.	Staffing Health	75%	97%	86%
4.	Student Engagement & Retention	99%	85%	50%
5.	Parent Support	89%	90%	95%
Total Weighted Average		85%	87%	53%
<i>*Note: LRPA Primary progressed through its 1st year under a new principal, who made significant changes after the change in leadership was made.</i>				

This chart reveals several strengths of Exalt’s performance evaluation system:

- First, the system focuses on growth in performance, which encourages school leaders to add value to students no matter what performance level they are at when they enroll versus encouraging school leaders to selectively enroll high performing students.
- Second, the system is very transparent, which provides board members, site management, parents and other stakeholders with a candid snapshot of school performance.

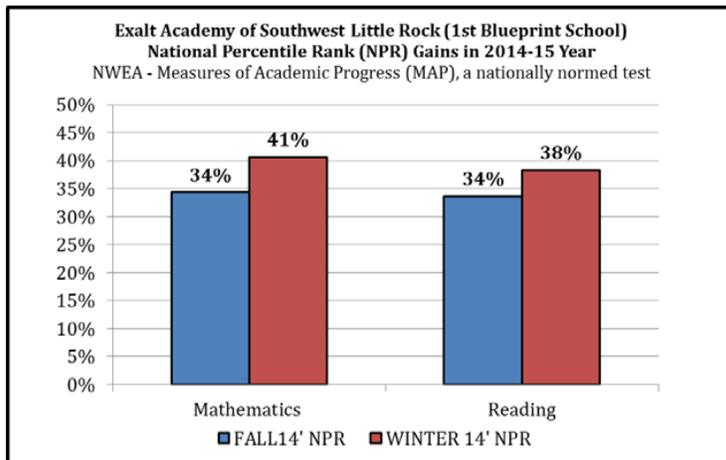
- Third, the system is comprehensive and balanced in that it evaluates school performance across a variety of indicators versus just examining one-time proficiency on a single “high stakes” test. As the performance goals set forth in this charter application demonstrate, the Exalt Academy of Rochester will be expected to perform on the State of New York’s accountability measures, which focus on student growth, as well as a balance of other indicators of student engagement, parent satisfaction and student learning gains.

Below, the following sections provide a more detailed analysis of the Exalt-managed schools performance in each of the 5 categories captures in the summary chart above.

Exalt Academy of Southwest Little Rock, Little Rock, Arkansas

The 2014-15 year was the Exalt Academy of Southwest Little Rock’s (EASW) first year of operation. EASW is the first school in the Exalt network to utilize the blueprint model, which is the school startup plan called for in Exalt’s strategic business plan. Most students who attend the school reside within 1.5 miles of the center of Southwest Little Rock, which is a diverse immigrant community.

As the bar graph to the right shows, students at EASW gained 7 national percentile rank in mathematics and 4 national percentile rank in reading in the 1st year of operation. EASW’s leadership believes that the gains in reading were particularly significant when considering that, last year, 40 percent of students were English Language Learners. Now that these students have acclimated to Exalt’s structured English immersion program, EASW expects to get even greater growth.



In the Spring 2015 satisfaction survey, 82 percent of families rated the school either a 4 or a 5 on a 1-to-5 scale across 24 questions with 1 being the lowest rating and 5 being the highest rating. The survey was administered by the performance evaluation team, which is part of the Exalt CMO, and conducts evaluation activities independently of the site management team.

Below, the table provides a summary of how EASW performed in each of the 5 categories of the 2014-15 measured by Exalt’s performance evaluation system.

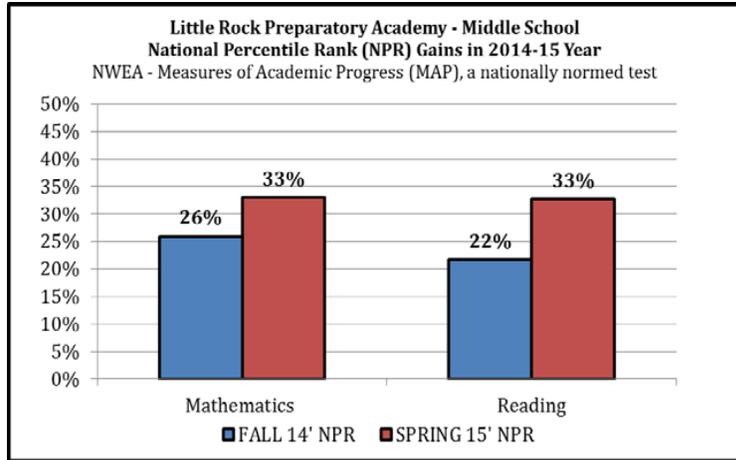
EXALT ACADEMY OF SOUTHWEST LITTLE ROCK				LRPA	LRPA		
Item	Performance Indicator	Weighting	Data Point	Scaled Score	Middle	Primary	Average
CATEGORY 1: NWEA MAP Student Achievement Growth		38%					
<i>Reading</i>							
1	Schoolwide NPR Gains	4%		50%	11%	-3%	4%
2	Schoolwide % of Students Meeting Individual Goals	50%		50%	75%	49%	58%
3	Consistency Across Grades		2 of 3	67%	4 of 4	2 of 5	69%
<i>Mathematics</i>							
4	Schoolwide NPR Gains	7%		100%	7%	1%	5%
5	Schoolwide % of Students Meeting Individual Goals	63%		100%	61%	50%	58%
6	Consistency Across Grades		3 of 3	100%	4 of 4	3 of 5	87%
Category 1 Subtotal				78%			
CATEGORY 2: Illuminate Growth		25%					
<i>Reading</i>							
7	Schoolwide Illuminate Growth	6.25%		100%	3.22%	0.95%	3.47%
8	Consistency Across Grades		3 of 3	100%	3 of 4	3 of 5	78%
<i>Mathematics</i>							
9	Schoolwide Illuminate Growth	21.46%		100%	2.68%	7.51%	10.55%
10	Consistency Across Grades		2 of 3	67%	2 of 4	2 of 5	52%
Category 2 Subtotal				92%			
CATEGORY 3: Staffing Health		13%					
11	Staff Satisfaction Survey Results	82%		100%	75%	75%	77%
12	Staff Retention Rate	66%		50%	93%	58%	72%
Category 3 Subtotal				75%			
CATEGORY 4: Student Engagement & Retention		13%					
14	Student Engagement Indicators	26%		100%	19%	-12%	11%
15	Student Retention Rate	80%		98%	76%	90%	82%
Category 4 Subtotal				99%			
CATEGORY 5: Parent Support		13%					
16	Parent Satisfaction Survey Results	82%		98%	75%	84%	80%
17	Parent Enrollment Demand	80%		80%	88%	91%	86%
Category 5 Subtotal				89%			
TOTAL		100%		85%			

In Category 4, it is worth explaining the calculation that is made to determine the rating for "Student Engagement Indicators." This one calculation takes into account the change in 5 different measures of student engagement from the 1st quarter to the 4th quarter of the academic year. The 5 measures include: total enrollment, student withdrawals, average daily attendance, average daily on-time rate, and total behavior infractions. Student engagement can be a challenge for Exalt schools due to the frequent transitions in jobs, caregivers, place of residence, and schools that are common in single-parent low-income homes. It is worth noting that EASW did not expel one student last year even though many students were challenged by chronic behavior challenges, absenteeism and tardiness. To overcome these challenges going forward, Exalt is implementing new procedures that encourage site managers to be more proactive in tracking and addressing students who are experiencing chronic absences and tardiness.

LRPA – Middle School, Little Rock, Arkansas

The 2014-15 year was the 4th year of operation of the Middle School Campus of Little Rock Preparatory Academy under Exalt's management. Over the past 4 years, LRPA – Middle has expanded from 65 to 120 students in grades 5-8. Over 70 percent of students who attend the school reside in Central Little Rock, which is a low-income African American community.

As the bar graph to the right shows, students at LRPA – Middle School gained 7 national percentile rank in mathematics and 11 national percentile rank in reading. The Middle School is the highest performing non-selective middle school in Central and Southwest Little Rock, where the neighborhood public schools serve a student population with much greater need than in other areas of the City of Little Rock.



In the Spring 2015 satisfaction survey, 75 percent of families rated the school either a 4 or a 5 on a 1-to 5-scale across 24 questions with 1 being the lowest rating and 5 being the highest rating. The survey was administered by the performance evaluation team, which is part of the Exalt CMO, and conducts evaluation activities independently of the site management team.

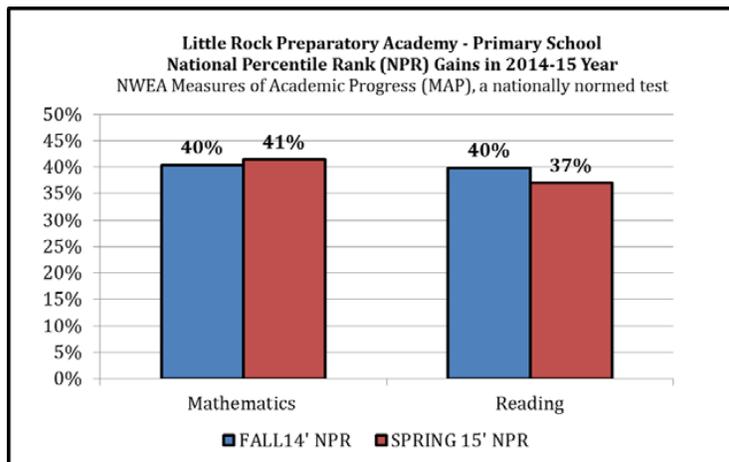
Below, the table provides a summary of how EASW performed in each of the 5 categories of the 2014-15 measured by Exalt’s performance evaluation system.

LITTLE ROCK PREPARATORY ACADEMY - MIDDLE SCHOOL					LRPA		
Item	Performance Indicators	Weighting	Data Point	Scaled Score	Primary	EASW	Average
CATEGORY 1: NWEA MAP Student Achievement Growth		38%					
<i>Reading</i>							
1	Schoowide NPR Gains		11%	100%	-3%	4%	4%
2	Schoolwide % of Students Meeting Individual Goals		75%	100%	49%	50%	58%
3	Consistency Across Grades		4 of 4	100%	2 of 5	2 of 3	69%
<i>Mathematics</i>							
4	Schoolwide NPR Gains		7%	100%	1%	7%	5%
5	Schoolwide % of Students Meeting Individual Goals		61%	100%	50%	63%	58%
6	Consistency Across Grades		4 of 4	100%	3 of 5	3 of 3	87%
Category 1 Subtotal				100%			
CATEGORY 2: Illuminate Growth		25%					
<i>Reading</i>							
7	Schoolwide Illuminate Growth		3.22%	93%	0.95%	6.25%	3.47%
8	Consistency Across Grades		3 of 4	75%	3 of 4	3 of 3	78%
<i>Mathematics</i>							
9	Schoolwide Illuminate Growth		2.68%	25%	7.51%	21.46%	10.55%
10	Consistency Across Grades		2 of 4	50%	2 of 4	2 of 3	56%
Category 2 Subtotal				61%			
CATEGORY 3: Staffing Health		13%					
13	Staff Satisfaction Survey Results		75%	95%	75%	82%	77%
14	Staff Retention Rate		93%	100%	58%	67%	73%
Category 3 Subtotal				97%			
CATEGORY 4: Student Retention/Turnover		13%					
16	Student Engagement Indicators		19%	77%	-12%	26%	11%
17	Student Retention Rate		76%	93%	90%	80%	82%
Category 4 Subtotal				85%			
CATEGORY 5: Parent Support		13%					
18	Parent Satisfaction Survey Results		75%	89%	84%	82%	80%
19	Parent Enrollment Demand		91%	91%	88%	80%	86%
Category 5 Subtotal				90%			
TOTAL				87%			

LRPA – Primary School, Little Rock, Arkansas

The 2014-15 year was the 2nd year of operation of the Primary School Campus of Little Rock Preparatory Academy as a freestanding school. Over the past 3 years, LRPA – Primary has expanded from 0 students to 310 students in grades K-5. Over 70 percent of students who attend the school reside in Central Little Rock, which is a low-income African American community.

As the bar graph to the right shows, students at LRPA – Primary School gained 1 national percentile rank in mathematics and lost 3 national percentile rank in reading. Although this is a disappointing outcome, it is indicative of transition at the Primary School. At the start of the 2014-15 year, a new principal was



installed who spent the year putting a strong site administration in place, building a climate of high expectations, and assessing the school's needs.

In the Spring 2015 satisfaction survey, 84 percent of families rated the school either a 4 or a 5 on a 1-to-5 scale across 24 questions with 1 being the lowest rating and 5 being the highest rating. The survey was administered by the performance evaluation team, which is part of the Exalt CMO, and conducts evaluation activities independently of the site management team.

Below, the table provides a summary of how the LRPA – Primary School performed in each of the 5 categories of the 2014-15 measured by Exalt's performance evaluation system.

LITTLE ROCK PREPARATORY ACADEMY - PRIMARY SCHOOL					LRPA		
Item	Performance Indicators	Weighting	Data Point	Scaled Score	Middle	EASW	Average
CATEGORY 1: NWEA MAP Student Achievement Growth		38%					
<i>Reading</i>							
1	Schoolwide NPR Gains		-3%	0%	11%	4%	4%
2	Schoolwide % of Students Meeting Individual Goals		49%	49%	75%	50%	58%
3	Consistency Across Grades		2 of 5	40%	4 of 4	2 of 3	69%
<i>Mathematics</i>							
4	Schoolwide NPR Gains		1%	33%	7%	7%	5%
5	Schoolwide % of Students Meeting Individual Goals		50%	50%	61%	63%	58%
6	Consistency Across Grades		3 of 5	60%	4 of 4	3 of 3	87%
Category 1 Subtotal				39%			
CATEGORY 2: Illuminate Growth		25%					
<i>Reading</i>							
7	Schoolwide Illuminate Growth		0.95%	15%	3.22%	6.25%	3.47%
8	Consistency Across Grades		3 of 5	60%	3 of 4	3 of 3	78%
<i>Mathematics</i>							
9	Schoolwide Illuminate Growth		7.51%	35%	2.68%	21.46%	10.55%
10	Consistency Across Grades		2 of 5	40%	2 of 4	2 of 3	52%
Category 2 Subtotal				38%			
CATEGORY 3: Staffing Health		13%					
11	Staff Satisfaction Survey Results		75%	97%	75%	82%	77%
12	Staff Retention Rate		58%	75%	93%	67%	73%
Category 3 Subtotal				86%			
CATEGORY 4: Student Engagement & Retention		13%					
14	Student Engagement Indicators		-12%	0%	19%	26%	11%
15	Student Retention Rate		90%	100%	76%	80%	82%
Category 4 Subtotal				50%			
CATEGORY 5: Parent Support		13%					
16	Parent Satisfaction Survey Results		84%	100%	75%	82%	80%
17	Parent Enrollment Demand		90%	90%	91%	80%	87%
Category 5 Subtotal				95%			
TOTAL				53%			

As this analysis shows, the 2014-15 year was a year of rebuilding for the LRPA – Primary School. Student growth between Fall and Spring administrations of the NWEA MAP was not strong or consistent across grade levels and subjects. Parent support was the highest of all three Exalt-managed schools, but progress is needed in the areas of student engagement and staffing health. To remedy these deficiencies, performance evaluation data from the 2014-15 year was used to conduct a needs assessment. In preparation for the 2015-16 year, a new coordinator was added to manage curriculum planning and lesson preparation, the most effective teachers were moved into grade-level leadership roles so that they could have the greatest impact on student learning school-wide, and a number of

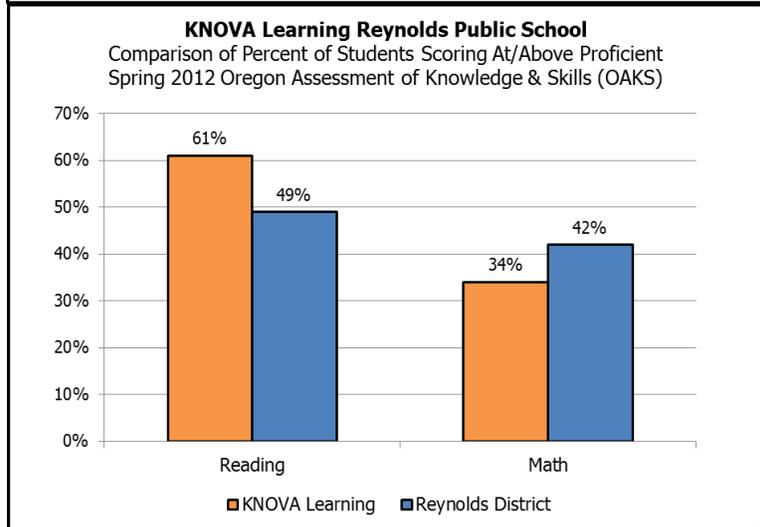
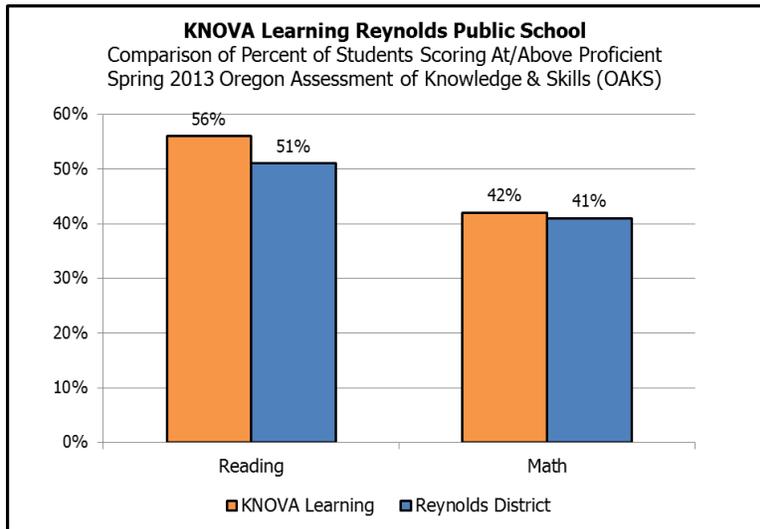
targeted changes were made in academic programs. This year, the principal anticipates that students will be able to make significantly greater gains.

