

APPLICATION SUMMARY

Charter School Name	Rockaway Community Charter School
Applicant Names	Dennie Wilson & Francis Lewis
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Public Contact Name	Dennie Wilson
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District of Location	CSD27, Queens
Opening Date	August 2015
Proposed Charter Term	2015-2020
Proposed Management Company or Partners	None
Proposed Replication of Successful School or Model	N/A
Projected Enrollment and Grade Span During Charter Term	125 year 1 (6 th grade), 249 year 2 (6 th & 7 th grades), 375 year 3, 4, & 5 (6 th -8 th grades)
Projected Maximum Enrollment and Grade Span	375 Distributed in Grades 6-8

Mission Statement: The Rockaway Community Charter School (RCCS) utilizes the STEM framework in preparing every student for the world of the future. All students will receive the necessary support and encouragement to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship. Collaboratively, students, families and staff will work together as a learning community to establish the parameters needed to bring each student to his/her full potential by establishing the expectation of “Excellence Is The Only Option.”

Objectives: The school wide objectives for RCCS are rooted in the New York Charter Schools Act of nineteen hundred and ninety-eight as amended. Specifically, the Charter School Act emphasizes improvement in student learning and achievement, providing increase-learning opportunities for all students, with special emphasis on expanded learning for students who are at risk of academic failure, and encouraging the use of different and innovative teaching methods. Our STEM program includes powerful pedagogical practices centered on the student’s active learning, including cross-curricular integration, project-based learning, authentic and alternative assessments, writing literacy via research and reflection, creating partnerships with the business community, and solving or attempting to solve authentic, real-world problems. RCCS objectives emphasize the following: **delivering a standards driven instructional program for all students, educating students to communicate effectively through reading, writing, and speaking, educating students in critical thinking skills that they need to be successful in high school and beyond, fostering positive self-image, respect, and the development of social skills in a nurturing environment, encouraging awareness and appreciation for a culturally diverse environment, supporting a variety of academic programs and services which help build excellence, using efficient, research-based formative and summative assessment tools to measure student progress, and to ensure that individual needs are being met, preparing students to compete in a technological society, providing varied professional development programs to adequately prepare teachers and administrators to deal with the challenges of urban education in a multicultural environment.**

RCCS will promote excellence through academic rigor and high expectations, by delivering a rigorous curriculum (aligned with the Common Core and New York State Learning Standards), focusing on science, technology, engineering and mathematical skills, which are the critical building blocks for academic success. RCCS will offer a program that prepares students for rigorous high school and collegiate careers, and is designed around the following **Key Elements:**

STEM Curriculum: STEM is an acronym for Science, Technology, Engineering and Math education. We focus on these areas together not only because the skills and knowledge in each discipline are essential for student success, but also because these fields are deeply intertwined in the real world and in how students learn most effectively. STEM framework is an interdisciplinary and applied approach that is coupled with hands-on, problem-based learning. RCCS uses a STEM framework for curriculum, and all aspects of our educational plan will be fully integrated within this framework. As a result, students will gain the necessary problem-solving skills guided by NYS Common Core Learning Standards and NYS Educational Standards. Veteran educators from the STEM Academy team will work directly with RCCS staff and students. The STEM Academy is an IRS-approved 501(c) 3 non-profit, and its mission is to prepare all k-12 students to be competent, capable citizens in a technology dependent society, through comprehensive student assessment including traditional tests; project-based learning presentations and portfolios. Hands-on activities and educational plans to move both students and educators forward in their STEM learning journey will be utilized.

Teacher Professional Development: Professional development is critical in developing qualified teachers for our STEM program. Certified STEM Academy trainers will deliver quality professional development and training for all RCCS teachers, counselors, administrators and ancillary school staff. Industry certification is also available for instructors to bolster their credentials. Teachers are required to be STEM certified. The STEM Academy certification programs will provide RCCS with a

proven methodology for effective measurement of program, instructor and student 21st century competencies. All teachers and counselors have access to, and will participate in ongoing training sessions throughout the year. Local consultants and development team experts from the STEM Academy are available to RCCS staff as mentors or to assist on site as needed. RCCS instructor training begins during the summer of 2015, well before school commences. Teachers will have common planning time during each day and will have the opportunity to develop individual PD plans. Teachers will also receive training in the Sheltered Instruction Observation Protocol (SIOP) model for English Language Learners (ELLs), classroom management and curriculum development. (PD is further developed in the Full Application).

Project Based Learning (PBL): PBL is used as an interdisciplinary teaching strategy using all STEM content areas as well as additional content. Authentic, real world problems are posed to students to guide teaching and learning. Teachers will provide opportunities for students to work in collaborative groups where students fluent in English will help the English Language Learners (ELLs) or English as Second Language students (ESLs). By working together on a common theme and sharing ideas, non-English speakers will learn from their English-speaking counterparts. Utilizing the STEM framework, students will examine world problems and challenges, gain cross-curriculum skills while working together in small collaborative groups.

Longer school-day and school-year: Supplementing the school day with more opportunities for learning will enhance the educational performance of all students. The school day at RCCS begins at 7:30 am and officially ends at 5:00pm. During the extended day session (3:30 to 5:00pm), accelerated students will have opportunities to apply real world math, science, and technology concepts while participating in STEM clubs. Students who are behind grade level will participate in remedial programs to get them up to speed. STEM Academy curriculum can meet the needs of a longer school day and school year through its course and unit flexibility. The school year is extended to 185 instructional days instead of 181 days in most district schools. A summer program will be offered each year for students who have failed to meet academic expectations. Subject area specialists and intervention specialists (i.e. ESL teacher, reading specialist and/or special education teacher) will provide instruction. Longer school day and year, will provide valuable time to improve the academic achievement of all students. The goal is obtaining excellence as indicated in our mission.

Other key elements involve smaller class size, extensive use of technology, 60 minutes instructional time for each discipline, student support through comprehensive guidance and counseling, differentiated instruction, parent involvement through Parent Teacher Association and the board of trustees, summer introduction to the STEM curriculum, Academic rigor, data driven instruction and assessments. Curriculum is based upon national standards and identified best practices to advance STEM literacy for all students.

Target population and the Community: The target student population of RCCS is projected to reflect the ethnic, economic, and language diversity of the Far Rockaway community. The demographic profile of CD 27 is 49% African American, 22.9% Latino, 21.9% White Non-Hispanics, 1.6% Asian, and 4% of the population is classified as other. Community District 27 is composed of immigrant groups from foreign countries such as Jamaica, Guyana, El Salvador, Dominican Republic, Haiti, Guatemala, Trinidad & Tobago, Poland, Russia, and the Ukraine. 24.4% of CD 27 population is foreign born. The median household income is \$27,820 and 26% of the population lives below the federal poverty guideline (*U.S. Department of Education National Center for Education Statistics, 2005*). RCCS is designed to meet the needs of ELLs, SWDs, Special Education students, and those who are eligible applicants for the free and reduced price lunch program. We expect to serve a representative population of the community school district.

New York City Department of Education data for local MS053 for example revealed the following: ELA scores in 2012-2013 indicate 14.8% of 6th grade students, 18.0% of 7th grade and 12.4% of 8th grade students are achieving proficiency at level 3 or 4, and less than 1% of the student population in any grade in the school is achieving at level 4. Similarly, 2012-2013 math scores indicate that 19% of grade 6 students, 14.4% of 7th grade, and 13.5% of 8th grade students are achieving proficiency at levels 3 or 4. The above statistics indicate a need for better choices for middle school students on the Rockaway Peninsula which RCCS intends to provide.

Curriculum and Instructional Features: RCCS uses STEM as a framework for curriculum and all aspects of our educational plan will be fully integrated within this framework. Units of PBL/Inquiry/STEM instruction include integrating STEM within all content areas throughout the academic year. Science and Mathematics teachers will co-teach certain units. STEM instruction and the curriculum are aligned with NYS Learning Standards and the Common Core Standards, and connections to STEM careers will be made during instruction. RCCS strives to deliver quality instruction to a diverse community and recognizes that every individual comes with unique talents and learning styles. Through differentiated instruction, our teachers will be able to give students multiple options for taking in information and make sense of ideas. The model of differentiation requires teachers to be flexible in their instruction and adjust the curriculum and presentation of information based on the student's ability to master the content. RCCS will also utilize PBL which is a student-centered and teacher-guided approach that engages students in investigating real world questions they choose within a broad thematic framework. These strategies will be beneficial in addressing the needs of ELLs, SWDs and Title I students, because it allows teachers to tailor lessons to meet individual needs. Our educational program utilizes various forms of assessments and benchmarks (e.g. standards based rubrics, teacher designed assessments, STEM formative and summative assessments, Full Option Science System (FOSS), IMPACT Math, Terra Nova, and New York State English as a Second Language Achievement Test (NYSESLAT), to assess student achievement and

growth.

RCCS will hire and retain highly motivated, experienced educators, who are committed to using the STEM framework to make a significant impact on the lives of their students. Our teachers are empowered to engage students in a highly rigorous and authentic learning experience, preparing them for high school and future academic success. All teachers report directly to the CAO, who then reports to the principal. Lead teachers will also play a significant role in helping RCCS reach all academic and administrative goals by mentoring new teachers in areas of curriculum, student behavior and school protocol, assisting in hiring and evaluation of new staff, ensuring teachers have both skills and resources they need to teach their students effectively. The number of staffing positions will increase from year one through year three to maintain student to teacher ratio.

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I. Mission, Key Design Elements, Enrollment and Community

A. Mission Statement and Objectives

The Rockaway Community Charter School (RCCS) utilizes the STEM framework in preparing every student for the world of the future. All students will receive the necessary support and encouragement to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship. Collaboratively, students, families and staff will work together as a learning community to establish the parameters needed to bring each student to his/her full potential by establishing the expectation of “Excellence Is The Only Option.”

Vision Statement:

Our vision is that all students, regardless of their circumstances, will have access to a first-class STEM education that will fully prepare them for a seamless and successful transition into high school. By maintaining and monitoring high standards for performance, students will master core competencies based upon complex-thinking, decision-making, effective communication and problem-solving skills necessary for 21st century proficient learners. Lastly, RCCS will serve as a haven for a positive school climate that builds enthusiasm for learning by ensuring safety, respect and trust for the entire learning community.

Objectives:

The school-wide objectives for RCCS are rooted in the New York Charter Schools Act of 1998 as amended. Specifically, the Charter School Act emphasizes improvement in student learning and achievement, providing increase-learning opportunities for all students, with special emphasis on expanded learning for students who are at risk of academic failure, and encouraging the use of different and innovative teaching methods. Our STEM program includes powerful pedagogical practices centered on the student’s active learning, including cross-curricular integration, project-based learning (PBL), authentic and alternative assessments, writing literacy via research and reflection, creating partnerships with the business community, and solving or attempting to solve authentic, real-world problems. RCCS objectives emphasize the following:

- Delivering a standards driven STEM instructional program for all students.
- Educating students to communicate effectively through reading, writing, and speaking.
- Educating students in critical thinking skills that they need to be successful in high school and beyond.
- Fostering positive self-image, respect, and the development of social skills in a nurturing environment.
- Encouraging awareness and appreciation for a culturally diverse environment.
- Supporting a variety of academic programs and services which help build excellence.
- Using efficient, research-based formative and summative assessment tools to measure student progress, and to ensure that individual needs are being met.
- Preparing students to compete in a technological society.
- Providing varied professional development programs to adequately prepare teachers and administrators to deal with the challenges of urban education in a multicultural environment.
- Providing increased learning opportunities for all students, including those at risk of academic failure.

To further the purpose of Education Law §2850 (20):

1. RCCS will significantly **raise student learning and achievement** by engaging them in a project-based interdisciplinary STEM curriculum that is aligned with the Common Core State Standards. The applicant team believes that all children can attain academic excellence, and we will use evidence-based instructional practices and set clear benchmarks for reaching academic goals. RCCS will use a diagnostic prescription approach that involves frequent internal assessments and regular teacher observations to gauge student progress in each unit of study. A team of educators - classroom teachers, Chief Academic Officer, teaching assistants, will use the data to create and monitor individual instruction plans for each child to catch them before it is too late.
2. RCCS will **create new professional opportunities** for all faculty and staff. Our investment in professional development, covering core subjects and assessment methodologies, will provide new professional opportunities for teachers. The STEM Academy team of veteran educators will work directly with RCCS staff and students. Hands-on activities and educational plans to move both students and educators forward in their STEM learning journey will be utilized. Teachers will also be trained to use the Sheltered Instruction Observation Protocol (SIOP)

model for teaching ELLs, classroom management and curriculum development, project based learning (PBL), and collaborative team teaching (CTT).

3. RCCS instructional approach using PBL is a **different and innovative teaching process**. PBL is used as an interdisciplinary teaching strategy using all STEM content areas as well as additional content. Authentic, real world problems are posed to students to guide teaching and learning. Teachers will provide opportunities for students to work in collaborative groups where students fluent in English will help the ELLs or ESLs. By working together on a common theme and sharing ideas, non-English speakers will learn from their English-speaking counterparts. Utilizing the STEM framework, students will examine world problems and challenges, gain cross-curriculum skills while working together in small collaborative groups.
4. RCCS will implement **innovative teaching and learning methods** to assist targeted struggling students, including family support programs. Our collaborative team teaching approach (CTT) allows a core subject teacher to focus on most of the students, while a special education teacher or teaching assistant provides differentiated small-group instruction as needed.

B. Key Design Elements: STEM Curriculum: STEM is an acronym for Science, Technology, Engineering and Math education. We focus on these areas together not only because the skills and knowledge in each discipline are essential for student success, but also because these fields are deeply intertwined in the real world and in how students learn most effectively. STEM is an interdisciplinary applied approach that is coupled with hands-on, problem-based learning. RCCS uses a STEM framework for curriculum, and all aspects of our educational plan will be fully integrated within this framework. As a result, students will gain the necessary problem-solving skills guided by NYS Common Core Learning Standards and New York State Learning Standards. The STEM educational program is student centered, motivating, challenging, and academically rigorous. The STEM Academy team of veteran educators will work directly with RCCS staff and students. The STEM Academy is an IRS-approved 501(c)3 nonprofit. Its mission is to prepare all K-12 students to be competent, capable citizens in a technology dependent society through comprehensive student assessment including traditional tests; PBL presentations and portfolios. Hands-on activities and educational plans to move both students and educators forward in their STEM learning journey will be utilized.

Training sessions will show instructors what to do, how to prepare, and how to encourage and involve others. Instructor coaching allows the mentor to enter the instructor's environment where they will work together to create solutions to real issues. Coaches for instructors will model problem solving and lesson planning, invite cross-curricular staff involvement, and recommend methods of celebrating students' learning experiences with the community. This coaching program will leave both staff and students excited and energized to use the new tools, materials, and processes monitored by The STEM Academy Coaching Staff. The STEM Academy is contracted to support RCCS leadership and teachers to help drive instruction. They will provide a curriculum, required materials, training and monitoring. The applicant team has chosen the STEM model because we believe in the residents from Far Rockaway who told us that minorities are underrepresented in the sciences and technology, and that STEM is a basis for any career in the 21st century, and that there is no other STEM school in the community. The STEM model has resulted in improved student learning and achievement in middle schools throughout the country, including Preston STEM Middle School in Colorado. STEM supports our core mission which is to prepare our students for the world of the future i.e. rigorous high school work, and 21st century careers in science and math.

Teacher Professional Development: Effective teachers represent the engine that will drive student learning, and to this end, RCCS will invest heavily in Professional development that will produce qualified STEM teachers with knowledge in utilizing the STEM pedagogy (e.g. PBL/ Inquiry). Certified STEM Academy trainers will deliver quality professional development and training for all RCCS teachers, counselors, administrators and ancillary school staff. Industry certification is also available for teachers to bolster their credentials. Teachers are required to become STEM certified. The STEM Academy certification programs will provide RCCS with a proven methodology for effective measurement of program, teacher and student 21st century competencies. The STEM Academy is committed to continuous support of its experienced and initial teachers. First and second year teachers are required to monitor and contribute to web based forums that serve as a repository for frequent questions and strategies for instruction. All teachers and counselors have access to, and are required to participate in ongoing training sessions throughout the year that occur at local, regional and national locations. Online webinars and training sessions are also available for RCCS teachers. Help desks have been specifically designed so that teachers quickly have even their simplest questions answered. Although teachers are not likely to call during the day, the lines are open so that calls can be made after school. Local consultants and development team experts

from the STEM Academy are available to RCCS staff as mentors or to assist on site as needed. RCCS teacher training begins in August 2015, well before school commences. All teachers will receive three days of intensive STEM training, and will be equipped with the necessary text books and other materials that are required for successful implementation. Teachers will have common planning time during each day and will have the opportunity to develop individual PD plans. RCCS teachers will participate in whole-group PD sessions focused on developing integrated curriculum, building teacher, content knowledge and effective pedagogy (e.g. PBL, Inquiry). Teachers will observe colleagues and engage in formal reflection and discourse regarding practice. PD sessions are aligned with the needs of the school and student learning needs. PD includes support across the school year during implementation of the school-based STEM strategies. In addition to the summer STEM training, teachers are provided with additional PD hours during the course of the school year (see Attachment 3a and 3b-Sample of Daily Schedule and First Year Calendar). Teachers will receive training in SIOP model for ELLs, classroom management, curriculum development, Positive Behavior Intervention and Support (PBIS) and Character Counts. The latter two are the corner stones to our advisory program.

Project Based Learning (PBL) is used as an interdisciplinary teaching strategy utilizing all STEM content areas as well as additional content. Authentic, real world problems are posed to students to guide teaching and learning. Teachers will provide opportunities for students to work in collaborative groups where students fluent in English will help the ELLs or ESLs. By working together on a common theme and sharing ideas, non-English speakers will learn from their English-speaking counterparts. Utilizing the STEM framework, students will examine world problems and challenges, gain cross-curriculum skills while working together in small collaborative groups. The tasks and projects are complex, result in multiple solutions and encourage higher level thinking. Students are highly engaged in the process and will have opportunities to select their own strategies and approaches. Sometimes they set their goals, identify their own area of interest as they control their learning. Often they must work collaboratively with peers through the exploration and the demonstration of their learning. High levels of thinking are critical for this level of performance.

Longer school-day and school-year: Supplementing the school day with more opportunities for learning will enhance the educational performance of all students. The school day at RCCS begins at 7:30 am and officially ends at 5:00pm. Students are scheduled for regular classes up to 3:26 pm. From 3:30 to 5:00pm, all students are afforded the opportunity to participate in extended learning. Assessment data is used by the Principal and Chief Academic Officer (CAO), to identify specific students who could benefit most, and encourage participation. Accelerated students will have opportunities to apply real world math, science and technology concepts by participating in STEM clubs. Students who are behind grade level will participate in remedial programs to get them up to speed. Supervision is provided by the CAO or his/her designee, who will work in unison with core subject teachers, special education and ELL teachers to ensure the needs of students with IEPs and English as a Second language are met. In these sessions, teachers use data from the assessments to tailor instruction to address the student's individual areas of growth. STEM Academy curriculum can meet the needs of a longer school day and school year through its course and unit flexibility. RCCS will make a concerted effort to involve parents and community members that are currently in a STEM career to share real life experiences and acting as role models to students. The school year is extended to 185 instructional days instead of 181 days in most district schools. A mandatory summer program will be offered after the first school year to support students who are not meeting expectations for the core disciplines of ELA, Math, Science and Social Studies. Subject area specialists and intervention specialists (i.e. ESL teacher, reading specialist and/or special education teacher) will provide instruction. Longer school day and year, will provide valuable time to improve the academic achievement of all students. The goal is obtaining excellence as indicated in our mission. Funding for the summer program has been provided in our budget.

Smaller class size: Each class will comprise of 25 students as opposed to 28-35 in most district schools. After decades of research on class size, the evidence is considerable and compelling. The biggest and most credible study, "Tennessee's Statewide Student/Teacher Achievement Ratio or STAR" project that began in the late 1970's, found that the learning gains students made in classes of 13-17 students persisted long after the students moved back into average-sized classes (HEROS, 2011). Studies conducted by Dynarski, S., Hyman, J., & Schanzenbach, D. W. (2011), and Achilles, C. M., et al. (2012) arrived at the similar conclusion. Studies have shown smaller classes lead to increased learning gains as well as fewer disciplinary issues for all students, especially minority students. For teachers, smaller classes offer the opportunity to spend less time enforcing discipline and more time guiding students' individual learning. Students will be able to work collaboratively in groups of 5 when completing STEM PBL. Smaller groupings will be formed based on teacher discretion.

Extensive use of technology: Introducing technology at the middle school level can make the overall education experience better for everyone that's involved — including administrators, teachers, students and parents. For example,

connected classroom technologies better equip teachers to address individual student needs. No longer must they focus primarily on delivering content; they can become the learning coach for students, helping those students' master higher-level skills that make use of the information in meaningful ways. They can help students develop more effective ways to collaborate and communicate their ideas with fellow students and others. Learning concepts, processes and activities can be structured in a way that is safe, age-appropriate and aligned with course objectives. Each classroom will be equipped with the latest technology including PCs and interactive white boards. One mobile computer lab will also be purchased. In order to enhance the instructional program, educational software including, but not limited to, Brain Pro (an online reading comprehension program for struggling readers) and Intelligent Math Tutor (math literacy program) will be utilized. RCCS continues to research educational software for students reading at or above grade level. Funds have been allocated in the budget to ensure that the building's infrastructure is adequately wired to support the RCCS technology program. RCCS will utilize the International Society for Technology in Education (ISTE) as a resource that will show teachers how technology can be weaved into our curriculum, ensuring that our graduates are prepared for the technological rigors of high school, college and work in the 21st century. ISTE is a not-for-profit organization dedicated to supporting the use of information technology to aid in learning, teaching of K-12 students and teachers. ISTE has a track record of success throughout the United States. Our user-friendly management software (DataCation) allows students, parents, teachers, and administrators to monitor each student's academic progress. The software offers an array of tools to help schools break down complex student data to inform and support instruction, professional development, curriculum planning, accountability, and policy. DataCation is effectively used by most New Vision schools in New York City.

Our STEM framework allows teachers to use and model appropriate technology in instruction on a daily basis for communication, research, and delivery. Students will be required to use appropriate technology as available for collaborative work, communication, research, and data collection/analysis, in projects and other assessments daily. The STEM Academy Learning Management System (LMS) makes course content accessible to students anywhere there is a secure Internet connection and captures student outcomes for all participants. Project-based activities would be completed within the school environment and would offer participants the opportunity for collaboration on case studies. The STEM practices, strategies, and programming can improve student achievement, close achievement gaps, decrease dropout rates, increase graduation rates, and improve teacher and principal effectiveness. This evidence will be provided through the combined use of the STEM Academy Learning Management System (LMS) data and reports, and individual LEA (Local Educational Agency) data systems and reports. STEM LMS interfaces with DataCation, ARIS, and ATS.

60-minute instructional period: Students will receive 60 minutes of instruction for all disciplines each day, which allow greater flexibility for instruction. Teachers have the opportunity to use multiple teaching strategies (e.g. cooperative learning, exploration through STEM, inquiry, case study, and simulations). Students who are behind grade level (especially Math and ELA), will receive extra support during Study Hall (3:30-5:00).

Student Support: The guidance and counseling program will provide adolescent students a range of academic and non-academic (physical, social, and emotional) supports. The guidance counselor will provide support to students and their families. Counselor provides day-to-day, culturally sensitive guidance and counseling for individual students as well as managing crises that may occur. Through the STEM Learning Management system, all counselors will have access to student data, and will be provided with ongoing STEM training sessions throughout the year. The goal is to give each student, every opportunity possible to achieve "Excellence as The Only Option", as indicated in our mission. Additional support services will be provided through the Committee for Special Education (CSE) from the district in which the student resides. All students are required to participate in an advisory program from 8:00 am to 8:20am each day with a focus on character development. The school will also implement the required sections of the 'Dignity for All Students Act'. RCCS will implement Positive Behavioral Interventions and Supports (PBIS) as the umbrella philosophy encompassing the tone, spirit, culture, and environment of a rigorous learning community. PBIS includes a broad range of systemic and individualized strategies, promoting social and learning outcomes while preventing problem behavior. PBIS is not a curriculum nor a program, but rather a framework and philosophy that will assist administrators, teachers, guidance counselors, and other staff in identifying the social and emotional needs of students. Our use of PBIS is further described in Section II. The basic PBIS approach is to use proactive, research-based strategies to teach clearly defined behavioral expectations. Most importantly, it establishes ongoing behavior supports that can be used by ALL students, staff, volunteers, parents and community members. RCCS utilizes "Blueprint for School Wide Positive Behavior Support Training and Professional Development", developed by the National Technical Assistance Center on PBIS as a guide to implementing PBIS. Our overall approach to student support facilitates our mission by providing

students with the emotional and social skills essential for high school, college, and career readiness. This will also promote a safe, nurturing environment, free from violence and harassment of any kind. Another student support, character development, is achieved through our Character Counts Program. This program is based on these six pillars: trustworthiness, respect, responsibility, fairness, caring and citizenship. The pillars are embedded in our school culture in a variety of formats. Character posters are posted throughout the school and in each classroom. During the advisory period, teachers will teach character lessons. Character Counts will complement and support our use of PBIS.

RCCS strives to deliver quality instruction to a diverse community and recognizes that every student comes with unique talents and learning styles. PBL (described above), and differentiated Instruction, are key pedagogical approaches that will allow RCCS to further the objectives specified in Education Law § 2850(2). These approaches will be particularly beneficial in addressing the needs of ELLs, SWDs, and Title I students.

Differentiated Instruction: RCCS will implement differentiated instruction as a key pedagogical approach. The model of differentiated instruction requires teachers to be flexible in their teaching approach and adjust the curriculum and presentation of information to learners in a way that each student understands. (See Section IIC: Curriculum and Instruction for details on differentiation). This fits well into our STEM curriculum which supports flexible grouping, where children are grouped temporarily according to skill, interest and/or instructional purpose. STEM curriculum also utilizes technology as a learning tool.

Parent Involvement: RCCS recognizes the value of parents/ guardians as educational partners, and will work to actively involve them in their students' learning experience as advocates, volunteers and tutors. In compliance with Education Law 2851 (2)(c), RCCS will be a school in which the voices of families are heard, whether it is through board meetings, STEM Leadership Team, the Parent Teacher Association, as well as the school's volunteer program. RCCS will seek parent volunteers for various types of school events. The PTA is a team of parents and its purpose is to help all parents become involved in their children's education, share ideas, and enrich the school community. Students will have direct experiences with parents and other community members who are STEM professionals, in an effort to add to their knowledge. The STEM curriculum has built-in assessments to determine what educational objectives a student knows, what performance standards a student has shown, to evaluating the effectiveness of RCCS and its teachers. RCCS will provide parents, as part of the learning community, with the steps required to access student data by hosting parent workshops. Students at RCCS will celebrate their STEM learning experiences with their parents and the community at large. RCCS will maintain an open door policy that allows parents to discuss their students' progress, and become an integral part of the school's learning community. The principal will hold monthly coffee events for parents. RCCS has already secured parent volunteers that will help in reaching out to other parents through multiple channels to keep them informed about their students' school experience. We strongly believe that parent involvement will be a crucial component to allow RCCS to function as a learning community and meet our expectation that, "Excellence Is The Only Option".