KNOVA Learning Reynolds Public School

As stated earlier in this addendum, Exalt’s founders launched the KNOVA Learning Reynolds Public School in 2010 before incorporating Exalt Education as a CMO in 2011. Although Exalt has provided KNOVA with over \$1.2 million in grant and loan support consistent with Exalt’s mission, KNOVA is not a formal member of the Exalt network because of the authorizing district’s opposition to CMO involvement. Consequently, KNOVA has not been able to implement the performance evaluation system that Exalt administers to the other three Exalt-managed schools.

To present a picture of KNOVA’s performance, this addendum provides a more conventional comparison of student achievement on the Oregon Assessment of Knowledge and Skills (OAKS), which the State of Oregon phased out in favor of the Common Core Standards and Smarter Balanced Assessment in 2013 and 2014. Data is not yet available from the Smarter Balance, so this comparison draws on OAKS data from 2011, 2012 and 2013.

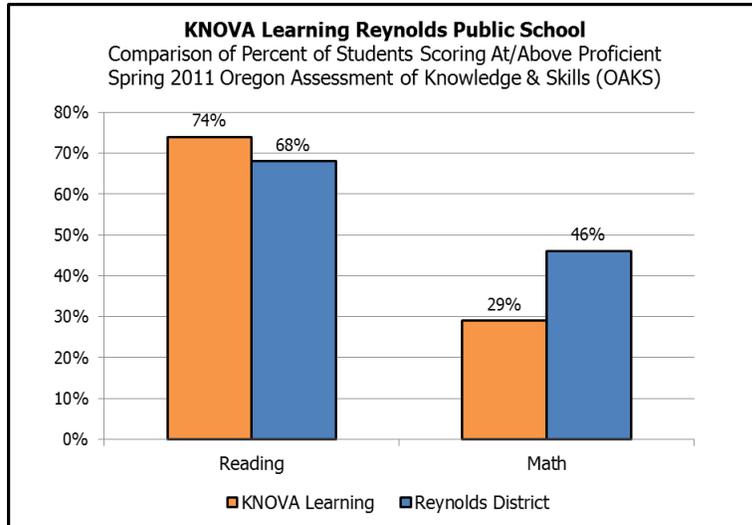
To the right, the bar charts compare KNOVA with the District over 3 years. The top chart presents Spring 2013 data, the second chart presents Spring 2012 data, and the bottom chart presents Spring 2011 data. During that period, the proficiency cut scores changed in Oregon so comparisons across years can be misleading.



As the comparison shows, KNOVA outperformed the Reynolds District by 5 percent in reading and 1 percent in mathematics in Spring 2013. During the Spring 2012 and Spring 2011 testing, KNOVA

outperformed the Reynolds District in reading but did not do so in mathematics. So the school's management saw it as a major accomplishment when KNOVA surpassed the District averages in both subjects in 2013.

This comparison does not examine the value-added gains that students made or the school's broader health and effectiveness, but it does provide a comparison between the percent of students that scored proficient at KNOVA and the percent of students that scored proficient in the Reynolds School District.



Because of the strength of KNOVA's performance, the Reynolds School District

granted it a full 5-year charter renewal in 2014. In fact, the district school board voted unanimously to approve KNOVA's renewal and increase the per pupil funding allocation to KNOVA. Going forward, Exalt and KNOVA's leadership are in conversations about how best to ensure that KNOVA benefits from a strong performance management system.

CMO Fiscal Performance

Exalt's financial plan for entering Rochester assumes that Exalt will leverage the capacity of its existing CMO support team while raising the funds that are needed to startup the Exalt Academy of Rochester Charter School (EAR) through local commitments. Over the past 6 months, Exalt has raised \$100,000 to support its Rochester market entry and school development efforts through generous planning grants from the Farash Foundation, a Rochester charity that is very actively supporting the development of new charter schools, and E3 Rochester, which is recruiting the best CMO's into Rochester to start new schools in high need areas of the City.

In addition to these funders, a Board of Trustees has been recruited to govern EAR and lend its support. This board includes some of the most prominent philanthropists and business leaders in Rochester. Through the Board of Trustees' support and its partnership with E3 Rochester, Exalt is confident that the financial resources can be raised to support EAR's development from startup into an exemplary community public school that serves 540 students in grades K-8 at full enrollment.

Business Plan

Exalt Education's business plan can be characterized as follows:

- Service fee income is generated for Exalt's management of schools that operate under service agreements. Exalt assesses a service fee that is equivalent to 15 percent of public operating funds. Service fees are the earned revenues out of which Exalt pays for its employees and operating expenses.

- CMO development grants have been raised from philanthropic sources totaling \$3.4 million to date. As service fee income increases, the need for CMO grant funding lessens but Exalt will continue to finance the growth of the network by raising grant commitments.
- Program related investments totaling \$6.1 million have been raised to date, which have been dedicated to school facilities financing needs. Schools in the Exalt network repay PRI investments for facilities renovations and/or acquisitions by paying Exalt back low-interest loans and/or lease payments over a period of 4-10 years.

These three income streams provide Exalt Education with the funding necessary to startup new schools, grow existing schools out to static state enrollment and relocate schools into permanent facilities on long term business plans.

Growth in Enrollment

Over the past 4 years, Exalt Education has grown its network to four schools that currently enroll 1,085 students in grades K-8. Below, the chart summarizes the growth in enrollment that has occurred year-by-year through Exalt’s startup phase.

Exalt Network-wide Growth in Enrollment					
Schools	Year 1	Year 2	Year 3	Year 4	Year 5
	2011-12	2012-13	2013-14	2014-15	2015-16
KNOVA*	300	360	420	420	420
LRPA - Middle	90	115	120	125	120
LRPA - Primary	150	240	250	260	310
EASW				111	235
Total	540	715	790	916	1,085
*Note: KNOVA is not operated under a service agreement.					

Exalt’s leadership has followed the growth mantra “as fast as we can, as slow as we must” because of the complexity associated with starting new schools, developing strong site management teams, and building the continuum of services that are necessary to educate high needs students in low-income communities. Exalt’s three co-founders have played an active hands-on role in starting and managing all four schools that are part of the network, which equips Exalt with the expertise to support existing schools and the base of experience from which to enter new communities and start new schools. The Exalt CMO team has been expanded to include dedicated professionals who are mission-aligned, possess expertise that is complementary to that of the co-founders, and bring applicable experience.

Record of Sound Fiscal Management

Over the past 4 years, Exalt has established a record of sound fiscal management practices. The following is a summary of audit findings from the past 3 years:

- There were no significant findings in Exalt Education’s audited financial statements for the 2011-12, 2012-13 and 2013-14 fiscal years. In each year of operation to date, Exalt has been able to complete the fiscal year with significant year-end fund balances.

- There were no significant findings in KNOVA Learning Reynolds Public School’s audited financial statements for the 2011-12, 2012-13 and 2013-14 years. Currently, KNOVA is maintaining a significant contingency reserve balance.
- Although LRPA got off to a rough start under a different founding executive director, Exalt has been able to greatly strengthen LRPA’s financial position. Consequently, there have been no significant findings in LRPA’s audits for the 2012-13 and 2013-14 years. Arkansas public schools are not allowed to hold a contingency reserve, but LRPA has been able to finish each fiscal year with a significant fund balance.
- Since the Exalt Academy of Southwest Little Rock has only been in operation for one year, no audit has yet been performed.

It is very important to Exalt’s leadership to continue this pattern of fiscally responsible managerial practice.

One of the ways that Exalt is seeking to distinguish its financial management is by enabling its schools to be very diligent in managing their cash flow position. Many charter schools pay close attention to their budget position, but may lack a good understanding of how to manage their cash flow position. To manage cash flow properly, the finance directors of the Exalt-managed schools as well as the finance coordinator of Exalt’s CMO team use 12 month cash flow projections to monitor their respective organizations’ cash position. These cash flow projections are updated regularly to reflect the actual cash inflows and outflows each month. By monitoring cash flow proactively, managing accounts payable diligently, and planning for future months and years in advance, Exalt has been able to greatly reduce the school and network’s operating risks.

Revenue Growth & Financial Sustainability

Below, the chart provides a summary of the income that Exalt Education has generated to date to support its growth efforts. As the chart shows, the 2015-16 year is the first where earned income is expected to surpass the grant funds that Exalt’s leadership has raised to support the development of the CMO. As the Exalt Academy of Southwest Little Rock continues to expand to full enrollment, Exalt’s leadership anticipates that, at the network’s present size of 4 schools, Exalt can meet its operating expense requirements on earned revenues.

Exalt Education Network: Analysis of Income to Date						
Year Of Network	Fiscal Year	Campuses	Students	Earned Income	CMO Grants	Program Related Investments**
0	2010-11	1	240	\$0	\$450,000	
1	2011-12	2	540	\$259,200	\$550,000	\$900,000
2	2012-13	3	715	\$383,670	\$600,000	
3	2013-14	3	790	\$561,678	\$650,000	
4	2014-15	4	916	\$835,149	\$870,000	\$5,200,000
5*	2015-16	4	1,085	\$1,412,880	\$710,000	
Estimated Return-on-Investment				\$3,452,577	\$3,380,000	\$6,100,000
<i>*Note: Year 5 is projected based upon current commitments, not actual.</i>						
<i>*Note: Program related investments (PRI) for facilities, which are repaid at 0% interest rates.</i>						

At the end of the 2014-15 year, Exalt raised a new \$5.2 million program related investment (PRI) to support the acquisition and renovation of a permanent secondary school in Little Rock. The PRI provides Exalt with the capital that is needed to purchase a facility and lease it back to an Exalt-managed school at an affordable rate.

As this chart illustrates, Exalt's business plan has proven to be practical and sustainable. By expanding the CMO in an efficient, economical manner that prioritizes school needs first, Exalt has been able to build a strong CMO that services strong, well-managed schools.

Future Financial Planning

Moving forward, Exalt's leadership will continue to operate in a fiscally prudent manner. On the network's current growth trajectory, Exalt does not need to start new schools to operate in a financially sustainable manner. Rather, Exalt's leadership believes in starting new schools because of the importance of addressing the urgent educational need among low-income children and youth in many communities nationwide. It is important to expand in a manner that does not jeopardize the considerable investment of leadership, resources and energy that have been made in the first Exalt schools.

To operate in a strategic, well planned manner, Exalt's Board of Directors spends time discussing growth opportunities at every board meeting. When exploring a new market, Exalt's management puts together an in-depth analysis on the strengths, weaknesses, opportunities and threats presented by the target market. When Exalt was considering applying for a charter, the Board of Directors invited the leadership of E3 Rochester to come, observe a board meeting, and engage in a discussion about E3 Rochester's objectives, the charter sector's development in New York, and the operating environment in the city of Rochester. Over the past year, members of Exalt's Board of Directors have become directly engaged in the Rochester initiative to make sure that Exalt is pursuing the right opportunities.

CMO-Level Services to be Provided

Exalt Education is prepared to provide the Exalt Academy of Rochester Charter School (EAR) with Leadership

- Strategic business plan and development
- Professional development
- Performance management
- Effective teachers
- Marketing, branding and public relations
- School startup project management
- Academic design
- Financial management
- Regulatory relations and compliance
- Risk management
- Support of board governance
- Other support

These services are briefly described below and further delineated in the service agreement, which will be executed between the Board of Trustees and Exalt Education after careful review, deliberation and

further delineation of roles and responsibilities. Exalt's leadership expects that the Board of Trustees of EAR, working in concert with the support of E3 Rochester, will engage with Exalt's team in good faith to negotiate a service agreement that sets EAR up for success.

Leadership. Exalt will directly employ two (2) principle leaders of EAR, the Principal and the Director of Finance & Operations. These two administrators will work on-site at EAR full-time and maintain their offices at the school. Exalt is responsible for providing these administrators with initial orientation and training, ongoing professional development, and structured access to a national network of colleagues and technical supports.

Strategic Business Plan & Development. The Board of Trustees and Exalt will assist EAR's management team with the development of a 5-Year Strategic Business Plan, which will include yearly milestones for growth and performance and an annual process of tracking progress against milestones. Exalt will provide EAR with local and national fundraising assistance, structured financing, and business planning support as necessary to support and fulfill objectives of the 5-year strategic business plan.

Professional Development Services. Exalt will provide ongoing coaching, consultative input, and technical support to the members of the board, the management team and EAR employees.

Performance Evaluation & Management. Exalt will assist EAR's management team and board in evaluating, interpreting and making strategic decisions related to organizational progress against desired objectives, including student learning and achievement, average daily attendance, development of attributes related to leadership and citizenry, and other measures of school performance. Prior to commencement of the school year, Exalt will provide EAR and the board with a monthly performance dashboard and an annual report template, which will be presented to the board for review after each year of operation.

Effective Teachers. Exalt will provide EAR's teachers with explicit training and guidance on what to teach, how to teach it, and how to use time effectively throughout the school day. Exalt will assist EAR's management team in hiring, evaluating and, when necessary, exiting teachers and other employees. Exalt will provide the EAR with tools to evaluate teacher performance. Exalt's services will include but not be limited to:

- Prior to the commencement of each school year, Exalt will provide EAR with an employee handbook and a lesson planning manual, which will be updated from time to time.
- Exalt will host and facilitate summer training for all teachers.
- Exalt will support ongoing professional development, which will be delivered by the Exalt team along with specialized consultants and other contractors.

Marketing, Branding, Public Relations. Exalt will provide EAR with a name, logo, mission, values and school signage. Exalt will provide assistance in developing EAR's brand identity and values within the central network-wide brand hierarchy. Exalt provides membership in a national network of community public schools that is developing one brand identity for the purpose of attracting greater visibility, talent, publicity and resources.

School Startup Project Management. Exalt will assist with facility identification, acquisition, development and financing. Exalt will provide EAR with school startup project management tools, which will include the timeline and sequence of deliverables for starting the new school.

Academic Design. Exalt will assist EAR's management team in tailoring the Exalt academic design to meet the unique needs of students, families and the community. Exalt will revise and improve the academic design continuously in close coordination with EAR's management team. Exalt will enable EAR to implement explicit tools and systems that support the implementation of the academic design and continuous improvement. Prior to the commencement of each school year, Exalt will provide EAR with copies of the academic design, which is a documented framework. The academic design will provide educational programs that meet federal, state and local requirements unless such requirements have been waived. To assist EAR in carrying out its obligation to implement the academic design, Exalt will employ the Principal.

Financial Management. Exalt will employ a dedicated Director of Finance & Operations to provide EAR with financial consultation and expertise. The Director will perform or contract for the completion of all bookkeeping functions, including the payment of all invoices, reconciling bank statements, debit and credit entries, procurement, and purchasing. To assist EAR's management team in updating and maintaining the 5-Year Strategic Business Plan. Exalt will support the development of the annual budget and the management of the EAR's financial position including budget and cash flow monitoring and adjustments. As necessary and prudent, Exalt may provide EAR with startup and growth financing assistance, including grant and loan financing. Exalt will provide oversight and guidance in the implementation, training, and review of all such functions, including purchase orders and invoice approval.

Regulatory Relations/Compliance. Exalt will provide staffing capacity, technical support and organizational knowledge necessary to negotiate the Charter Agreement, manage Authorizer and State relations, access federal grant programs and comply with applicable federal and State laws.

Risk Management. Exalt will provide risk management services related to such sensitive areas as crisis management, leadership turnover and succession, staffing and human resources, regulatory compliance and litigation.

Support of Board Governance. Exalt will make a good faith effort to enable effective board governance including implementing the Carver Policy Governance Model. By providing governance support, Exalt will enable the board to develop, maintain and enforce a board policy manual that includes ends statements, executive limitations, self-governing policies, and a policy monitoring schedule that will be in full force and effect. Exalt will work with the board to enable effective financial oversight. In order to facilitate effective financial oversight, Exalt may participate in month committee meetings that involve the board finance committee chair.

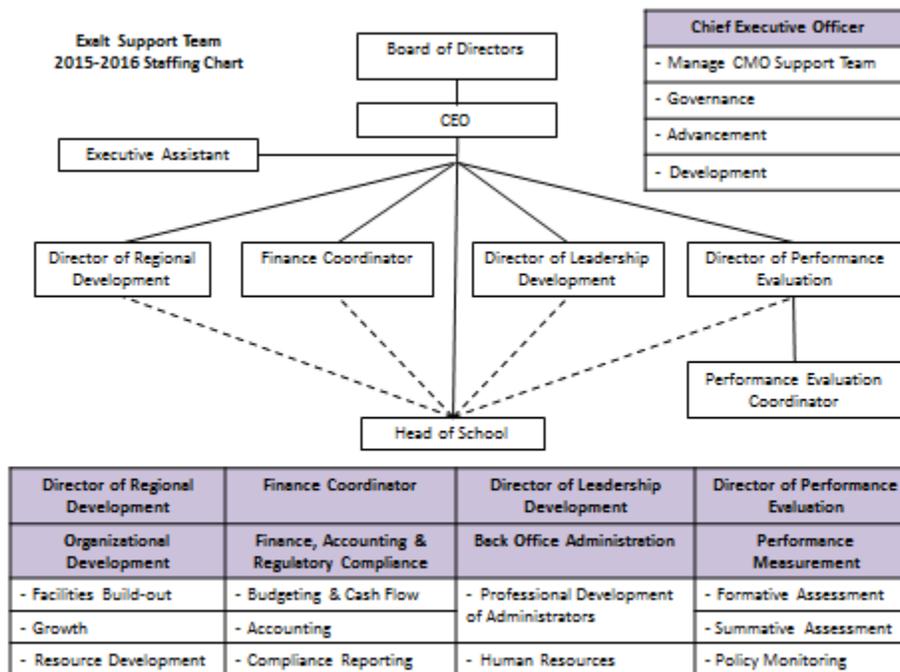
Other Support. Exalt will provide other systems and supports as necessary to ensure EAR's success. On a daily basis, Exalt's CMO support team will provide coaching, school startup support, a variety of technical supports, curriculum and instruction guidance, and school management expertise.

These services have been provided to the other schools in the Exalt network for the past 4 years. Continuous process improvement and document refinement occurs to ensure that all aspects of Exalt's services are kept as current and effective as possible.

CMO Management Structure

The CMO Support Team consists of seven dedicated members. A staffing chart for the CMO is presented below. The chief executive officer (CEO) of Exalt Education, Benjamin Lindquist, serves as

an *ex officio* non-voting member of the Board of Directors to safeguard against any conflicts of interest between the board and management. The chairman of the Board of Directors, Dr. Leroy Nunery, is a veteran education executive who formerly served as interim superintendent of Philadelphia Public Schools, actively coaches the leaders of urban public schools, and operates a consulting practice that assists charter schools through leadership transitions. The secretary of the Board of Directors, Bonnie Johnson, acts as general counsel to Exalt Education and is a practicing attorney who specializes in non-profit management and employment law. Before becoming an attorney, Ms. Johnson spent 20 years as a non-profit executive focused on advancing social issues.



The CMO Support Team is intentionally lean, operationally efficient, and directly engaged in supporting Exalt-managed schools. Exalt Education's CMO leadership sees Exalt as a network of dedicated educators who are managing community public schools in underserved communities. The organizational ethos is not bureaucratic and detached, but rather, mission-driven, hard-working and immersed in school management.

Exalt Education was started by three co-founders: Tina Long, Dennis Tiede and Benjamin Lindquist. A biography of each co-founder is included below followed by biographies of all primary members of the Exalt CMO team. The intent is not to "showcase" the credentials of the co-founders, but rather, to share their biographies first because of the integral roles that they have played in building the Exalt network over the past 5 years. Exalt's leadership is proud of the integrity, values, productivity and ethic of servant leadership of the CMO support team that it has assembled. Every day, every member of the team justifies his/her existence by adding real value to the schools in the Exalt network.



*Dennis Tiede, Co-Founder and Director of Leadership Development, Exalt Education
Lead Applicant, Exalt Academy of Rochester Charter School (EAR)*

Dennis Tiede is the lead applicant for the Exalt Academy or Rochester Charter School (EAR) and is expected to serve as the founding executive director once the charter application is approved. Mr. Tiede currently serves as director of leadership development for Exalt, where he supports the professional development of administrators network-wide and supports human resources.

From 2010 to 2014, Mr. Tiede was the co-founder and managing director of the KNOVA Learning Reynolds Public School. For two of those years, Mr. Tiede served as principal of KNOVA, a school that opened with 240 students grades K-5 and grew to 420 students grades K-8. Over 70 percent of KNOVA's students qualify for the Federal Free and Reduced Lunch Program.

From 2006 to 2010, Mr. Tiede was the Business Manager of the Arthur Academy Charter Schools, the largest network of charter schools in the Pacific Northwest. In this position, he navigated the organization through a growth phase that took it from 4 schools serving 350 students to 6 schools serving over 1,000 students. He successfully put the network on sound financial footing as well as set up the financial and operational systems to ensure that it remained strong. Additionally, Mr. Tiede played a key role in managing board relations while working with the staff and Executive Director for organizational transparency and unity across six different campuses with six different sponsoring districts, each with their own unique challenges.

From 2003 to 2006, Mr. Tiede served as the Financial Coordinator for the United Teen Equality Center (UTEC), a non-profit focused on working with teenagers at risk of dropping out of school, gang activity, and violence in one of highest crime sections of the Northeast in Lowell, Massachusetts. As the Financial Coordinator, he guided UTEC from a small subsidiary of a management organization into their own financially viable 501(c)3, and set up the systems and processes necessary to be a financially stable, standalone non-profit. His early job responsibilities also included counseling, advocating for, and teaching at-risk teens.

From 2002 to 2003, Mr. Tiede pursued a career in the financial sector working on the floor of the New York Stock Exchange as an Assistant Trader. He is a 2003 graduate of Hunter College in New York. He has presented at the 2010 and 2011 Oregon State Charter School Conferences on Financial Audit Preparations, District/Charter School Relationships, and Sound Charter School Financial Management.

Mr. Tiede is a graduate of Eastridge Senior High School and attended elementary school at Saint Cecilia's in Irondequoit. Once the charter application is approved, Mr. Tiede is excited to relocate his wife Meg and two children back to Rochester from Boston where they are currently living and where Meg is employed with Harvard University.

Benjamin J. Lindquist, Chief Executive Officer, Exalt Education

Benjamin J. Lindquist is CEO of Exalt Education, network of four community public schools serving 1,050 students in Little Rock, Arkansas and East Portland, Oregon. Exalt Education prepares students from under-resourced communities for competitive colleges, advanced careers and a life of leadership and citizenship in their communities. Mr. Lindquist also serves as Executive Director of the Little Rock Preparatory Academy, a public charter school that serves 410 students in grades K-8 in Central Little Rock, one of the most historically significant but educationally undeserved areas in Arkansas.

From 2005 to 2010, Mr. Lindquist was Partner and Vice President of the Charter School Growth Fund (CSGF), a social venture capital firm that he helped to found in the Spring of 2005. CSGF provides growth financing and strategic guidance to high-performing public charter school networks. During his tenure, Mr. Lindquist played a key role in managing many aspects of CSGF's investment activities. In particular, he enabled CSGF to build a robust supply of leading school operators, including attracting over 200 applicants, evaluating 46 candidates for financing, and assembling a portfolio of 25 operators.

From 2002 to 2005, Lindquist served as a program officer in the Charter School Initiative of the Walton Family Foundation. During that time, he was part of a two-person team that provided grants to schools, emerging CMO's, state charter school associations and national research institutes. In a three-year time period, Lindquist administered grant partnerships in over 26 states and visited over 130 schools in the startup and expansion phases of their development. He developed the Charter School Networks Grant Program, an initiative to help equip some of the highest performing charter schools in the nation with the capacity to expand networks of schools.

From 1997 to 2002, Mr. Lindquist was Co-Executive Director of the Chicago Charter School Foundation (CCSF), an operating foundation that oversaw the Chicago International Charter School, one of the largest and highest-performing urban charter school organizations in the nation. During Lindquist's tenure, CCSF pioneered a unique contract-out model to operate a growing public school with campuses in the Bucktown, Roseland, West Englewood and Washington Park communities of Chicago. Over a five-year period, CCSF grew from 3 to 6 campuses and from 2,300 to 3,200 students in grades K-12.

From 1995 to 1997, Mr. Lindquist worked for The Education Industry Group, a publishing and consulting firm that tracked entrepreneurial activity in education, from child care through corporate training and development. As Lead Writer of The Education Industry Report – a trade publication with a subscription base of prominent educators, corporate executives, policy leaders and investors – he authored cover stories on dozens of education trends, including distance education, home schooling, school choice, and contracting for services. He wrote dozens of published articles on education organizations nationwide and profiled many newsworthy educational leaders.

Mr. Lindquist is a 1996 graduate of St. John's University and the College of St. Benedict in Minnesota. In May 2009, he completed the evening MBA program at the Leeds School of Business at the University of Colorado – Boulder where he specialized in entrepreneurship. In April 2009, the team that he led took first prize in the CU New Venture Challenge, a university-wide business plan competition that included startup ventures in biotechnology, electronic media, education and other arenas.

Tina Long, Principal, Exalt Academy of Southwest Little Rock and Co-Founder, Exalt Education

Mrs. Long is a passionate educator and advocate for all children. She was the first person in her family to graduate from college, graduating from Portland State University in 1999 with a Bachelor's of Science degree in Psychology.

In 2005, Mrs. Long was hired to serve as a Teacher's Assistant at the David Douglas Arthur Academy, a high-performing public charter school. After being promoted to Teacher, she was responsible for day-to-day instruction, lesson planning and classroom management. She played a key role in the initial development and launching of the Portland Arthur Academy.

In 2007, Mrs. Long was promoted to School Administrator for the Portland Arthur Academy. The Arthur Academy is the largest network and one of the highest performing charter schools in Oregon, serving over 1,000 children. The following year, she served as an administrator for two Arthur Academy schools with over 20 staff and approximately 300 students.

After attending the National Institute of Direct Instruction in Nebraska, Mrs. Long was certified as a Direct Instruction Trainer in 2008. She focused on training, coaching and evaluating teaching staff.

In February of 2009, Mrs. Long joined the KNOVA Learning Reynolds Public School as Principal and Director of Academic Programs. She was a key member of the startup team, navigating through strategic planning that included curriculum development and research. During the year, Mrs. Long focused on the charter application process and successfully obtained a charter in the Reynolds School District for a Fall 2010 opening.

In the 2010-2011 academic year, Mrs. Long and Mr. Tiede, her co-principal, led KNOVA through an amazing startup year. KNOVA enrolled 260 students with 80 students on the wait list. During the first year of operation, KNOVA's academic performance was phenomenal. In reading, language and mathematics, students at the School achieved 2-to-3 times the achievement growth of students nationally.

In addition to running the School, Mrs. Long took on the role of National Director of Professional Development for Exalt Education. She developed summer training programs and on-going professional development including systems that ensure teacher effectiveness and preparedness.

In May 2014, Mrs. Long became the Founding Principal of the Exalt Academy of Southwest Little Rock (EASW), a new public charter school that Exalt is opening in Southwest Little Rock. Exalt is the first blueprint school in the Exalt network. Under her leadership, the school performed very well in its first year of operation. In preparation for the second year, EASW has expanded its administrative team, added a number of talented teachers, and grown its enrollment by over 50 percent.

Belinda Hilton, Finance Coordinator, Exalt Education

As the Finance Coordinator for Exalt Education, Belinda Hilton is responsible for ensuring that Exalt Education and each of its schools are managing all major aspects of their finances in a proactive, routine, healthy and compliant manner, including multi-year planning, year-to-year budgeting, cash flow management, accounting and record keeping.

Ms. Hilton brings more than 20 years of experience to her role. Prior to joining Exalt, she served as the Director of Finance with the United States Army, Senior Financial Analyst at NASA, and as a Budget Analyst with the United States Air Force where she was responsible for all aspects of leading people,

policy making, planning, programming, budgeting, cost estimating/analysis, accounting and finance and transformation at the base, major command, military department and independent agency levels. This included defending budgets to the Office of the Secretary of Defense, the Office of Management and Budget and Congress.

Prior to entering the military, Ms. Hilton worked in mortgage banking for First Security Bank and Pentagon Federal Credit Union where she specialized in loan generation.

Ms. Hilton earned a Bachelor's Degree in Finance and Economics at Eastern New Mexico University and an MBA in Business Administration at Webster University. Ms. Hilton has a son who is a second year student at the University of Arkansas – Fayetteville. She is an avid hiker loves being out in nature. She has lived in Germany, Guam, Italy, Massachusetts, Oklahoma, Texas, Utah and Washington DC.

Freddie Scott, Director of Regional Development

Freddie Scott's varied career includes over 30 years of team building and professional services marketing focused on education, health, technology and entrepreneurship consulting. From 1974 through 1983, Mr. Scott was a wide receiver in the National Football League (NFL) where he played for the Baltimore Colts and the Detroit Lions. He ended his professional football career in 1984 with the United States Football League's (USFL) Los Angeles Express under quarterback Steve Young. While playing football, Mr. Scott learned the importance of teamwork, dedication and persistence as the keys to success.

Immediately following his retirement from the sports world, Mr. Scott stepped into the classroom to serve as a middle and high school science teacher for Miami-Dade County Public Schools, the nation's fourth largest school district. After several years of teaching, Mr. Scott held roles with numerous professional services firms operating in the education, technology and import/export industries and served as an instructor in a School of Entrepreneurship and Business.

Throughout the years, Mr. Scott has served the community in a myriad of ways. His experience includes: acting as a spokesperson for Man Up! For Better Health a partnership between Blue Cross Blue Shield of Michigan, 100 Black Men of Greater Detroit, and the American Cancer Society; serving as a spokesperson, Vice Chairman and board member for the Michigan Association of Public School Academies (MAPSA); and serving as former Vice President, Treasurer, and board member for Bradford Academy, a charter school located in Southfield, Michigan. He has been an active board member for numerous boards, including the boards of Generation 2 Generation, Inform Yourself, Inc., Achieve 121, PJT International and Little Rock Preparatory Academy, and was involved with the Black Alliance for Educational Options (BAEO), NFLPA Retired Players Detroit Chapter and the NFL Alumni.

Today, in addition to his work with Exalt, Mr. Scott continues to participate in numerous public speaking engagements for various churches, community groups and civic organizations and he delivers board training at national educational conferences.

Mr. Scott graduated Cum Laude with a Bachelor of Arts degree from Amherst College in Massachusetts. He majored in Black Studies and minored in Pre-Medicine. He continued his pursuit of medicine by completing one year of work towards a Doctor of Medicine degree (MD) at the University of Cincinnati College of Medicine with complementary coursework at Johns Hopkins School of Medicine and the University of Michigan School of Medicine. In 1995, he graduated from the Word of Faith International Christian Center School of Ministry.

Sylvia Wynn, Executive Assistant to CEO, Exalt Education

As an Executive Assistant, Sylvia Wynn works closely with Exalt Education's CEO, Benjamin Lindquist, on all aspects of Exalt's activities as well as on the development of the organization's presence locally and nationally. She manages Exalt's office, oversees events, and ensures smooth communication across the team.