Middle School STEM Experience: Once the admission process is complete; entering students must attend our mandatory Summer Middle School STEM Orientation. During this one-week orientation, students will be introduced to the STEM curriculum, become familiar with school expectations, mission and policies. Students will be provided with an overview of the expectations of a student in RCCS, and how they will progress toward transitioning to the seventh grade. The Terra Nova assessments in Mathematics and English will also be administered.

Academic Rigor: RCCS sets high expectations for all students, by offering a rigorous curriculum that engages all students, including ELLs, and students with special needs. Within our STEM framework for all disciplines, students will apply their knowledge through higher order thinking skills. Teachers will constantly promote and look for a higher level of quality both in effort and outcome. Accelerated math students will be provided with opportunities to earn high school credit in Algebra I. By offering both a rigorous and challenging curriculum, RCCS is positioned to see significant improvements in academic achievement similar to the dramatic success experienced by KIPP Infinity Charter School and Williamsburg Collegiate Charter. Students, teachers and administrators will celebrate high quality student work in STEM through ongoing STEM exhibits on-site, online and/or in state and national forums.

Data Driven Instruction and Assessment: RCCS shares in the belief of Paul Bambrick, that data-driven instruction is a key framework for increasing student achievement. Bambrick's work shows that leaders who have been trained in data-

driven instructional models are now leading some of the highest-gaining or highest-achieving schools in eight cities across the country: Chicago, Baltimore, Oakland, New York, New Orleans, Washington DC, and Newark. These are district schools and charter schools, small and large, elementary and high schools. RCCS instructional framework includes the regular and coordinated use of diagnostic formative and summative assessment data (captured by or data management system, DataCation) to understand the content and skills students have mastered and help with instructional placement. Assessment begins during the summer of 2015, before school begins. Results from the Terra Nova reading, comprehension and writing, and math diagnostic assessments will be used to determine their baseline performance levels. RCCS will also look at past test scores on the New York State Assessment exams. By starting with student diagnostics, teachers will be able to accurately determine student need. Teachers will be prepared from the very first day of school with support plans and student groupings. RCCS has chosen the new TerraNova Common Core because its content is aligned with the Common Core, and features innovative items that deliver an authentic measure of the higher order thinking skills and increased depth of knowledge highlighted by the Common Core.

Terra Nova will show RCCS leaders how well students have mastered national and common core standards. These assessments also allow administrators to establish measurable goals for teachers, and to provide professional development to those teachers, to ensure they are supported in meeting their goals. Administrators at the RCCS will provide checks and balances for assessment via frequent instructional walkthroughs and frequent feedback to teachers. Additionally, administrators will analyze data and make appropriate adjustments to the instructional program.

Teachers and staff use standardized test data in addition to classroom assessments to shape instruction. The STEM Academy's formative and summative assessments are embedded and tied to the specific content of each of the units offered in the coursework. Further, the content and instructional objectives for each unit are written in operational terms that specify the exact skill that is measured. STEM Academy assessments are delivered in multiple formats to make certain that a student has the ability to express their knowledge of the content being tested. The STEM Academy electronic assessment system collects demographic information about who is engaging in the work and taking the tests to provide data for future reports on the efficacy of the STEM Academy curriculum. This electronic assessment system is easy to use and allows for scoring the assessment automatically. Results of the students work are "real-time", meaning that results are immediately available to students and instructors. Course outcomes and national standards met through course formative and summative assessments are automatically populated to a student's individual portfolio as evidence of their personalized achievements. This information can suggest areas for remediation or enrichment for individual or groups of students. These assessments that are conducted throughout a course ensure that teachers can engage in real time "re-teaching" of concepts as needed. Students are able to access their data, understand it, and know how to improve. Data analysis will be part of RCCS professional development beginning September 2015, and will be provided by RCCS leaders, and other professionals.

Core Beliefs and Values About Education: RCCS firmly believes that all children, regardless of their circumstances, can achieve excellence in learning. We also believe that students learn best when courses connect curriculum to the real world, as provided through our STEM framework, thus providing authentic purposes for learning and solving problems. RCCS is a learning community and all members of the learning community will maintain high expectations for learning. RCCS teachers will serve as facilitators, helping the students construct meaning and understanding of the content to achieve mastery.

RCCS Core Values & Beliefs:

- All students can be successful learners
- Students must be taught in the least restrictive environment.
- Our school is a community of learners
- Our students' success is the responsibility of our learning community.
- Each student deserves the opportunity to realize his/her fullest potential.
- Character Education is the ethos (*guiding beliefs*) of our school.
- The learning community thrives in a safe environment.
- The learning community includes caring and positive adult role models who set high expectations for their students' academic achievement and students' behavior.
- Diversity is embraced by the learning community.

- Parents are welcome partners in the learning community.
- Our motto is “Excellence Is The Only Option.”

C. Enrollment, Recruitment, and Retention

Grades	Ages	Projected Enrollment Table Over the Charter Term				
		Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Year 4 2018-2019	Year 5 2019-2020
6	11-13	125	124	126	125	125
7	12-14		125	124	126	125
8	13-15			125	124	125
Total Students		125	249	375	375	375
Classes Per Grade		5	5	5	5	5
Maximum Number of Students Per Class		25	25	25	25	25

Enrollment: RCCS will begin with 125 students distributed within five 6th grade classes. There will be 25 students in each class, smaller than nearby district schools. For teachers, smaller classes offer the opportunity to spend less time enforcing discipline, and more time guiding students' individual learning. The school will continue to grow by one grade a year consisting of five classes, reaching full capacity (375 students) by year three and grade eight. Based on New York City Department of Education data for 2013-1014, this represents approximately 10% of the middle school population. We acknowledge we may have attrition and will back-fill students to maintain desired class sizes through grade 8; however, RCCS predicts it will draw students from all elementary schools on the Far Rockaway Peninsula, allowing us to meet or exceed enrollment and retention targets established by the Board of Regents. Our admission policy of non-discrimination, will allow full accessibility of the school for all eligible students. Our age selection takes into account incoming students who are over age and under- performing.

Rationale for Selecting Enrollment Size: The leaders of RCCS are of the belief that Small Learning Communities (SLCs) promote improved learning. This is supported by three decades of work done by the Project on High Performance Learning Communities which demonstrate the impact of “Small learning environments” on student motivation, adjustment, and well-being. Our maximum enrollment of 375 students has been chosen because it allows RCCS to create a more personal environment, to better meet the needs of all students, including ELLs and SWDs. Within our community, students work closely with a core group of teachers and other adults to attain mastery of a subject.

Recruitment and Retention Plan. RCCS is an inclusive school and this will be reflected in our recruitment efforts. The founding members of RCCS have met with local tenant associations, parent organizations, and other community stakeholders in Far Rockaway to disseminate information about RCCS’s educational programs and to work with them on announcing our program. Several presentations have already been made to parents and students alike in the Far Rockaway Community (2009-2014). Once the charter is granted, the Principal, APO, and parent volunteers, will initiate recruitment campaigns, targeting subway stations, community centers, churches, elementary schools, barber and beauty shops, public and private housing complexes and other public areas. Written information will also be available in different languages. Social media, such as our school website and our school Facebook page, will be established no later than January, 2015.

Application/Lottery/Preferences: RCCS is a school of choice, and parents must submit a timely application containing information necessary to ascertain eligibility and preference criteria, and the applications will be available in multiple languages. If more students apply for each new 6th grade class than the school has seats, a lottery will be held for CSD 27. RCCS lottery will provide preferences for students who live within CSD 27, are free-lunch eligible, are English language learners, or have existing IEPs so that we meet NYS’s enrollment and retention targets (See Attachment 1). Students not selected through the lottery will be placed on a waitlist in the order in which they are drawn and offered seats in 6th grade if any becomes available, up through 8th grade.

RCCS will try to retain all our students from the target groups mentioned above through: a) home visits before school starts to engage parents in their child's education; b) wraparound services for struggling students and families; c) targeted student support from RTI team; d) close monitoring of student progress and discussions with families about IEP modification. Data will be collected and maintained on attrition based on annual parent surveys and from students who state intentions to leave.

Through our STEM curriculum, students will learn by doing which is inviting and exciting so students learn and remember more. Successful, hands-on experiences exploring engineering can have a major influence on motivation and confidence in learning. Ultimately, we hope to inspire students to challenge themselves and consider careers in STEM fields. The STEM practices, strategies, and programming used by RCCS can improve student achievement, close achievement gaps, decrease dropout rates thus increasing student retention, increase graduation rates, and improve teacher and principal effectiveness. This evidence will be provided through the combined use of the STEM Academy LMS data reports and individual Local Educational Agency (LEA) systems and reports such as Datacatation, ARIS and ATS.

Family and Community Support: RCCS has marketed its educational model to CSD 27 neighborhoods where a significant number of low income/poverty-level and non-English speaking families reside. The data shows that some prospective families, especially those of economically disadvantaged and immigrant backgrounds may be unfamiliar with or have limited access to information regarding their children's educational options. RCCS will leverage its relationships with community-based organizations (CBOs) and the many community leaders we have engaged, including clergy, elected officials, nonprofit leaders, principals of elementary schools, and other stakeholders who serve a non-English speaking and/or economically disadvantaged and/or SWD constituency to discuss our program. As an inclusive school, all recruitment and application materials will be available in the predominant languages of the community. To build a broad coalition of support to sustain our ongoing efforts, RCCS will identify a diverse sampling of individuals and businesses to support and engage in the design process of our STEM program. By identifying a diverse sampling to support and engage in the design process, a community is more likely to have impactful and sustainable innovations. (See "Plan for Future Community Engagement" below) for further involvement of the community).

To ensure we meet enrollment and retention targets established by the Board of Regents, RCCS will continue to employ various strategies to publicize its program and appeal to a diverse population. Some of these strategies include posting of flyers in multiple languages and placing notices in local newspapers, supermarkets, communities of faith, community centers and apartment complexes, including large public housing developments; conducting open houses in after-school programs, youth centers and CBOs serving youth and families in CSD27; recruiting students from a diverse array of elementary schools, including ones that serve ELLs, poverty level families or have a focus on children requiring early intervention services for SWD; engaging in outreach to relevant media outlets including minority and foreign language media; and canvassing CSD27 neighborhoods to further reach interested families. Family information meetings will highlight the academic program, curriculum, inclusive school culture, and academic support and intervention services as we have done in past meetings. We will specifically focus on children identified as ELLs, SWD, and Title I through our outreach program. RCCS will retain its population with the success of our highly individualized instructional model that ensures the advancement of all learners. The full retention policy is explained further below.

Based on our outreach to date, including parent signatures received, community meetings and the enthusiastic support from community leaders, there is ample evidence the number of eligible applicants for RCCS will ensure adequate enrollment. Should the number of applicants exceed the school's desired capacity; a lottery will be used to admit students, while others will be placed on a waiting list. RCCS Admission Policy and Procedures in **Attachment 1** provides specifics regarding the application, admissions and enrollment process, and a plan for a public lottery.

Specific plan to recruit and retain Students with Disabilities: Given the current demographics of CSD 27, all recruitment strategies used by RCCS, will attract a larger than average population of students, who require special education services. RCCS will not discriminate in its admission and enrollment practices, on the basis of a student having or suspected of having a disability. Based on the special education population of neighboring schools MS053 (25% SpEd), and Q319 (26% SpEd), RCCS predicts that at least 20% of the students recruited, enrolled and retained by RCCS will have IEPs. The following specific recruitment will be implemented:

- Conferencing with parents of students with disabilities, to explain how our STEM program focuses on PBL, inquiry, differentiation and other teaching strategies that are typically successful for students with different learning styles;

- Parents will know that RCCS is designed to serve students with IEPs
- Conducting outreach to the organizations that support charter development in New York City, to get the word out about how the RCCS model is specifically designed, for students with different types of learning needs.

Specific Plan to Recruit ELL Students: RCCS will seek to recruit, enroll, and retain at least 15% ELL students. Data is based on ELL population in MS 053 and Q 319 which are 14.79% and 14.06% respectively. Specific strategies will include:

- Creating recruitment and application materials in English and Spanish. RCCS will also remain responsive to community needs and if it seems that a large percentage of applicants need those materials in other languages, they will be translated accordingly.
- Having a Spanish-speaking staff member and/or a Spanish translator for recruitment events, to help promote the school and answer the questions of Spanish-speaking families and prospective students;
- Conferencing with parents of ELL students, to explain how our STEM program focuses on PBL, inquiry, differentiation and other teaching strategies that are typically successful for students with different learning styles;
- Assuring parents that RCCS will employ ELL teachers, then later on an ELL coordinator to insure that their children's' needs are met. Teachers will be trained in using SIOP model;
- Conducting phone follow up to families of English Language Learner students who express interest in RCCS;
- Connecting with community organizations that work with immigrant and non-English speaking families to attract ELL students; and
- Providing advertisements for RCCS in Spanish and other language newspapers.

Specific plan to recruit students who qualify for free and reduced-price lunch: As with the other two categories of students explained above, the demographics of the Far Rockaway community, allows RCCS to naturally attract a large number of students who qualify for free and reduced-price lunch. RCCS expects 80-90 percent of students enrolled will qualify for free and reduced-price lunch (based on statistics from neighboring schools). In addition to all the other recruiting strategies, specifically targeted actions will include:

- Posting advertisements for school events in feeder elementary school newsletters(for schools that are open to the idea), free local newspapers, especially targeting economically disadvantaged neighborhoods throughout Far Rockaway
- Working with local churches, tenant associations, libraries, community centers and others to publicize the school and distribute application materials
- Reaching out to elementary school guidance counselors, who might be able to recommend students and families that are looking for other educational options
- RCCS will participate in the DOE middle school fairs
- Mailings will be sent to prospective students (via the DOE's Vanguard mailing services)
- Visiting barber/beauty shops and churches
- Encouraging parents to spread the word to other parents of students ready to start middle school.

Methods of evaluating efficacy of recruitment and enrollment efforts: Recruitment efforts will be recorded, and attention will constantly be paid to the outreach conducted, especially focusing on recruiting students with disabilities, ELLs and students who qualify for free and reduced-price lunch. However, if the Board of Trustees, along with the Principal and APO, determine the recruitment strategies are unlikely to garner applications from students sufficient to meet these targets; we will develop additional strategies to meet our target population. For example, extending outreach to involve Special Education and ELL advocates and community based agencies that support or service ELLs, Special Ed and children from low income families. Following the school lottery and the completion of the school enrollment process, data will be collected on students, with respect to basic demographics, including whether the student has a disability, is an ELL or qualifies for free and reduced-price lunch.

Overall Retention Policy: Our retention strategies for all students will be to create and maintain an engaging STEM curriculum, establish high expectations for all students, hire competent engaging staff and school community members, and establish a welcoming school culture that provides both students and staff with a number of opportunities

for growth. The founding team believes dropout prevention strategies must be targeted at the middle school grades, when the stresses of schooling related to a more complex curriculum, a less personal environment, and the growing need for acceptance by adolescent pose grave dangers to already disadvantaged students (Massachusetts Advocacy Center, 1988). Even though research demonstrates the importance of middle schools in retaining at-risk students, the organization and curriculum of most do not meet the needs of young adolescents, who are going through a tumultuous period of rapid physical and emotional development. RCCS will implement the following measures to meet or exceed the retention targets established by the Board of Regents for students with disabilities, English Language Learners, and students who are eligible free and reduced lunch prices:

- Small Learning Community: RCCS will be a small school with a student population of 375 by year three. Our goal is to maintain a small-school culture which offers students a challenging curriculum and a more caring and supportive environment. The guidance counselor will provide individual and group counseling sessions to students.
- Promote cooperative learning: RCCS will promote cooperative learning, where students of mixed ability levels work together in groups and receive group rewards as well as individual grades. This will be accomplished during class instruction, and using our STEM pedagogical approach of Project Based Learning
- Improving the student-teacher relationships: The goal of RCCS is to make sure that students make a personal connection with at least one teacher. This begins with the student's advisory teacher. Research indicates that once students make a personal connection with at least one teacher, the learning barriers will be removed. (Berry & O'Connor, 2009). During advisory, students will be able to talk about concerns about school so that teachers will get a gauge on how students are doing emotionally.

Retention Strategy Evaluation: Data regarding students who leave RCCS will be maintained on our data management system (DataCation), so a study of student retention will take place at least annually. The study will evaluate the number of students who left school, basic demographic information about each student (including why the student left, whether the student had an IEP, was an ELL or qualified for free and reduced lunch). RCCS program is supportive of the aforementioned students and the board of trustees will oversee the percent of such students and track attrition. RCCS will rigorously address the needs of special education and ELL students by hiring a dedicated team of six special education teachers by year three. Our Team teaching approach links an experienced teacher with a special education teacher or teacher assistant with social work background in 6-8 grades. This two person team, in conjunction with the school's dedicated special education and ELL teachers supporting classroom teachers, will provide greater capacity for differentiated individual instruction and help for modifying small classroom-behavior problems before they become bigger. RCCS will hire a special education coordinator as a point person coordinating the prompt implementation of IEPs. For the above reasons mentioned, students entering RCCS will stay.

See Attachment I for Admissions Policy and Procedures

D. Community to be Served

The target student population of RCCS is projected to reflect the ethnic, economic, and language diversity of the Far Rockaway community. The demographic profile of CSD27 is 49% African American, 22.9% Latino, 21.9% White Non-Hispanics, 1.6% Asian, and 4% of the population is classified as other. CSD27 is composed of immigrant groups from Jamaica, Guyana, El Salvador, Dominican Republic, Haiti, Guatemala, Trinidad & Tobago, Poland, Russia, and the Ukraine. 24.4% of CD 27 population is foreign born. The median household income is \$27,820 and 26% of the population lives below the Federal Poverty Guideline (*U.S. Department of Education National Center for Education Statistics, 2005*). We expect to serve a representative population of the community school district. RCCS is designed to meet the needs of a high ELL population, students with disabilities and those who are eligible applicants for the free and reduced price lunch program, by offering a program that adapts to each student learning needs. RCCS STEM program is focused on standard based foundations, gender awareness, socio-economic concerns and general learner needs to engage as many learners as possible.

There are eleven schools that provide services for grades 6-8 students in Far Rockaway. One of the middle school options for students within the community is MS053, which is home to a large population of African American and Hispanic students. Student population in 2011 was 431 broken down as follows: 63.34% African American, 35.03% Hispanic, 1.39% White, and 0.23% American Indian with attendance at 86%. 2012-2013 ELA scores for MS 53 indicate that only

14.8% of 6th grade students, 18.7% of 7th grade students and 12.4% of 8th grade students are achieving proficiency at Levels 3 or 4 and that less than 1% of the student population in any grade in the school is achieving at Level 4. Similarly, 2012-2013 math scores for MS 53 indicate that only 19.6% of 6th grade students, 14.4% of 7th grade students, and 13.5% of 8th grade students are achieving proficiency at levels 3 or 4. The above statistics indicate a need for better choices for our middle school students and RCCS will provide this opportunity.

Because of the large ELL population in CSD27, traditional public schools usually fail to engage and work with many students, often contributing to the factors that lead them to drop out and rarely reengaging them when they do. A range of classroom dynamics-including low expectations, impersonal learning environments, irrelevant content, and an inability to match instruction to learning styles limits the opportunities available to ELL students. By delivering a rigorous, standards-based curriculum, RCCS is a viable option for middle school students in the Far Rockaway community. CSD 27 has been selected for the following reasons: a) because of the disproportionate number of charter schools when compared to the other boroughs of Manhattan, Brooklyn and the Bronx, b) The DOE statistics for the 2012-2013 school year indicates that only a small percent of the middle school student population is achieving proficiency at levels 3 or 4 and the same holds true for prior year, c) some of the founding members are from the Far Rockaway community and have expressed interest in helping uplift the educational standards within the community. Presently CSD 27 has two charter schools that address the elementary school population. However, there are no charter schools addressing the educational needs of middle school students, If RCCS application for a charter is successful, it will be the first STEM charter school in Community District 27 delivering services to middle school students.

Rationale for how RCCS will enhance the educational options for students. Students who enter middle school at or below Level 2 have a very low probability of becoming proficient by the eighth grade. Even students who enter middle school at Level 3 have just over a 50% chance of being proficient in eighth grade ELA and just over a 60% chance of being proficient in eighth grade Math. The repercussions of low middle school performance do not stop when students leave the City's middle schools. In fact, this domino effect continues into high school. The result of the above trends is an ever-widening concern among educators, parents, and civic leaders about the inability of our school systems to address the needs of young boys and girls in our nation's cities. The dismal states of many cities' budgets provide limited opportunities for enrichment in culture, reading, music and the arts. Students attending large city schools also experience higher teacher absenteeism, limited resources, overcrowded classrooms, and poor instruction from teachers who are not committed to the well-being of our children. Young minority boys and girls who are educated in large urban schools are more likely to experience school failure, excessive school suspension, and an overall poor quality of education. The facts clearly and consistently depict a pattern of low graduation and high dropout rates for African American, Hispanic, and Native American students throughout New York City, and the data is echoed throughout the nation. RCCS is an innovative and effective response to the frightening trends facing our youth in urban communities. The RCCS model engages all stakeholders with a unique STEM curriculum designed to improve the academic achievement of middle school students in the Far Rockaway Community. All students will receive equitable access to STEM instruction and programs. The STEM classroom is differentiated to accommodate students with different learning styles. Teachers will use methods of inquiry and investigations to guide student learning. Our curriculum supports the development of explanatory models and critical thinking. Teachers will be encouraged to read scholarly articles on cultural and gender differences to inform instruction, along with additional information from the CAO. RCCS will be the only STEM School on the Rockaway peninsula, and will offer educational options for students and parents.

E. Public Outreach:

The founding team recognizes the unique strengths and resources that families and community partners can bring to the school and have worked to actively involve family members, and community organizations. In accordance with Education Law subdivision 2852(9-a) (b) (ii), the applicant team of RCCS has reached out to various stakeholders within CSD27, and particularly among residents of the Far Rockaway community, to inform them of our intent to start a charter school within their district, and to provide meaningful opportunities for input that could be incorporated into a final proposal. Since 2009 our plan to establish a charter school on the Far Rockaway peninsula has been met with positive and continuous support from the community. Currently, this remains the same. On Friday July 18th 2014, at the community center located on Beach Channel Drive in Far Rockaway, the founding team did a presentation to parents, students and the Far Rockaway Tenants Association in which they were informed about the intended location of our charter school, the target student population, the grades to be served, and a description of the educational programs to be offered. We also responded to questions about our STEM model. (See Q and A below). RCCS predicts it will draw students from all elementary schools on the Far Rockaway Peninsula, and to this end, has sought to achieve the following goals prior to submission of our 2014

application. 1) to inform and engage community members regarding RCCS, 2) to discuss ways of recruiting students and 3) to elicit community feedback in order to strengthen the RCCS model.

The applicant team has been engaged in rigorous, ongoing efforts of outreach to inform and solicit input from the community in Queens CSD 27. We've distributed informational brochures in various locations throughout the community including the streets, subways and block association events, made presentations to Community Based Organizations, attended street fairs, presented to various boards at their monthly meetings, published in Facebook, spoke at important events and functions, churches, to public school officials, local newspapers such as The New York Daily News, The Time Ledger, Facebook and The Caribbean Life Newspaper. In all our events, participants were given opportunities to ask questions and were given appropriate feedback. On Monday April 28, 2014, at a quarterly Parent Advisory/PTA meeting, the applicant team presented our STEM educational model at a public hearing before the members of the Community District Education Council 27 (CDEC), the District Superintendent Michele Lloyd-Bey, as well as members of the Far Rockaway community. Following are some of the questions and responses that came out of this meeting:

Why have you pursued a charter school?

Overcrowding and limited school choices at the middle school level put underserved and low-income students in District 27 at-risk for school failure, at risk for high school completion and at-risk for the school-to-prison pipeline. As a result, the RCCS vision was established as a viable plan to provide at-risk and underserved students in District 27 with the opportunity to receive a 'first class' middle level education based on the best practices of Science, Math and Technology.

Why will RCCS be different?

With phenomenal teachers and the full support of the community, parents and school partners, RCCS is poised to be an outstanding charter school. With the emphasis on STEM students will gain a solid set of skills which will allow them to demonstrate competency in both the Core Standards and the New York Standards. Math, Science and Technology are foundational skills for higher level coursework in high school, college and the 21st Century workforce. Through academic rigor, testing/retesting, tutoring and mentoring, RCCS students will be fully prepared for a successful future.

Why will RCCS be successful?

Academic rigor coupled with character building via The Character Counts Program and the Positive Behavioral Inventions and Support (PBIS), students will gain the necessary discipline needed for academic success. Both programs will be embedded into the school culture with accountability checks and balances. All students will be expected to be successful and the master schedule will be designed to provide additional academic support during the school day and after-school. Parents will be the true partners in their students' education and, as a result, parents will receive a myriad of workshop, training and volunteer opportunities.

What challenges will RCCS face?

The transition from elementary school to middle is always a challenge. However, several steps will be in place to alleviate this challenge. From inviting parents and students to the middle school orientation to incorporating the middle school philosophy into the school, students will have a seamless transition. Other middle school facets include, but are not limited to, the daily assignment notebook, small learning communities, an integrated/thematic approach to curriculum design and an active, inquiry-based, student centered approach to learning.

What 'first steps' will RCCS pursue?

Each journey begins with the first step, and in this case it will begin with training for the board on board governance issues. Next steps include, but are not limited to, a national search for a principal followed by hiring staff, working side-by-side with the NY State Board of Education, working closely with the New York Charter School Center, attending the National Charter School Conference, attending the National Association of Charter School Authorizers (NACSA) Annual Leadership Conference.

RCCS will be able to fill its 125 classroom seats the first year because public school officials and members from the CDEC informed us there is a dire need for a STEM school in the district as it will be the first kind and the responses from parents, community leaders and stake holders have been positive. At the May 2014 meeting with the District Parent Advisory Committee (DPAC), parents stressed that the need for a quality program such as the STEM was long overdue. They stated that the public schools offered very little support to high quality educational opportunities. Those in attendance have expressed an interest to assist with the community outreach once the charter is awarded. Senators, legislative leaders, Community leaders, parents, stakeholders have provided letters of support as well as hundreds of signatures in support of this venture. The STEM curriculum, longer school days and school year are ideas that were given to the lead applicants from community members in prior meetings.

With the STEM initiative as our major focus, the founding team has had discussions with Senator Charles Schumer's liaison, Congressman Gregory Meeks office, the Honorable Dr. Una Clarke (former City Council member), Madison Square Boys & Girls Club of Far Rockaway, Caribbean American Chamber of Commerce and Industry (CACCI), the Honorable Dr. Lamuel Stanislaus, Dr. Roy London of Universal Emergency Care Training, Dr. Edward Williams "President of EPHRONT Veteran Services, and Local chapter leader for the NAACP", The RAND Engineering & Architecture, Far Rockaway Tenants Association, and Title I District Parent Advisory Committee (DPAC). DPAC represents 40 Title I schools from one of the largest school districts.

The key applicants along with the planning team have compiled a schedule of events, and continue to speak with community groups on Far Rockaway in continuation of our outreach. Because of the founding team's efforts in making presentations at community centers, tenant association meetings, meetings of the Chancellor's Parent Advisory Council (CPAC), one on one with parents on the

Impact on Non-Public Schools: With respect to tuition-based, private middle schools, there are none located on the Far Rockaway peninsula that provide services to middle school children, and a rigorous STEM curriculum designed to meet their diverse academic needs. In the event there were private schools, RCCS will not have a great effect on these institutions since RCCS expects many of its students will come from low-income families who would not have had the means to pay for these elite private schools. Furthermore, since RCCS expects to serve many children who are suffering from educational disadvantage, it is not expected this student population would be eligible for admission to private schools, which require students to score well on admission tests. RCCS will most likely appeal to families of students whose only current option is to send their children to the neighborhood’s district schools. However, we will accept any student, regardless of the financial status of their family.

II. EDUCATIONAL PLAN

A. Achievement Goals: The educational goals that link RCCS curriculum, organizational structure, system of accountability and assessment arises out of clearly articulated benchmarks, which will be used to measure the levels of effectiveness of administrators, teachers, and non- academic staff. Specifically, the education goals are:

Goal I: ELA Achievement: RCCS students will demonstrate proficiency in reading, writing and speaking in the academic discipline of English Language.

- **Absolute measure:** Each year at least 75% of RCCS students in testing grades, will achieve a score of 3 or above on New York State ELA Examination
- **Comparative measure:** Each year, the percent of students in the middle school accountability cohort passing the ELA exam, with a score of 3 or above, will exceed that of the cohort of all students from the local school district.
- **Growth measure:** Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state ELA exam, and 75 percent at or above Level 3 on the current year’s exam.
- If a grade-level cohort exceeds 75% of students at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

Goal II: Mathematics Achievement: RCCS students will demonstrate competency in the understanding and application of mathematical computation and problems solving.

- **Absolute measure:** Each year at least 75% of RCCS students in testing grades will achieve a score of 3 or above on New York State Mathematical Examination
- 75% of the 8th grade cohort will score at least 65% on the NY State Integrated Algebra Regents exam.
- **Comparative measure:** Each year, the percent of students in the middle school accountability cohort passing the math exam with a score of 3 or above will exceed that of the cohort of all students from the local school district.
- **Growth measure:** Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state Math exam and 75 percent at or above Level 3 on the current year’s exam.

Goal III: Science Achievement: RCCS students will demonstrate proficiency relevant to Science achievement

- **Absolute measure:** Each year, at least 75% of RCCS students in testing grades, will achieve a score of 3 or above on New York State Science Examination
- 75% of the 8th grade cohort will score at least 65% on the NY State Science Regents exam
- **Comparative measure:** Each year, the percent of students in the middle school accountability cohort passing the science exam with a score of 3 or above will exceed that of the cohort of all students from the local school district.
- **Growth measure:** Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state science exam and 75 percent at or above Level 3 on the current year’s exam.

Goal IV: Social studies Achievement: RCCS students will demonstrate competency relevant to Social Studies.

- **Absolute measure:** Each year, at least 75% of RCCS students in testing grades will achieve a score of 3 or above on New York State Social Studies Examination.
- **Comparative measure:** Each year, the percent of students in the middle school accountability cohort passing the Social Studies with a score of 3 or above, will exceed that of the cohort of all students from the local school district.
- **Growth measure:** Each year, each grade-level cohort of students will reduce by one-half the gap between

the percent at or above Level 3 on the previous year's state Social Studies exam, and 75 percent at or above Level 3 on the current year's exam.

Goal V: Adequate Yearly Progress: RCCS will make Adequate Yearly Progress

- **Absolute Measure:** Under the state's NCLB accountability system, RCCS's Accountability Status will be "Good Standing" each year based on RCCS's provisions for target student subgroups
- Each year, the school's aggregate performance index will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system in ELA, Math, Science and Social Studies.

Goal VI: Student and Family Engagement: Students and families at RCCS will demonstrate strong engagement with and commitment to the school.

Absolute Measure

- Over 80% of parents will report high levels of satisfaction with schools' academic program and learning environment, teachers, and administrators based on annual survey conducted by RCCS.
- RCCS will meet or exceed 90% daily attendance.
- RCCS ensures that 90% of students in each cohort return each year
- 90% of the school's enrolled students, and 90% of families, will return completed Student Satisfaction Surveys each year.

Growth Measures:

- Each year, the percent of families maintaining active involvement in the school through the Parent-Teacher Association, the school's volunteer program, or participation in Parent Conferences will increase over the previous year's involvement percentage, until the school reaches a 90% threshold.

Goal VII: Organizational Viability: RCCS will be a strong viable organization that makes responsible financial decisions, and demonstrate sound fiscal practices and management.

Absolute Measures:

- RCCS will retain 85% of teachers to whom the school offers a contract from one year to the next.
- RCCS will produce monthly financial reports demonstrating healthy financial standing.
- RCCS will meet all legal requirements and responsibilities of the Charter Schools Act, Commissioners Regulations and the Authorizer;
- RCCS will have clean financial audits each year

Goal VIII: School Culture & Student/Family satisfaction: Students and families will be satisfied with the academic program and learning environment provided by RCCS.

Absolute Measures:

- 85% of students and families will "agree" or "strongly agree" that RCCS provides a high-quality academic program, as reported through the annual Student and Family Satisfaction Survey.
- 85% of students and families will consider RCCS a "safe" school, as reported through the annual Student and Family Satisfaction Surveys.

Comparative Measures:

- On the annual Student and Family Satisfaction Surveys, 75% of all respondents will "agree" or "strongly agree" that RCCS provides a more rigorous academic experience and a greater level of support for students than the child's previous school.

Teachers retained by RCCS will be held accountable for students' progress. The Chief Academic Officer (CAO) will provide necessary support to assist teachers in achieving academic and non-academic goals. Academic staff will meet each Friday from 3:30-5:00 in an assigned room, to discuss student progress and for professional development. Using both formal and informal assessments (See section D Assessment System), teachers at RCCS will constantly gauge student progress, ensuring instruction is tailored to individual students' needs. RCCS will utilize FOSS science assessment, STEM formative and summative assessments, IMPACT math assessment, New York State Identification Test for English Language Learners (NYSITELL), New York State English as a Second Language Achievement Test (NYSESLAT) and Terra Nova as means of evaluating whether students have attained the skills and knowledge specified for the aforementioned goals. School staff will also be allowed to create their own interim assessments to measure what students mastered, what they actually learned. Our methods of assessment, will allow teachers to monitor student progress in content and skill areas in order to ensure proficiency for the New York State tests.

B. School Schedule and Calendar

The Rockaway Community Charter School thrives on a strong sense of community and understanding among

teachers, students, parents, and community at large. We believe that this can only be achieved through creating a culture that emphasizes mutual understanding and compassion. Our school day begins with a healthy breakfast from 7:30am to 7:56am. This session will be supervised by the Assistant Principal of Operations (APO), school aides, and other available staff willing to volunteer. Students are then dismissed so they may have access to their lockers before moving to their respective advisory which begins at 8:00am. Teachers and staff will be in the hallway supervising the transition into individual classrooms throughout the day. The RCCS Teacher Advisory Period will use a national character education program, “Character Counts”, which is based on six pillars: trustworthiness, respect, responsibility, fairness, caring and citizenship. Core classes of English Language Arts (ELA), Social Studies; Science; Mathematics along with electives are taught following advisory. RCCS believes that physical activity supports learning; therefore all students are offered 60 minutes of physical education each day in grades six through eight. Visual and Performing Arts are both taught for one semester each in grade six. Building a professional learning community (PLC) that cultivates growth and discourse will be essential to the culture of RCCS.

Our STEM program requires leadership teams that collaborate and engage in frequent dialogue. Our class schedules allow for consistent teacher collaboration, co-teaching and integration of subjects. Schedules allow ample time for projects, teacher planning, and non-traditional courses. Teachers are required to meet in teams during common planning time Monday through Thursday as outlined under professional development (Attachment 3a & 3b-Sample daily schedule & calendar). All teachers will also meet each Friday (3:30-5:00pm) to analyze data and review how best to meet student’s needs, and develop innovative ways to integrate STEM across the curriculum. The CAO or his/her designee will join each team using one common planning period per week to discuss lessons, plan, research, and find resources for the upcoming week. Additionally, teachers will read and discuss current professional literature in order to provide students with the best possible educational experience. Teachers report at 7:30am, teaching time begins at 8:00am with the school day officially ending at 5:00 pm. Remedial and enrichment programs are provided for students at risk of academic failure and accelerated students.

This schedule represents a typical school day for a student in 6th grade (see attachment 3a-Sample Daily Schedule)

Time	Activity
7:30am- 7:56am	Breakfast: All students will be encouraged to eat breakfast
8:00am- 8:20am	Advisory: Students will be able to talk about concerns about school, and teachers will get a gauge on how students are doing emotionally. Advisory focuses on character development. There are 25 students per class
8:24am- 9:24am	English Language Arts: Students will have one hour of instruction in ELA. They will work on strategies for non-fiction reading, read historical fiction, poetry, etc. Students will read information in the content area using a specific lens to write about it.
9:28-10:28am	Math: Students will have math for 60 minutes a day. (Note: STEM PBL also reinforces mathematical skills)
10:32-11:32am	Physical Education: Students are offered 60 minutes of physical fitness daily
11:36- 12:14pm	LUNCH: Students will have lunch with their peers
12:18-1:18	Visual/Performing Arts: Students will receive 60 minutes of artistic instruction. This will rotate every semester
1:22-2:22	Social Studies: Students will have one hour of instruction in content based Social Studies
2:26-3:26	Science: Students will have one hour of instruction in content based Science. They will read information in the content area using a specific lens and be able to write about it. Scientific skills reinforced through STEM PBL

3:30-5:00	<p>Study Hall: Monday through Thursday, students do homework and/ remediation/ AIS. All teachers will be available to provide support. All students are dismissed at 3:26 pm on Fridays.</p> <p>Each Friday teachers engage in our Professional Learning Community (PLC) , which allows teachers to engage with colleagues in the ongoing exploration of three crucial questions that drive the work of those within a professional learning community:</p> <ul style="list-style-type: none"> • What do we want each student to learn? • How do we know when each student has learned it? • How will we respond when a student experiences difficulty in learning? <p>Teachers will participate in whole group PD STEM training</p>
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The total weekly hours of instruction for each subject area in 6th grade are as follows:

Class	Hours Per Week	Minutes Per Week
Advisory	1.7 hours	100 minutes
English language Arts	5 hours	300 minutes
Social Studies	5 hours	300 minutes
Science	5 hours	300 minutes
Mathematics	5 hours	300 minutes
Study Hall	6 hours	360 minutes
Visual/Performing Arts	5 hours	300 minutes
Physical Education	5 hours	300 minutes
Total	37.7 hours	2260 minutes

Grades seven and eight: Students will continue to have all classes offered in 6th grade in addition to a foreign language (Spanish) which will be added in grade seven. Students in grades seven and eight will have the option of taking Spanish or Visual/Performing Art as their elective course. Language Arts classes will focus on reading text related to the area of study, practicing reading strategies, developing writing skills, and using critical lens for reading comprehension.

School Calendar: Attachment 3b shows our first year calendar. RCCS prides itself on an extended school day, extended school year and built-in professional development. There will be 185 instructional school days instead of 181 specified under Ed. Law § 3204(4), and honored by most district schools. Our teachers will report to work two weeks before our students arrive in August of 2015. During those two weeks, they will be provided with intensive STEM training (PBL, Inquiry), effective classroom management, Collaborative Team Teaching, and PBIS. Student report for our mandatory Middle School STEM experience on August 17, 2015. The first official instructional day is September 1st, 2015. RCCS has identified October 2nd 2015 as an additional day for school-wide professional development, where teachers will be able to analyze data from our assessments and plan accordingly. Professional development is coordinated by the CAO. Teachers will have 4 hours of common planning time each week, Monday - Thursday (148 hours per year), and 67.5 additional professional development hours each year (includes summer, Fridays from 3:30-5:00 pm, and the additional day mentioned above).

Summer School: RCCS will institute a mandatory four-week summer school program after the first school

year to support students who have not met expectations for one or more of the core areas of ELA, math, science and social studies. Successful completion may also be needed for promotion. This will give failing students an opportunity to do better, thus fulfilling promotion requirements. Students will receive 5 hours of instruction daily, provided by general studies teachers and academic intervention specialists (i.e. ESL teacher, and/or special education teacher). Elements of STEM framework will be integrated into all lessons (e.g. PBL/Inquiry, and technology).

Planning/Professional Development Time: Teacher planning time is embedded into each school day from Monday to Thursday. Math, science and social studies teachers meet during period 5, ELA, Visual/Performing Arts/Spanish teachers meet during period 3. There is an additional 90 minutes each Friday from 3:30 to 5:00pm when all teachers meet as part of our professional learning community. Students have an early dismissal at 3:26 pm each Friday. Teachers will work collaboratively with their colleagues, with support from the CAO. They will meet in grade level teams or by content area to review student data, focus on innovative ways to incorporate elements of the STEM framework into lesson plans, special population needs, classroom management and differentiated instruction. On Fridays, teachers will also have opportunities to participate in whole group PD sessions focused on developing integrated curriculum, building teacher, content knowledge and effective pedagogy (e.g. PBL, Inquiry). The CAO will provide an agenda for all sessions with input from the staff.

Intervention: RCCS anticipates a higher than normal number of incoming students at low achievement levels and will rigorously try to remediate them and have them ready to work in small groups and engage in the STEM program. Academic Intervention Services (AIS) are offered to students during the 3:30pm to 5:00 pm study hall. Using Terra Nova assessment in ELA and Math, along with 5th grade state exam scores, the CAO and guidance counselor will determine students who need academic intervention services. The following intervention program will be implemented.

AIS Reading and Writing: Students are scheduled for remediation, on Monday and Wednesday in addition to a language arts class. The program emphasizes vocabulary development, oral discussion, writing and reading comprehension. Instruction is integrated with English language arts, social studies, and other content areas. Students read fiction and nonfiction, trade books, magazine articles, and supplementary texts. Students are made aware of the patterns of thinking that apply to all four communication skills - reading, writing, listening, and speaking. The developmental writing classes are organized as writing workshops where students learn the techniques to write competently. Students learn and practice writing skills (prewriting, drafting, conferencing, revising and editing) in order to improve their writing. Professional and student exemplars are used as models. Teachers and students contribute to creating finished products of which students can be proud. Students also strive to create written work for publication in the school's newsletter. Computer technology is integrated into the writing program.

AIS Math: AIS math is scheduled for Tuesday and Thursday and spans the spectrum of math instruction, from basic arithmetic skills and facts to higher-level comprehension including application of mathematical concepts. Students work in small groups with a teacher and teaching assistant to reinforce skills and to strengthen mathematical weaknesses. Basic skills and problem solving are practiced through a variety of media - manipulative, activities, worksheets, computer software, games and periodicals. Services will be provided by a math teacher along with a teaching assistant. For students requiring both Math and ELA, they will attend all 4 days, while others are involved in clubs and other enrichment activities.

Teacher and Instructional Groupings: Classes will be configured in a way that facilitates individualized and small- group instruction to target identified student needs. Our faculty consisting of general studies, specialty, and instructional intervention teachers will be grouped in grade level teams or by content areas, although there will be times when teachers will meet across grade levels. Teachers schedule include common planning time, Monday through Thursday as indicated above, then on Friday from 3:30 to 5:00. Teachers will participate in Professional Learning Community (PLC's) supervised by the CAO. The CAO along with core teachers, will collaboratively analyze student data (formative and summative), develop unit and lesson plans based on the common core. Assessment data including teacher observation will drive the instructional groupings. Students will be grouped by need, level, or modality of learning. All groupings are flexible, and will change based on ongoing student assessment and the data that it provides.

Supplemental Instruction: Specifics about supplemental instruction, particularly to special populations of students

(ELLs, SWDs, academically at-risk, etc.) are provided in section II.G (Special Student Populations and Related Services) as well as section II.C (Curriculum and Instruction). Our longer school day and year, extended instructional periods, and summer program are all design elements that provide critical time on task so students, especially those at risk of academic failure, can meet proficiency standards, while still allowing time to engage in studies outside core subjects. Team taught classes will be offered in all core disciplines for special education and ELL students to support the instructional program and meet the diverse needs of the learners.

See ATTACHMENT 3a for Sample Daily Schedule for 6th grade.

SEE ATTACHMENT 3b for the First Year Calendar.

C. Curriculum and Instruction

Using the STEM framework, students will engage in project-based learning that offers real world, relevant and complex problems. Classrooms are facilitated by teachers who guide students to ask questions, research, solve problems and develop new technologies. Connections with STEM careers are made during instruction. 21st Century skills, as well as global themes are integrated within all content areas, and are a required component within regular instruction during the school year. Teachers will vertically plan STEM instruction. RCCS's mission stresses collaboration among staff as part of a learning community. The CAO and teachers will become familiar with the STEM curriculum during the summer of 2015 and continue to improve their skills throughout the school year, meeting regularly to analyze and discuss lessons and units, and to look at cross-curricular connections that will support student learning. Teachers will use their classroom practice to inform and improve their lessons, they will create curricula in collaboration with other teachers and the CAO during their PLC's every Friday. Teachers will decide learning outcomes based on the NYS Learning Standards, the Common Core State Standards, as well as student assessments. Following is an explanation of our academic program and the strategies that will be used for successful implementation of our curriculum.

Professional Learning Communities (PLCs):

Professional Learning Communities is a powerful collaboration that characterizes a systematic process in which teachers, and administrators work together to analyze and improve classroom practice. RCCS will have a STEM Leadership Team consisting of administrators, teachers, support staff, parents and community members, working collaboratively as a learning community. This team will define, monitor, and evaluate the entire STEM program. They will address specific expectations of the program and meet regularly to discuss, research best practices, success, and opportunities for improvement towards STEM program goals. Decision making is based on issues agreed upon by the team. Weekly, teachers share or coordinate STEM activities or ideas and plan learning outcomes through professional learning community meetings and common planning time. RCCS teachers will be given each Friday to meet as a professional learning community in order to make cross-curricular connections in learning, analyze student data and monitor/evaluate student achievement. Time and attention will be given to developing assessments, both formative and summative.

Project-Based Learning: Our approach to PBL is one that utilizes the STEM curriculum. During classroom instruction, students are given opportunities to work collaboratively in groups, to demonstrate content mastery by producing quality assignments and/or portfolios. Both fluent and non-fluent speakers will learn from each other as they work side-by-side during STEM instruction and collaboration. Project-oriented, hands-on, and minds-on activities challenge students to: think critically; develop excellent written and spoken expression; reinforce and master mathematical concepts and skills; become scientifically and technologically literate. The following is a description of PBL as it relates to STEM:

In 6th grade students are exposed to the first part of the STEM curriculum entitled "Discovering with Stem". In this unit students focus on manufacturing a product in which they will learn to negotiate and determine rules, laws, and constraints related to manufacturing, identify manufacturing methods, determine effective processes, choose appropriate materials, operate equipment safely, manage time and production factors, sketch and draw in order to communicate, calculate material usage, determine product quality in relationship to value, identify and maintain appropriate working attitudes and behaviors, measure and evaluate time and production inputs, calculate an appropriate selling price for a product, and make decisions concerning design elements. This unit makes connections with material science, technology, engineering design and production. Students will also be exposed to principles of mathematics such as time management, cost evaluation, ratios and fractions, modeling and prototypes.

In 7th grade, students begin the second unit of STEM entitled “Designing with Stem”. Here they focus on problem solving techniques and applications. They will begin by exploring what STEM education is, describe the design process, develop a practical framework that is technical and measureable, investigate career applications that use STEM skills, and describe the components and skills of the 6 step process (*define the problem, define the criteria, develop ideas, develop a solution, test and evaluate, present and/produce*). This unit brings to life, the connections among Science (problem solving strategies), Technology (information retrieval), Engineering (application of problem solving techniques), Mathematics (layout, measurement, data collection).

In 8th grade, students begin the final unit, “Investigating STEM Skills”. This unit focuses on an exploration of engineering objectives in which students will identify the difference between an engineer and a scientist, identify the difference between an engineer and an engineering technologist, and discuss major engineering fields. The following indicates how this unit connects with science, technology, engineering and math. **Science:** problem solving strategies; **Technology:** information retrieval, problem solving; **Engineering:** modeling, prediction, technological design, application of problem solving techniques, design specifications, critical analysis; **Math:** measurements, data collection/graphs, data analysis/prediction, tolerances, proportions, develop and evaluate inferences and predictions that are based on data.

English Language Arts: Project based learning is regularly used throughout all subject areas, which includes ELA. Teachers will regularly make explicit efforts to integrate science, technology, engineering and math, requiring students to organize knowledge across disciplines. Balanced literacy instruction will be the basis of all instruction from grades 6-8. All teachers will be teachers of literacy, as reading, writing, listening and speaking skills are the critical building blocks for academic success. Students will read from a variety of fiction and non-fiction books and other reading materials. The ELA curriculum adopted by RCCS is aligned with New York State Common Core Learning Standards, and focuses on developing students’ strength as readers, writers, researchers, listeners, speakers and collaborators. Teachers will continue to use the structures and components of Balanced Literacy with a shift in the emphasis from learning to read to reading to learn. Students will continue to refine, advance, and apply their reading, writing, listening, and speaking skills to build knowledge about new subject matter. All teachers will attend workshops coordinated by the CAO, to further strengthen their skills and techniques in reading and balanced literacy across the curriculum, using models advocated by the Carnegie Foundation and funders of adolescent literacy programs throughout the country. RCCS will utilize several grammar and writing resources to ensure that every student is prepared for high school demands in terms of ELA skills. These include Holt Language Network Grades 6-12, and Holt Elements of Language Common Ancillaries 6-12. RCCS will focus on language skills upon which students and teachers can build in each successive year. Classrooms will be equipped with libraries where students will learn to use for locating information about a specific research question, reading for pleasure, or examining a particular author’s style. Teachers will also use Prentice Hall Writing Coach, a digitally driven writing program for grades 6-12, providing detailed instruction and assessment for our students at all ability levels.

Mathematics: RCCS will follow the Impact Mathematics Curriculum (Algebra and More), a comprehensive math curriculum for grades six through eight. Qualified students will complete a full year of Algebra by the end of grade 8. Impact is rooted in principles of active learning and includes Geometry, Statistics, Probability, and Algebra I. Impact combines ease of use and appropriate attention to practice and skills with active involvement on the part of students in making sense of important mathematical ideas. IMPACT Mathematics intertwines concepts and continuously refers to material in previous chapters and in students’ personal experiences to make mathematics more relevant. Adhering to RCCS STEM framework, mathematics and science teachers will integrate engineering design, technological applications, inquiry, and mathematical analysis in more than 50 percent of implemented instruction per academic year. Our STEM curriculum supports the development of explanatory models and critical thinking. We will maintain STEM instructional coaches to guide pedagogy.

Social Studies: RCCS Social Studies curriculum utilizes the STEM framework to provide an integrative, student-driven, skill-based approach to the study of history, politics, geography and economics. Students learn the breadth and depth of the human experience by a comparative study of past and contemporary societies and cultures. RCCS’s program in Social Studies is designed to increase students’ abilities to understand an ever changing, complex world. Students are given opportunities to form conclusions about significant issues, and events of both past and present. They will be exposed to the concepts of the social sciences in order to gain a greater appreciation of their own cultures as well as the values and beliefs of others. Instruction will be based on NY State Learning Standards for Social Studies and will incorporate the eight dimensions of teaching and learning as outlined in NY State Standards. Critical thinking and writing will be

emphasized throughout students' investigations of social studies themes and topics. Since PBL is central to STEM's mission, Social Studies projects typically feature technology integration, student choice, and higher-level synthesis of core information. PBL allows students to work collaboratively in small groups. They will ask and answer analytical questions, consult multiple databases, and organize data from a wide variety of primary sources to conduct, synthesize, and analyze research. They will take and defend positions on past and contemporary issues and controversial events by evaluating evidence and formulating rational conclusions based on evidence and data. Research topics selected will be relevant to students' lives and build on their interests. Students will be assessed regularly using a mix of curriculum-based and performance-based assessments that require them to demonstrate their knowledge and understanding of the major topics of the New York State Social Studies Curriculum. Text books used will be The Eastern Hemisphere for 6th grade and The American Nation for 7th and 8th grades. Teachers will direct students in using Social Studies Grades 6-12 Internet Resource Guide to aid in research.

Foreign Language: RCCS's foreign language curriculum trains students to express themselves in at least one other contemporary language while gaining an awareness of international cultures and perspectives. Beginning with 7th grade, students have the opportunity of expressing themselves using Spanish as a second language. Our staffing plan includes a Spanish teacher as one of the specialty teachers in year 2. Other languages will be determined for future years. Integrating STEM content with foreign language instruction provides a unique way for students to gain foreign language capacities directly related to promising career pathways. Content and language integrated learning, simultaneously promotes skills in the target language and advances content knowledge, making this a promising approach for students to gain STEM skills in a foreign language classroom. PBL in a classroom fosters foreign language learning by engaging students in important, real-world projects and having students utilize their first and second language knowledge, skills, and abilities to complete the work. PBL integrates all four language skills (listening, reading, speaking, and writing), incorporates collaborative team work, lends itself to clear outcomes, and challenges learners to use the foreign language in different capacities inside and outside the classroom.

Science: RCCS will utilize FOSS (Full Option Science System) model for science instruction. FOSS is a research-based science curriculum for grades K–8 developed at the Lawrence Hall of Science, University of California at Berkeley, and aligns with the common core and NYS standards. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms, and to prepare them for life in the 21st century. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how students think and learn. As with the mathematics curriculum, science teachers will adhere to the STEM framework, and will integrate engineering design, technological applications, inquiry, and mathematical analysis in more than 50 percent of implemented instruction per academic year. STEM curriculum supports the development of explanatory models and critical thinking. The importance of reading to be informed and to engage with the units of study is considered one of the essential pieces of the STEM program. Students read texts and novels that are relevant to their topics of study in science to help "make the connection." At RCCS, students are trained to master the scientific skills and content imperative to participate effectively in today's global society. RCCS's teachers will be facilitators, leading students to observe, question, and explore both the natural world and their own learning processes. Each grade is exposed to a variety of science topics and projects throughout the year, drawing from earth and space sciences, life sciences, physical sciences and other fields. Each science topic contains a wide range of possible avenues for investigation and interdisciplinary integration. Students will employ research, writing, mathematics, problem-solving and communication skills, and a wide variety of computer software programs and material from selected websites. RCCS will negotiate a partnership with the New York Hall of Science for purposes of establishing joint programs where students will gain hands on experience on issues related to science. RCCS will also negotiate partnership with the American Museum of Natural History where students can participate in their writing and other programs.