Prior to joining Exalt Education, Ms. Wynn served as Patient Food Services Manager at University of Arkansas for Medical Sciences (UAMS), one of the region's major academic health centers. During her tenure, she was responsible for recruiting, training and evaluating more than 40 patient food personnel. Ms. Wynn has also held several administrative roles with the Baptist Health Medical Center, Arkansas' most comprehensive healthcare system. She earned an Associate's Degree from Parks College in Albuquerque, New Mexico.

P. Christian Yarberry, Director of Performance Evaluation, Exalt Education

P. Christian Yarberry is the Director of Performance Evaluation with Exalt Education, a public school network with four campuses serving 950 students in Little Rock, Arkansas and Portland, Oregon. Exalt Education prepares students from under-resourced communities for competitive colleges, advanced careers and a life of leadership and citizenship in their communities.

In 2014, Mr. Yarberry served as the Business/IS/Project Manager with Arkansas Children's Hospital. He ensured that the goals and objectives of patient care were aligned with strategic business and financial objectives through the management of the administrative, fiscal, and human resource activities in the Department of Perioperative Services. Another crucial aspect of his role was evaluating how effectively surgeons were utilizing their time in the operating room.

From 2012-2013, Mr. Yarberry served as the Manager of Business & Research Operations with Baylor College of Medicine at Texas Children's Hospital. During his tenure, Mr. Yarberry managed the administrative and operational activities including finance, grants & contracts, bench (lab) research, clinical research, education, and personnel for Pediatric Critical Care Medicine

From 2011 to 2012, Mr. Yarberry served as the Interim Executive Director for the Arkansas Tobacco Settlement Commission. During that time, he supervised Commission operations, worked with the external program evaluator on quarterly and biennial reporting, developed accountability and reporting mechanisms for the funded programs, monitoring fiscal stewardship of tobacco settlement funded programs and built and maintained relationships with the Governor, General Assembly, Commissioners, funded program leads, state public health and education officials and all others interested in the tobacco settlement.

From 2009-2012, Mr. Yarberry served as the Grants Coordinator for the Arkansas Tobacco Settlement Commission. He managed the Child Wellness Intervention Project (CWIP) grant addressing childhood obesity in Arkansas public and charter schools by building relationships with schools, districts and educational organizations such as the Department of Education's Office of Coordinated School Health, the Arkansas Center for Health Improvement and Arkansas Children's Hospital were vital to his position.

In 2009, as an AmeriCorps Member and Project Coordinator for the Winthrop Rockefeller Institute and the Arkansas Coalition for Obesity Prevention, Mr. Yarberry was able to incorporate service into his



daily life and make a difference in the lives of Arkansans all over the state. He worked with community members, leaders and stakeholders in preventing and reducing obesity through program implementation, public policy change, community leadership empowerment and community involvement.

In August 2009, Mr. Yarberry graduated Magna Cum Laude with a Bachelor's of Science in Health Education from the University of Central Arkansas in Conway. In May 2011, he earned his Master's of Business Administration (MBA) from Harding University in Searcy, Arkansas. He is currently working on his Master of Science in Health Science at the University of Central Arkansas.

Tiersha Freeman, Performance Management Coordinator, Exalt Education

Tiersha Freeman joined Exalt Education in August 2015 as performance management coordinator. Prior to joining Exalt, Ms. Freeman spent 11 years teaching in the Helena-West Helena School District. During her tenure at the District, Ms. Freeman analyzed data from the Arkansas Benchmark assessments, developed lesson plans for literacy and mathematics that align with the Common Core Standards, handled student records, and implemented the Renaissance programs Accelerated Math and Reading. She also participated on the textbook adoption and curriculum development committees.

Ms. Freeman serves as secretary and treasurer of the Helena-West Helena Education Association, served as recording secretary for the Marianna Area Alumnae Chapter of the Delta Sigma Theta Sorority, and served as assistant financial secretary of the Spring Lake Baptist Church. She earned her Bachelor's degree in business administration with an emphasis in marketing from Mississippi State University in 2000.

MANAGEMENT SERVICES AGREEMENT

BY AND BETWEEN

EXALT EDUCATION AND THE ACADEMY

This Management Services Agreement (the “Agreement”) is made and entered into as of _____, (the “Effective Date”), by and between Exalt Education, Inc., an Arkansas not-for-profit corporation (“Exalt”), and Exalt Academy of Rochester, a New York nonprofit corporation that operates a charter school in Rochester, New York. Hereinafter, Exalt Academy of Rochester will be referred to as the “Academy” and the Academy together with Exalt each a “Party” and collectively the “Parties”.

WHEREAS, the Academy is a public charter school in Rochester, New York;

WHEREAS, Exalt is a national charter school network;

WHEREAS, the Academy is part of the Exalt network of charter schools;

WHEREAS, Exalt and the Academy are closely affiliated and aligned organizations with a single mission, vision and goal of preparing students from underserved homes for competitive colleges, advanced careers and a life of citizenry and leadership in their communities;

WHEREAS, Exalt and the Academy share the commitment to achieve the urgent and central priority of expanding to provide a high-quality education to as many students from underserved homes as possible;

WHEREAS, Exalt and the Academy share the commitment to build a charter school network that supports the continuous growth, development and improvement of all members, including students, teachers, support staff, board members and other employees and clients;

WHEREAS, Exalt and the Academy share the commitment to establish governance, leadership, management and operational practices and systems that enable and support the provision of an excellent public education to underserved students for many generations;

WHEREAS, Exalt and the Academy intend that these practices and systems outlast the tenure of any one board member, manager, Academy leader or other individual;

WHEREAS, Exalt and the Academy share a firm commitment to upholding the separation between governance and management, which must be clearly defined, understood and adhered to by board members, members of the Management Team, and Exalt in order for the parties to succeed in fulfilling their challenging mission;

WHEREAS, Exalt and the Academy believe in taking a problem-solving approach—which is proactive, constructive and action-oriented—to confronting and overcoming challenges to the students, families, teachers and other stakeholders that they must lead and serve;

WHEREAS, Exalt and the Academy believe that by working together they can accomplish their mission, vision, goals and shared commitments better than either organization could alone;

WHEREAS, it is the Parties' intention to create a relationship based on trust, common educational objectives, and clear accountability;

WHEREAS, Exalt and the Academy share the commitment to operate in a disciplined manner that seeks to balance growth with quality by executing against a strategic business plan;

WHEREAS, Exalt and the Academy share the commitment to operate Static-State Schools on public operating revenues without the ongoing need for philanthropic subsidization;

WHEREAS, the Parties desire to enter into a written agreement to set forth the terms and conditions of their agreement;

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions and agreements hereinafter expressed, the Parties agree as follows:

1. DEFINITIONS

“Academy” means the Academy or the academic institution authorized by the Charter Contract.

“Academic Design” means the School design based on the Exalt Curriculum that is or will become part of the Charter.

“Annual Audit” means an annual audit of the Academy conducted by an independent certified public accountant in compliance with applicable State and federal laws and regulations.

“Annual Budget” means the annual budget for the Academy.

“Annual Report Template” means a tool for Academy leadership to evaluate Student achievement in School performance during the past year.

“Authorizer” means the XXXXXXXX.

“Board” means the board of trustees of the Academy.

“Charter Contract” means the contract between the Board and the Authorizer, which authorizes the Board to organize and operate the School, the terms of which are hereby incorporated into this Agreement.

“Confidential Information” means (i) any business or technical information of a Party that is not generally known or publicly available; (ii) any information that a Party treats or maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally; (iii) any information disclosed to or known by a Party that is not generally known or publicly available and that in any way relates to either Party's products; services; techniques or know-how; trade secrets, ideas, processes, computer programs, documents, materials, business information, marketing materials (including costs, pricing, and customer lists); and (iv) all information received in confidence from third parties by a Party. Notwithstanding any other provision of this Agreement to the contrary, Confidential Information will not include any information that is required to be disclosed by a final order from a court or governmental agency (provided that the Party making such disclosure provides prior notice to the other Party if allowed by the court or agency).

“Employee Handbook” means a document created by Exalt setting forth guidance as to how the Academy should comply in matters relating to Academy personnel, including but not limited to personnel rights and responsibilities.

“Exalt Management Team” means the Director of Academic Programs and the Director of Business Affairs, both of whom will be employed by Exalt and will constitute the principal leaders

of the Academy. The titles and responsibilities of the two principal leaders may vary from those identified above at Exalt’s discretion. Exalt may also elect, but will not be obligated, to employ more than two employees. Exalt may enter into an outsourced arrangement that provides the Academy with comparable services to that of a principal leader of the academy serving in the academic leadership or business leadership capacity.

“Facility” means a building or other structure, of sufficient size to house the Minimum Enrollment Level, suitable for use by the Academy and meeting all applicable building codes, zoning ordinances and laws, environmental laws and regulations, and all other laws and regulations applicable to the operation of a Academy.

“Facility Contract” means the lease or other contract for the use or ownership of a Facility.

“Material Adverse Change” means (i) a reduction of more than 5 percent in the available combined federal and State funding for the Academy on a per pupil basis in comparison to the funding that is available for the fiscal year in which the effective date falls; (ii) a reduction of more than 5 percent in the available combined federal and State funding for the Academy on a per pupil basis in comparison to the funding that is available during any subsequent fiscal year; (iii) the enactment, repeal, promulgation or withdrawal of any federal, State, or local law, regulation, or court or administrative decision or order finding that this Agreement or the operation of the Academy in conformity with this Agreement or the Board's Charter Contract with the Authorizer violates the Academy's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or any contract or agreement; (iv) a failure to achieve Minimum Enrollment Levels set forth herein; (v) the Board is unable to locate, secure use of the Academy located at XXXXXXXX or provide an alternative facility suitable for the Academy in a timely manner; (vi) the Authorizer revokes or fails to execute the Charter Contract; (vii) the city or the State revokes the Charter Contract pursuant to State statute; (viii) the landlord for any reason terminates the Facility Contract or the Academy's or Exalt’s right to use the Facility; or (ix) the use of the Facility becomes impractical by reason of fire, flood or other act of God for any period of time which would reasonably interfere with the education of the students.

“Management Team” means the Exalt Management Team, as defined herein, plus any Academy employees assigned by the Exalt Management Team to the Management Team.

“Minimum Enrollment Level” is the level set forth in Section 6.4. The Minimum Enrollment Level will be calculated based on the actual student enrollment of the Academy on the first day of academic classes during each year of the contract.

“Operating Budget” means the Annual Budget including all estimated income and expense items that will be used to manage the Academy’s financial position throughout the course of the school year. The Operating Budget will be approved by the Board and Exalt on an annual basis.

“Performance Dashboard” is a tool utilized to proactively manage Student achievement in school performance.

“Public Operating Revenues” means all revenues received by the Academy from federal, State, county or local allocations and grants.

“Static-State Schools” means schools that are no longer expanding in grade levels or students served but are operating at full enrollment.

“Service Fee” means the fee set forth in Section 8.4.

“State” means New York.

“Student” or “student” means a person who is enrolled in the Academy.

“Target Area” means the City of XXXXXXXX, where the Academy is located.

2. REPRESENTATIONS AND WARRANTIES

2.1 Representations and Warranties of Exalt

Exalt represents and warrants as follows:

2.1.1. Organization. Exalt is a non-stock, not for profit corporation duly organized under the laws of the State of Arkansas, with the purpose and legal ability to contract to provide educational management services.

2.1.2. Authority. Exalt has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of Exalt, enforceable against Exalt in accordance with its terms.

2.1.3. Full Disclosure. No representation or warranty of Exalt herein and no statement, information or certificate furnished or to be furnished by Exalt pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

2.2 Representations and Warranties of the Academy

The Academy represents and warrants as follows:

2.2.1 Organization. The Academy and the Board have and at all times during the Term of this Agreement will have the legal ability under all applicable State and federal laws to contract to operate a charter school and to contract for educational management services.

2.2.2 Authority. The Academy and the Board have all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby and thereby. This Agreement constitutes a valid and binding obligation of the Academy, enforceable against the Academy in accordance with its respective terms.

2.2.3 Network of Schools. The Academy and the Board understand and acknowledge that the Academy will be part of a network of Exalt schools. The Academy will ensure that its policies, procedures, uniforms, signs, curriculum, materials and other information conform to the Exalt norms in order to maintain consistency and standardization amongst the Exalt schools.

2.2.4 Litigation. There is no suit, claim, action or proceeding now pending or threatened before any court, grand jury, administrative or regulatory body, Government agency, arbitration or mediation panel or similar body to which the Academy or the Board is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the Academy. No such judgment, order, decree or award has been entered against

the Academy or the Board nor has any liability been incurred which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or threatened before any court, grand jury, administrative or regulatory body, Government agency, arbitration or mediation panel or similar body involving the Academy or the Board which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.

2.2.5 Full Disclosure. No representation or warranty of the Academy or the Board herein and no statement, information or certificate furnished or to be furnished by the Academy or the Board pursuant hereto or in connection with the agreement contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

2.2.6 Reputation of Officers, Trustees and Employees. No member of the Board or officer or employee of the Academy has committed, or during the term of this Agreement will commit, an act constituting a criminal offense, an act that could negatively impact the reputation of the Academy, or any other act involving dishonesty, disloyalty, fraud or breach of trust.

2.2.7 Conduct of the Board of Trustees. The Board has complied, and at all times during the Term will comply, with all local, State and federal laws and regulations that are applicable to the Board, which include, but are not limited to the internal revenue code, the non-profit corporation law of New York, and any open records and meetings laws of New York. The Board has maintained and will maintain adequate records of the activities and decisions of the Board to ensure and document compliance with all such laws and regulations. The Board agrees to provide Exalt with copies of all such records and to allow Exalt to, at Exalt's discretion, assist with the preparation and retention of such records.

3. DELEGATION OF AUTHORITY TO EXALT

The Academy hereby authorizes Exalt to undertake certain functions in regards to management, operation, and administration of the Academy to the extent such services are specifically stated in this Agreement or any valid amendment to this Agreement. The Academy hereby grants Exalt, subject to applicable law and to other terms and conditions stated herein, the following power and authority:

3.1 Leadership Development

To provide Academy employees with initial orientation and training, ongoing professional development, and structured access to a national network of colleagues and technical supports.

3.2 Marketing

To provide support with marketing and media relations. Exalt will also have the authority to provide the Academy with assistance in developing the brand identity for the Academy and other schools within the central network-wide brand hierarchy.

3.3 Effective Teachers

To hire, evaluate and terminate teachers and other Academy employees. Exalt will also have the authority to provide the Academy with tools to evaluate teacher performance.

3.4 Startup

To assist with facility identification, acquisition, development and financing. Exalt will also have the authority to hire school leaders and teachers, and it will have the authority to provide additional staffing capacity for managing the startup.

3.5 Academic Design

To assist the Management Team in tailoring the Academic Design to meet the unique needs of students and regions. Exalt will have the authority to revise and improve the Academic Design continuously in close coordination with the Management Team, with the Academy, and with all other Exalt schools in the region. Exalt has the right to provide, and the Academy has an obligation to implement, explicit tools and systems for supporting the implementation of the Academic Design. Exalt has the right to enforce the implementation of the Academic Design to the extent it deems necessary to maximize student learning and school performance.

3.6 Finance

To assist the Management Team in updating and maintaining the 5-Year Strategic Business Plan. Exalt will have the authority to develop the Annual Budget and manage the Academy's financial position. Exalt will work with the Board to enable effective financial oversight. In order to facilitate effective financial oversight, Exalt will hold monthly discussions with the Board Finance Committee Chair on the Academy's financial position and will present all major line item changes to the Annual Budget to the Board for approval. Exalt will also have the right to provide the Academy with startup and growth financing assistance as necessary, including grant and loan financing.

3.7 Performance Management

To assist the Management Team and the Board in evaluating, interpreting and making strategic decisions related to organizational progress against desired objectives, including student learning and achievement, average daily attendance, development of attributes related to leadership and citizenry, and other measures of school performance;

3.8 Strategy

To provide local and national fundraising assistance, structured financing, and business planning support as necessary to support and fulfill objectives of a 5-Year Strategic Business Plan.

3.9 Miscellaneous

3.9.1 Regulatory Relations/Compliance. To provide staffing capacity, technical support and organizational knowledge necessary to negotiate the Charter Agreement, manage Authorizer and State relations, access federal grant programs and comply with applicable federal and State laws;

3.9.2 Branding. To provide membership in a national public school network that is developing one brand identity for the purpose of attracting greater visibility, talent, publicity and resources. The Academy will adopt and/or conform with this brand identity to benefit from membership in the network.