Visual and Performing Arts: RCCS will use New York City Department of Education's Blueprint for the Arts as our guide. The Blueprint provides a standards-based, rigorous approach to teaching the arts. It gives students the opportunity to delve deeply into these subjects, while giving teachers the latitude to create an instructional program and assessments that demonstrate student learning over time and in varied dimensions. The founding team believes that an effective visual and performing arts program play a major role in student's educational experience. Students will become comfortable and skillful at working with a variety of artistic media and materials, make social, cultural and historical connections, engage in learning beyond the classroom, share in the rich diversity of the community, and become lifelong learners and advocates for the Arts. The overarching goal of the Performing Arts curriculum is to provide students with a better understanding of and appreciation for music, theatrical performance and dance while

also offering them a wide variety of opportunities to create and participate in concerts and original productions. The Performing Arts curriculum aims to address each student's role as a creator/performer and a connoisseur of the arts. Students explore the history of the performing arts and its integration with visual arts, literature, and contemporary media and technology. They learn the importance of discipline practice in choral, instrumental, dance, and theater courses and share the results with the community according to a regular performing arts calendar.

STEM subjects and visual arts overlap in many areas and share several commonalities in how they are taught. For example, topics in science are often taught with a focus on experimentation and observation of phenomena in the world around us. Likewise, art teachers challenge students to express ideas that relate their experiences with our world and involve problem-solving with materials, techniques and design through the creation of works of art. Force and energy are concepts that are taught in both dance and physical science. Learning force and energy through dance makes the concepts more concrete, contributing to greater retention and understanding. Drama and dance techniques can be used for connecting to the common core math standards. It provides students with a way to share understanding using movement, concentration and problem solving skills. This technique involves partnering students and having them mirror each other. Art teachers will collaborate with classroom teachers to find naturally aligned objectives.

Technology: Having tools that put the focus on the student rather than the teacher helps create a connected classroom where lessons become more interactive and student collaboration increases. Each class will be equipped with PCs'/laptops, which students will have access to for purposes of guided research. RCCS will also utilize other 21st century technological tools including interactive white boards, and other devices and educational software such as Brain Pro (an online reading comprehension program) and Intelligent Math Tutor(an educational software for grades 6-12 math), to prepare students to construct their knowledge base. RCCS will utilize the International Society for Technology in Education as a resource that will show teachers how technology can be weaved into our curriculum. Utilizing the STEM framework, teachers model appropriate technology in instruction on a daily basis for communication, research, and delivery. Teachers will require students to use appropriate technology as available for collaborative work, communication, research, and data collection/analysis, in projects and other assessments daily. The STEM Academy Learning Management System (LMS) makes course content accessible to students anywhere there is a secure Internet connection and captures student outcomes for all participants. Course content can be delivered in the classroom using web-enabled handheld devices including tablets and smartphones. PBL would be completed within the school environment and would offer participants the opportunity for collaboration on case studies. The STEM practices, strategies, and programming can improve student achievement, close achievement gaps, decrease dropout rates, increase graduation rates, or improve teacher and principal effectiveness. This evidence can be provided through the combined use of the STEM Academy LMS data and reports, and individual LEA (Local Educational Agency) data systems and reports. Professional development will be provided by experts in the field of technology, math and science.

Physical Education & Health: The goal behind RCCS Physical Education program is to present meaningful opportunities for students to learn sportsmanship behaviors, concepts, knowledge, and skills that will help them make appropriate decisions in terms of social, emotional, intellectual and physical health. RCCS is committed to the physical, social and academic well-being of all students. The middle school Physical Education curriculum emphasizes three key areas: Individual and Team Sports, Health and Wellness, Adapted Physical education for students with physical disabilities or for students with a plan approved by the district. This curricular design provides opportunities for students to explore a variety of movement skills and concepts, develop appropriate social skills, think critically and reflect on their experiences. Throughout the curriculum, students are encouraged to accept new challenges, delve deeper into personal interests and explore their role within the group dynamic.

Stem framework will also be incorporated into the physical education program. A variety of activities will be taught that make connections with the real world. For example "Know Your Solar System", is an activity that requires students to know some basic facts about our solar system, perform a list of assigned tasks, and work collaboratively in understanding the use of GPS units. In other activities, students will develop a STEM activity incorporating physical education in one of the four domains of STEM. Other activities include "Engineering – Road Building", and "Math- Countdown". Students will have opportunities to share their activity with other classmates.

Alignment with New York State Standards: To fulfill our mission of providing students with the academic skills essential for high school, college and career readiness, our curriculum is guided by, and is aligned with the Common Core Learning Standards, and NYS Standards. This also ensures success on the NYS assessment exams. The founding

members have already started development of unit plans for Math and ELA based on the common core and NYS standards. During the summer of **2015**, teachers will participate in professional development familiarizing them with our academic program, making the program rigorous and assuring it is aligned to the common core. Lesson plans and pacing calendars will be designed based on Common Core and NYS standards and reviewed by the CAO.

Instructional practices: RCCS will utilize proven instructional techniques in the classroom, and will provide teachers with all necessary support to promote student learning. Teachers would be held accountable for student's academic success based on measures of student learning obtained from standardized test results and overall classroom performance grades. Using Terra Nova Common Core Assessments for example, RCCS will capture pre-test data so that grades at the end of the year are meaningful. By utilizing principles for best practice as outlined below, RCCS will achieve its mission of promoting excellence through academic rigor and high expectations for all students. Following are three instructional practices used by RCCS:

Project- Based Learning: Our approach to PBL is one that utilizes the STEM curriculum. During STEM instruction, all students will work individually and in groups to demonstrate content mastery by producing quality assignments and/or portfolios. Both fluent and non-fluent English speakers will learn from each other as they work side-by-side during STEM instruction and collaboration. Project-oriented, hands-on, and minds-on activities challenge students to: think critically; develop excellent written and spoken expression; reinforce and master mathematical concepts and skills; become scientifically and technologically literate.

Differentiated Instruction: Our mission stresses commitment in preparing every student for the world of the future, and so it is imperative that we utilize pedagogical approaches that address various learning styles. To this end, RCCS will implement a strategy that emphasizes differentiated instruction. This type of instruction applies an approach to teaching and learning so that students have multiple options for taking in information and making sense of ideas. The model of differentiated instruction requires teachers to be flexible in their teaching approach and adjust the curriculum and presentation of information to learners in a way that each student understands. Teachers will seamlessly integrate computer-based, online, mobile, virtual, and/or other technology tools into instruction as required by our STEM framework. Classroom teaching is a blend of whole-class, group and individual instruction. This will be of extreme importance to students with IEPs and ELLs. RCCS is established on the principle, that all children can learn successfully when instruction is delivered in a way that addresses all various learning styles, and given a safe and comfortable environment.

Collaborative Team Teaching (CTT): RCCS uses CTT in a way that increases educational opportunities for all students. In this model of CTT, a general educator and an ELL/ special education teacher deliver services in the general education classroom. They have the joint responsibility to design, deliver, monitor and evaluate instruction for a diverse group of learners in classes where both teachers are present and engaged simultaneously. Teachers are provided with common planning time Monday through Thursday to reflect on student work, to discuss strategies for using the results to inform instruction, and to co-create various measures of student success. Science and Math teachers will co-teach selected units.

D. Assessment System: Assessments are critical to our overall educational program. RCCS will utilize a check and balance approach by collecting and analyzing student achievement data to ensure they are meeting all academic goals. Research points to the importance of an intentionally designed, and comprehensive assessment system, which balances different types of assessments—diagnostic, summative and formative—and ensures that all stakeholders have appropriate access to the results.

Diagnostic Assessments: New York State Identification Test for English Language Learners (NYSITELL): Students who speak a language other than English at home are required to complete an English diagnostic exam during student orientation, following the home language survey that all parents are asked to complete during the enrollment period. The data gathered from the survey and diagnostic exam will determine whether students will take a formal diagnostic exam, the NYSITELL, which will assess whether their level of English proficiency hinders their academic progress. When proficiency levels are established, the appropriate supports will be determined for each student's progress. Additionally, RCCS will administer the LAS Links assessment at strategic times throughout the school year to accurately assess the academic and social language skills of ELL students during the school year. This will provide additional data to drive instructional decisions and measure student progress year-to-year and between grades.

Ongoing Formative Assessments: Acuity will be administered twice during the school year to measure our students' achievement in terms of national comparison as well as measure growth over time. Actual dates for the Acuity to be determined. These tests allow RCCS to gauge how our students compare with students who are similarly situated across the country. They also provide data regarding our students' strengths and weaknesses relative to the New York State standards and inform us about their skills that need reinforcement. It is our goal to make our students competitive, not just with the students in the district or the state, but also with their peers nationally.

IMPACT Mathematics Assessment: At the conclusion of each mathematics unit, students will take the IMPACT performance based assessment. Each assessment gives students an opportunity to show what they know, understand, and can do by requiring students to evaluate, optimize, design, plan, model, transform, generalize, justify, interpret, represent, estimate, and calculate their solutions. The assessments also help teachers determine student progress toward mastery of critical mathematical concepts.

Full Option Science System (FOSS): allows science teachers to create both formative and summative assessment tasks that are specifically aligned with NYS Standards. Data from the formative assessments will be used by teachers to modify science instruction. Summative tasks will be used to document and report student progress, and create an opportunity for future groupings

Daily and Weekly In-Class Assessments: Teachers at RCCS will conduct ongoing formative assessments on a weekly basis in the form of Do Now's, exit tickets, weekly quizzes, and self and peer assessments of student work. STEM formative and summative assessments are also used to provide real time feedback to students and teachers. Additionally, teachers may often assign homework as an immediate assessment tool to gauge understanding of material taught from day to day. Data collected from ongoing formative assessments will be used to tailor instruction based on student's individual needs.

Summative Assessments: Terra Nova Common Core is a summative assessment with content aligned to the Common Core. This will be administered in August, 2015 and January 2016, to determine how well students have mastered national and common core standards.

Regular In-Class Summative Assessments: In addition to administering ongoing formative assessments to students on a daily and weekly basis, teachers will develop common assessments, and internal summative assessments to be administered at the end of a unit. This may take the form of an exam, a research project, an essay, or a presentation.

New York State Tests: Students at RCCS will be held to the same standards as other students in the state and therefore will follow the schedule for New York State assessments. These assessments help us to identify individual students at risk, understand individual student mastery of state standards, gauge school progress over time, and measure performance compared to school goals. This will help us to determine if our students are progressing in relation to their peers in the state. It is our goal to make Adequate Yearly Progress (AYP) in ELA, Math, Science and Social Studies for all sub-groups of students in the school. The results from state assessments from the previous year will be analyzed by the Principal, CAO, and the school's grade level teams, and used to determine which standards need more teaching time, different instructional methods or additional resources.

New York State English as a Second Language Achievement Test (NYSESLAT): Each year ELL students at RCCS will take the NYSESLAT to measure increases in language proficiency. If a student scores at Proficient level, the student will no longer be regarded as ELL. If the student scores at Beginning, Intermediate or Advanced level, he or she is eligible to continue to receive Limited English Proficiency (LEP) services. This assessment will measure the individual progress of our ELL students as well as gauge the effectiveness of our curriculum.

Comprehensive Performance Assessments will be built into social studies and other disciplines over the course of the charter, and will be aligned with RCCS curriculum, Common Core standards and performance indicators. Requiring students to demonstrate their knowledge and skills in an authentic learning task not only is the best indication of their mastery of the standards but also aligns with the underlying principles of PBL as delineated in our STEM curriculum. Students will be provided with detailed information of the comprehensive performance assessments, as well as timelines, rubrics, study guide for tests, opportunities to receive feedback and to revise work. Each grade will be

assigned a STEM project due at the end of each marking period. Data will be captured by our management software Datacat, which interfaces with ARIS, ATS, and the STEM management system.

The CAO will meet with individual teachers to review teacher assessment data, adjust time frames (if necessary) and to discuss next steps for all students so they will reach their goals in all core subject areas. Teachers will monitor their student's results. Teachers and guidance counselor will be in frequent contact with parents through phone calls and letters, along with appointments to discuss their children's progress. Each marking period, teachers will prepare reports that include a checklist reflecting the student proficiency for common core and state standard. There will be two formal family conferences each year. Following is a summary of our methods of assessment:

Assessments Chart

Assessment	Description	Dates	Grade
New York State Identification Test for English Language Learners	The NYSITELL test identifies students who are entitled to Structured English Immersion Program for English Language Learners	August	6
Terra Nova Common Core	Norm referenced assessment for grades 6-8. All components of Math and Reading are assessed. Newly aligned with Common Core	At commencement and at strategic times throughout the school year	6-8
Acuity Common Core 3-8	Measures our students' achievement in terms of national comparisons as well as student growth over time	September and February	6-8
LAS Link Assessment (ELL Students)	Accurately assess the academic and social language skills of ELL students during the school year	November	6-8
NYS ELA	External assessment that identifies students' ability to meet or exceed grade level standards in ELA	April	6-8
NYS grades	External Assessment to Identify students' ability to meet or exceed grade level standards in Mathematical skills.	April	6-8
NYS English as a second language	NYSESLAT is an external exam designed to measure the English language proficiency of students who have been identified as ELLs	May	6-8
NYS Science Assessment	External Assessment to Identify students' ability to meet or exceed grade level standards in Science.	May	6-8
Teacher Constructed Assessments	These are formative and summative tasks designed by teachers, and tailored to our program and aligned to New York State Standards. These tasks include phonemic awareness and knowledge of decoding, vocabulary, reading skills and math skills. Assessment results help teachers to appropriately select students for small group instruction. They will help teachers identify students who would benefit from working with Instructional Specialists. All teacher generated assessments will align to specific instructional goals and standards defined in the unit of study. Grade team teachers along with Chief Academic Officer and instructional specialists will take part in the design.	Ongoing formative assessments. Summative assessments conducted every 6 weeks for each discipline	6-8
Impact Math	IMPACT Assessment Suite CD-ROM allows teachers	Throughout each	6-8

Assessments	to create differentiated tests quickly and easily and generate progress reports. Each performance-based assessment gives students an opportunity to show what they know, understand, and can do by requiring them to evaluate, optimize, design, plan, model, transform, generalize, justify, interpret, represent, estimate, and calculate their solutions. The assessments help teachers determine student progress toward mastery of critical mathematical concepts. Teachers can also use results to make decisions about interventions.	unit, teachers will use formative assessments. Summative assessments will be given at the end of each unit	
FOSS Science Assessments	Both formative and summative assessment tasks are included in the FOSS curriculum and are specifically aligned with New York State Standards. Data from the formative assessments will be used by teachers to modify science instruction. Summative tasks will be used to document and report student progress, and create an opportunity for future groupings	Throughout the unit, teachers will use formative assessments. Summative assessments will be given at the end of each unit	6-8
Standards- Based Rubrics	Grade team teachers will work collaboratively in developing rubrics to assess student work. The rubrics will address each standard addressed in a specific unit. After scoring based on these rubrics, teachers will determine whether students are far below, approaching, meeting or exceeding standards. Grades from student work will be used as evidence of student progress for parent conferences. Grades will also be used to determine student's individual needs.	Monthly	6-8
Anecdotal Records	Teachers will keep organized, careful records for each student, writing informational notes. The notes could be about subjects ranging from behavioral concerns to the student asking a thought-provoking question about a math problem showing a shift in understanding. With these reflections, teachers can glean patterns concerning academic progress, weaknesses or struggles in certain skills or content areas, and progress in meeting expectations. During the planning year, RCCS will begin developing a systematic set of checklists for teachers to use to organize documented student progress.	Ongoing	6-8
NYS Regents Exams in Math & Science	External assessments that identify students' ability to meet or exceed grade level standards in Algebra, Living Environment and/or Earth Science.	June	Grade 8

Results from other external assessments (NYS grade 8 Integrated Algebra, Earth Science and/ Living Environment) will also be used to track students' progress over time: The Acuity Predictor and Diagnostic Assessment is an additional tool RCCS will use for tracking student's progress over time. Acuity allows teachers and school leaders to gather relevant information as it pertains to student progress. This information will be used in conjunction with data from standardized exams. By tracking student academic progress, identifying steps to improve each student's learning, planning a course of action to achieve that improvement, and revising the course of action as needed, will ensure progress.

Rational for selecting assessments: Members of the RCCS staff share the belief that assessments are a vital part of successful teaching. Instruction needs to be calibrated according to students' knowledge, skills, ability and interests. Tests, quizzes, and performance evaluations help teachers identify effective, developmentally appropriate instruction. Teachers at RCCS use Terra Nova reading and math assessments in August, to provide baseline measures of student's math and reading skills. NYSITELL identifies students who are entitled to Structured English Immersion program for English Language Learners, while Acuity allows teachers and school leaders to gather relevant information as it pertains to student progress. The purpose of the Structured English Immersion Program is to increase English language proficiency and the academic achievement of ELL students within the classroom. Students are offered the opportunity to develop the knowledge and skills necessary to become self-confident, responsible, productive and contributing members of society. Individual Language Learner Plans (ILLP) is developed for each ELL student and services are provided by teachers who hold ELL certification and have received training in using the Structured English Immersion Model. Instructional programs for ELL students are designed to raise their level of academic achievement to State standards. In combination with data from standardized exams and other methods mentioned above, teachers will be able to diagnose strengths and weaknesses and also measure student's progress over time. It is for those reasons that RCCS has chosen the aforementioned methods of assessment. All assessments indicated have proven successful in schools throughout the United States and work together to move students toward common educational goals. Terra Nova is used with continued success by Democracy school in Harlem, Progressive School on Long Island and Waldorf School in Garden City.

Data Collection and Analysis: Part of RCCS stated objectives is to use efficient, research-based formative and summative assessment tools to measure student progress, and to ensure that individual needs are being met. RCCS recognizes that it is the ability of teachers to translate that assessment data into actionable outcomes that will be the real driver of student achievement. All teachers will receive training in data analysis techniques using our Management software (DataCation), beginning August 2015. Skills will be reinforced during professional development sessions. As part of the common planning time provided in teachers schedules, teams will focus on developing plans for classroom instruction, grouping students for class activity based on common strengths and areas needing improvement, and creating intervention groups to receive remedial or accelerated instruction in small group setting. Specifically, grade level teams will use this time to develop action plans and create appropriate lesson materials, all of which will be reviewed by the CAO. Baseline data collected from diagnostic assessments administered during the summer of 2015, after students have been admitted, will help identify the strengths and weaknesses of incoming students. Analysis of this data will be conducted by the Principal and CAO, and disseminated to teachers before the start of the year in order to guide their initial planning. The goal is to use assessment data to inform decisions aimed at improving academic outcomes. RCCS plans to regularly present data in an accessible manner, to administrators, and the school's Board of Trustees.

Reporting: RCCS plan for measuring and reporting the educational performance and progress of individual students, cohorts, and the charter school as a whole involves usage of an efficient Data Management. RCCS has selected DataCation-- a data management system with a proven track record. It will provide teachers, parents, and students with a secure web based portal for the management and communication of student attendance, assignments, grades, graduation status and discipline, as well as a personal online communication link.

E. Performance, Promotion, and Graduation Standards

Students at RCCS are provided with all the services necessary to meet promotion requirements. Accelerated students have the opportunity to qualify for Regents exams in Algebra I, Living Environment and/or Earth Science before promotion to 9th grade. RCCS's three-year program is designed to provide the academic foundation, lifelong learning habits and critical thinking skills required for students to be successful in High School. We will maintain an engaging STEM curriculum, establish high expectations for all students, hire qualified engaging staff and community members, and establish a welcoming school culture that provides both students and staff with a number of opportunities for growth. We understand that students may need more time to be ready for high school, so we provide a longer school day that allows for more instructional time and more preparation to that end. Core courses last a minimum of 60 minutes, with dedicated time for targeted instruction and skill building. Our Study Hall provides additional opportunities as needed for students to succeed, as well as opportunities for our gifted students to be accelerated.

End-of-Year Promotion and Retention Policy: RCCS maintains high standards for promotion. Grade promotion is not automatic; students must earn promotion by demonstrating mastery of essential knowledge and skills in the four core areas of language arts, mathematics, science, and social studies. STEM is critical to the school's mission and so all students

are required to submit a STEM portfolio at the end of the school year. By utilizing ongoing assessments, academic problems will be identified early so that students can be given the necessary support to master each subject area. If, after extensive efforts have been made and retention is necessary, a detailed retention plan is prepared to maximize support of the student during the retention year and to provide an action plan to getting back on track. Promotion decisions are based on a student’s grades, standardized test scores, attendance, and classroom assessments. We will look thoughtfully at student test scores, examples of student work, teacher observations, and other measures to make these decisions. Students may not be promoted from 6th or 7th grade if they cannot achieve proficiency on the 6th – 7th grade level benchmarks in reading, writing and mathematics as outlined by the Common Core Standards.

Overall Promotional Requirements: For general and special education students in grades 6 and 7

- Achieve at or above proficiency level 3 on State Standardized Tests
- Meet performance standards in all core courses (ELA , Math, Science and Social studies) as evidenced by student work samples, teacher observation and assessment grades (70% minimum in each course)
- Meet 80% attendance in school
- Complete and submit **STEM** portfolio to show student progress
- Students who earn an “F” in three or four core courses are retained

Overall Promotional Requirements: For general and special education students in Grade 8:

- Meet NYC performance standards in ELA, Math and Science
- Achieve at or above proficiency level 3 on state ELA and Math tests
- Achieve passing grades in all core courses (70% minimum in ELA, Math, Science and Social studies)
- Meet 80% attendance in school
- Complete and submit a STEM portfolio that shows what students have accomplished during the school year.
- Students who earn “F” in three of four core courses are retained

Students who fail any of their classes (below 70% as evidenced by formative or summative assessments), who did not pass the ELA or Math state exam, or who have below 80% attendance will have an action plan created for them by the CAO, Guidance Counselor, and /or Advisory/Special Education Teacher. Such plan will include realistic, achievable benchmarks for students based on the student’s current level of performance. The goal is academic success and promotion certainty for as many students as possible by meeting them where they are. The principal will make all promotion/retention decisions for all students after examining the promotional criteria, progress monitoring, and gains made by students after intervention was offered and documented.

RCCS reserves the right to make decisions for promotion when standardized tests scores do not match student achievement. Students failing to meet any of the grade level or school expectations as defined above will be designated “promotion questionable” during the winter. Families will be notified of possible retention, if no improvement by the end of the school year. Students will be allowed to attend summer school and retake tests or failed courses to meet promotion standards.

Grading Policy: The grading policy for all classes is based upon student participation, student work, attendance, quizzes, test, projects, reports, and homework. This grading policy will be consistent school-wide. RCCS grading system is based on a 4.0 scale as indicated:

Average	Equivalent
90-100	A (4)
80-89	B (3)
70-79	C (2)
60-69	D(1)
0-59	F (0)

Students who have IEPs are promoted to the next grade based upon demonstrating mastery of the key objectives of their courses. In certain instances, the Committee on Special Education will recommend modified promotional criteria which may be considered in the promotion decision. However, students with IEPs who have significant attendance or behavioral problems unrelated to their IEPs must complete content coursework requirements consistent with their IEPs or they may be retained. Parents may also request a manifestation hearing to determine if their child’s behavior was related to their Disability.

Students who earn an “F” as a final grade in one or two core subjects are retained, at the discretion of the principal, and must participate in an intervention program (summer school). Based upon the extent to which a student demonstrates knowledge and competency of identified standards of achievement in an intervention program. He/she if promoted may receive continued intervention throughout the following school year. If students do not participate in an intervention program, they are retained at the discretion of the principal. Students who earn an “F” in three or four core courses are retained. If a student has extenuating circumstances they can appeal to an academic committee composed of the counselor, CAO, and a teacher. The committee’s decision is communicated to the principal and he/she makes the final decision.

F. School Culture and Climate:

A strong school culture will be developed, as it is essential for overall academic success. In addition, parents will also be made aware of the school’s high expectations and of the need to adhere to school policies. Students and teaching staff will be prompted to curiosity, inquiry, hard work, and exceeding expectations. Respect for value and excellence will be actively taught and rewarded. Students will be educated to value honesty, integrity, and respect for others and for themselves, perseverance, respect and appreciation for culture and human achievements in general, along with a sense of ownership and personal responsibility.

A climate of high expectations, hard work and warm enthusiastic atmosphere ensured by actively supporting students in their social and emotional development will be induced and maintained. The school will take preventive measures to ensure that students behave properly and that learning is unhindered. Positive strategies such as rewards for perfect attendance or perfect homework completion will be employed. Rewards for academic excellence will also be distributed. A warm but firm approach to discipline will be cultivated. The students will be educated to become self-disciplined respecting others, the community and its values. Infractions of any kind will not be tolerated; whether small or significant, they will be firmly addressed. Nevertheless, the school will avoid harsh or humiliating discipline practices. Rather positive non-punitive discipline strategies will be conceived, helping students understand and respond to different situations and problems. The approach aims at developing introspection and dignity for students. Positive behavior as well as infractions will clearly be presented by all instructional staff to their students along with expectations and consequences of infractions. According to the frequency and pattern of guideline violations, additional corrective strategies will be progressively applied in order to allow students to adjust and ensure a safe and respectful learning environment. RCCS will require that students comply with a dress code. This practice will ensure a sense of belonging to a special community and will also remove attire differences that may appear due to the economic status of different families, which may have adverse consequences. We have allocated funds within our budget to assist some families who may have difficulty purchasing uniforms (5 Year Budget line item # 127).

RCCS will implement Positive Behavior Intervention Systems (PBIS), as the umbrella philosophy encompassing the tone, spirit, culture, and environment of a rigorous learning community. PBIS includes a broad range of systemic and individualized strategies, promoting social and learning outcomes while preventing problem behavior. PBIS is not a curriculum nor a program, but rather a framework and philosophy that will assist administrators, teachers, guidance counselors, and other staff in identifying the social and emotional needs of students. The key areas of this broad umbrella philosophy are in the creation of community by the nurturing of a positive school environment, the creation of rewards and incentives, use of data to analyze and examine ongoing school culture, and building consensus and consistency among the school staff. PBIS entails the strong encouragement of “outside of the box” thinking by staff members involving self-reflection, and the willingness to change or augment protocols they may have used in previous positions and schools.