3.9.3 Authority to Subcontract. The Academy will not subcontract the management, oversight or operation of the academic instructional program, except as specifically provided in this Agreement, or as otherwise agreed upon in writing by

Exalt. The Academy may subcontract all other functions, except as otherwise provided for in this Agreement. Exalt has the express authority to approve or deny any such proposed subcontract. All subcontracts will be in writing, will be subject to the provisions of and be consistent with this Agreement. No subcontract permitted hereunder will relieve or discharge the Academy from any obligation or liability under this Agreement.

3.9.4 Professional Development Services. To provide ongoing coaching, consultative input, and technical support to the members of the Board, Academy employees, and Management Team, including, but not limited to, assisting with Board recruitment, governance, succession and development.

3.9.5 Risk Management. To provide risk management services related to such sensitive areas of Academy operations as crisis management, leadership turnover and succession, staffing and human resources, regulatory compliance, and litigation.

3.9.6 Other Support. To provide other systems and supports as necessary to ensure the success of the charter network as a whole and each academy within it.

4. DUTIES AND OBLIGATION OF EXALT

4.1 Leadership

Exalt will directly employ two (2) principal leaders of the Academy, the Director of Academic Programs and the Director of Business Affairs, defined herein as the “Exalt Management Team.” The Board will not interfere with or prevent but will support and encourage the Exalt Management Team in carrying out Exalt’s rights and obligations under this Agreement.

4.2 Marketing

Exalt will provide the Academy with a name, logo, mission, values and school signage, and the Board will support the same.

4.3 Effective Teachers

Exalt will provide Academy teachers with explicit guidance on what to teach, how to teach it, and how to use time effectively throughout the school day, and the Board will support the same. To carry out its obligation under this subsection, Exalt will do the following:

4.3.1 Prior to the commencement of each school year, Exalt will provide the Academy with an Employee Handbook and a Lesson Planning & Delivery Manual, which will be updated from time to time.

4.3.2 Exalt will host and facilitate summer training for all teachers in one central location. In no event, however, will Exalt be obligated to reimburse teachers for expenses incurred in traveling to and from or attending summer training.

4.3.3 Exalt will support ongoing professional development, which will be delivered by the Exalt Management Team and other contractors of Exalt’s choosing.

4.4 Startup

Exalt will provide the Academy with a School Startup Project Management Tool, which will include a timeline and sequence of all deliverables for starting a new school. Exalt will also

provide the Academy with templates for the Charter Application and Charter Contract, which can be adapted to suit the Academy's needs.

4.5 Academic Design

Prior to the commencement of each school year, Exalt will provide the Academy with a copy of the Academic Design, which is a documented framework that will be implemented by the Academy and all schools in the Exalt network of charter schools. Through its Academic Design, Exalt will provide educational programs that meet federal, State, and local requirements unless such requirements have been waived.

To assist the Academy in carrying out its obligation to implement the Academic Design, Exalt will employ a Director of Academic Programs. The Director of Academic Programs will be a member of the Exalt Management Team.

4.6 Finance

By _____, Exalt will assist the Academy with the development of a 5-Year Strategic Business Plan. Exalt will assist with the updating and revision of the 5-Year Strategic Business Plan every three (3) years for the duration of the Term or more frequently as determined at Exalt's discretion.

Exalt will employ a Director of Business Affairs to provide the Academy with financial consultation and expertise. The Director of Business Affairs will be a member of the Exalt Management Team.

4.7 Performance Management

Prior to commencement of the school year, Exalt will provide the Academy and the Board with a Quarterly Performance Dashboard and an Annual Report Template, which will be presented to the Board.

4.8 Accounting, Bookkeeping, Procurement and other Financial Functions

The Exalt Management Team will perform or contract for the completion of all bookkeeping functions, including the payment of all invoices, reconciling bank statements, debit and credit entries, procurement, and purchasing. Exalt will provide oversight and guidance in the implementation, training, and review of all such functions to be performed at the Academy site, including purchase orders and invoice approval. Exalt will have no responsibility or liability to pay any invoice on behalf of the Academy.

4.9 Strategy

The Board and Exalt will assist the Management Team with the development of a 5-Year Strategic Business Plan, which will include yearly milestones for growth and performance and an annual process of tracking progress against milestones.

4.10 Support of Board's Governance

Exalt will make a good faith effort to enable Board governance of the Academy.

5. DUTIES AND OBLIGATIONS OF THE ACADEMY AND ITS BOARD

5.1 Implementation of Curriculum Requirements

The Academy will adopt the Academic Design and carry it out in a manner that is consistent with applicable law, including requirements regarding content and subjects of instruction, with the full support of the Board.

5.2 Development of Strategic Plan

The Board and Exalt will assist the Management Team with the development of a 5-year Strategic Business Plan, as described in Sections 4.6 and 4.9.

5.3 Implementation of Strategic Plan

The Academy, with the Board's support and involvement, will raise the necessary resources to implement the 5-Year Strategic Business Plan.

5.4 Evaluation

The Academy will implement a pupil performance evaluation system which meets the requirements set forth by the Authorizer and is consistent with the evaluation methods and systems provided by Exalt.

5.5 Provision of Suitable Academy Facilities

5.5.1 The Board will use its best efforts to provide the Academy with a suitable Facility located in the Target Area. Exalt, if requested by the Board, has the authority to assist the Board in the identification of a Facility. The Board will not pursue or enter into negotiations on a lease or purchase of a Facility without notifying and engaging the Exalt Management Team and Exalt. Exalt will not pursue or enter into negotiations on a lease or purchase of a facility for the Academy, or facility improvements to the Academy without notifying and engaging the Board. The Exalt Management Team will have a direct landlord contact for emergencies and project execution. Exalt and the Board will work together to provide Facilities needed to expand the Academy in the future.

5.5.2 In the event the Academy leases the Facility, the Academy's lease with the landlord will provide that the landlord will maintain the site in accordance with all applicable federal, State, and local laws, codes, rules and regulations, except to the extent they have been waived by proper authorities. The lease will also require the landlord to procure and maintain insurance, or otherwise hold harmless Exalt, the Board and the Authorizer for damage or loss to the property leased from the landlord. The Academy will seek to provide in its lease that the landlord will secure from the insurers waivers of subrogation as against the Board, the Academy, the Authorizer, Exalt and its facilities managers, their respective officers, employees, and agents, for the full amount of the policy and any deductibles.

5.5.3 The Academy will procure and maintain insurance, or otherwise hold Exalt harmless for damage or loss to the property, whether such property is leased or owned by the Academy. Exalt will not be liable under any lease or other document pertaining to a Facility.

5.6 Equipment

The Board will be responsible for ensuring that the Exalt Management Team procures all necessary furniture, equipment or technology for the Academy. Exalt has the authority to provide desks and other furniture, equipment, library and media materials, and other similar materials and furnishings integral to the operation of the Academy and such improvements as are reasonably necessary for the implementation of the Academy Design and as are within the Annual Budget.

5.7 Annual Audit

The Board, acting with the knowledge and support of the Exalt Management Team, will conduct an Annual Audit in compliance with state law and regulations showing the manner in which funds are spent at the Academy. The Annual Audit will be performed by a certified public accountant selected by the Board. The Board will consult with Exalt prior to selecting the certified public accountant who will conduct the Annual Audit. To the extent such information is in possession or under the control of Exalt, Exalt will make available to the independent auditor and to the board treasurer, upon request, all financial and other records related to the Academy necessary for completion of audits required by law or by the Charter.

5.8 Accounting, Bookkeeping, Procurement, and other Financial Functions

The Academy will employ the financial systems recommended by Exalt, which may be a web based system.

5.9 Payroll, Employee Salaries and Benefits

The Academy and the Board will be responsible and accountable for the payment of the salaries, fringe benefits, and State and federal payroll taxes for all employees of and contractors to the Academy. All such payments will be made on a timely basis, in advance, in accordance with all State and federal laws and regulations, including all tax requirements. The Academy may use a third party payroll service and system, which may be provided via web access. As provided for in the Agreement, Exalt has the authority to provide training and guidance in the implementation of all such functions to be performed at the Academy site, including the processing of new employees and payroll.

The Academy is not responsible and accountable for payment of salaries, fringe benefits, and State and federal payroll taxes for members of the Exalt Management Team. The Academy will, however, be responsible for all office-related expenses incurred by members of the Exalt Management Team.

5.10 Accountability to Stakeholders

The Board will ensure that the needs and concerns of primary stakeholders, including students, their families, Academy teachers and staff, funders and contributors, and the community, are heard and considered.

5.11 Adoption and Implementation of Policies

The Board will ensure that appropriate policies are approved and followed in the management and governance of the Academy, including but, but not limited to, human resources practices, student discipline practices, health and safety requirements, managerial conduct, and other areas.

6. OPERATION OF THE ACADEMY

6.1 Special Education

The Board, the Academy and Exalt recognize their obligation to provide an appropriate education to all students enrolled in the Academy, regardless of special need, in accordance with all applicable law including the requirements of the Individuals with Disabilities Education Act and section 504 of the Rehabilitation Act of 1973. Exalt may, on behalf of the Academy, subcontract as necessary and appropriate to a municipal, public or private contractor or otherwise for the provision of special education services, subject to approval by the Board, which will not be unreasonably withheld.

6.2 Recruitment and Admission

Exalt, the Academy and the Board jointly will be responsible for the recruitment of Students. Application by or for Students will be voluntary and will be in writing. Admission will be open to all individuals who reside within the State on a space-available basis without regard to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, academic achievement, or any other basis that would be illegal if used by a public school district. The Board and the Academy will seek a diverse student body that reflects the racial, ethnic, academic, and economic diversity of the city of Rochester. If there are more applications for enrollment in the Academy than there are spaces available, students will be selected to attend using a random selection process. However, as permitted by law, preference for enrollment will be given to siblings of students enrolled in the Academy and to students who were enrolled in the Academy in the previous year.

6.3 Annual Budget

On or before July 1st of each year of the Initial Term or any Renewal Term, Exalt and the Board will mutually agree to an Annual Budget, which will be prepared by the Exalt Management Team with support as requested of the Board. The Annual Budget for the Academy will provide for payment of all operating expenses related to the operation of the Academy, including, but not limited to, Exalt's Service Fee, all principal and staff compensation which will include the salaries and benefit costs, debt payments owing and owed to Exalt by the Academy, marketing and publishing costs, supplies, maintenance, staff development, curriculum materials, assessment materials and consulting fees, other third party consulting expenses, transportation and travel, public relations, printing, duplicating, postage, accountability plan costs, legal fees and accounting fees.

6.4 Minimum Enrollment Level

The Academy will first open on or about August 15th of each year, provided the Minimum Enrollment Level is met. Should the Academy fail to achieve the Minimum Enrollment Level prior to the opening date, Exalt may terminate this Agreement as set forth in Section 12.

The Minimum Enrollment Level for each year of this Agreement will be:

Year 1 - July 1, 2016 to June 30, 2017	_____
Year 2 - July 1, 2017 to June 30, 2018	_____
Year 3 - July 1, 2018 to June 30, 2019	_____
Year 4 - July 1, 2020 to June 30, 2021	_____
Year 5 - July 1, 2021 to June 30, 2022	_____

6.5 Disabled Students and Those with Other Special Needs

Subject to the provisions of Section 6.1, the Academy will be open to individuals with handicapping conditions and other special needs as required by law.

6.6 School Year

The normal school year will consist of a minimum of _____ days of regular instruction for Students. Exalt may extend the school year, subject to approval of the Board and available funds. The school day will be a minimum of nine (9) hours per day for students in Grades 1 through 12. A minimum of six and a half (6.5) hours per day will be focused on the delivery of academic instruction in subject areas determined by Exalt. The daily schedule for pre-K and Kindergarten will be set by Exalt.

6.7 Due Process

The Academy will provide students due process hearings in conformity with the requirements of State and federal law regarding discipline, special education, confidentiality and access to records.

6.8 Board of Trustees Meetings

The Board will provide at least 48 hours written notice by fax or by electronic mail to Exalt of all meetings of the Board and will provide Exalt with the proposed agenda of such meeting. The Board will provide Exalt with copies of the minutes of all meetings of the Board and any subdivision(s) thereof. In addition, Exalt will have the right to designate an individual to attend each meeting of the Board (the "Observer"). The Board will allow the Observer to attend all Board functions and all meetings of the Board or any subdivision thereof, including an executive session. Notwithstanding the foregoing, the Board may exclude the Observer from any meeting that is held to discuss or take action on the provisions of this Agreement, provided that the Board notifies Exalt that such a meeting is being held and provides Exalt with a copy of the minutes of such meeting. Consistent with effective governance practice, the Board will not deliberate over or be a primary agent in hiring, training, evaluating, developing, negotiating employment terms, or terminating the Academy employees and contractors who report to the Exalt Management Team or Exalt.

6.9 Family Educational Rights and Privacy Act

The Board hereby designates employees of Exalt as agents of the Board and the Academy having a legitimate educational interest such that they are entitled access to education records under 20 U.S.C § 1232g, the Family Educational Rights and Privacy Act ("FERPA"). Exalt, its officers and employees will comply with FERPA at all times.

6.10 State and Federal Waivers

The Academy will timely apply for and support the waiver of any federal or State rules or regulations that interfere with the Academic Design.

7. PERFORMANCE EVALUATION

It is paramount to the success of the Parties that the Academy perform well against the objectives set forth in its Charter Contract with the authorizer, the _____ . The performance goals, which are an excerpt from the charter application that was submitted to the Authorizer, are incorporated herein as an indication of the importance of performing against these measures. If the Academy fails to perform against these measures over a period of three successive years, such failure constitutes a breach of this Agreement and grounds for reevaluation of the partnership between Exalt and the Academy. Exalt will participate in all negotiations between the Academy and the New York State Board of Education. Whenever the charter contract is updated, the updated version will replace the former version as an addendum to this Agreement.

8. FINANCIAL ARRANGEMENTS

8.1 Funding Eligibility

The Board will comply with the requirements of the State of New York for the purpose of receiving or maintaining its eligibility to receive from the State the per pupil allowance (PPA) which the Academy is entitled to receive for each student enrolled and in attendance in the Academy as provided for in the applicable School Aid Act. Exalt will have the authority to assist the Board in the preparation or review of State Aid Act applications and reports. Upon request, the Board will permit Exalt to review any such applications and reports prior to their submission. The Academy will apply for all State Aid funds or other monies which it receives from the Authorizer on behalf of the Academy. The Board will be and remain the fiscal agent for the Academy as required by law.

8.2 Donations and Grants

Both the Board and Exalt may solicit and receive from sources within the State grants and donations consistent with the mission of the Academy and the priorities identified by the Management Team. The Board, however, must obtain written approval from Exalt prior to applying for any grants, donations and/or other monies from sources outside of the State.

8.3 Extracurricular Fees

Consistent with local practice and as allowed by law, the Academy may charge fees to students for extra services including, but not limited to, summer activities, extracurricular clubs and after-school athletics. Such fees, however, must be assessed in a way that is consistent with the Academy's mission and must be amenable to both Parties.

8.4 Service Fee

8.4.1 In return for the services performed under this Agreement, Exalt will receive a Service Fee that is equal to 15% of the Academy's Public Operating Revenues from all sources beginning with the XXXXX academic year. The Board may offer to pay Exalt additional funds beyond the required 15% fee as an incentive for performance or for other purposes, but Exalt considers the requested fee the minimum necessary to carry out the scope of services set forth in this Agreement.

8.4.2 This Service Fee will be paid in equal monthly installments based on the Academy's Board-approved Operating Budget.

8.4.3 Installments will be paid within seven (7) calendar days after the end of each calendar month. Payment of installments may be delayed beyond such 7-day period only if approved in writing by the CEO of Exalt.

8.4.4 This Service Fee may be negotiated from time-to-time as the Academy, local region and national network expand and are restructured.

8.5 Expenses

In addition to the Service Fee, the Board will pay expenses to Exalt in accordance with the terms of this paragraph. Exalt will be responsible and accountable for the first \$10,000 in travel-related expenses incurred each calendar year in carrying out actions within the scope of its obligations set forth in this Agreement. Once the \$10,000 threshold has been met, the Board will reimburse Exalt for all other travel-related expenses incurred which are approved by the Board. Exalt will not be responsible for travel-related expenses necessary for members of the Exalt Management Team who reside in New York or employees of the Academy to attend events and other activities sponsored by Exalt and other organizations.

These expenses include but are not limited to travel-related expenses, including flights, lodging, rental car and meals. The \$10,000 threshold will increase each year of the Term in an amount equal to the cost of inflation.