Character Counts, a national character education program, will serve as a foundation for responsible citizenship at RCCS. The program is based on six character pillars:

1. **Trustworthiness:** Be honest: Don’t deceive, cheat, or steal; Be reliable—do what you say you’ll do; Have the courage to do the right thing; Build a good reputation; Be loyal — stand by your family, friends, and country
2. **Respect:** Treat others with respect; follow the Golden Rule ; Be tolerant and accepting of differences ; Use good manners, not bad language; Be considerate of the feelings of others; Don’t threaten, hit or hurt anyone; Deal peacefully with anger, insults, and disagreements
3. **Responsibility:** Do what you are supposed to do: Plan ahead; Persevere: keep on trying; Always do your best; Use self-control; Be self-disciplined; Think before you act — consider the consequences; Be accountable for your words, actions, and attitudes; Set a good example for others

4. **Fairness:** Play by the rules; Take turns and share; Be open-minded; listen to others; Don't take advantage of others; Don't blame others carelessly; Treat all people fairly
5. **Caring:** Be kind; Be compassionate and show you care; Express gratitude; Forgive others; Help people in need
6. **Citizenship:** Do your share to make your school and community better; Cooperate; Get involved in community affairs; Stay informed; vote; Be a good neighbor; Obey laws and rules; Respect authority; Protect the environment; Volunteer

The pillars will be posted throughout the school, in each classroom, and lessons will be taught in the advisory period. PBIS (defined above), is an effective school-wide disciplinary practice that will serve as the checks and balances to ensure academic and behavior outcomes. Monthly, the school will choose one pillar to reinforce character building and a monthly culminating activity will reward those students who consistently demonstrated the 'character pillar of the month'.

STEM will be embedded in the school culture in and outside of the classroom in a variety of formats. During the school day, students will receive STEM instruction. After-school they will have opportunities to apply real world math, science and technology concepts while participating in STEM clubs. They will learn critical thinking, team-building and presentation skills. Students will participate in local, state and national tournaments, such as Math Counts, and Lego Robotics. We intend to reach out to the National Society of Black Engineers (NSBE) in an effort to form a partnership to provide mentoring to students in the field of engineering. RCCS will engage scientists from the American Museum of Natural History, and New York Hall of Science so that students may be involved in hands on activities. Students will also engage in an end of year STEM celebration day, where they will be able to showcase their talent to parents and the community at an end of year event.

The foundation for a positive school climate and culture at RCCS will be reflected in the events and activities to celebrate diversity and student success. Diversity celebrations will include, but are not limited to, posting international flags throughout the school and hosting an International Showcase Night. Quarterly awards programs for honor roll students and attendance will support and encourage student success. The end of the year celebrations for academic achievement and good citizenship will serve as culminating positive school experiences. We will also be honoring parent volunteers for their unstinting support through volunteerism. Other events will include spelling-bee competition, and jeopardy.

The principal will hold all members of the school community to high expectations; he/she will engage students and support their learning and development. Teachers will be trained to use a common language to express high academic expectations for all students in every classroom. Administrators, teachers and support staff will maintain order and discipline, allowing students to enjoy an environment that is safe, and staffed with caring teachers, in which students know that they will receive the support they need to succeed. Teachers will be empowered to develop new and innovative instructional practices as set forth in education law 2850 § (2). Within the RCCS environment, teachers will be encouraged to work collaboratively in developing and researching best practices to be shared with the entire staff on a regular basis.

Expectations Regarding Student Behavior: Rockaway Community Charter School is committed to creating an environment that is safe and free from violence, alcohol, drugs, discrimination or harassment of any kind; and a culture that is positive, caring, and supportive. As a result, PBIS and Character Counts will be implemented in an effort to provide students with a safe learning environment. In addition, the school recognizes the need to clearly define these expectations to identify the possible consequences of unacceptable conduct and to ensure that discipline, when necessary, is administered promptly and fairly (See attachment 4 for Student Discipline Policy). The School will also implement the required sections of the "Dignity for All Students Act".

Conduct and Behavior

RCCS code of conduct and behavior asks students and adults to be caring, respectful and productive in order to maintain a safe, nurturing environment. At the beginning of the school year, all students are given a copy of the Student and Parent Handbook which contains RCCS's code of conduct. Students will be given an overview of their rights and responsibilities and will continue to receive constant reinforcement throughout the school year during advisory and regular classes.

Procedures When Code of Conduct is Breached

RCCS has categorized levels of infractions on a scale or 1-5 which is consistent with the NYCDOE code of conduct. Minor offenses (Level I); include disruptions to the learning environment, such as refusing to follow directions, using school equipment without permission, or making excessive noise. For minor infractions, teachers are expected to

implement a demerit system (*to be developed during the summer of 2015*) that will be overseen by the Principal and the Assistant Principal. Consequences will be associated with earning 5, 10, or 15 demerits in a week; upon earning 5 demerits, students will serve a lunch detention (42 minutes); upon earning 10 demerits, students will serve an afterschool detention (1 hour); and upon earning 15 demerits, families will be required to attend a school - based meeting with the Principal. Students will begin each week with a clean slate, in order to reinforce the importance of ongoing positive behavior and the school's belief that it is possible to recover from a challenging time period or to correct one's choices after a string of poor decisions. RCCS budget shows a positive cash flow and funding is available to compensate teachers who are required to stay after school to oversee detention.

For higher level offences, when a student is charged with conduct that disrupts the educational process or endangers the wellbeing of the student or others in the school community, the assistant principal and principal meet with the student and parent before a decision is made to exclude the student from school events or extra-curricular activities. The Assistant Principal of Operations and Principal also meet with parent and student before a decision is made to initiate proceedings leading to a possible long-term suspension or expulsion and again upon the students return to school. The Principal will evaluate the situation and is responsible for making final decisions regarding discipline issues that include, but are not limited to: disciplinary probation, exclusion from class or school events, in-school suspension, out-of-school suspension, and in rare instances long-term suspension (or expulsion). Special Education students must have a "manifestation determination review" to determine if their Disability impacted their behavior.

Disciplinary Probation

Disciplinary probation refers to a period of time determined by the Principal on the recommendation of the assistant principal, during which a student's behavior is monitored and evaluated to determine the student's right to actively participate in school events or extracurricular activities. RCCS will make every effort to ensure that the student remains part of the community and have a need to re-integrate. The Disciplinary Probation period is a positive attempt to help the student realize that all choices carry consequences and is designed to help the student correct his/her behavior. After a serious and/or repeated disciplinary problem, the student and Principal may develop and sign a probation agreement that outlines the positive contribution the student will make in an effort to re-integrate into the school community. As part of the agreement, the Principal assigns an adult mentor from the school community and determine a meeting schedule for regular assessments of the student's progress. The student's parent/guardian is invited to be part of this process.

Suspensions and Exclusions

In all cases of removal from school, students are entitled to and will receive due process protections. Before a student is removed from school for more than ten days, the principal arranges a hearing before a hearing officer. The hearing officer will generally be an administrator/trustee, but may be another individual appointed by the Principal who has not been involved in the conduct that is the subject of the hearing. The student has the right to be represented by counsel or an advocate. The decision of the hearing officer can be appealed to the Board of Trustees.

Search and Seizure

School authorities may authorize a search of a student's desk, book bag, lockers, cubbies and person when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process. Searches are conducted under the authorization of the Principal or designee. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process may be removed from students' desks, book bag, lockers, cubbies, and person by school authorities.

Students with Disabilities

Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses. In addition to the RCCS Code of Conduct procedures for all students, our school will comply with all federal and state laws and regulations governing the discipline of students with disabilities. If a student who has an Individualized Education Program (IEP) is charged with a violation of the Code of Conduct that might result in a long-term suspension (more than ten days), RCCS will refer the student to the school district's Committee on Special Education (CSE) for a "manifestation determination review." If the CSE determines that there is a connection between the disability and the behavior that led to the disciplinary proceeding, the student will return to class and the School and the CSE will work together with the student and his or her parents to develop a plan to address the behavior within the school or in another setting.

Protection for Children Not Yet Eligible for Special Education and Related Services

A student who does not have an IEP may assert any of the protections afforded under Federal law to students with disabilities if the parent of the student had requested that the student be evaluated or expressed concern about the

student's possible need for special education services, or if school officials had expressed concerns about the student's pattern of behavior before the behavior that precipitated the disciplinary action occurred. Additional detail regarding provisions for students with disabilities who violate the code of conduct is provided in **Attachment 4**.

Special Education Students or Students Who Receive 504 Accommodations

In the case of a special education student, or a student who receives 504 accommodations, RCCS ensures that it makes the appropriate adjustment as necessary to comply with all federal laws concerning the education of students with disabilities.

Dress Code

Students at the RCCS observe the following dress code:

- White button down RCCS shirt/blouse/polo (with collar)
- Grey slacks or skirt that is knee length (no slit)
- Black shoes or black sneakers with a rubber sole
- Black belt

If purchasing additional RCCS uniform items presents a financial hardship for any families, they may speak to our School Counselor or Principal. **See Attachment 9** for associated costs within the budget

RCCS Non-negotiable Rules and Regulations	
<i>Entering the Building</i>	Students enter the school building in FULL dress code and remain that way for the entire day. This includes having the proper shoes and clothing on when walking into the building. Items such as headgear (hats, scarves, etc.) and boots or sneakers should be removed prior to entering the building or they will be confiscated and returned at the end of the school day. [Students are always permitted head covers that are worn in connection with the exercise of religious practice.] Students must not be in possession of or under the influence of any drugs, or alcohol. Guns, knives or other deadly weapons which are prohibited at all times.
<i>Student ID</i>	Bring your student ID to school daily. Your ID will be presented as you enter the building and should be shown to any adult in the building who requests it.
<i>Jackets/ Coats</i>	Outerwear is not worn in classrooms and must be stored in student lockers prior to first period for the entire school day.
<i>Locker Use</i>	Students may use their lockers four times a day. 1) Before or after advisory, 2) Before lunch, 3) After lunch, 4) At the end of the school day
<i>Food and Drink</i>	Students may eat and drink only in the cafeteria. Food and drink, except for water, are not allowed in the classroom, unless the teacher makes an exception based on the circumstance. Medical exceptions will be observed as necessary.
<i>Electronic Devices</i>	Students should not bring electronic devices (radios, MP3 players, iPods, iPads, CD players, electronic games, etc.) to class. These items will be confiscated and returned at the end of the day. As a general rule, cell phones should not be seen or heard within the building during school hours.
<i>Sweaters</i>	All RCCS sweaters must be worn with an RCCS uniform shirt underneath.
<i>Headwear</i>	Hats, bandanas, wave caps, visors, headscarves, pin curls and bobby pins are not allowed while indoors. Sweatbands are not allowed on the wrists or the head. Students may not wear hoods in class. [Students are always permitted head covers that are worn in connection with the exercise of religious practice.]
<i>Shirts</i>	All RCCS uniform shirts must be tucked in at all times during school hours. If a student wears a shirt under their RCCS uniform, it must not be visible. Undershirts must not be worn over the shirt. The only approved logo or name is that of RCCS.
<i>Pants</i>	Jeans, stretch pants, striped pants, leggings and shorts are not permitted. Trousers are to be worn at least ankle length but not touching the ground. The hem must not be frayed or ripped. It is not permissible to cut the leg seam. Pants must be worn at the waist, not at the hip.
<i>Skirts</i>	Skirts must fall just at the student's kneecaps. There can be no slit in the skirt.

<i>Belts</i>	Belts and belt buckles may not have logos, studs, chains or initials.
<i>Footwear</i>	All footwear must have closed toes and closed heels. Students may not wear shoes that: 1) Have stiletto heels or spiked heels or any type of heel higher than two inches 2) Are boot-like, sandal-like or slipper-like (including, but not limited to UGGs, Timberlands, ACG's etc.)
<i>Jewelry/ Piercings</i>	Students may not wear eyebrow rings, nose rings, lip rings or any other type of body piercing adornments. Young men at RCCS may not wear earrings or any other body piercing adornments as previously described.

Due Process: All students, including ELLs and SWDs have the right to due process in disciplinary matters. Due process in this context gives any student accused of wrongdoing that could result in a suspension, the right to tell his or her side of the story in an informal hearing. The student must be told the accusation against him or her, and the basis for the accusation. If a student is facing a more serious punishment (suspension for more than 10 days, or expulsion), the student is entitled to a formal hearing before an impartial body (usually the local school board). The student may have a lawyer present and may cross-examine witnesses.

Evaluation: In order to ensure the effectiveness of the RCCS discipline and school culture system, and to adhere to the school's core values and belief in a learning community that thrives in a safe environment, an annual evaluation will be jointly conducted by the principal and school social worker. Reviewing data obtained from PBIS on the number of detentions, suspensions, and other interventions, as well as on the number of PBIS stars and demerits given out, will assist the school in determining the program's effectiveness, the staff's commitment to the model, and its impact on student behavior. RCCS will collect specific information via surveys about school culture to monitor implementation of practices and procedures and to make continuous improvements. Parents will be surveyed regularly to gauge their perceptions about school safety and climate. Discipline data will be analyzed to determine consistency according to the RCCS best practices.

G. Special Student Population and Related Services: All students, including special populations, will have a rigorous educational curriculum that will prepare them to meet and/exceed our educational program standards which are aligned with NYS Common Core Learning Standards for middle school students. RCCS will provide appropriate support to ensure that every student is reaching his/ her full potential. To this end, RCCS's educational program includes collaborative team teaching (CTT), in which the special education teacher will work directly with the general education teacher as a team to serve students in the least restrictive environment. This relationship will provide multiple opportunities for direct one-on-one teaching and differentiation of instruction during our extended instructional periods. Students will be provided with appropriate materials in line with the school's educational program which is aligned with NYS Standards. RCCS will create a culture where teachers are empowered to develop a variety of team teaching approaches based on students' needs. As an example, one teacher will provide direct instruction while the other teacher observes and moves around the room to ensure students are engaged and understand the lesson. Teachers will be provided all the support they require to develop cooperative learning styles in which students are assigned in groups of three or four on the basis of their academic needs. Advanced students attending RCCS will be given opportunities to earn high school credits through accelerated courses in Algebra, Earth Science and / or Living Environment. Student learning will be monitored regularly via pre-testing, formal and informal assessments and post-testing. These checks and balances will provide the data to determine the depth of remediation needed to help students achieve content proficiency.

Special Education Policies

Consistent with the federal requirement that special education services be provided in the least restrictive environment whenever appropriate and possible, RCCS will provide special education services within the mainstream classroom. We will comply with all special education requirements in the Individuals with Disabilities Education Act (IDEA) and its implementing regulations, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, all civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR) and any additional regulations required by the state of New York. We will not discriminate in admission/enrollment practices against students having or suspected of having disabilities.

Staffing: RCCS will open with a single sixth grade separated into five classes. For this group of students, we will hire one certified Special Education teacher. RCCS intends to hire additional certified Special Education teachers for each grade level that we add to the school, bringing the department's total staffing at full enrollment to six teachers with one serving as Coordinator, along with a school Social Worker, Psychologist and any necessary aides (determined by

incoming students' IEPs). All Special Education teachers will be responsible for developing relationships with the content area teachers on their grade level, delivering content in the CTT model, and providing all necessary interventions and supports to students on their caseloads. We anticipate each teacher having a caseload of approximately 10 students, grouped together in a class alongside their non-classified peers. The Special Education teacher will provide co-teaching support in the four core content area classes. The Special Education teacher will have one hour per day designated as a preparation period, as well as scheduled weekly meetings with content area teachers to ensure adequate co-planning time, as well as to divide the responsibility for providing appropriate modifications and accommodations for students with IEPs. Co-planning and co-teaching will be a major focus in August, 2015, as well as ongoing professional development, in order to ensure that all pairs are equipped with the skills and resources to effectively deliver differentiated instruction. In the CTT approach adopted by RCCS, the content teacher teaches, while a special education, ELL or Teaching Assistant moves around the room to ensure that students are on task, or work in small groups with struggling students. The Response to Intervention Team (RTI) will be organized during September, and part of their responsibility is to prepare a school-wide plan to acquaint the staff, as part of their professional development, with all federal requirements related to the needs of special education students, including curriculum and facilities.

In addition to holding weekly co-planning meetings with each core content teacher, Special education teacher(s) and classroom teachers will meet regularly to review students' progress and to determine the effectiveness of the modifications and accommodations that have been put in place. This will take place during the scheduled professional development Friday planning time, when grade levels meet to discuss student progress and analyze assessment data. The Special Education Coordinator will oversee the school's Special Education teachers and the delivery of services mandated for students with IEPs developed by the CSE of the student's school district of residence, managing all staff in the Student Support department (teachers, school counselor, aides, etc.). Additionally, the Special Education Coordinator will be the liaison between RCCS and District 27. He/she will monitor student special education services to ensure compliance with the Individuals with Disabilities Education Act (IDEA) requirements, such as confidentiality of student records. Student records will be kept in a locked file cabinet; only persons with a legitimate "need to know" will have access; and such "need-to-know" reviews of student records will be noted in a separate Access Log. The Coordinator will notify District 27 of the services RCCS is not prepared to provide, in order to ensure services are provided through the school district or a licensed provider. We plan to ask District 27 to provide related service providers to fulfill the mandates on our students' IEPs for Speech/Language services, counseling, occupational therapy, physical therapy, special education transportation and individual paraprofessionals as well as other related services that may be mandated on an IEP. The School District currently provides these related services providers to students attending area private and public schools, so RCCS anticipates being able to access these services as well.

Enrollment, Student Placement, & Review of Services

The applicant team will reach out to community centers, foster care agencies, and other social services agencies in Far Rockaway to give them information about RCCS and its services for special education students. We will encourage them to share this information with parents of the special needs students they serve, in order to ensure that we enroll a comparable percentage of students to that enrolled in other CSD27 schools. During summer training, IEPs will be made available to all personnel responsible for implementing a student's IEP. Teachers and support staff will be informed of the requirements and responsibilities relating to the education of students with disabilities through a series of training sessions run by the Special Education teacher along with a written description of the process for referral of a student to the CSE for evaluation. Additionally, they will receive training on IEP development and implementation, and the evaluation of student progress toward meeting IEP goals and objectives; specifically, the role of the core content teacher is providing the listed accommodations and modifications specified in the IEP, working collaboratively with the Special Education teacher, and monitoring and documenting student progress. As student IEPs are updated and revised throughout the year, the Special Education teacher will be responsible for distributing updated versions to school staff, as well as any related service providers who need access to that information. Parents will be kept informed of their children's progress toward meeting IEP goals and annual goals through scheduled parent/teacher conferences. These conferences will be held twice a year, or more frequently as needed. Additionally, a representative group of core content teachers, Special Education teacher, parents and administrators will compose our **Response To Intervention (RTI) Team** that will review student performance and assessment outcomes. This team will meet on a weekly basis for a review of services and to determine the appropriateness and effectiveness of the student's placement and interventions, as well as on an as-needed basis to discuss progress, evaluation results, or any change in placement.

The assigned Special Education teacher using the school's diagnostic and formative assessment systems will monitor special education students for academic progress on an ongoing basis. Should school staff become concerned about the performance of a student who does not have an IEP, noting significant struggles or ongoing lack of progress, that information is communicated to the RTI team which will function in our Child Find process to determine if that student should be evaluated for special education services. Students designated for the RTI process will receive 1) additional small group and targeted supports in the classroom setting, 2) supplemental small-group instruction and targeted supports through the afternoon intervention classes (3:30-5:00 Monday-Thursday). Student progress will be monitored using RCSS formative assessment systems, and data will be collected by the teacher responsible for providing the intervention. Results of the RTI interventions will be shared by the team at the weekly grade level meetings, and if no observable progress is noted, that student will be referred up the ladder of interventions and ultimately to the Special Education Coordinator for an evaluation.

English Language Learners: RCCS will follow the State Education Department's process for identifying students who are ELLs. Parents of RCCS students will complete the Home Language Survey during their registration process to identify languages spoken at home. Students with languages other than English spoken in their homes will first be given the NYSITELL as previously defined, and every year thereafter. Those students will take the NYSESLAT to determine the level of services that are still necessary. Students who are mandated to receive services will receive instruction from a licensed ELL teacher, who will be able to communicate in dual languages (English and Spanish). RCCS will also conduct an assessment of the student's proficiency in reading and mathematics in their native language in order to obtain diagnostic information about the student's academic abilities in these areas. This will help to determine whether the student is performing at, above, or below the grade level in reading and mathematics in the native language or is in need of remedial or other intervention services.

RCCS will be accountable for identifying, servicing, evaluating, and educating to their full potential, students with disabilities and students who are ELLs. The Far Rockaway Community has a diverse immigrant population, speaking several languages other than English. The ELL program will work to address the needs of diverse language learners. All staff members will participate in professional development based on SIOP, and creating a school environment in which all students are welcome and thrive academically, socially, and emotionally.

Staffing and Instructional Model: In recognition of the demographics of the Far Rockaway Community, RCCS will dedicate increasing resources to meet the needs of a growing ELL population. RCCS will strive to recruit a qualified staff that reflects and understands the diversity of the region and every effort will be made to continually reach out to RCCS families in their home languages. RCCS will employ Spanish-speaking individuals who will do targeted outreach to Spanish dominant families. At RCCS, both ethnic and language diversity will be viewed as resources that make all children's school experience richer. RCCS staff will seek to instill in students, the values of acceptance and appreciation for diversity through classroom and whole school activities.

Our ELL students will be educated in a collaborative instructional setting comprised of ELL students and native speakers of English with a certified ELL teacher and a content area specialty teacher utilizing the sheltered instructional model (SIOP) in which language and content are integrated. The structure of our ELL department will mirror that of our Special Education Department. RCCS plans to hire one certified ELL instructors per grade level. The ELL teachers will conduct the same type of co-teaching delivery and support as the Special Education teacher, collaborating weekly with all core content teachers to plan and deliver lessons, and traveling with the groups of students who receive ELL services throughout the day. All staff will receive professional development in utilizing the SIOP Model, a research-based observation instrument that has been shown to be a valid and reliable measure of sheltered instruction. SIOP will be used as a model for lesson planning and implementation of sheltered instruction. ELL teachers will be charged with overseeing and monitoring the progress of our ELL population and will also collaborate with the CAO to provide and coordinate professional development. ELL teachers will collaborate during the weekly staff meetings to analyze data and plan lessons.

Classroom Instruction: Students at RCCS with limited proficiency in English will achieve academic language proficiency in English as quickly as possible through the use of RCCS's services and teaching methods. RCCS ensures that ELL students will be included in all curricular and extracurricular activities while learning to speak, understand, read, and write the English Language. ELL students will not be assigned to special education programs because of their lack of English proficiency unless it is clear that student may need an IEP or remediation. RCCS will use a

structured English immersion program, using the research based SIOP Model for Sheltered Instruction indicated above. While instruction will be in English, the student's home language may be used to whatever extent possible to support the initial adjustment of a non-English speaking student. The level of English used for instruction both oral and written- will be modified appropriately for each ELL student, but all ELL students will have access to the same cognitively demanding, age-appropriate curriculum as any other student. Within RCCS's extended day schedule there is ample time that will be used for additional English language instruction. As a further support for teachers, the school will make the new ESL standards document, The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language available to teachers. The ELL coordinator will work with both teachers and students. Using SIOP as a guide, teachers will be trained to employ a range of strategies to make content accessible to students, including, but not limited to:

- **Attending to student comprehension** by using a hierarchy of questioning strategies, such as Bloom's Taxonomy, to better understand a student's level of comprehension.
- **Arranging class configurations** by partnering ELL students with same age/grade native English speakers or with a tutor or buddy from another grade level classroom.
- **Employing instructional approaches to meet the needs of ELL students, such as:** encouraging the use of diagrams and drawings as aids to identifying concepts, having the student write a response in their native language first, then translating it afterwards (independently or with a bilingual peer or teacher) allowing the student to concentrate on one task at a time (as the student becomes more fluent in English, the two step process will no longer be needed.)
- **Completing PBL using STEM framework** by teaming native English speakers with ELL students to research and share ideas

Establishing a culture of support

- Teachers will not overly correct ELL students in front of their peers; teachers will model correct responses.
- Teachers will understand that ELL students often have to convert what is said in English to their native language and then back again before responding.
- Teachers will value students' cultural heritage and personal identity. For example, teachers will select books that highlight and represent different cultures.
- Classrooms will provide equal opportunity and assistance for all children to learn.
- RCCS will provide after-school tutoring and consultation services for ELL students.
- RCCS will provide ESL and bilingual services during summer school program.

Additional Support: RCCS's staffing model ensures support for ELLs by providing opportunities for push-in, small group and individualized instruction. In year one, there will be one ELL teacher, and in year two, one additional ELL teacher will be added with one of the two being designated as ELL coordinator. With the help of available school aides, these professionals will provide push in support for ELL students. RCCS will directly provide or make referrals to appropriate support services which may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. By extending the hours of the school day for students, RCCS can raise incoming students' academic achievement, and provide enrichment opportunities, that can complement academic learning, and motivate students to be engaged in school.

Differentiated Instruction: As explained under section IB-Key Elements will be used as a key pedagogical approach, so students have multiple options for taking in information and making sense of ideas. Collaborative Team Teaching (CTT) is used in a way that increases educational opportunities for all students. In this model of CTT, a general educator and an ELL/ special education teacher deliver services in the general education classroom. They have the joint responsibility to design, deliver, monitor and evaluate instruction for a diverse group of learners in classes where both teachers are present and engaged simultaneously.

Parent Engagement: RCCS will provide orientation sessions and intensive training on Special Education issues, assessment and instruction, technology, literacy, community resources and leadership. Other services to ELL parents include oral interpretation, written translation, and dissemination of information materials in the family's preferred language, Title III ESL and computer classes for ELL parents, Title III spring and winter conferences for ELL parents.

Accountability and Evaluation: The English proficiency of an identified ELL student will be measured every school year to determine whether continued special services are warranted. RCCS will evaluate each student's performance in the content areas to measure the student's cognitive academic language proficiency. RCCS also will use the NYSESLAT and the New York State English Language Arts Exam (ELA) to assess ELL students, as required by the State Education Department in accordance with the federal NCLB Act. The ELL coordinator, working with ELL teachers, guidance counselors and the Chief Academic Officer, will examine student data at the end of the year, in order to ensure the ELL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically).

Ensuring the Equal Education of Students with Disabilities: RCCS values all of its students and recognizes the strengths and needs of each one. The CAO and staff will be committed to knowing students well and working together to create plans that most effectively serve them. RCCS will educate students with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate and allowed by each student's Individualized Education Plan (IEP), prepared by the Committee on Special Education (CSE) of the students' school district of residence and all applicable federal laws, including the IDEA. Services for students with special needs will be coordinated by full-time special education coordinator/teacher and supervised by the CAO.

RCCS will employ one special education teacher beginning year one, in the event that 20% or more of incoming students need Special Ed services. RCCS will not discriminate in admission and enrollment practices on the basis of a student having or suspected of having a disability. Students with disabilities will also be expected to participate in all school programs and activities with all other students, to the extent allowed by the IEP. Students with disabilities will receive all notices concerning school-sponsored programs, activities, and services. The school will make no distinctions in this regard unless absolutely necessary. RCCS will use the NYCDOE Special Education Operating Procedures Manual as its guideline for compliance.

Services and Interventions: RCCS will provide all special education programs and services in accordance with Education Law § 2853(4) (a), applicable federal laws and regulations, and in accordance with the IEP recommended by the CSE of the student's school region of residence. The type of student population attending RCCS will determine the type of services provided along with its intensity. Such services will be determined once registration is complete in the summer of 2015. RCCS will not discriminate on its admission policies, and so will serve all students, including those classified as special education. At RCCS special education students will be mainstreamed whenever possible. Special education students, when appropriate, will receive their adapted curriculum work, and other therapies such as speech and language therapy and occupational therapy, within a general education classroom. Special educators and therapists will come to the general education classroom, when appropriate, to provide services to small groups of special education students. A special education teacher, paraprofessional or aide may sit with them to help implement the goals of their IEPs. Members of the applicant team are ardent advocates in the belief that an important aspect of an inclusion program is the social interaction between special education and regular education students. For special education students, this setting provides the opportunity to model the behaviors and actions of others. For general education students, this setting fosters an appreciation and respect for the fact that everyone has unique characteristics and abilities.

Research supports the importance of the following aspects of RCCS's proposed educational plan, towards ensuring a successful inclusive classroom environment. Family-school partnerships; collaboration between general and special educators; supportive classroom and school community; grade team planning and collaboration; integrated service delivery and ongoing teacher training and staff development. (Price Mayfield et al, *Collaborative Teaching: Special Education for Inclusion Classrooms*, New York: Parrot publishing, 2000): RCCS will ensure that the special education programs and services as indicated on each student's IEP will be provided directly to the student through working with the CSE within the child's region of residence and the Special Education teacher. All classroom teachers at RCCS will be knowledgeable about the needs of students with disabilities; be informed of their responsibilities for particular students; receive ongoing support they may require to implement a student's program; and implement any modifications or accommodations in their classes in accordance with the student's IEP. The Special Education Teacher/Specialist will provide SETSS (Special Education Teacher Support Service) as a push-in or pullout scenario, depending on an individual student's IEP. Adaptations and modifications that might be made by the classroom teacher and special education coordinator are to ensure the success of special education students. All other mandated services will be provided to students. In the event that RCCS is unable to directly provide services to the extent

necessary, appropriately certified individuals will be contracted through organizations such as Interactive Therapy Group to provide services under its direction. The services to be provided may include, but are not limited to: speech language pathology and audiologist services; psychological services; physical and occupational therapy; early rehabilitation counseling; orientation and mobility services; diagnostic and/or evaluative medical services; student counseling. RCCS will ensure that an appropriate space is provided for the delivery of these services. Consistent with the Regulation of the Chancellor number A-420 and RCCS By-laws governing staff behavior; no corporal punishment shall be inflicted in RCCS, or punishment of any kind tending to cause excessive fear or physical or mental distress. Violation of this shall constitute grounds for dismissal. The CAO is responsible for informing staff members and new hires of this policy. Such policy will be in writing and signed for by teachers after telling them. If a student mentions suicide, all staff members will be notified to inform his/her supervisor, the school's guidance counselor, parent(s) and/or child legal guardian immediately. If immediate action is required, notify and request paramedics (911), then report it to the principal, CAO, and APO. If the ambulance takes a student from RCCS to a medical facility, the following information is needed: a) The Time, b) Paramedic shield number, c) Hospital location, and d) Any witness' statements (signed, date indicating time and day).

Reporting and Compliance: Under the guidance of the Special Education coordinator, the student's special education teacher will be involved in the development and implementation of a student's IEP, as required by IDEA. Any necessary coverage will be provided for the teacher to attend IEP meetings at the CSE. Each fall, every teacher of a student with a disability, will read and familiarize him/herself with the student's IEP, and training will be provided by the special education coordinator or outside agency in order to strengthen the teacher's understanding of the student's needs and his or her responsibilities related to the student's IEP. The special education teacher will store the IEPs in a locked file. He/she will make IEPs available to teachers who work with special education students at any time upon request and maintain an access log. The special education teacher will also ensure compliance with Family Education Rights and Privacy Act (FERPA) and Individuals with Disabilities Education Act (IDEA) with regards to confidential student records. During the Summer Institute, a workshop will be provided for all staff to familiarize them with the special education process at RCCS. The workshop will address the following: a) Referral process to the CSE; b) Development of a student's IEP; c) Implementation of a student's IEP; d) Evaluation of a student's progress toward meeting IEP goals and objectives; e) Reporting requirements to parents and CSE; f) Confidentiality and student records; and g) Discipline of students with disabilities.

The special education teacher will interact with the student's district of residence and communicate directly with the chairperson of the CSE. The teacher will ensure that referrals are made for students suspected of having a disability, fulfilling the reporting requirements of the resident district, ensuring that all appropriate school staff participate in meetings of the resident CSE, and establishing a reporting structure in accordance with applicable law through which the district of the student's residence is kept informed of the degree to which the services required by the IEP are being provided. RCCS will maintain close communication with its regional CSE, and will request appropriate placement through the CSE for a student whose needs cannot be met at the school.

Professional Development and Teacher Responsibilities: All teachers, including special education teachers will establish a culture where special education is a means to educating all children appropriately and guiding them towards mastery of NYS Learning Standards. The CAO, along with the Special Education teacher, will assure time is allotted for professional development focused on differentiated instruction and SIOP model to meet the needs of all children as delineated in our mission. Professional development will be provided by experts in the field of educating special education and ELL students. Teachers will develop long and short term planning goals to address individual needs of students, evaluate students' progress, and establish and maintain classroom-focused management procedures. Teachers will report on all special education issues to the Special Education Teacher/Specialist and the CAO. Teachers will also prepare written reports accurately and in a timely manner, and will comply with all special education laws and regulations.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicants/ Founding Group capacity

The founding group consists of a diverse background of professionals in the disciplines of education, law, diplomacy, real estate, accounting, social work, school safety, charter school startup, fund development and philanthropy. Five of the founding group members will serve on the initial Board of Trustees.

Mr. Dennie Wilson (*lead applicant and board member*) currently works as a Teacher/Administrator with the NYCDOE

and has a Master's degree in Education and another in Administration and Leadership, SBL and SDL certifications, and brings to RCCS his depth of knowledge of middle school operations where he taught for eleven years. Mr. Wilson was awarded the 2011-2012 Superintendent's award when three of his students got perfect scores on the GED examination and the highest score overall throughout District 79. Dennie Wilson has an extensive background in real estate management, served on District 17 Community Board for over 10 years and currently serves on the board of trustees for Spartan Medical College. He is a former Permanent Representative to the United Nations and Consul General to the United States.

Mr. Francis Lewis (*lead applicant and board member*) has a graduate degree in Business Economics, another in Science Education, SBL and SDL certifications. He is currently employed as an educator with NYCDOE, at the High School for Contemporary Arts which have gone from an overall B rating in 2011-2012, to an overall A rating in 2012-2013. Mr. Lewis has experience in curriculum development for middle and high schools and worked on school budgets. He has background in Accounting, Computer programming and Network management. Mr. Lewis served as a member of the Baldwin Educational Assembly and as Secretary to the Budget and Finance Committee for eight years.

Dr. Owen Brown (*Board member*) serves as the Deputy Chairperson and Associate Professor in the Department of Social & Behavioral Sciences at Medgar Evers College (CUNY). Since joining CUNY, Dr. Brown has successfully written grants totaling over 7 million dollars. Dr. Brown brings to the Founding group his wide array of experiences in education, business and fundraising.

Lilbert Ephraim (*board member*) is an educator with a Master's of Science degree in Special Education. He brings to the applicant team his expertise in designing curriculum to meet the needs of Special Education students, creating and implementing Individual Education Plans, mentoring new teachers in lesson planning, classroom management and conflict resolution. He is currently employed with the NYCDOE as a teacher.

Ms. Rosette Williams is a community resident, parent of two school-aged children, and is the sole proprietor for Queens Parent Consulting and Advocacy. She has successfully worked with the Construction Authority, elected officials, the UFT, CSA, and parents at-large to secure a \$43 million dollar six story addition to PS/MS 42Q. She also served as a district and citywide parent leader (President of District Parent Advisory Council (DPAC)).

Applicant(s)/Founding Group

Name	Current Employment	Relevant experience/skills and role	Proposed role(s) if any
Dennie Wilson	Teaching: NYCDOE	Education, Diplomacy, Fund raising, Community outreach and Co- Author	Lead Applicant and Board Chair
Francis Lewis	Teaching: NYCDOE	Education, Business & Finance, Accounting, Real Estate, Data Analysis, Co-Author	Lead applicant and Treasurer
Dr. Owen Brown	College Professor Medgar Evers College, CUNY	Education, Business, Grant Writing, Leadership and Organizational Development.	Vice Chair
Lilbert Ephraim	Teaching: Special Education: NYCDOE	Curriculum Development	Board member
Ms. Rosetta Williams	Parent Consulting and	Community Engagement, Parent outreach, fund	Parent Advocate

This group has a plethora of educational, operational, and organizational experience working with the most at-risk children within New York City and other urban localities. The desire to start a charter school stems from two motivational factors. (1) The ever-widening concern among educators, parents and civic leaders about the inability of our school system to address the needs of young men and women in our nation's cities. (2) The result of witnessing the children of CSD-27 missing opportunities for quality education, and as such, being lost to gangs and incarceration. The founding group met for the first time in March 2009, and began to construct the plans for this charter school through professional contacts. Monthly meetings, both formal and informal, continued since 2009. From February 2013 to August 2014, the founding group has had several meetings along with four-way teleconferences in which we reviewed

our proposals and added ways to strengthen same. The primary authors of this final proposal are Francis Lewis and Dennie Wilson. Dirk Tillotson Esq. and his team from New York Charter School Incubator, along with James Stovall from Boost Ed have reviewed our application and supported it.

B. Board of Trustees and Governance: The Board of Trustees of the RCCS is the legal entity that is ultimately responsible for ensuring that the school meets and/or exceeds the New York State educational goals, fiscal, and administrative standards as delineated in the New York State Charter School Act of 1998. The initial members of the board of trustees have full understanding that NYSED and the Board of Regents may exercise oversight over RCCS. In addition, the Board of Trustees is fully aware that the Board of Regents is the only entity that can provide final authorization for the charter, and has the authority to revoke such charter and to deny renewal. The initial board members consist of Dennie Wilson, Francis Lewis, Dr. Owen Brown, Lilibert Ephraim, Alicea Flynn, Thomas E. Russack, Dr. Edward Williams, Eva Duzant, and Dr. Rao Addagada. As the school expands, there will be opportunities for at least one parent to represent each grade level. Length of terms is staggered to avoid end of term during the same year for the entire board.

Proposed Founding Board of Trustees

Trustee Name	Voting Y/N	Position on the board	Length of initial term
Dennie Wilson	Y	Board Chair. Experience educator, experience in fund-raising and real estate management	3 years
Francis Lewis	Y	Board Treasurer. Experience in Accounting and Finance, Computer programming and Network management	2 years
Dr. Owen Brown	Y	Vice Chair. Educator, experience in grant writing and fund raising	3 years
Filbert Ephraim	Y	Board Member Math teacher, experience in curriculum development	2 years
Alicia Flynn	Y	Secretary Nurse practitioner, parent advocate	2 year
Thomas E. Rucksack	Y	Board member: Background in engineering and architecture	2 years
Dr. Edward Williams	Y	Board member Retired veteran, Local Chapter Leader for the NAACP, parent advocate	2 years
Eva Dunant	Y	Board member Practicing CPA, Former Educator	1 years
Dr. Rao Addagada	Y	Board member Retired Chief Surgeon, Founder and owner of Spartan Medical College, experienced fund raiser	1 years
School Principal	N	Ex-officio	3 years

The initial Board of Trustees is responsible for identifying, interviewing and securing seven additional members. This recruitment work would occur once the location for the proposed schools is identified with the NYC Department of Education so that we could ensure majority local representation on the Board. The complete Board would then be organized by subcommittee in order to effectively address their statutory responsibilities for RCCS.

Board Meeting: RCCS will convene monthly board meetings once it is chartered. Assuming that the charter is granted in June 2015, The Board will meet during June 2015 and every subsequent month. These monthly meetings in coordination with the Principal, will identify problems, design and implement strategies to resolving unanticipated challenges that can undermine the effective delivery of RCCS educational programs. Thereafter, the Board will convene its meetings once every calendar month at the school. Notice will be posted on our website and in other public forums in accordance with the Open Meetings Law. There will also be an annual meeting in which the Board will elect Trustees and Officers.

The Board of Trustees will hold the school's charter and focus on the financial and instructional oversight as well as strategic issues. The Board will have between 5-15 Trustees, not including the Principal who will serve as an ex-officio member. Pursuant to the New York Charter Schools Act (Section 2853.1.f) the Board of Trustees of RCCS has final authority for policy and operational decisions of the school. The Board recognizes that in the early years it may need to meet more frequently in order to participate in the hiring of a Principal, to support him/her, and to ensure a smooth opening. By the end of the planning year, the Board of Trustees will have developed a committee structure in key functional areas such as finance and fundraising.

The Trustees will be informed of school development directly from the Principal who will be expected to provide Trustees with regular reports on financial and student achievement data. The Board of Trustees will have access to achievement reports. It may also request any additional information it needs to ensure the quality of the school. Responsibilities and obligations retained by the Trustees are enumerated below:

- Respect the solemn duty, as custodians of the public trust, to ensure that students enrolled in RCCS receive an exceptional education
- Embody, preserve, and promote the school's mission, purpose, and core values
- Advocate for the school's best interests and exercise independent judgment regardless of the impact on outside entities
- Conduct themselves and school proceedings in an ethical, legal, and transparent manner
- Ensure that personnel and fellow Trustees adhere to the school's code of ethics, personnel policies, and all other school policies
- Adhere to the school's by-laws
- Develop, adopt, and revise the school's education goals, policies, and annual budget
- Hire, evaluate and, if necessary, fire the Principal
- Address personnel issues in a manner consistent with the school's personnel policies
- Address student, parent/guardian, community or other complaints brought forward by any individual or group alleging a violation of the provisions of the Charter Schools Act, the school's charter, or any other provisions of law pertaining to the management or operation of the school as per the school's complaint policy
- Oversee the school's educational program to ensure that the school is loyal to its charter
- Oversee the school's financial affairs to ensure that the school is operating in a fiscally responsible and solvent manner
- Ensure that the school follows all applicable laws
- Meet monthly
- Visit the school to verify that daily operations are conducted in a manner that is consistent with the school's charter
- Evaluate reports and assess data, including state and other standardized student achievement data, to verify if the school's academic goals are being met

The Board of Trustees will delegate authority to the Principal to run the day-to-day operations of the school including, but not limited to, the selection and evaluation of teachers, the professional development of the teachers including their role on the Inquiry Teams (Cohort and Organizational), the provision and analysis of data, the setting of targets and the formulation and implementation of action plans to attain the targets.

The Principal of RCCs will be selected and approved by the Board of Trustees of the school. The Principal is an employee of the education corporation formed to operate the school. He/she is the most senior person in the building in terms of authority. The Board of Trustees will provide on-going support for the principal, and will evaluate him/her.

The Trustees of RCCS are ultimately responsible for ensuring that the school attains its mission. Given this responsibility, each Trustee must:

- Demonstrate a wholehearted commitment to the school, its mission and core values and more generally, to the improvement of public education
- Share a belief that all children, regardless of race, family background or socio-economic status, can achieve academic and personal excellence

- Execute governance responsibilities with integrity and conviction
- Serve as a resource to other Trustees and to the school's leadership and staff
- Attend board meetings and volunteer for board committees
- Must be at least 18 years of age

Roles and Responsibilities: The Rockaway Community Charter School will have Officers of the Board of Trustees. The Principal will participate as a non-voting member. Trustees will generally serve for terms of one to three years as detailed in our Bylaws. The Board will have four Officer Positions: The Chair, the Vice Chair, the Secretary and the Treasurer. The roles and responsibilities of officers are as follows:

Chair:

- General supervision, direction, and control of the affairs of the school, subject to board control, and such other powers as the board may prescribe
- Preside at board meetings
- Have general management of meetings and shall see that all orders and resolutions of the board are carried into effect

Vice Chair:

- Perform if the Chair is absent or unable to fulfill his or her duties and when so acting as Chair will have all the Chair's powers and be subject to the same restrictions
- Perform other duties as the board shall prescribe.

Secretary:

- Keep the minutes of the school, maintaining records of board membership and decisions, interpreting the by-laws in the case of a dispute and other duties the board may prescribe.
- Post minutes on school's website once established.

Treasurer:

- Act as custodian of school funds and will provide the appropriate segregation of duties to create strict internal fiscal control policies
- Inform the Board of the school's ongoing fiscal condition
- Present an annual report setting forth in full the financial conditions of the school

There will be four standing committees on the Board. The Executive Committee will consist of at least three members and the School Principal. The Financial Committee will be chaired by the Treasurer and be responsible for reviewing all economic related updates and recommending an auditor to the Board. The Academic Committee will be responsible for reviewing academic achievement and education goal updates for the Board. The Community Outreach Committee will be responsible for reviewing and recommending actions to maintain relationships with parents and other interested community members and insure they have a voice in the School. The Committees will have other tasks, as detailed in the Bylaws, or that the Board may assign as they see fit. The roles of the four permanent standing committees are:

1. **Executive:** The Executive Committee (EC), chaired by the Board Chair, facilitates effective decision making by the board. The EC is responsible for: a) planning board meeting agendas; and b) serving as a communication link with other board members. The EC will engage in prospecting, contacting, recruiting, orienting, supporting, training, and evaluating Board members. The EC will ensure that Board composition reflects and strengthens its relationship with the community served by RCCS.
2. **Finance:** The Finance Committee (FC), chaired by the Treasurer, coordinates the board's financial oversight responsibilities. The FC is responsible for developing annual budgets in conjunction with the short- and long-term plans of RCCS for the Board of Trustees to review and approve. The budget is then reviewed periodically by the Finance Committee to be updated with current information. Additional responsibilities include oversight of the school's auditing, facilities and financial management initiatives.
3. **Academic:** The Academic Committee (AC) works to ensure the school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the school as an academic institution and supports the principal in the maintenance, promotion and improvement of the academic standards set forth in the charter. The primary responsibilities of the Academic Committee include: advising the board about the school's core activities of teaching and learning; advising the board on the academic aspects of the strategic direction; and working in conjunction with the principal to monitor and advance the quality of all academic activities.

4. Community Outreach: The Community Outreach Committee (CO) helps create, review and recommend actions to maintain positive relationships with parents and other community members. The primary purpose of this committee is to ensure that our community knows, understands, and supports the mission of the school. Board meetings will be held at least once every calendar month at the school and will be posted on our website and in other public forums in accordance with the Open Meetings Law. There will also be an annual meeting in which the Board will elect Trustees and Officers.

Recruitment and Retention: : The initial Board of Trustees is committed to recruiting and retaining additional board members with proven records of accomplishment in supporting and expanding opportunities for children that live in underserved communities in New York City. Potential board members will be recruited through a variety of activities and venues, which will include periodic recruitment at professional conferences/meetings, regularly scheduled RCCS activities, and through advertisement in local newspapers and/or community events. The RCCS Board of Trustees will maintain a strong working relationship with Community Board 27, elected officials, local chamber of commerce, clergy, professional and social organizations. These affiliations will provide RCCS with a pool of qualified and highly committed individuals from which potential board members may be selected. The composition of the Board of Trustees of RCCS will reflect strategic expertise, resources, and perspectives needed to achieve the mission and objectives of the school. In order to do so, we need to ensure that the founding board members are committed to securing expertise in all designated fields and that the qualifications and qualities of prospective board members further develop the work of the board and school's mission. Currently, RCCS is looking to fill vacancies with people in the field of: community support, grant-writing and immigration expertise.

Qualifications to serve on the Board of Trustees are as follows:

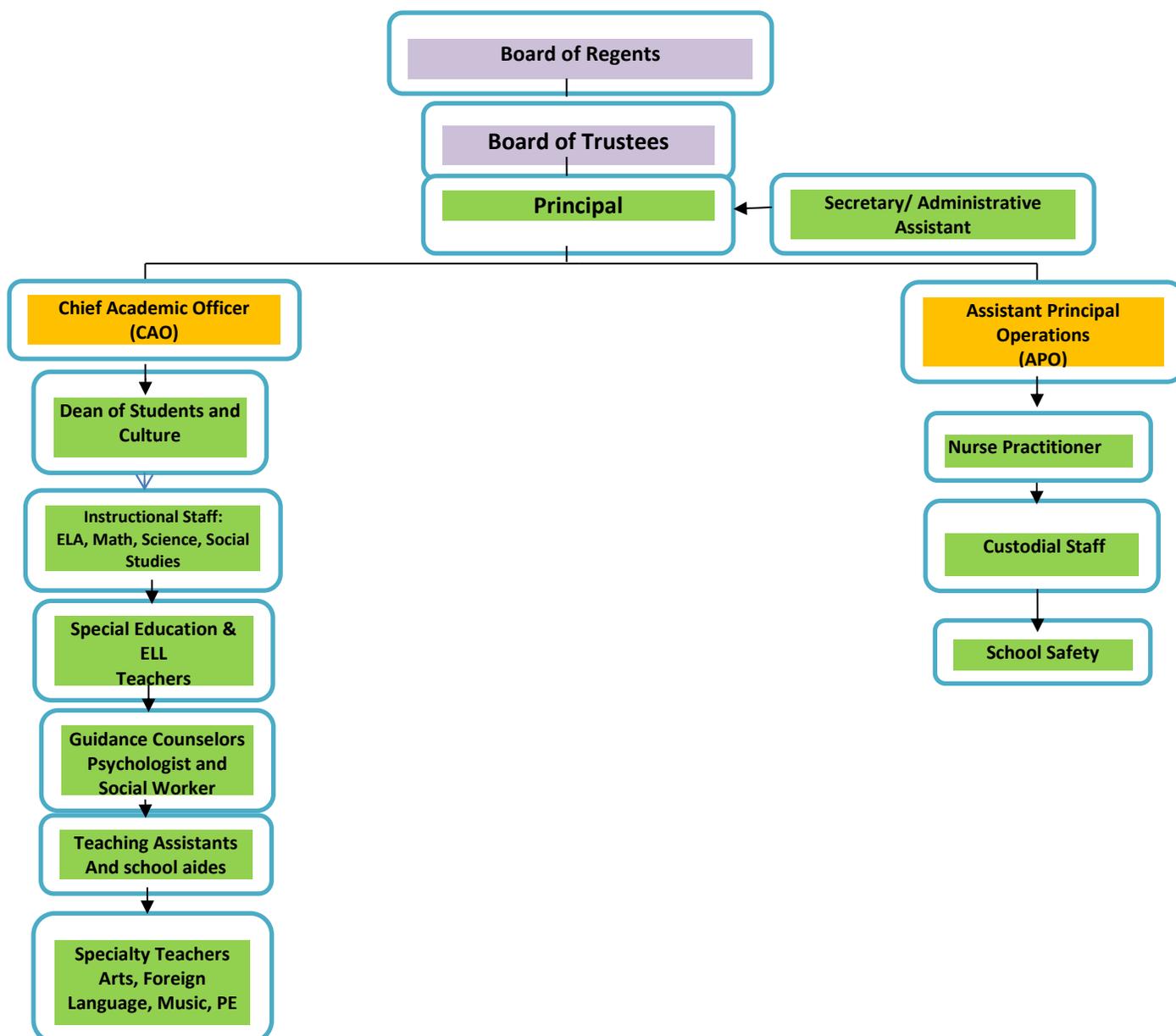
- Believe in the mission and vision of RCCS
- Provide an area of expertise that will advance the mission of the school
- Understand the duties of a board member
- Agree to the Bylaws
- Have time to support RCCS through board training, analyzing financial statements, reviewing board documents before board meetings, attending monthly board meetings, serving on committees to which they are assigned, participating in fund raising events, etc.

See Attachment 5a: Charter School Trustee Background Information (including educational and employment history or attached resume).

See Attachment 5b Proposed By-Law

See Attachment 5c Proposed Code of Ethics

C. Management and Staffing for 2015-2020. This chart represents RCCS at full capacity. New positions are filled after each year based on increased enrollment.



Organizational Structure/ Management Roles: As indicated in the above organizational chart, the Board of Trustees of the RCCS is the legal entity ultimately responsible for ensuring the school meets and/or exceeds the New York State educational, fiscal, and administrative standards as delineated in the New York State Charter School Act of 1998. As such, the RCCS Board of Trustees shall have the final authority for policy and operational decisions of the school, including hiring of new personnel, setting compensation, and evaluating school leaders. In addition, the Board is responsible for ensuring effective organizational planning and resource allocation as well as monitoring the school's programs according to the terms set forth in the charter. The Board will have between 5-15 Trustees, not including the Principal who will serve as an **ex officio** member. School administration will focus on educational and operational issues. The governance culture will reflect mutual respect for authority in these respective spheres.

Key positions and responsibilities at RCCS

The **Principal** is the instructional leader and manager of RCCS, and is ultimately responsible for ensuring that the school provides students with the skills, knowledge and experience necessary to succeed academically and socially. To do this, the principal must have the skills needed to adeptly facilitate and collaborate with faculty and staff; experience teaching using alternative pedagogy; ability to identify and use diagnostic and formative assessments; and ability to engage in and support classroom and organizational level inquiry to inform decision making. The principal must be committed to STEM learning, must be passionate about students applying STEM subjects to understand and affect the world around them, and must be able to actively monitor the STEM program. He/she will be selected by a

panel consisting of community members, RCCS staff and educators, but the final decision is made by the Board of Trustees. The principal must possess a New York State School Building Leader certificate or its equivalent, and a background in data analysis. (See Attachment 8a for other qualifications for school leaders and staff).

The Chief Academic Officer (CAO) is an educational leader who focuses on day-to-day implementation of the curriculum and oversees all student assessment and related data analysis. He/she reports directly to the principal, and will work with teachers formally and informally to improve instructional practices and adhere to RCCS curriculum. The CAO will oversee the development of all new curricular initiatives including the development of the SIOP model of instruction for English Language Learners. In the capacity of instructional leader, he/she will supervise, monitor, coach and evaluate the school's teachers, coordinators, and instructional support team, and will lead ongoing development and evaluation of curriculum and professional development. Like the principal, he/she must be committed to STEM learning, and must be able to actively implement and monitor the STEM program.