The Academy will be responsible for paying all expenses that are incurred by employees of Exalt when Exalt is carrying out meetings or other activities requested by the Board that fall outside the scope of obligations set forth in this Agreement.

Such expenses will be paid within 15 calendar days from the date they are submitted for payment.

8.6 No Loans or Advances from Exalt

Exalt will have no obligation to advance or loan any funds to the Board or to the Academy. Any amounts expended by Exalt on behalf of the Academy, including any amounts expended prior to approval of the Charter Contract, may be evidenced by a written loan agreement between the Parties, upon request of Exalt.

9. PROPRIETARY INFORMATION AND CONFIDENTIAL INFORMATION

9.1 Proprietary Information

Exalt will own all Proprietary Information, which will be defined as all trademarks, patents, and copyright and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed by Exalt, its employees, agents or subcontractors, or by any individual working for or supervised by Exalt. Exalt will have the sole and exclusive right to license such materials for use by other school districts or customers or to modify and/or sell such material to other School districts and customers. During the term of this Agreement, Exalt may disclose such Proprietary Information including that which is currently in existence as well as that which may be created in the future. The Academy will treat all such Proprietary Information as though it were a trade secret and copyrighted, and will use such efforts as may be reasonably requested by Exalt so as not to disclose, publish, copy, transmit, modify, alter or utilize such Proprietary Information during the term of this Agreement or at any time after its expiration other than to the extent necessary for implementation of this Agreement. The Academy will use such efforts as may be reasonably requested by Exalt to assure that no Academy

personnel or agent disclose, publish, copy, transmit, modify, alter or utilize Exalt's Proprietary Information without Exalt's prior written consent.

9.2 Use of Mark, Name, Website and Other Identifiers

The Academy and the Board will use the Exalt mark. Upon termination of this Agreement for any reason, the Board and the Academy will cease to use the mark for any purpose. The Board and the Academy will use the Exalt website and e-mail address, the use of which will also cease immediately upon termination of this Agreement. Any website designed, set up, or otherwise created by or on behalf of the Academy and the contents thereof will at all times be the property of Exalt.

9.3 Treatment of Confidential Information

The Parties agree to the following provisions:

9.3.1 Confidential Information. The Board acknowledges that prior to the Term of this Agreement, Exalt may have disclosed, and during the Term of this Agreement Exalt may disclose, Confidential Information to the Board. The Academy and the Board agrees that it will not at any time or in any manner, directly or indirectly, use or disclose any trade secrets or other Confidential Information to anyone, and that the Academy and the Board will not use Confidential Information for any purpose other than those provided for herein.

9.3.2 Protection of Confidential Information. The Academy and the Board will preserve and take all reasonable precautions to prevent the disclosure of the Confidential Information to anyone, and that the Academy and the Board will not use Confidential Information for any purpose other than those provided herein.

9.3.3 Use of Confidential Information. The Academy and the Board agrees that the Confidential Information: (i) will be used solely in furtherance of this Agreement, and will not otherwise be used for the benefit of the Academy or others; (ii) will not be copied or reproduced by the Academy or the Board without the express written permission of Exalt, except for such copies as may be reasonably required for accomplishment of provisions of this Agreement; and (iii) will not be disclosed to any third party without the prior written consent of Exalt. The Academy and the Board agree that it will not knowingly infringe upon, or permit any of its employees or agents to infringe upon, any rights of any third party or knowingly violate the patent, copyright, trademark, trade secret, or other proprietary right of any third party in connection with the performance of this Agreement. If the Board becomes aware of any infringement or alleged instance of infringement, the Board will promptly notify Exalt in writing and agrees to indemnify and hold Exalt harmless against any claims for damage or liabilities arising from any such infringement.

9.3.4 Return of Confidential Information. The Board will promptly deliver to Exalt any and all Confidential Information, including all written and electronic copies, in the Board's possession or control upon termination or expiration of this Agreement or upon request by Exalt.

9.3.5 Rights to Confidential Information. Except as required for the Parties' performance hereunder, nothing in this Agreement will be construed to require Exalt to provide, or to entitle the Academy or the Board to obtain, any Confidential

Information or any rights therein. The Academy and the Board agree that these confidentiality obligations will survive the expiration or termination of this Agreement for five years.

9.3.6 Specific Performance. In addition to all the remedies otherwise available to Exalt, including but not limited to recovery of damages and reasonable attorneys' fees incurred in the enforcement of this Section, Exalt will have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of this Section. All of Exalt's remedies for breach of this Section will be cumulative and the pursuit of one remedy will not be deemed to exclude any other remedies. The Academy and the Board acknowledge and agree that Exalt's rights under this Section are special and unique and that any violation of any Section by the Academy or the Board would not be adequately compensated by money damages alone.

10. INDEMNIFICATION

10.1 Survival of Representations and Warranties

All representations and warranties hereunder will be deemed to be material and relied upon by the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties. The representations and warranties covered in this Agreement will survive the termination or expiration of this Agreement.

10.2 Indemnification of the Academy and Board

Exalt will hold the Academy, the Board, its members, directors, trustees, officers, partners, successors, assigns, and agents of each of them (the "Indemnified Persons"), harmless and indemnify each of them from and against any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs ("Claims"), plus reasonable attorneys' fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, plus interest from the date incurred through the date of payment at the prime lending rate of the *Wall Street Journal*, Midwest edition, plus one point from time to time prevailing (in all, "Indemnified Claims"), incurred or to be incurred by any Indemnified Person resulting from or arising out of any breach or violation of Exalt's representations, warranties, covenants, or agreements contained in this Agreement.

10.3 Indemnification of Exalt

The Academy will hold Exalt and its affiliates and the directors, trustees, officers, partners, successors, assigns, and agents of each of them (the "Exalt Indemnified Persons") harmless and indemnify each of them from and against any and all Indemnified Claims incurred or to be incurred by any of them resulting from or arising out of any breach or violation of the Board's representations, warranties, covenants and agreements contained in this Agreement.

10.4 Limitation of Claims of the Academy and the Board

Notwithstanding anything in this Agreement to the contrary, there will be no liability for any Claim and Exalt will have no obligations or liabilities pursuant to this Section:

10.4.1 Until the aggregate of the Claims suffered or incurred by the Academy or by the Board exceeds five thousand dollars (\$5,000) (the "Deductible"). After the Deductible has been met there will be liability for the aggregate of all Claims. In computing the amount of the Claims incurred by either the Board or the Academy, the

amount of any income tax savings actually realized as a result thereof as well as the income tax cost arising out of such indemnity, if any, will be taken into account.

10.4.2 To the extent such liabilities exceed the lesser of (i) the Service Fee paid to Exalt during the academic year in which the action or omission giving rise to the Claim occurred and (ii) the amount of any insurance proceeds received for an insured event under insurance policies referenced in this Agreement.

10.4.3 If the claim for indemnification is made pursuant to this Section, to the extent that Exalt can demonstrate that the Academy or the Board, prior to the Closing, possessed actual knowledge that the applicable representation or warranty was untrue or incomplete or had been breached.

10.5 Limitation on Claims of Exalt

Notwithstanding anything in this Agreement to the contrary, there will be no liability for any Claim and the Academy and the Board will have no obligations or liabilities pursuant to this Section:

10.5.1 Until the aggregate of the Claims suffered or incurred by Exalt exceeds five thousand dollars (\$5,000) (the "Deductible"). After the Deductible has been met there will be liability for the aggregate of all Claims. In computing the amount of the Claims incurred by Exalt, the amount of any income tax savings actually realized by Exalt as a result thereof as well as the income tax cost arising out of such indemnity, if any, will be taken into account;

10.5.2 If the claim for indemnification is made pursuant to this Section, to the extent that the Academy and the Board can demonstrate that Exalt had, prior to the Closing, actual knowledge that the applicable representation or warranty was untrue or incomplete or had been breached prior to the Closing.

10.6 Indemnification of Third-Party Claims

The obligations and liabilities of any Party to indemnify any other under this Section with respect to a Claim relating to or arising from a Claim relating to third parties (a "Third Party Claim") will be subject to the following terms and conditions:

10.6.1 Notice and Defense. The Party to be indemnified (the "Indemnified Party") will give the Party from whom indemnification is sought (the "Indemnifying Party") written notice of any such Third Party Claim within 30 days from the date the Indemnified Party gains knowledge of such Third Party Claim, and the Indemnifying Party may undertake the defense thereof by representatives chosen by it. Failure to give notice will not affect the Indemnifying Party's duty or obligations under this Section except to the extent the Indemnifying Party is prejudiced thereby. If the Indemnifying Party undertakes the defense of a Third Party Claim, then the Indemnifying Party will be deemed to accept that it has an indemnification obligation under this Section with respect to such Third Party Claim, unless it will in writing reserve the right to contest its obligation to provide indemnity with respect to such Third Party Claim. The Indemnified Party will make available to the Indemnifying Party or its representatives all records and other materials required by them and in the possession or under the control of the Indemnified Party, for the use of the Indemnifying Party and its

representatives in defending any such Third Party Claim, and will in other respects give reasonable cooperation in such defense.

10.6.2 Failure to Defend. If the Indemnifying Party, within thirty (30) days after notice of any such Third Party Claim, fails to dispute the obligation of the Indemnifying Party with respect to such Third Party Claim and fails to defend such Third Party Claim actively and in good faith, then the Indemnified Party will (upon written notice to the Indemnifying Party) have the right to undertake the defense, compromise or settlement of such Third Party Claim or consent to the entry of a judgment with respect to such third Party Claim, on behalf of and for the account and risk of the Indemnifying Party, and the Indemnifying Party will thereafter have no right to challenge the Indemnified Party's defense, compromise, settlement or consent to judgment therein.

10.6.3 Indemnified Party's Rights. Anything in this Section to the contrary notwithstanding, (i) if there is a reasonable probability that a Third Party Claim may materially and adversely affect the Indemnified Party other than as a result of money damages or other money payments, the Indemnified Party will have the right to defend, compromise or settle such Third Party Claim, and (ii) the Indemnifying Party will not, without the written consent of the Indemnified Party, settle or compromise any Third Party Claim or consent to the entry of any judgment which does not include as an unconditional term thereof the giving by the third-party claimant or the plaintiff to the Indemnified Party of a release from all liability in respect of such Third Party Claim.

10.7 Payment

The Indemnifying Party will promptly pay the Indemnified Party any amount due under this Section. Upon judgment, determination, settlement or compromise of any Third Party Claim, the Indemnifying Party will pay promptly on behalf of the Indemnified Party, and/or to the Indemnified Party in reimbursement of any amount theretofore required to be paid by it, the amount so determined by judgment, determination, settlement or compromise and all other Claims of the Indemnified Party with respect thereto, unless in the case of a judgment an appeal is made from the judgment. If the Indemnifying Party desires to appeal from an adverse judgment, then the Indemnifying Party will post and pay the cost of the security or bond to stay execution of the judgment pending appeal, if necessary. Upon the payment in full by the Indemnifying Party of such amounts, the Indemnifying Party will succeed to the rights of such Indemnified Party, to the extent not waived in settlement, against the third party who made such Third Party Claim.

10.8 Adjustment of Liability

In the event an Indemnifying Party is required to make any payment under this Section in respect of any damages, liability, obligation, loss, claim, or other amount indemnified hereunder, such Indemnifying Party will pay the Indemnified Party an amount (the "Adjusted Amount") which is equal to the sum of (i) the amount of such damages, liability, obligation, loss, claim or other amount, minus (ii) the amount of any insurance proceeds the Indemnified Party actually receives with respect thereto, minus (iii) any third party payments actually received by the Indemnified Party with respect to such damages, liability, obligation, loss, claim or other amount after demand or notice to such third party from the Indemnifying Party (with the consent of the Indemnified Party which will not be unreasonably withheld).

11. LIABILITY INSURANCE

The Board will be responsible for maintaining, at the Academy's expense, in force during the Term of this Agreement, commercial general liability insurance, director's and officer's liability insurance/employment practices liability insurance/educators' legal liability insurance, sexual abuse liability insurance, workers compensation insurance, an umbrella policy and any other insurance required by the Authorizer, in such amounts and under such terms as required by the Authorizer or by applicable law.

12. TERM AND TERMINATION

12.1 Term

This Agreement will have an initial term commencing on the Effective Date and ending on the earlier of the middle of the third authorizer period or the expiration of the Charter (the "Initial Term"), unless written notice of intent to terminate or renegotiate is given by either Party not later than December 31st prior to the end of the Initial Term or the December 31 prior to the end of any Renewal Term (the "Annual Renewal Date"). The authorizer period is the time period set forth in the Charter Contract with the Authorizer.

12.2 Renewal Terms

Upon the expiration of the Initial Term, this Agreement may be renewed by agreement of the Parties for a period of three additional authorizer periods, as defined in Section 12.1 (the "Renewal Term"). Upon expiration of the Renewal Term, this Agreement will automatically be renewed for additional one-year renewal terms ending on the later of June 30th of each year or the expiration of any renewal term of the Charter (each a "Renewal Term" and collectively with the Initial Term the "Term"). Both the Academy and Exalt have the right to terminate the Agreement in the event that the Charter Contract is terminated.

13. MISCELLANEOUS

13.1 Governing Law

This Agreement will be governed by, construed, interpreted and enforced in accordance with the laws of Arkansas, without giving effect to the principles of conflict of laws thereof; provided, however, that the Federal Arbitration Act ("FAA"), to the extent applicable and inconsistent, will supersede the laws of the State and will govern. If any action is brought to enforce an arbitral award rendered pursuant to subsection 2 of this Section, venue for such action will be in the courts of Arkansas or the courts of the United States serving Arkansas. The Parties hereby irrevocably waive any objection which either may now or hereafter have to the laying of venue of any actions or proceedings arising out of or in connection with this Agreement brought in the courts referred to in the preceding sentence and hereby further irrevocably waive and agree not to plead or claim that any such action or proceeding brought in any such court has been brought in an inconvenient forum.

13.2 Alternative Dispute Resolution

13.2.1 Good Faith Negotiation of Disputes. The Parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes in connection with this Agreement. If, nevertheless, a dispute should arise in connection with this Agreement, the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner and

without the need for expensive and time-consuming litigation. In the event any dispute arises between the Board and Exalt concerning this Agreement, it will be resolved in accordance with the following alternative dispute resolution procedure.

13.2.2 Binding Arbitration. Any controversy or claim arising out of or relating to this Agreement, the relationship resulting in or from this Agreement, the breach of any duties hereunder or any other relationship, transaction or dealing between the parties (collectively “Disputes”) will be settled by binding arbitration in accordance with the Commercial Arbitration Rules of The American Arbitration Association. Notwithstanding anything set forth herein to the contrary, all notices, arbitration claims, responses, requests and documents will be sufficiently given or served if mailed or delivered to the parties hereto as described in the Notice provision of this Section. Any award rendered by the arbitrator(s) may be entered as a judgment or order and confirmed or enforced by either Party in any State or federal court having competent jurisdiction thereof. If either Party brings or appeals any judicial action to vacate or modify any award rendered pursuant to arbitration or opposes the confirmation of such award and the Party bringing or appealing such action or opposing confirmation of such award does not prevail, such Party will pay all of the costs and expenses (including, without limitation, court costs, arbitrators fees and expenses and attorneys' fees) incurred by the other Party in defending such action. Additionally, if either Party brings any action for judicial relief in the first instance without pursuing arbitration prior thereto, the Party bringing such action for judicial relief will be liable for and will immediately pay to the other Party all of the other Party's costs and expenses (including, without limitation, court costs and attorneys' fees) to stay or dismiss such judicial action and/or remove it to arbitration. The failure of either Party to exercise any rights granted hereunder will not operate as a waiver of any of those rights. This Agreement concerns transactions involving commerce among the several states. The arbitrators will not be empowered to award punitive damages. The agreement to arbitrate will survive termination of this Agreement. **IF THIS AGREEMENT IS FOUND NOT TO BE SUBJECT TO ARBITRATION, THE PARTIES KNOWINGLY AND WILLINGLY WAIVE ANY RIGHT THEY HAVE UNDER APPLICABLE LAW TO A TRIAL BY JURY IN ANY DISPUTE ARISING OUT OF OR IN ANY WAY RELATED TO THIS AGREEMENT OR THE ISSUES RAISED BY THAT DISPUTE.**

13.3 Breach and Waiver

No failure on the part of any Party to enforce the provisions of this Agreement will act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this Agreement will (a) be effective unless it is in writing and executed by the Party charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers will be strictly construed. No delay in enforcing any right or remedy as a result of a breach of this Agreement will constitute a waiver thereof. No waiver of any provision of this Agreement will be deemed or will constitute a waiver of any other provision nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

13.4 No Third party Beneficiary Rights

With the exception of the Authorizer, no third party, whether a constituent of the Academy, a member of the community, a Student or parent of a Student or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of the Board, the Academy, or Exalt. This Agreement is not intended to create any rights of a third party beneficiary.