The Assistant Principal of Operations (APO) of the RCCS reports to the principal, and directs and manages the operational and financial affairs of our school. He/ she maintains the overall operational efficiency and the fiscal viability of RCCS, oversees the budgeting, marketing, reporting, payroll, benefits and insurance, facilities, and enrollment process and functions of the school; manages, updates and maintains accurate financial records, accounting functions, internal controls, audit and tax matters, and expenditures. *(See attachment 8a: Hiring and Personnel Policies and Procedures for full responsibility and qualifications)*

The Dean of Students and Culture reports to the principal, and is critical to the successful and efficient running of RCCS. He/she oversees managing student discipline and building a culture of high expectations and staff involvement. Tasks include the following: Communicate with parents following student removals or suspension; coordinates efforts with guidance, police liaison officer(s), school psychologist, and/or social worker in meeting with students and parents to discuss improving student attendance and/or behavior; Consults with families via conference or communication systems concerning student attendance and behavior. The Dean is a coach and mentor to teaching staff with regard to classroom management and student behavior. He/or she directs the student discipline policy and procedures and maintains appropriate records and files, ensures that staff consistently enforces policies using consequences and incentives with students, invests students, staff and families in expectations for student behavior and achievement, trains staff in classroom management, student engagement and parent involvement, coordinates record keeping for discipline and supervision for detentions, communicates with stakeholders regarding student behaviors that require attention or interventions from the principal, guidance counselor or social worker, and provides crisis interventions as needed. Preferred skills or experiences necessary to fulfill the responsibilities of this position include but not limited to: Experience managing student behavior, experience in or knowledge of building and grounds, compliance and reporting, experience with Charter schools preferred. *(See attachment 8a: Hiring and Personnel Policies and Procedures for full responsibility and qualifications)*

Guidance Counselor. The Counselor will not work in isolation; rather they are integral to the total educational program. **The counselor** will support the school mission of achieving academic excellence of all students as they prepare for the ever-changing world of the 21st century. The guidance counselor will work face-to-face to help students evaluate their abilities and interests. The guidance counselor will lead a grade group cohort from 6th-8th grades and will provide day-to-day, culturally sensitive guidance and counseling for individual students.

Administrative Assistant: Because roles in small schools are varied and complex, serious consideration will be given to applicants who demonstrate in their resume and cover letter experience and/or willingness to commit to the school's mission and core beliefs and to become involved in these essential aspects: Performing School Secretary tasks in support of the learning community and focus of the school; Assisting Principal with clerical tasks such as updating calendar, making appointments, sending and receiving correspondence; Performing all functions of human services support, as they pertain to the role of school secretary, including payroll and employment processing; Performing all functions of pupil enrollment services, including but not limited to registration, transfers, maintaining required documentation of all enrolled students. The secretary reports directly to the principal. Candidate must have a New York City Secretary License, with satisfactory ratings and attendance.

Faculty (subject teachers, teaching assistants, volunteer teachers): Directly responsible for instruction and for feedback to parents on academic progress. They collaborate with peers on curriculum development and lesson planning to maximize opportunities for connecting curricular concepts, and differentiating student instruction. All teachers will have a

clear understanding of the curricular goals and objectives. Some will serve as lead teachers, advisors trained and supported to facilitate student advisory.

The RCCS will “grow” its administrative/instructional staff over the course of the initial charter to accommodate the expansion and development of its programs and operations. Some staff positions will begin following the first year of operations, and other staff positions may begin as half-time positions and expand into full-time roles over the course of the charter term. This increase in staff is based strictly on educational program needs and is accounted for in our five-year budget proposal.

The Board will consider data to develop school budgets that adequately and appropriately support the mission and objectives of RCCS. The Board will monitor such budgets and the impact of the Board’s spending decisions on student achievement and school success.

Staffing Plan: RCCS staffing plan that follows outlines the number of personnel needed to ensure our school achieves its mission and objectives.

	Number in Positions				
	Year	Year	Year	Year	Year
Grades Served:	6	6- 7	6- 8	6-8	6-8
Enrollment:	125	249	375	375	375
Position Title					
Principal	1	1	1	1	1
Chief Academic Officer	1	1	1	1	1
Assistant Principal of Operations (APO)	1	1	1	1	1
Dean of Students and Culture	1	1	1	1	1
General Education teachers	4	8*	12*	12*	12*
Special Education Teachers	1	3	6*	6*	6*
ELL / ESL Teachers	1	2	2	2	2
Elective Teachers(Visual & Performing Arts, PE, Spanish)	2	5	7*	7*	7*
Psychologist	.5	1	1	1	1
Social Worker	.5	1	1	1	1
Nurse	1	1	1	1	1
Guidance Counselor	.5	1	2	2	2
Administrative Assistant	1	2	3	3	3
School Aides	.5	2	2	2	2
Assistants (classroom)	2	3	4	4	4
Total	18	33	45	45	45

Rationale for staffing structure and numbers: The school will grow each year, requiring additional members to be added to the RCCS instructional staff. An asterisk indicates the staffing in that department includes a coordinator to assist with managing departmental paper work, monitoring materials and supplies, and coordinating activities among teachers in that department. In order to meet the diverse needs of ELLs and Special Education student population, the Special education staff increases from 1 in year 1, to 6 by the end of year 3. Special education teachers will team-teach, and will ensure that students are being taught in the least restrictive environment and their IEP’s are in compliance with NY State requirements. The number of ELL teachers has also been increased from 1 in year 1 to 2 by the end of year 3. Increase in other instructional staff is based on an increased student population from 125 in year 1 to 375 by the end of year 3. The elective teachers include teachers in the following disciplines; physical education, Visual/Performing Arts, and Spanish. Teaching assistants will assist inside the classroom. RCCS students will be given the opportunity to select their elective courses in grades 7 and 8. The staff increase is reflected the school’s budget (*Attachment 9: Budget and Cash Flow*), along with professional development funding for models such as SIOP, Differentiation, STEM and

PBIS. By recruiting quality teachers and providing them with the developmental support that they need, RCCS will undoubtedly show successful implementation of our educational program.

Hiring and Personnel Policies: Philosophy: (*Staff Recruitment and Retention*): RCCS believes in and is committed to the principles of equal opportunity and Affirmative Action. It is the policy of RCCS to affirmatively recruit and select employees in accordance with the requirements of the job. RCCS shall not discriminate on the basis of race, color, creed, religion, national origin, sex, age (except when age is a bona fide criterion for employment), veterans' status, sexual orientation, or disability. Disabled individuals are encouraged to apply for positions provided such disability, with reasonable accommodation, does not preclude the employee from performing the essential function of the position.

Teacher Qualifications: RCCS wants to recruit experienced teachers with a track record of improving student achievement as evidenced by their student's success on state exams. The most important qualification is the ability for the teacher to teach every student regardless of the student's capability. Students remember a special teacher because of how he/ or she presented him or herself to students. The principal will seek teachers that display self-confidence; taking pride in his or her work, and striving for excellence. They must show a record of accomplishment of preparedness; always preparing lessons and materials in advance, following a regular routine, is organized and has activities readily available. RCCS teaching candidates for core subject areas are expected to have at least a Bachelor's degree and NYS certification in the required discipline. Candidates, who have not yet achieved a Master's degree, must be on a path to achieve one. RCCS teachers will be expected to support and promote its vision and mission. All teachers must be committed to STEM learning and show a willingness to be trained in integrating STEM elements into their teachings. They must be passionate about learning and about students applying STEM subjects to understand and affect the world around them. Prior successful STEM experience and/or STEM certification will be given special consideration.

Teacher Retention: RCCS intends to attract and retain effective teachers by offering a supportive professional environment; including professional development, high-quality mentoring, free workshops and a salary that is competitive to other schools throughout New York City. RCCS will implement a pay for performance bonus to teachers who have achieved their academic goals as determined by the CAO and individual teachers at the beginning of the school year. Bonuses (see 5 year budget line item 74) in the amount of \$1000 will be paid at the end of the school year. Each year, it is a firm and stated objective that at least 85% of all teachers and staff will express satisfaction with the school's leadership, learning environment, and professional development opportunities, as determined by the School's Teacher Survey. The school also allows participation in its pension plan after the first year of employment. The goal is to maintain a comparably high retention rate for faculty and staff. The responsibilities and qualifications of specific school staff members are described in the attached job descriptions (**see Attachment 8a**). As the school grows between Year One and Year Five of its charter, additional personnel will be hired to service the growing enrollment of the school. Staffing needs will be strongly dictated by the needs of the students. Our anticipated aggressive outreach towards students with disabilities and ELL will necessitate adequate instructional staffing for those students. To deal with the human resource challenges as the school grows to scale, RCCS will engage in year-round activities to market the school to prospective candidates, leverage DOE systems to identify candidates, and consider candidates from all pathways (traditional, alternative certification, transfers) when vacancies arise.

Process to Identify Candidates: The School will use several other sources to generate a pool of qualified applicants once a determination has been made that a vacancy exists. These sources may include job postings in local newspapers, the NYC Charter Center Job Posting Board, mailings, informal networking, on-campus recruiting, on-line internet services, the New York Times Educational Job Fairs, Rainbow Push, Wall Street Project Diversity Career Fair, New York Times.com & Monster Job Fairs and Events, the National Urban League and the New York Urban League. These venues will provide RCCS with myriad opportunities to recruit qualified candidates with the requisite skills to execute functions in the occupational categories of Payroll, Fiscal, Health, Food, Facility Management, and Transportation Services. The above strategies will allow RCCS to address potential human resource challenges as the school grows to scale over the course of the charter term. In addition, RCCS will contract with The New Teacher Project (TNTP) to identify, recruit, hire and process teacher candidates. TNTP is a non-profit organization with a mission of ensuring that poor and minority students get equal access to effective teachers. It attempts to help urban school districts and states recruit and train new teachers, staff challenged schools, design evaluation systems, and retain teachers who have demonstrated the ability to raise student achievement. We will use the practices outlined in The School Leader's Toolbox, a collection of resources focused on Recruitment, Evaluation, Retention of High Performers, Performance Accountability, and Building a Professional School Culture used by the nation's top charter school to

recruit, manage and support a high-performing teacher workforce.

RCCS selects applicants for employment on the basis of experience, character, alignment with the School's mission and philosophy, necessary credentials, and ability to perform their required duties. The School is committed to evaluating each applicant and employee on the basis of personal skill and merit. The School will make every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all of its working relationships. RCCS will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsifications or omissions of any information or date on an employment application may result in exclusion from further consideration for employment and/or termination of employment.

Non-Certified Teachers: To determine appropriate experience, training and skills of non-certified teachers, RCCS will define the values and professional qualities that the school expects of its teachers and that best respond to the needs of the student population and the school community. Staff members will be involved in the interview and selection process. RCCS will utilize all sources of data and insight about a candidate from resume, written applications, screening tools provided from central offices, interviews, demonstrated lessons, etc. Once hired, we will ensure every new teacher has a trained mentor who has time to provide effective mentoring. Mentoring will be purposeful and leading to the development of teacher competencies that result in favorable student achievement outcomes. The Principal and CAO will engage in frequent and regular communication with new teachers and mentors to understand what additional supports they need. Mentors will be selected from experienced, certified teachers from RCCS staff. RCCS will take advantage of network and district resources for mentor and new teacher training and development.

Data Driven Instruction and Assessment: Students will be regularly and meaningfully assessed using formative assessment tools and informal observation so teachers will be able to effectively plan instruction based on student needs. Every 6 weeks at the end of formal units, students will have assessments in all core subject areas (Math, ELA, Science and Social studies) The data will be tracked and realistic, quantifiable goals will be set and infused into the learning objectives. Student data will also be used in determining Academic Intervention Services (AIS). RCCS will also utilize the school's annual report card as an additional guide in determining specific interventions that need to be taken.

See Attachment 8a: Hiring and Personnel Policies and Procedures

See Attachment 8b: Qualifications for proposed leader (resume to be submitted once selected)

C.1. Charter Management Organization: Currently, RCCS does not have a Charter Management Organization nor does it plan to solicit one in the future.

C.2. Partner Organization: Currently, RCCS does not have a Partner Organization nor does it plan to solicit one in the future.

D..Evaluation

Educational Program: Student achievement data is the key in evaluating RCCS's educational programs. The Principal and CAO will set school-wide goals along with targeted professional development workshops for teachers to ensure that they have adequate support for student success. All incoming 6th grade students and their parents will participate in a scheduled intake during the spring before 6th grade, but after acceptance into the school when the lottery has been completed. Information such as IEPs and academic history will be gathered by school administration. RCCS will administer diagnostic assessments in math, reading and writing at the beginning of the first school year and again at strategic times throughout the school year. This will allow for accurate baseline assessments for instructional planning and grouping and for student growth to be measured on a yearly basis for program analysis.

RCCS Board of Trustees will use data to continuously assess the school's academic and fiscal health, alignment with its charter, and all regulatory compliance. This analysis will be based on the accountability goals outlined in our charter application, along with a review of financial reports and academic assessment data. The Board plans to develop a technologically sound system of monitoring key metrics, and will meet at least monthly to evaluate the academic, fiscal and organizational health of the school. At each meeting, the Board will review reports prepared by the Principal and CAO, to ensure the school is on the path to meeting or exceeding the goals articulated in the charter and accountability plan. RCCS will utilize achievement data as the primary indicator of student progress. This includes data from selected diagnostic, formative and summative assessments, along with trends in student grades and GPAs, and disaggregated

achievement data to demonstrate progress of student subgroups and to measure the achievement gap. Specifically, the Board will use achievement data from NY State assessments to evaluate progress toward the school goals laid out in Section II-A in ELA, Math, Science, Social Studies and Adequate Yearly Progress. In addition, the Board of Trustees will annually compare our achievement data from NY State assessments to a selected comparison group of high-performing charter and public schools, in order to evaluate our effectiveness.

The Board of Trustees will also examine Demographic Data which includes information on student attendance and attrition, school suspensions, and student recruitment and enrollment numbers for various demographic subgroups. Additionally, after three years our school will be able to collect data on students' high school acceptance and enrollment. This data will allow the Board of Trustees to measure the success of RCCS academic programs.

Program Data will include pertinent information about school programming, ranging from staff information (recruitment and application numbers, staff attrition, certification levels, etc.) to intervention data and outcomes (number of students participating, ratio of staff to students, students invited to Saturday School, etc.). Additionally, this category will include any relevant data from programs in our school such as Advisory, Enrichment, along with data reflecting parent involvement (attendance at events, active PTA members, etc.), all of which can be analyzed for its role in directly or indirectly impacting our student achievement goals. Specifically, program data on student attendance, attrition, and parent involvement will be used by the Board to evaluate progress toward the school goals listed in Section II-A.

Perception Data – Each semester RCCS will administer a Student and Family Satisfaction Survey, along with similar surveys targeting other stakeholders (teachers, administrators, and Board members). These will measure the perception of our school through the eyes of various stakeholders, as well as any changes in beliefs or goals as a result of participation in the school community. Selected survey data will be used by the Board to evaluate progress toward school goals around Student/Family Engagement and School Culture, as outlined in Section II-A. **Financial Data** – RCCS will analyze the fiscal soundness of our organization on a monthly basis by examining budget-to-actuals for the level of variance, as well as regularly assessing our school's cash reserves. On an annual basis, we will look to an independent financial audit to reflect an unqualified opinion with no material weaknesses.

Teacher Evaluation: Teachers will be evaluated using “The Framework for Teaching Evaluation Instrument,” a research-validated evaluation instrument for teachers from Charlotte Danielson. Teachers will be introduced to the Danielson Framework for Teaching Evaluation during August of 2015 Teacher Academy, and will have a series of both formal and informal (walk-through) observations, which will be conducted by the principal and the CAO. Teacher effectiveness will be measured using the four domains and will be explored and enhanced during professional development.

Formal, Written Evaluations: Annually, each teacher will receive a formal, written evaluation of his/her performance based on the Danielson Framework (60%), student achievement on locally-selected assessments (20%) and 20% on student performance based on formative and summative, in-class assessments. The written evaluation will also include a self-assessment component, where teachers reflect on their own strengths and areas for growth, along with a CAO's assessment.

Non-Instructional Staff Evaluation: All non-instructional staff will receive a formal, written evaluation of his/her performance based on the specific roles and responsibilities outlined in the job description, along with his/her progress toward meeting performance goals set out at the start of each year. All non-instructional staff members will have regular meetings with the APO to review performance, discuss current areas of focus, and set priorities for upcoming weeks.

School Leader Evaluation

The Board will evaluate the Principal once every year, using a Principal Performance Rubric comparing the school's performance to stated goals and objectives. RCCS will utilize a Principal Evaluation Rubric developed by Kim Marshall after making slight modifications. The Board will complete a narrative assessment of the school leader's strengths and areas for growth, using the various data points on the rubric as the basis for drawing conclusions. The evaluation will be written primarily by the Board President in conjunction with the Executive/Governance Committee, and will be provided to the Principal for review in advance of his/her annual Evaluation Meeting.

STEM Academy Evaluation: RCCS will hold the STEM Academy accountable for implementing a sound STEM curriculum, along with the required support services. The school will evaluate and hold the STEM Academy organization accountable for their services and results in several ways (direct feedback, written feedback from the teachers, administration and board; accountable for student outcomes). If the STEM Academy doesn't perform as anticipated, RCCS will fire them and seek outside service providers.

Board of Trustee Evaluation: RCCS success ultimately will be directly correlated to the capacity and effectiveness of

the Board of Trustees. It is therefore critical that evaluation of the Board both collectively and individually takes place at least annually. The process will involve each Board member completing three self-evaluation forms: one in which he/she evaluates the performance of the Board as a whole; the second in which he/she evaluates his or her own personal Board performance and involvement; and the third in which he/she is asked to evaluate another Board member. These tools will ask relevant and clear questions relating to the functioning of the Board, the functioning of the charter school, clarity of roles and responsibilities, shared mission and vision, contribution, engagement, openness, process etc. This information will be analyzed annually by the board development committee, to inform Board development and training and to ensure that the Board has the requisite knowledge and skills to be responsible stewards of the charter school.

Operational and Fiscal Soundness: Operational soundness will be measured through overseeing the purchasing and expenditures, facilities, inventory and equipment check, student data, and student services (such as food and health services). Fiscal soundness will be measured through accounting, reporting, and revenue and cash management. RCCS with contract with an Accounting/Auditing Firm to ensure the organization is operating with financial efficiency.

Annual Report Procedures: It will be the responsibility of the Board of Trustees to ensure the Annual Report is completed, reviewed and submitted to the chartering authority in a timely manner. All Board members will receive a complete copy of the Annual Report following submission to the Chartering Authority or other educational entity. Rockaway Community Charter School will produce an Annual Report, in accordance with Education Law 2857(2) (f), which shall include an honest, transparent, and balanced compilation of all relevant programmatic findings of that year. In addition, comparisons to past performance, peer groups, and national norms will be made whenever possible. In sum, this Annual Report will contain:

1. A Charter School Report Card, including, but not limited to, graduation/promotion rates, dropout rates, performance on standardized tests, total spending per pupil and administrative spending per pupil;
2. A discussion of the progress made towards achievement of the goals set forth in the charter;
3. A certified financial statement, including the revenues and expenditures for the preceding school year, a copy of the most recent independent fiscal audit of the School and any audit conducted by the Comptroller of the State of New York.
4. Quarterly programmatic reports will also be prepared by the School Leader or a designee and submitted to RCCS Board of Trustees, which should lead naturally to the form and substance of the academic, operational, and cultural components of the Annual Report. These reports may include: demographic information; student performance on standardized exams and state assessments; number of detentions and suspensions issued; student enrollment and withdrawal data.

RCCS will retain an independent New York State Certified Public Accountant to perform audits of financial statements to the same extent as other public schools, but at least annually, pursuant to Education Law 2854(1) (c), and such audit shall be conducted in accordance with generally accepted auditing standards and government auditing standards issued by the Comptroller General of the United States. RCCS will include this audit as a part of its Annual Report to its Board of Trustees, the Chartering Authority and the State Board of Regents. The first annual audit will cover the fiscal year ending June 30th, 2016 and will include any relevant start-up period prior (start-up financials will be identified in the footnotes to the financial statements). The fiscal audit will contain information including: Financial position, Activities, Cash flow, Functional expenses. The audit will be completed using the NYSED's mandatory audit templates. Audits will be conducted in accordance with the auditing standards generally accepted in the United States of, and Government Auditing Standards issued by the Comptroller General of the United States.

General Audit Procedures: It will be the responsibility of the Finance Committee of the Board of Trustees to ensure that the fiscal audit is completed (with help from the APO), reviewed by the Board of Trustees and submitted to the Chartering Authority in a timely manner. All Board members receive a complete copy of the full audit and management letter, following the delivery of the final audit by the auditing firm. The Board will utilize no single auditing firm or auditing personnel for more than three consecutive years, as to prevent the erosion of objectivity necessary for independent fiscal and programmatic due diligence.

Student and Family Satisfaction: Student and family satisfaction will be evaluated through questionnaires, feedback received from meetings, and the learning environment survey (conducted by the NYCDOE). Students will be given a survey that asks them to examine their satisfaction with their courses, teachers and school as a whole. Families will have a similar survey that asks them about student performance in their courses, communication and satisfaction with classroom teachers, communication and satisfaction with school leaders and overall satisfaction with the school as a whole. The school report will be accessible from the DOE website.

E..Professional Development

Ultimately, the CAO is responsible for ensuring professional development is high quality, purposeful for all participants, and is aligned with our school's mission and objectives. Professional development will be coordinated by the CAO who will utilize the talents of current staff and other educational experts, including those from the STEM Academy. Specific attention will be placed on unit development based on the Common Core Standards, STEM Instruction, SIOP and PBIS training, Data Analysis and Literacy. In addition, time and attention will also be given to the established professional learning community at RCCS on a monthly basis. Teachers will be allowed to participate in off-campus professional development such as implementing the SIOP model, and will share their knowledge with fellow staff members upon return. RCCS will provide teachers opportunities to acquire management experiences by attending workshops, and sharing in the responsibility of the management of RCCS. Since there are several approaches and PD programs that staff will have to master, RCCS will prioritize its professional development. Here is a tentative list of priorities for the first year, and begins with August 2015. a) STEM implementation, which includes Inquiry based and Project based learning, b) unit plan development based on the Common Core Standards, Collaborative Team Teaching, PBIS and Character Counts. The latter two are key components of our advisory program. For year two and beyond, RCCS will provide PD to build on year one skills but will solicit teacher input in selecting the sequence of other PD workshops.

PD at RCCS will facilitate collaborations among teachers, allowing them to share best practices and encouraging them to a better understanding of curriculum, and the way it aligns to New York State Standards. During the first year of operation, professional development training will include, but not limited to: Differentiated instruction; Inquiry Based learning; deconstructing the Common Core State Standards; tools that measure student mastery of those Standards (formative and summative assessments); use of data to drive instruction; curriculum development; effective classroom management, introduction to the STEM curriculum and use of SIOP model. PD for differentiation will include learning about the Schools Attuned and SIOP (Sheltered Instruction Observation Protocol) models for instruction for students with special needs and ELLs. School Attuned is a well- established national initiative that was created to enable general education teachers to recognize, understand and respond effectively to the varied patterns of learning among students in their classrooms. The program consists of an intensive professional development curriculum for teachers. The purpose of the Schools Attuned Program is to equip teams of educators with new knowledge, skills, and strategies so that sound, defensible professional judgments can be made about instructional practices with struggling learners. STEM teachers will identify unique professional development goals and tailor at least 50% of their STEM activities to meet their individual needs. These may include strategies for inquiry-based instruction, for integrating STEM, or information on cutting edge content. RCCS approach to initial and ongoing professional development is built on the following components: 1) A strong professional culture, 2) Intensive start-up training, 3) Daily common planning time, and 4) Ongoing professional development plan.

Strong Professional Culture: A strong professional culture will result in purposeful teaching and learning and leads to reasonable rates of retention of school administrators and teachers. Building this culture begins with recruiting the right people who support the school's mission and vision. Getting the right staff members on board is crucial, and the school will invest heavily in recruiting passionate, experienced and competent teachers who are committed to student success. RCCS actively seeks teachers who are motivated to work both individually and as part of a larger team while willing to think creatively and critically.

Intensive Start Up Training: To ensure teachers are prepared to address the needs of all students, particularly those identified as at-risk of academic failure, students with disabilities, and ELLs, the CAO, along with selected teachers, will host a two week- long summer orientation where teachers become familiar with the general school model (STEM) and other significant PD opportunities. Teachers will be introduced to the school's mission, vision, core beliefs, and key components of STEM. The school and staffing culture will be articulated, modeled, and further developed with all of the new staff input. As the school year progresses, some professional development sessions will be devoted to explicit instruction in the teaching of reading and writing, using the Teacher's College Reading and Writing Model (TCRWW). This model will allow staff to build connections and skill development across disciplines by bringing content-area teachers into the conversation about literacy instruction, creating space for cross-content projects, shared understanding of standards, and community building around literacy. For Math, teachers will also be provided with a general overview of the IMPACT Math Program, including guiding principles and practice, the instructional model, and guidelines for planning a unit. Faculty will receive a yearlong schedule of assessments, and will receive training in the school's set off assessment tools, how to administer these assessments, and how to analyze and use data through a cycle of inquiry. These sessions will include initial training on the needs and rights of Students with Disabilities and ELLs; initial training in the SIOP framework, identification, and intervention services for special needs students.

Daily Common Planning Time: Common team planning will allow teachers to build their competencies and improve their instruction, curriculum, and relationships with students. Research indicates common planning time significantly improves teaching results. Teachers will be encouraged to share resources and best practice during those sessions.

Ongoing Professional Development Plan: RCCS will implement a balanced PD plan over the course of the year, allowing for a range of opportunities to best meet leadership and staff identified needs. Ultimately, the CAO is responsible for ensuring professional development is high quality, purposeful for all participants, and is aligned with our school's mission. Given the host of other responsibilities associated with this administrative position, PD will be coordinated by the CAO/his designee, who will utilize the talents of teachers on staff and other educational experts to provide actual training during the PD days identified in our first year calendar (Attachment 3b). Some of this training will include:

- Inviting external experts into the school building to conduct targeted workshops (i.e., Project-based Learning and differentiated instruction);
- Attending external conferences and trainings around relevant areas such as SIOP
- Creating opportunities for co-teachers to give one another feedback; and
- Allowing teachers and school leaders to select self-directed opportunities in order to meet needs as they arise.

Another way that RCCS will invest in teachers is by establishing a comprehensive mentoring program for new teachers. We will partner experienced teachers with novice teachers who will demonstrate effective practice, pedagogy, and knowledge of dual language programs. The mentors will be responsible for holding weekly meetings with the mentees, observe mentees, and debrief with the CAO and principal about needs, progress, and targets teachers have met.

Routine Observation: The CAO in charge of curriculum and instruction will further promote professional development by actively observing instruction in classrooms, counseling and other direct service delivery to students routinely, giving staff feedback both formal and informal, and soliciting student perspectives. For example, rubrics will be used to clearly set expectations and evaluate teachers on four key core aspects of performance: 1) planning and preparation for learning; 2) classroom management; 3) delivery of instruction, professional attitude and growth 4) monitoring, assessment, student success and follow-up. Follow-up meetings will allow staff to share concerns and feedback. These meetings will provide insight into individual teachers' concerns, and will allow the CAO to develop and implement future professional development workshops that target staff member needs. There will be six observations each year, four of which is informal, the other two will be formal observations.

Professional Development Feedback/ Evaluation: Teachers and non-teacher staff members will have the opportunity to provide feedback to the CAO following each professional development session. Feedback will be in the form of surveys consisting of questions related to the specific PD. Surveys will allow for narrative responses reflecting participant understanding of the techniques described and will allow respondents to describe particular areas of concern where they would like addition professional development sessions and workshops. Additionally, as outlined above, there will be several times throughout the year where meetings will take place that will specifically address staff needs and how to use the professional development offered by the School to help address those needs. Teachers will be able to provide the CAO with information on what they believe they need for meaningful professional development.