13.5 Negligent, Wrongful or Unlawful Acts of a Party

Nothing in this Agreement will affect or alter in any way the responsibility of either Party of this Agreement for the negligent, wrongful or unlawful act of that Party's employees, agents, and/or contractors.

13.6 Delegation of Authority

Nothing in the Agreement will be construed as delegating to Exalt any of the powers or authority of the Academy which are not subject to delegation by the Academy or the Board under the applicable State law or under the Charter. The Board may revoke any powers granted to Exalt hereunder by written notice to Exalt; provided, however, that any such revocation will in no way impact the obligations of the Academy, including its obligation to make the payments owed to Exalt pursuant to this Agreement. Should any such revocation make it impossible or impracticable for Exalt to perform its responsibilities under this Agreement, Exalt may terminate this Agreement in accordance with section 11.3 above.

13.7 Compliance with Laws

Unless specifically waived by appropriate governmental authority, Exalt will comply with all applicable laws, rules, regulations, ordinances, order or requirements of the State and any governmental authority relating to its delivery of the goods or services specified in this Agreement.

13.8 Charter Contract Shall Control

Any provisions of this Agreement that are contrary to or conflicting with the Charter Contract will be superseded by the terms and conditions of the Charter Contract.

13.9 Academy Access and Inspection

Exalt will make available to the Board or the Authorizer for inspection and copying, upon reasonable notice, all books, records, and documents relating to Exalt's obligations and performance under this Agreement, the operation of the Academy, and Exalt's receipt and expenditure of funds under this Agreement.

13.10 Notices

All notices, consents and other communications ("Notices") which either Party may be required or desire to give the other Party will be in writing and will be given by personal service, facsimile, nationally recognized overnight courier service, registered air mail or certified mail (or by equivalent means) to the other Party at its respective address or facsimile number set forth below. Notices will be deemed to be given upon deposit into the mail by the Party doing the notifying. Notices delivered by facsimile will be confirmed in writing by overnight courier and will be deemed to be given upon deposit into the mail by the Party doing the notifying:

Exalt :
NAME/ADDRESS FOR SERVICE

Academy:
NAME/ADDRESS FOR SERVICE

13.11 Defined Terms and Use of Terms

All defined terms used in this Agreement will be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms “hereunder,” “herein,” “hereby,” and similar terms refer to this Agreement.

13.12 Section Headings

The headings in this Agreement are for the convenience of the parties only, and will have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

13.13 Entire Agreement

This Agreement constitutes the entire agreement between the Parties with respect to the subject matter herein, as of the Effective Date, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements, expressed or implied, written or oral, between the Parties are superseded hereby.

13.14 Modifications and Amendments

This Agreement (including any exhibits and schedules to this Agreement) may be altered, changed, added to, deleted from or modified only by agreement in writing executed by an authorized Officer of Exalt and the Chairperson of the Board, as authorized by a motion of the full Board. Accordingly, no course of conduct or custom will constitute an amendment or modification of this Agreement. Any attempt to modify this Agreement orally, or in a writing not signed by both Parties, will be void. This Agreement may not be modified, supplemented, explained, or waived by parol evidence.

13.15 Assignment

This Agreement, including without limitation, the rights granted herein, may be assigned, delegated transferred, pledged, or hypothecated by Exalt, whether voluntarily or involuntarily, with the prior written consent of the Board. The Board will not consent to such an assignment if due diligence does not provide evidence that the proposed assignee has the appropriate financial resources, educational services and managerial experience to provide the services contracted under this Agreement. This Agreement will inure to the benefit of and will be binding upon the Parties and their successors and assigns, and the name of a Party appearing herein will be deemed to include the name of such Party's successors and assigns to the extent necessary to carry out the intent of this Agreement.

13.16 Counterparts

This Agreement may be executed in Counterparts, each of which will be deemed to be an original and both together will be deemed to be one and the same Agreement.

13.17 No Partnership

This Agreement does not constitute, and will not be construed as constituting, a partnership or joint venture between the Parties.

13.18 Further Assurances

The Parties agree that they will execute and deliver or cause to be executed and delivered from time to time such other documents and will take such other actions as the other Party reasonably may require to more fully and efficiently carryout the terms of this Agreement.

13.19 Severability

In case any one or more of the provisions or parts of a provision contained in this Agreement will, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability will not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement will be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part will be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

13.20 Negotiated Agreement

The provisions of this Agreement were negotiated by the Parties and this Agreement will be deemed to have been drafted by the Parties, notwithstanding any presumptions at law to the contrary. Both Parties acknowledge that they have consulted with independent legal counsel regarding this Agreement.

13.21 Indebtedness Not Secured by State

The Parties agree that no indebtedness of any kind incurred or created by the Academy, including indebtedness incurred under this Agreement, shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the Academy shall involved or be secured by the faith, credit, or taxing power of the State or its political subdivisions.

IN WITNESS WHEREOF, the Parties have executed and delivered this Agreement as of the date first written above.

THIS AGREEMENT CONTAINS BINDING ARBITRATION PROVISIONS WHICH MAY BE ENFORCED BY THE PARTIES.

EXALT EDUCATION

Exalt Academy of Rochester by its
BOARD OF TRUSTEES

By: _____

By: _____

Title: _____

Title: _____



Rochester Charter School

Attachment 8a: Hiring and Personnel Policies and Procedures

The **mission** of the Exalt Academy of Rochester Charter School (EAR) is to prepare Rochester students in underserved neighborhoods for competitive colleges and advanced careers by enabling them to master the core subjects and learn the key behaviors required for success, citizenship, and leadership in their communities and beyond.

Attributes:

Believing that effective staff members are critical to a school's ability to achieve its mission, EAR will adhere to a rigorous set of attributes when hiring staff members:

- Deep alignment and commitment to the school mission, vision, culture, and to the targeted student population in the Beechwood-EMMA neighborhoods of Rochester City's Southeast quadrant.
- A commitment to equitably serve ALL students and the belief that ALL students can achieve at high levels when provided with the right supports at the right time.
- Believe the purpose of education is both academic achievement AND character development.
- Success working with a similar student population in an education setting to close achievement gaps and demonstrating a commitment to, and experience with, culturally responsive teaching.
- An awareness of the challenges EAR families face and the drive to ensure that all students and families have the resources they need to be successful.
- Evidence of academic success and exceptional core content or specialized knowledge.
- A firm understanding of, and ability to use, data to inform and drive instruction.
- A desire to thrive as a leader with a strong recognition of the value of collaboration and ongoing professional development to continuously improves effectiveness.
- Treats others with respect, regardless of gender, race, sexual orientation, background, or ability.
- Sets the highest standard of excellence for self and all staff.
- Enjoys the challenge of, and works well in a dynamic, fast-paced environment.
- Is committed to acting with honesty and integrity in all matters involving EAR students, parents/families, staff and community members.

Recruitment To identify highly qualified candidates, EAR will engage in an extensive recruitment and hiring process that includes recruiting candidates through the schools of education at SUNY–Brockport, Nazareth College, and St. John Fisher College, attending job fairs throughout New York, and advertising positions with Teach for America, Education Pioneers, and on local job Boards.

Why will a candidate choose the Exalt Academy of Rochester Charter School?

- We have the opportunity to change the life trajectory of our students.
- We seek to provide competitive pay, satisfying work conditions, and upward mobility to our staff.
- We have a team-teaching environment in which teachers work closely together to plan and deliver instruction.
- Our teachers are trained and developed by some of the most prominent, talented coaches in the nation in their respective areas of expertise.
- We are implementing a research-based, best-practices academic design.
- We believe in the continuous learning and improvement of all members of our team.

Hiring Process: In order to identify top quality candidates who possess these attributes and hold the qualifications we deem essential, EAR will adhere to a rigorous hiring process that is intended to engage candidates with the mission and role. The hiring process is outlined in the chart below.

- 1. Submission of Materials:** Applicant will be asked to submit a résumé, cover letter, evidence of academic achievement with a similar student population and/or evidence of personal academic success, and a classroom teaching videotape (if available).
- 2. Screening:** A standard résumé screen will be used to eliminate candidates and to identify qualified candidates who will be invited to move forward.
- 3. Interview:** Candidates whom the school leader or designated staff determine may be a good fit for the school will be invited to an in-person interview (chaired by the school leader and joined by relevant staff members). The interview will strive to assess teacher effectiveness and will provide each candidate with a realistic set of expectations, including the teacher evaluation system. Promising candidates will be asked to participate in a group exercise in which a scenario is presented.
- 4. Data Analysis:** Student data must be analyzed to create a solution/develop an action plan.
- 5. Sample Lesson Delivery:** Once the school is established, candidates will be asked to conduct a sample lesson in an EAR room and will then reflect on the lesson with the school leader. Teaching videotapes may be shared prior to opening (as possible).
- 6. Verification of Credentials and Background Check:** EAR will require each employee to submit to a criminal background check as required by New York laws. EAR will adhere to New York laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.
- 7. Formal Offer:** Candidates who meet all of the requirements will receive a formal offer letter that will include salary and benefit information, as well as job expectations.

Within the first five-year term, EAR anticipates that the following positions will be filled:

<ul style="list-style-type: none"> • Principal (1 FTE) • Director of Curriculum and Instruction (1 FTE) • Dean of Students (1 FTE years 2+) • Office/Operations Manager (1 FTE) • Receptionist/Admin Assistant (1 FTE years 4+) • General Education Teachers (6 FTE year 1, 8 FTE year 2; 10 FTE year 3; 12 FTE year 4; 14 FTE year 5) 	<ul style="list-style-type: none"> • Special Education Director (1 FTE) • ELL/ENL Teacher (.5 years 1 and 2; 1 FTE years 3+) • Associate Teachers (6 FTE year 1; 8 FTE year 2; 10 FTE year 3; 12 FTE year 4; 14 FTE year 5) • Health and Wellness Coordinator (1 FTE years 3+) • Executive Director (1 FTE) and Director of Finance and Operations (1 FTE) – through CMO • Social Worker (.5 years 1 and 2; 1 FTE years 2+)
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Exalt Academy of Rochester Charter School is an equal opportunity employer.

Job Descriptions and Qualifications

Executive Director The Executive Director will have primary responsibility for the strategic development, implementation, and management of all aspects of school performance and operations for this growing network of schools. Coming in at the early stages, (s)he will lead a thorough strategic planning process and establish key relationships in the community that will ensure the ongoing growth and development of the Exalt network in New York, from both a funding and partnership perspective. Overseeing all aspects of the organization – from administration to fundraising – the Executive Director will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, Board members, and local leaders. Following is a description of the responsibilities of the Executive Director:

Strategic Planning and Growth

- Work collaboratively with Exalt, the EAR Board, key funders and partners, and the leadership team to develop a strategic vision and implementation plan
- Lead the development and management of school programs, procedures, and policies in alignment with the organizational mission
- Build and manage a growing team of faculty, staff, and school leadership
- Develop and manage strong, centralized business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT) to support the growth of the region
- Provide financial leadership and oversee the strategic growth and fundraising efforts

Academic and School Leadership

- Recruit and hire top talent for the school leadership and support teams; select and prepare school leaders
- Design and implement an integrated professional development program and an effective accountability plan
- Build a strong, cohesive culture that reflects core Exalt values and establishes regional identity
- Drive organizational alignment across the regions' schools (including curriculum and instructional alignment), and provide support systems that drive achievement of the mission
- Develop a clear framework for decision-making, specifically engaging school leadership and the Board, to ensure that the best possible decisions are made for the region

External Relations

- Articulate and advocate the school's mission and values publicly to generate support
- Identify and build relationships with other Executive Directors in the national Exalt network
- Develop, cultivate, and manage relationships with local Board members, district and community leaders, political organizations, and leadership to develop a strong community presence, foster key partnerships, and ensure growth and sustainability for Exalt
- Ensure that all key constituents are communicated with and kept fully informed on key developments and national Exalt initiatives
- As appropriate, take advantage of opportunities to engage in national dialogue around issues of education and the charter school movement

- Work effectively with local media to create a strong, positive local presence; participate in select events and speaking engagements as a spokesperson for Exalt’s mission and impact

Executive Director Qualifications: At least eight years of experience as a senior leader in a fast-paced, start-up or entrepreneurial environment; experience in an education environment preferred. Demonstrated success raising funds in a corporate or nonprofit environment to further the growth and expansion of a company or organization; sales and/or marketing background preferred. Executive presence to inspire confidence and passion, both internally and externally, combined with the persistence and zeal to lead a mission-driven organization toward ambitious goals. Exceptional verbal and written communication skills with the ability to create and deliver compelling presentations to diverse groups of stakeholders. Proven ability to lead an organization through a strategic planning and implementation process. Demonstrated commitment to the potential of urban youth to succeed in rigorous educational settings. Entrepreneurial, positive problem solver with the ability to see opportunity in challenges. Clear judgment, a mature interpersonal style, and the ability to drive collaborative decision-making processes. Bachelor’s degree and experience required; Master’s degree preferred.

Principal The principal is responsible for making sure that Exalt Academy of Rochester Charter School succeeds as an academic institution, including the following areas of responsibility:

Student Learning

- Ensure that all students are making strong lesson progress
- Ensure that all students are achieving consistent mastery of concepts and skills
- Ensure that students are receiving instruction at a level and in a manner that fully engages them. Student learning is demonstrated through:
 - Summative Testing
 - Formative Learning Progress
 - Parental Satisfaction

Academic Design Implementation

- Ensure that the Exalt Academies educational design is being fully implemented including the 5 key design elements.

Teacher Effectiveness:

- Ensures that teachers are well-prepared
- Ensures that each teacher manages his/her classroom
- Ensures that each teacher employs the PBIS reinforcement plan
- Works closely with Director of Curriculum & Instruction to monitor lesson progress and coach
- Performs classroom observations and performance evaluations on a regular basis
- Facilitates learning at high levels throughout the school day

Student Supervision

- Ensures that all members of the team are working together to engage with students so they can cultivate the attributes required of Exalt Academy graduates
- Ensures that students are safe and healthy throughout the day, including arrival and departure, classrooms, hallways, recesses, bathrooms and other transitions

Administration & Reporting

- Works closely with Finance Director and Office Manager to ensure all regulatory and compliance reporting is completed in an accurate, timely manner
- Fulfill other responsibilities as assigned by Executive Director and report to ED

Principal Qualifications: 5+ years teaching experience at the elementary or middle level, with a history of improving urban schools, increase student achievement, and a passion for education reform. Must have a current New York credential. Master's degree & Administrative credential preferred but not required. Previous leadership experience (e.g., department chair, assistant principal, dean). Proven leadership and team building skills. Detail-oriented, multi-tasking and problem-solving skills. Excellent interpersonal communication and writing skills.

Director of Finance and Operations The Director of Finance and Operations is responsible for ensuring that the Academy manages its financial resources in a manner that ensures it can fulfill its mission and vision. Primary responsibilities include: a) managing finance and accounting, including budget, procurement, bill payment and contract negotiation; b) working with the Executive Director to develop and execute the Academy's strategic business plan; and c) managing business affairs in concert with the Operations Manager, including operations, human resources, administration and compliance. Responsibilities include the following:

Financial management

- Manage against 3-5 year business plan in close coordination with Executive Director
- Develop and manage annual operating budget in close coordination with Executive Director
- Prepare monthly financial statements and present to Board at regularly scheduled meetings
- Implement financial controls and approved procedures
- Day-to-day bookkeeping and accounting
- Manage procurement, inventory, accounts payable and accounts receivable
- Manage cash flow position, including banking relationships, short- and long-term financing
- Primary staff contact for annual audit.

Human resources

- Handle payroll, benefits, and retirement contributions
- Administer hiring process for new teachers and staff
- Provide onboarding to new school staff, including orientation to Human Resources programs and enrollment in insurance, retirement, and income tax
- Support management team with compensation, performance evaluation, and other expense management
- Keep human resource systems, including personnel files, paid time off and performance evaluation records

Public reporting

- Manage public reporting to state and federal agencies, including:
 - Financial management system
 - Federal funding
 - Other public reporting as necessary, including student information and staffing
- Attend all necessary trainings

- Ensure that organization is operating in full compliance with all applicable state and federal regulatory requirements

Administration & Service Oversight

- Back office administration and vendor relations
- Technology and facility planning and management
- Insurance, including D&O, Liability, Unemployment, Other
- Transportation, traffic control, and security
- Cleaning and maintenance
- Do whatever it takes to make sure that the first 2 schools in the Exalt Education network are successful
- Fulfill other responsibilities as assigned by the Founder & CEO and/or required to fulfill the national organization's mission and strategic objectives
- Manage payroll, bill payment and other duties during startup phases of Exalt Education
- Members of EAR work together as a team to ensure that the Academy is successful in all aspects of its activities. This position will be determined to be successful only if the administrative, financial, operational and managerial activities of the organization are healthy and effective.

Director of Finance and Operations Qualifications: At least three years of experience as a senior leader of finance and operations at a comparable organization. Experience managing and supporting an operations staff. Proficient in Generally Accepted Accounting Principles. Proficient in, and able to train others in the use of, relevant financial software programs. Ability to present (verbally and in written form) information in a clear and concise manner. Proficiency in Spanish preferred. Advanced degree (MBA) and/or certification (CPA) preferred.

Dean of Students: The Dean of Students is primarily responsible for making creating an environment of success and positive behavior for the school. The Dean of Students will ensure that all students are meeting the attributes that are expected of all EAR graduates. The Dean of Students ensures that teachers are successfully utilizing the PBIS discipline plan. (S)he will ensure that all students demonstrate dramatic student achievement gains and internalize the school's values. This individual will also help lead the school's efforts to create a positive, structured, consistent, caring, and disciplined school culture. Responsibilities include:

Behavior Management

- Oversees the Strategic Discipline Plan
- Assists students in acclimating to school and expectations
- Redirecting behaviors of students experiencing difficulties
- Manages behavior data system
- Develops intervention plans for students and monitors progress
- Engages with families of students with difficulties
- Communicates behavior issues in assemblies

Classroom Support

- Supports classroom behavior management by aiding teachers in developing and implementing discipline plan for the classroom.

- Communicates broad themes and discipline codes to entire staff
- Provides feedback to teachers on behavior management strategies

Administrative Duties

- Leads the child study team
- Assists Principal with requests
- Coordinates daily dismissal procedures
- Teaches on an as needed basis

Dean of Students Qualifications: Drive to improve the minds and lives of students in and out of the classroom. Excellent communication skills, both verbal and written, and strong interpersonal skills with students, parents, colleagues, and community members. Understanding of the nuances of urban school environments and school culture. Bachelor's degree is required; a Master's degree is preferred. Minimum of two years teaching experience in an urban district or charter school setting and/or with implementation of the PBIS system. Belief in and alignment with Exalt's core beliefs and educational philosophy is non-negotiable.

Director of Curriculum & Instruction The Director of Curriculum & Instruction will oversee standards alignment, curriculum design, lesson preparation, instructional delivery, teacher support, and effectiveness in the classroom (including performance interventions), CCSS implementation and monitoring, and performance measurement. (S)he will assist the Principal with the agenda for professional development sessions and collaborate to provide structured support to teachers in their classrooms and campus-wide. The master teachers will report to the Director of Curriculum & Instruction. The Director of Curriculum & Instruction would report to the Principal in his/her campus-leadership capacity. Essential Duties (other duties may be assigned) include:

- Embody, advocate, and operationalize EAR's mission of advancing student achievement and holistic personal development
- Serve as a role model and lend support to all members of the EAR team in implementing Direct Instruction (DI) and Standards-based Instruction to students in appropriate subjects and grades
- Test, retest, group, and regroup students throughout the year to ensure that they are benefiting from DI delivery as fully as possible
- Implement and use Illuminate to assess student progress throughout the year to ensure that they are benefitting from lessons delivery as fully as possible
- Ensure timely data collection, reporting, analysis, and program management in reading, writing, and mathematics
- Design and update DI data spreadsheets frequently, completely, and diligently so that data and information can be used to inform faculty-wide decision making and action
- Use Illuminate and DI data to inform school-wide practices and professional development. Formulate recommendations and make decisions based on data
- Ensure that all teachers are held accountable for effective DI and lesson delivery, including working with other members of the administrative team to remediate and remove ineffective

teachers, motivating struggling teachers to make adjustments, and enabling effective teachers to continuously improve

- Do whatever-it-takes to make sure that all students are successful in developing a very strong foundation by the end of 4th grade that will enable them to enter the Standards-based Instruction curriculum
- Oversee teachers and ensure they have the proper training to lead their grade teachers
- Provide professional development to all school staff on assessment, lesson planning, and other essential skills to ensure optimal student success
- Other duties as assigned by the Principal or Executive Director
- Observe professional ethics and confidentiality

Director of Curriculum and Instruction Qualifications: Deep knowledge of how to implement DI and Standards-based Instruction. Dedicated to continuously improving command of, and capacity to drive, student achievement. Focused on achieving ambitious goals through constant collection, analysis, synthesis, and communication of lesson progress and factors of program-delivery. Acts with professional integrity at all times. Effective in a team-oriented environment. Communicates directly and sensitively with colleagues, parents, and students. Goes above and beyond job description to help others and ensure that 100% of students are successful. Constant learner that never stops reflecting and working to improve performance. Task-oriented, organized, and able to see ideas and initiatives through to completion. Technical Skills: Highly confident, effective communicator in a variety of written and oral forms. Proficient in Windows Office programs, including Excel, Word, Outlook, PowerPoint and database programs, such as Access and ACT.

Master Teacher: In addition to those listed above, the master teacher at EAR is given leadership responsibilities and must possess the following attributes:

- Proven experience managing classrooms in which every student is engaged and enabling students in grades K-5 to achieve at high levels
- High expectations for all students, including a passion for enabling every child to realize his/her greatest potential and access competitive postsecondary opportunities
- Desire to experience innovative new ways of delivering a 21st century education to students in grades K-5, engage in creative course planning and lesson preparation, and develop professionally in a team-oriented atmosphere
- A strong orientation toward data-driven decision making, including a comfort level with frequent standardized, diagnostic, and authentic assessment of student learning
- Clear commitment to enabling students to take ownership over their learning from an early age, including becoming inquisitive, motivated, self-disciplined learners
- Commitment to fostering excellent relations with the family members of students, including conducting home visits, encouraging parental involvement, and proactively communicating with parents regarding student learning and behavior
- Ability to manage time and a demanding workload effectively
- Capacity to reflect on personal performance, openly share strengths and weaknesses, continuously improve and learn from others in a transparent accountable environment

- Ability to serve on a team with many different areas of expertise that values each other's perspectives, proactively engage one another, and work closely and collaboratively
- Willingness to be held directly accountable for the learning and achievement of students
- Desire to benefit from frequent, intensive classroom coaching, observation, and instructional modeling
- Highly qualified status. SDCS will only veer from this qualification when the candidate shows exceptional promise and evidence that licensure will be forthcoming
- Attend all employee trainings
- Lead and participate in the enrollment and retention of 540 students in grades K-8, including recruiting new students when vacant slots come up
- Teach the assigned grade level for 200 school days
- Collaborate with co-teacher
- Conduct home visits to the families of all students enrolled in their class
- Plan lessons that align to the NYS Common Core Learning Standards (CCLS), set forth by administration
- Supervise the administration of prepared lessons in their classroom by associate teacher
- Participate in parent-teacher-student discussions and planning to enrich each student's learning experience
- Participate in school activities designed to promote continuous improvement of the educational program and to promote the school
- Serve in a teaching faculty role and/or fulfill managerial responsibilities as assigned by the Executive Director, Principal, and/or their designee.

Master Teacher Qualifications: Appropriate New York licensure and certification is desired. Three-to-five years of classroom teaching experience. Education degree. Very comfortable in an electronic computing environment. Capable of using student information and data to drive instructional delivery and continuous program improvement. Some familiarity with instructional technology equipment, software, hardware, and networked systems preferable.

Associate Teacher Associate teachers work closely with a master teacher to team-teach to deliver instruction to students individually, in small groups, and through collaborative large-group lessons. Associate teachers will be expected to report to school on time for a minimum of 8.5 hours daily. In addition to the attributes listed above, qualified candidates must possess the following attributes:

- An understanding of research-based programs and practices that have proven to help underserved students develop strong basic skills in the primary grades
- Participate in the enrollment and retention of 540 students in grades K-8 including recruiting new students when vacant slots come up
- Teach lessons that align to the NYCCLS standards, set forth by administration
- Conduct remediation classes for reading and math
- Assist the master teacher in their class with all lessons
- Supervise their class at lunch and recess, and lead physical education

Associate Teacher Qualifications: Experience tutoring, mentoring and/or teaching children in effective educational settings, preferably in diverse urban communities. Education degree/Bachelor's degree. Very comfortable in an electronic computing environment. Capable of using student information and data to drive instructional delivery and continuous program improvement. Some familiarity with instructional technology equipment, software, hardware, and networked systems preferable.

Special Education Teacher The special education teacher will coordinate the provision of services for students with special needs for students in grades K-8 building-wide, including special education, tutoring, and mentoring programs. The successful candidate will enable and support the entire team in meeting the special needs of students, including remedial, gifted and talented, disabilities, and other unique needs. Responsibilities include:

Teaching & Program Coordination

- Manage special education programs, including delivering instruction and managing the delivery of services to students with disabilities
- Teach part-time
- Coordinate the provision of Learner Support Program – tutoring and mentoring programs for students with a variety of needs
- Develop and document all syllabi, lesson plans, assignments, and other curricular materials in alignment with the New York State Common Core Learning Standards
- Work closely with a talented management team
- Reinforce school-wide incentive system and behavioral expectations in classroom and throughout the school day
- Communicate effectively, maintain strong relationships, and attend all meetings with students, families and colleagues
- Maintain the school culture of high academic and behavioral expectations through continuous reflection, including modeling school values at all times
- Use the detailed data analysis of student performance to inform best practices, including Illuminate, NWEA and NYSTP
- Assist in student arrival and departure, transitions between class periods, and lunch periods and student arrival and/or dismissal
- Complete all tasks as assigned by the Principal

Special Education Teacher Qualifications: New York State certification in special education. Experienced classroom teacher with demonstrated quantifiable and objective student performance gains that surpass state or local averages. Successful manager of an urban classroom who has used structure, incentives, and high expectations to drive student success. Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting. Demonstrated ability to work well in a team, especially with parents and community members. Analytical problem solver with basic understanding of data analysis. Certification in the subject area to be taught preferred or willing to acquire Arkansas Certification in the core subject area. Advanced degrees in education or content area preferred, but not necessary.

English Language Learner (ELL) Teacher EAR's ELL/ENL teacher provides instruction within the classroom (as possible) to students in the ELL/ENL program, assisting them in achieving the goal of gaining proficiency in listening, speaking, reading and writing. Responsibilities include:

- Lead development and implementation of ELL program that meets all students' needs
- Ensure compliance with all pertinent state and federal laws and policies
- Create individualized service plans and schedules for each ELL student
- Provide English as a Second Language (ESL) services and academic enrichment to students based on service plans
- Observe and provide guidance to teachers on differentiating for ELL students
- Manage student identification and testing processes (HLS, LAB-R, NYSESLAT)
- Maintain relationships and communicate with families about student progress
- Provide professional development on ELL for teachers based on identified needs

English Language Teacher Qualifications: Minimum three years full-time ESL teaching experience, preferably in an urban setting. New York State teacher certification. Highly proficient in a second language. Minimum of two years full-time classroom teaching experience required; four or more years of teaching experience preferred. Outstanding instructional skills, including the ability to motivate and challenge students. Very strong demonstrated track record of student achievement. Demonstrated ability to create and maintain a warm, strict, orderly environment. A strong sense of personal accountability for student achievement.

Office Assistant

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner, providing excellent customer service.
- Answer telephones using a professional and courteous manner. Route calls appropriately.
- Take messages and distribute in a timely manner.
- Reply to general information requests with the accurate information
- Attendance: Assist Office Manager with proper documentation and accuracy
- Fax and make copies. Assist with typing and composing correspondence and letters.
- Responsible for making telephone calls to parents.
- Assist with collecting the lunch count.
- Flyer distribution.
- Supervision during lunch and recess (policy and procedures).
- Assist with the preparation of parent meetings.
- Sort and distribute mail.
- Translate for teachers, parents and counselors.
- Make student files. Organize student CUM files.
- Other general office duties/projects as designated and needed.

Office Assistant Qualifications and Skills: Enrolled in college or possess a BA/BS degree strongly preferred. Must have prior experience working with students in a learning environment. Strong math skills strongly preferred. Bilingual in Spanish preferred. Intermediate proficiency in Microsoft Word, Excel, and Outlook. Must be flexible, positive, detail-oriented, team player patient and willing to learn.

Health and Wellness Coordinator The Health and Wellness Coordinator will play integral role in promoting a holistic approach to wellness. (S)he will provide wraparound health services to our students and their families. The coordinator plans, develops, implements, and maintains health services and programs. The coordinator plays a leadership role in education, coordination of programs and services, and acts as a liaison for community partnerships. Job responsibilities include the following:

- Connect students to a range of prevention, early intervention, and intensive services programs that address the physical, emotional, cognitive, and social development of each student and family
- Develop and enhance community partnerships with varied community agencies to meet the identified needs of students, families, and the school
- Engage families and caregivers in understanding and supporting the education of their children and the ways in which academic outcomes are enhanced by serving the social / emotional and personal development needs of the child
- Collect data on the implementation of the model and the delivery of services

Health and Wellness Coordinator Qualifications Bachelor's Degree in Health Promotion, Kinesiology, Health Education, Nutrition or related field. Three-to-five years' experience working in health-related field required. Bilingual (English & Spanish) highly desirable. Previous experience in education, program development, or community outreach preferred. Position requires excellent organizational, communication, and analytical skills, with the ability to pay close attention to detail and follow through. The ability to work effectively in a fast-moving environment with shifting priorities and significant activity. Strong program planning and presentation skills. Ability to effectively champion wellness throughout the organization. Proficiency in the use of Microsoft Word, Excel, Power Point and Outlook required.

Social Worker Social worker will counsel students and advocate for them follow up on classes and what is happening at home. Responsibilities include the following:

- Use all available data, including academic grades, behavioral and attendance data, to identify students in need and to deliver services
- Provide group and individual counseling to improve students' academic, emotional, behavioral and social functioning
- Provide outcome-driven school counseling services that are aligned with the school's academic, culture and development goals
- Ensure school counseling services are aligned with American School Counseling Association (ASCA) National Standards for School Counseling Programs
- Provide consultation with staff on best practices for providing students with social, emotional, and behavioral supports that drives academic success
- Provide comprehensive support to teachers to improve students' social-emotional functioning that includes extensive in class support
- Develop individualized behavior and academic plans for students, including Functional Behavior Assessments and Behavior Intervention Plans
- Design, implement, and assess guidance curriculum that is aligned to the school's character traits and behavioral data trends

- Work as a partner with parents to provide consultation and parent-centered education to support academic success
- Provide support to homeless students that align to the McKinney-Vento Act
- Assess student needs and make referrals to appropriate school resource personnel, social and community agencies
- Serve as the case manager for all grade level 504 plans
- Work with teachers to ensure all students are placed in the appropriate classes
- Provide career counseling to all students; including transitional service beyond high school
- Plan and coordinate programs that support academic success, such as test preparation skills, study skills, career day, honor roll celebrations, and data-driven behavioral celebrations.
- Provide in-service training on topics related to the school counseling program and supporting student achievement
- Interpret tests, student data and other assessment results appropriately within the counseling environment for the purpose of developing and implementing academic plans for individual students
- Perform other duties as assigned

Social Worker Qualifications: Required: Master's degree in School Counseling or Social Work; Licensed School Counselor, Licensed Pupil Adjustment Counselor, or Licensed Independent Clinical Social Worker (LCSW / LICSW); experience working in a school environment; evidence of culturally competent practices; and ability to work collaboratively with a diverse staff, a diverse student body and families, as well as a team of professionals at both the school and the university. Preferred: experience in urban public schools; fluency in a second language; experience with an organization that uses data to guide practice.

Contracts All personnel will be hired by at-will contracts. Contracts will be renewed based on demonstration of meeting or exceeding the requirements of individual contracts and adhering to policies, procedures, and expectations outlined in the employee handbook. EAR will utilize the EXALT employee handbook as a baseline. The EAR employee handbook will be further developed in a collaborative process including members of the Board of Trustees, administrative staff, certificated staff, classified staff, and community members with expertise in human resources law and personnel evaluation. The expectations outlined in the evaluation process will be designed to support the mission and vision of the school and to comply with applicable state and federal laws.