F. Facilities:

RCCS intends to seek both public and private facility space. The founding members of RCCS have requested space for up to five years in an existing DOE facility in the Far Rockaway community. However, we do recognize the limitations of this arrangement and is prepared to work around these challenges in order to open our doors in a DOE building. The applicant team has already consulted the DOE's current list of under-utilized space (*which will change over the course of the coming year*) and reached out to the Division of Portfolio Planning regarding the possibility of co-locating in a NYCDOE public school. Given our current relationships with local district schools, the experienced district teachers and leaders on the Board of Trustees, and the school's commitment to collaboration with district teachers, we anticipate that the co-location approval and implementation process will be a relatively straightforward one. In the event that DOE space in the Far Rockaway community is not available, the applicant has developed the following contingency plan:

Facility Contingency: The applicant team has begun negotiations with Charter School Facilities, and they have identified a 38,500 square feet facility within CSD27. This is a closed Catholic School with a certificate of occupancy for a school. The building is currently equipped with kitchen and cafeteria, playground and parking lot. Rent will be paid on a graduated scale as follows: Cost for year one is \$ 220,000, \$438,240 year two, and \$660,000 year three, then the lease must be renegotiated. The above costs are based on the actual space that will be utilized each year based on our student population, and not on the

entire 38,000 square feet. Estimated costs for insurance, repairs, janitorial service, and utilities are reflected in our budget.

In addition to the above mentioned facility, the applicant team has also looked at a 24,443 square foot former nursery located at 1279 Redfern Avenue in Far Rockaway. The annual rent is \$325,000 (13.00/sq.ft) for the first year. The landlord will graduate the rent as the school grows, and in year two, the cost will be \$625,000 (\$25/sq.ft). Utilities are estimated at a cost of \$6.00 per Square foot. All mechanicals in this building are new and should run efficiently. RCCS will outsource its custodial and security services to an outside company. The building has a large rooftop playground and bathrooms, and has the capacity for further expansion in year three.

Descriptions and Use: While the school has not secured a site, the following is a detailed description of the ideal anticipated space needs during its first five-year term. During its first five years, the school will go from serving 125 students in Grade 6, to 375 students (*grades 6-8 inclusive*). Based on an approximate need of 80 square feet per student in the middle school-years, the school would need 10,000 square feet of space during year 1 and 30,000 square feet by its fifth year of operation. The applicant team has identified the specific room configuration that will be required for the first five years of its charter.

Facility Spatial Requirements:

Type of room	Number of Rooms	Year1 Space in sq.ft	Year2 Space in sq.ft	Year 3-5 Space in sq.ft
Classroom	Year 1=5 Year 2= 10 Year 3-5 =15	10000	19920	30000
Lab	1	0	1800	1800
Demo Room	1	900	0	0
Library/Media Room	1	900	900	900
Resource room/SETSS	1	500	500	500
ESL Room	1	500	500	500
Vocal, Orchestral, Music Room	1	700	700	700
General Administrative Office	1	1500	1500	1500
Dining Room/Cafeteria	1	2000	2000	2000
Gym/Auditorium	1	2500	2500	2500
Teachers' lounge	1	300	300	300
Estimated Total space		19,800	30,620	40,700

Availability of DOE Space: In the event that DOE space in the Far Rockaway District 27 is not available, the applicant team will complete negotiating the lease agreement in regards to one of the two properties identified above no later than January 2015. An architect from the Rand Corporation will revisit with the founding members during September 2014 to discuss cosmetic changes that will be required in both buildings and the associated costs. Once this has been completed, the founding members will have a better idea on costs, time to renovate, and date at which facility can be occupied. Our research indicates that available space which meets our square footage needs within the CSD 27 boundary ranges from \$20 to \$30 per square foot. This estimate is consistent with facilities costs of comparable schools in CSD27 and the larger New York City area. RCCS budget assumes a low- end first year lease payments of 220,000 based on an estimate received from the owner at a cost of \$22/square foot, assuming 80 square feet per student. The building is barrier free and will provide students with certain disabilities access to all programs and services.

G. Insurance

Education Law subdivision 2851(2) (o) requires that an applicant provide the types and amount of insurance to be obtained by the school, which shall include adequate insurance for liability, property loss and personal injury of students. RCCS will carry comprehensive policies in the following areas, based on the insurance policies obtained by other charter schools, and Austin & Co.

- General Liability: \$1 million
- Directors and Operators: \$3 million
- Umbrella Liability: \$5 million
- Student Accident: \$500,000
- Student Accident Medical: \$25,000 per accident
- Catastrophic Accident: \$1 million
- Property, Automotive, Crime, Business Interruption: \$400,000
- Workman's Compensation: \$2 million

H. Health, Food and Transportation Services

Health Services: Education Law [§ 901-914] and [§136.2(d)(2)] of the Commissioner's Regulations delineates the health service requirements of educational institutions like RCCS. Our school will comply with all health service requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. RCCS will provide health care services that match and exceed the health services that are available to children attending many other public Schools in CSD27. RCCS will ensure that all students have access or referral to primary health care services and will teach students about the importance of the use of primary health care; prevention and control of communicable disease and other health problems; and emergency care for illness or injury. A group of RCCS teachers and administrators will be trained and certified as First Responders in the event of a medical emergency that may require the use of Automated External Defibrillators (AEDs) or perform CPR. The use of an AED device will be reported to the regional EMS office. AED devices will be maintained and checked on a regular basis to ensure function.

Parents must notify RCCS Administrators if a student has a special medical condition or need. Parents must provide the school Administrator with a doctor's note that include dosage, storage instructions, and the original prescription bottle/container for those students who must take prescribed medication during the day. Students must report to the nurse's office with a valid pass to receive medication. When the nurse is not in the building his or her responsibilities will be assigned to the Assistant principal. The principal will be the back-up person to the assistant principal. All medication disbursement will be kept in a detailed log, indicating date, student name, name of medication, time of dosage, and the initials of the person giving the medication to the student. The nurse's credentials and RCCS health services will be consistent with those provided to public-school students in the City of New York. RCCS will collect and appropriately store all immunization and medical records. A parent may chose not to have their child vaccinated due to religious beliefs and a letter will be placed in their file. A letter may also be presented if a physician believes that the immunization may cause harm to the child.

Food Services: RCCS will participate in the Federal free- and reduced-price breakfast, lunch, and snack programs administered by the U.S. Department of Agriculture via the Office of School Food and Nutrition Services (OSFNS) of NYCDOE. All the necessary requirements and/or guidelines that the United States Department of Agriculture, and the New York State Department of Education require for healthy and nutritious meals will be adhered to. These include, but not limited to meal pricing; nutritional value; determination of eligibility; and reporting requirements. Breakfast and lunch will be served each day that school is in session. For the extended day schedule, students will be served with snacks. Students can opt to bring their own lunch and not partake in the school lunch program. Where meals are prepared and served will be determined when the facility is secured. We expect that over 80% of the student population will be eligible to receive free and/or reduced price meals based on their parents' income. In order to receive reimbursements for the meals provided for the students in the charter school, RCCS will offer the five nutritional items that constitute a healthy meal. These items are fruit, milk, protein, grain, and a vegetable. Students will be offered a choice of five nutritional items and will be required to choose a minimum of three of five food items. This is consistent with the federal and New York State guidelines.

Transportation Services: Education Law [§2853(4)(b)] and § 3635 requires that Charter School students eligible for free transportation receive the services to which they are eligible. RCCS will adhere to this requirement by ensuring that students that qualify will receive the services delineated by the aforementioned Education Law. RCCS will collaborate, as all New York City public schools do, with the New York City Department of Education Office of Pupil Transportation to provide Metro cards to all eligible students. Special education students often have different eligibility for transportation. Their Individual Education Program (IEP) dictates their eligibility. RCCS will work with the local district to insure that transportation for special education students and students with disabilities is provided in accordance with all applicable State and Federal laws. For students that fail to meet these eligibility requirements, RCCS

will provide the following service options: parent drop-off/pick-ups, metro card, which RCCS will provide from fundraising and donation from corporate partners to finance our students' transportation needs. There is also ample bus and subway service that runs throughout CSD 27. We have placed in our budget, the cost of Metro cards for 75% of our students for school days in excess of 180, and we have budgeted \$100/student in field trip expenses.

I. Family and Community Involvement

Family Involvement: Education affects the student and the student's parents/guardians. Conversely, parents/guardians affect each child's educational progress. RCCS recognizes the value of parents/guardians and will work to actively involve them in their child's learning experience. Our mission is one that sees parents as part of a learning community and so we strongly believe in a school in which the voices of families play a role in reality. In compliance with Education Law 2851(2) (c), RCCS will be a school in which the voices of families are valued and have an impact on the policies of the school. The following strategies include, but are not limited to the following:

- Utilize social media, such as the school's website and Facebook page, to connect with families and community with the school.
- Develop parenting programs specifically for middle school parents
- Invite families into the school to participate in parent conferences and workshops.
- Encourage parents and members of the community to lend their own professional expertise in the school.
- Schedule school events and student celebrations during a variety of work-friendly hours to maximize family participation.
- Institute a monthly school newsletter and calendar including information about community resources and events.
- Invite families to attend special assemblies/student performances and to chaperone fieldtrips.
- Send progress reports to parents regularly (between report cards), keeping them informed of the student's progress.
- Utilize Community Based Organizations and School staff to sponsor activities for families, such as exercise classes, ESL classes, sewing classes, educational games, and computer classes.
- Sponsor an annual "Family Day" with activities and food.
- Implement a transparent system for parents and community leaders to voice their opinions, recommendations, and feedback.
- Make parents aware of the schools data.
- Communicate positive news about students with their families through phone calls, e-mail, or notes.
- Encourage family members to volunteer and get involved at the school

Parental Involvement in Governance: A key opportunity for families to be involved in the governance of RCCS is through the School Leadership Team (SLT). The Team is comprised of the principal, the PTA president, four elected teacher representatives, and four elected parent representatives. The SLT will be an advisory group that functions as a think tank for the school, advising the principal and the Board of Trustees in establishing school priorities, searching for funding possibilities, considering new connections and programs, and reviewing school data. SLT meetings will serve as a forum for families and staff to discuss issues and concerns affecting the children of the school. Committees of the SLT may form to study and advise the Board on facets of the school such as programmatic expansion plans, budget issues, or student and teacher recruitment activities. Membership is open to all members of the school community. Parents will also have the opportunity to interact with the Board of Trustees, during open comment time at board meetings. A committee of the SLT will focus on event planning in its first year.

Communication with the home: RCCS will implement an efficient two-way communication between the school and families so they may be informed about their children's progress, upcoming events and how they may contribute to their children's education. This will be done through phone calls to parents, letters written in dual languages, meetings with administration, the school website and monthly newsletters. Individual contacts between staff members and families are especially important in bringing families in, ensuring buy in, and building investment. Teachers will be required to maintain regular contact with parents via notes sent home, emails and/or telephone calls.

During any year, there will be two family conferences which include students and their families; students will play a major role in selecting pieces of work they want their parents to look at, and discuss at their conferences, and then set goals for themselves with input and feedback from their family and teachers. Other meetings when requested by

either families or teachers will supplement these conferences. Quarterly, teachers will send formal progress reports to families describing each student's progress in both narrative description and skill checklists. RCCS will host a myriad of events to keep parents engaged in the educational process. From international dinners to student honor roll assemblies, RCCS will extend their arms to welcome parents at all times. The APO along with the PTA will send out monthly newsletter discussing key elements of the school and providing news and updates. The principal will also host a school-wide Community Meeting in September, along with others periodically throughout the year.

Each year, a family survey to gauge satisfaction with the school's programs and policies will be created by the Board of Trustees, with input from the SLT. The administrative assistant will coordinate the distribution, collection, and compilation of the surveys. The results of this survey will be shared with the SLT and the full Board, and will be an important piece of data for the board to study in evaluating the effectiveness of current school policies and operation and considering directions for the future.

Community Involvement: Communities play a unique and vital role in the development of equitable and sustainable innovation. Engaging a community and its members in its own future provides fertile ground for new ideas, and the opportunity for broad ownership of the ideas and plans that are adopted. RCCS will build a broad coalition of support to sustain our ongoing efforts by identifying a diverse sampling of individuals and local businesses to support and engage in the STEM implementation process. By identifying a diverse sample, the community is more likely to have a path of more impactful and sustainable innovations. Our STEM Community engagement process involves a STEM Leadership Team that brings together local community leaders to develop a long-range plan to improve STEM education at RCCS. Community engagement includes these four stages: 1) Community Research, 2) Letters of Support, 3) Community Orientation and 3) STEM Leadership Team Development. The latter will begin once the charter is granted. The founding members have already begun the process of building relationships with organizations in the community and have an overwhelming response to community based organizations. We will continue to build connections with local churches, Parent Teacher Associations and other non-for-profit organizations, in order to recruit students as well as to continue to foster strong and productive relationships. Many of the founding team and board members have considerable experience with community outreach and organization which will further support the RCCS's roots within CSD27 in Far Rockaway.

J. Financial Management: Our funds are safeguarded and used properly and our reporting is accurate. Budgets for RCCS will be monitored on a monthly basis by the principal, finance secretary. Monthly and quarterly financial reports will be sent to the board for review. Any major revisions made to the budget must be approved by the Board of Trustees. The principal and finance secretary will evaluate the school's needs for the upcoming year, including staffing, technology, facilities, supplies and materials, and develop a budget based on the previous year's actual spending. The proposed budget will then be given to the board of trustees for approval in May. The finance secretary will complete all functions, including but not limited to: set-up of payroll; bookkeeping; human resources; creation of fiscal policy and procedure manual; assistance developing the employee manual; recommendations for budget; financial reporting, establishing finance software; and, audit prep. All financial controls will be detailed in the financial policy and procedure handbook. The Board of Trustees will review and approve all policies in the handbook. All checks over the amount of \$5000 will require two signatures for approval, one being the principal and the other the finance secretary. Procedures will be in place so that no single individual will have control over two or more phases of a transaction or operation. This will ensure that the revenue is safe and secure.

Fiscal Audit: It will be the responsibility of the Finance Committee of the Board of Trustees to ensure the fiscal audit is completed, reviewed by the Board of Trustees and submitted to the chartering authority in a timely manner. The audit will be performed by an independent auditor in accordance with the Generally Accepted Auditing Standards (GAAS). Upon completion of the audit, the Finance Committee will meet with the independent auditor to discuss the report and any findings. A corrective action plan will be discussed and implemented by the Finance Committee to correct any findings by the independent auditor. All Board members will receive a complete copy of the full audit and management letter following the delivery of the final audit by the auditing firm.

Independent Audit: It will be the responsibility of the Finance Committee of the Board of Trustees to ensure the fiscal audit is completed (with help from the financial secretary), reviewed by the Board of Trustees and submitted to the chartering authority in a timely manner. The audit will be performed by an independent auditor in accordance with the Generally Accepted Auditing Standards (GAAS). Upon completion of the audit, the Finance Committee will meet with the independent auditor to discuss the report and any findings. A corrective action plan will be discussed and implemented by the Finance Committee to correct any findings by the independent auditor. All board members will

receive a complete copy of the full audit and management letter following the delivery of the final audit by the auditing firm.

Accounting procedures including the fiscal controls of the school: RCCS is committed to developing and maintaining fiscal policies and procedures ensuring sound internal controls, fiscal responsibility and accountability in accordance with Generally Accepted Accounting Principles (GAAP), and adherence to the Financial Accounting Standards Board (FASB) rules and regulations. The following explains the Internal Control System that RCCS will implement.

Student Records: The School will have trained personnel on staff who are responsible for managing student information. The assistant principal, with oversight from the Board of Trustees and support from the Administrative Assistant, will be responsible for tracking enrollment and attendance, maintaining school lunch program records, including student eligibility and other data to ensure accurate billing and reimbursements. Finance secretary will serve as the School's Title I Coordinator, to ensure all data relevant to Title I services is collected and maintained to ensure accuracy in program reporting and reimbursement. The School will have a robust student information system that will be utilized by RCCS to store, analyze and produce needed reports on all relevant student data. The finance secretary will be responsible for the protection of student records, under the supervision of the Board of Trustees. With regard to the special education program and IEP's, the Special Education Coordinator has the responsibility for maintaining and securing all records. He or she will be responsible for submitting all required reporting on Students with Disabilities (SWD) and services provided to the SWD in accordance with their IEPs to all appropriate agencies including necessary reporting for special education reimbursement. RCCS understands its obligations to comply with Family Educational Rights and Privacy Act (FERPA) and will follow all appropriate procedures to comply fully with the New York State Freedom of Information law (Article 6 of the New York Public Officers Law).

Tracking Enrollment and Attendance Eligibility Records—RCCS will use the NYCDOE's ATS software, along with the ATS attendance sheet for attendance to be taken by the end of first period. We will also utilize the ATS section sheet as a backup record of attendance. School personnel will call the parents of absent students on a daily basis. The assistant principal and administrative assistant will coordinate the development of and oversee procedures for orderly management of records. The Board will recommend policies and procedures to the school administration. Each teacher will record the students' presence or absence and report all absences and tardy students to the main office.

Eligibility for Free or Reduced Priced Lunch - A Family Application for Free and Reduced Price for School Meals (SD 1041 form) will be provided to parents upon enrollment. The completed form will be reviewed by the finance secretary/designee for approval. RCCS will maintain each student's SD 1041 form on file for review. These forms enable students to receive free and reduced price meals, and form the basis for determining and distributing additional educational funding from the state and federal governments.

Data reporting requirements of IDEA and Enrollment of Students Receiving Special Education and/or ESOL Services—In compliance with 34 CFR §300.750, the school will submit an annual report to the NYS Education Department, detailing the number of students with disabilities, the nature of each student's disability and each student's educational placement and setting. The school will make available to the district all required data in a timely fashion and will comply with 8 NYCRR §119.3.

K. Budget and Cash Flow

RCCS start-up budget plan, first-year budget and the five-year budget plan use conservative estimates and assumptions based on the experiences of other operating charter schools, CSBM, and New York Charter School Center. (See attachment 9 and Section III.C., staffing model.) RCCS will use the accrual basis of accounting in all its financial statements, but the budget prepared in Attachment 9 has been prepared on a cash basis, thus major assets have not been capitalized and depreciation expenses are not charged in the budgets. Our revenue estimates are based on 100% our target enrollment.

Pre-opening:

Revenue: Although the applicant team will engage in fundraising activities during the pre-opening stage, our budget only reflects funding of \$200,000 from the Charter School Program (CSP) grant. A conservative estimate of \$5000 in fund raising per year for the first 5 years is used. The Applicant team will aggressively seek in-kind contributions from the local community which may eventually reduce the cost of equipment/furniture.

Expenditures: Pre opening expenditures consist of hiring the principal, CAO, APO, and one administrative assistant

for six months. The CAO starts in April 2015. All employees are paid as 1099 consultants without the added expense for fringe benefits. RCCS will incur costs during preopening as follows: Total personnel cost \$106,250, total cost for contracted services such legal, auditing, and curriculum development \$35,500. Total cost for school operations is \$28,200 which includes a significant investment for teacher and student recruitment.

Cash Flow: We anticipate a positive cash balance for each month of the pre-opening period. However, if the CSP grant arrives late, we will defer compensation to the senior administrators and pursue external fundraising, and/ or securing a bridge (short term) loan.

Year 1 Budget

Revenue: 80% of revenue is from per pupil funding for general and special education students. The budget reflects the following conservative revenue assumptions:

- \$13,877.00 per pupil revenue from the District during the first year of operation and assumes no change in subsequent years.
- Our budget includes cushions for the unexpected by overestimating certain expenses and omitting other sources of funding that might be available. We expect 15-20 percent special education students (*higher than most public schools in CSD 27*), with a 30% reimbursement rate. This is because for revenue budgeting purposes, we assume that 10% of special education students will receive services for greater than 60% of the day, and only a small percentage (20%) of the special education students will receive services between 20% and 60% of the day. Thus, the School is only assuming it will receive special education reimbursement for 30% of its special needs students—a conservative assumption—with 70% of its students receiving services less than 20% of the day for which the school receives no special education reimbursement. We anticipate a second CSP installment of \$250,000. RCCS assumes it will receive flat funding for NYSTL, NYSSL and NYSLIBL.
- While RCCS will apply for all eligible Title I funding, for budgeting purposes, we are only assuming receipt of Title I and IIA.
- RCCS will receive the Federal IDEA funding it is entitled to for each Special Needs student beginning in Year two.
- While RCCS will apply for all competitive public grants available for start-up and implementation including CSP and State Stimulus Funds (SSF), we only assume CSP in the total amount of \$500,000 over the start-up and first three years of operations.
- To date, RCCS has had no commitments from any organizations, but will aggressively seek to achieve commitments once we receive IRC 501(c) (3) status.
- RCCS will engage in a robust fund raising drive once the charter is approved. This will allow the school to deal with budget shortfalls, lower than expected enrollment and other cash flow challenges.

Expenditures: The School has projected a realistic staffing structure over the five years, incorporating administrative and instructional staff contemplated in its operational and academic program for general education students, special education students, Title I students, ELL students and other students at risk (see Staffing Table in III.C. Management and Staffing). The bulk of expenditures relate to salary. In year 1, administrative staff will be the principal, chief academic officer, assistant principal of operations, one administrative assistant and one Dean of students and culture. The rent (*\$220,000 year 1*) paid on the facility contracted for by RCCS does not include security and custodial services/costs. Our budget assumes that the NYCDOE will provide nursing services. On the expense side, the budget reflects one special education teachers beginning year one, an additional two in year two, then six by year 3, 4, and 5). Conservative estimates are included for PD and staff training related to serving special needs students, curriculum and instructional materials needed by students with special needs. Payroll and fringe benefits are assumed to be 10% of total revenue. Instructional staff for the first year includes 4 general education teachers, 1 special education teachers, 3 specialty teachers including 1 ELL, 2 teaching assistants, 1 guidance counselor and a part time school aide, representing 61% of salaries. Contracted services include a flat fee for startup and maintenance and an estimated \$20,000 for auditing. Line item 103 shows a first year outlay of \$160, 000 for ongoing consulting needs which includes startup and ongoing costs provided by Boost Ed and New York Charter School Incubator. In the school operations section of the budget, RCCS has allocated \$62,500 for furniture and fixtures, \$60,000 for STEM, Datacation and other software specified throughout the application.

Cash Flow: Most start-up costs are incurred early in the school year, while salaries are distributed across the year with

bonuses budgeted and paid at the end of the following year. (Based on other school’s experiences, we anticipate DYCD funds in the spring.) We project a positive cash balance at the start and end of year 1.

5-Year Budget

In each of the five operational years beyond the start-up period, the School’s budgets reflect very conservative assumptions. All revenue—including the largest revenue source State & Local per pupil aid— remains flat while most expenses increase at 3% (salary and pension) and other expenses (health insurance and E&O, Property, Employee Dishonesty and General Liability by as much as 8% and 5%, respectively). We have incorporated all possible costs contemplated by our educational, fiscal and operational program. The one-year budget plan required a breakdown of revenues and expenses between Program Services and Support Services and a further breakdown within those categories among Regular Education, Special Education, Other Management and General, and Fundraising. Once the school is established and accounting systems developed, there will be formal systems and procedures to track the allocation of expenditures into these categories and sub-categories. At that point, RCCS will have the background based on operational experience to prepare budgets that reflect these programmatic allocations.

In addition, the five-year budget contemplates the need for staffing, during the four (4) week summer academic intervention program for struggling students. Furthermore, specialty teachers including art, music, and physical education teachers are assumed within the five-year budget, as is administrative, office, business, and support staff. The School has used an estimate for E&O, Property and General Liability, Employee Dishonesty and other Insurance coverage, which forms the basis for our insurance assumptions. This estimate is based on other charter schools of similar size. The budget rent line item reflects the anticipated lease arrangement in the event that DOE incubation space is not possible.

Revenue: We expect to receive IDEA funds beginning year 2, matching the state enrollment targets. Title I funding increases with enrollment. CSP is anticipated in the planning year and years 1 and 2. Textbook funds continue at current rates. Per pupil allocation (13,877) remains the largest source of revenue.

Expenditures: RCCS budget assumes a low-end first year lease payments of \$220,000 based on an estimate received from the owner at a cost of \$22/square foot, assuming 80 square feet per student. (125*80 *22). Our research indicates that available space which meets our square footage needs within the CSD 27 boundary ranges from \$20 to \$30 per square foot. This estimate is consistent with facilities costs of comparable schools in CSD27 and the larger New York City area. Second year rental is \$436,240; third year is \$660,000 after which the lease must be renegotiated. Salaries increase at 3% a year, although that percentage may vary depending on economic conditions. Teaching staff increases with enrollment. Payroll tax is averaged at 10% of total personnel service costs, fringe benefits averages 10% of total personnel service costs. Pension contribution begins after a 1 year vesting period. By year 5, personnel costs, including taxes and benefits, account for 72% of total expenditures. Contracted services 4.0% of total expenditures. \$25,000 is set aside in each of the first 3 years to establish an escrow account for dissolution.

In the event that our assumptions prove wrong, contingencies include deferring or eliminating bonuses, and/or securing a bridge loan until enrollment increases.

Charter School Program (CSP) Grant: Our budget assumes only the base amount of \$500,000 although we believe RCCS is eligible for the higher amount of \$750,000 because it meets design priorities for: (1) enrollment targets of ELLs, students with disabilities, and students eligible for free and reduced-price lunch; (2) raising the achievement of English Language Learners; and (3) raising the achievement of students with disabilities.

See attachment 9a: Budget and Cash Flow Template:

L..Pre-Opening plan

Domain	Action	Start Date	End Date	Responsibility
Governance	Appoint Board Officers	Dec 2014	Jan 2015	Board
Governance	Ratify by-laws and code of ethics	Dec 2014	Mar 2015	Board
Operations	File for Federal	Dec 2014	Jun 2015	Board, legal counsel

	501(c)(3) for School and State Tax Exempt Status			The school is aware that the IRS may take several months to review the application for tax-exempt status and award 501(c) (3).
Recruitment	Recruit principal	Dec 2014	Jan 2015	Special Committee, Board
Recruitment	Recruit AP Operations	Dec 2014	Feb 2015	Principal
Finance	Approve fiscal policy and procedures	Jan 2015	May 2015	Board
Finance	Contact Accounting Firm to establish payroll and financial systems	Jan 2015	Feb 2015	Board
Facility	Conduct facility negotiations and execute lease	Jan 2015	May 2015	Board
Recruitment	Recruit students, develop & disseminate materials, Host open houses, door-to-door marketing	Jan 2015	Apr 2015	Principal, AP operations
Facility	Renovation: identify needs, secure contractor, establish timeline	Feb 2015	May 2015	Board, Principal
Operations/Academic	Contract with NYC Charter School collaborative for special education training and lottery consultation	Feb 2015	Feb 2015	Principal, AP Operations
Staffing	Recruit school staff: finalize job descriptions, post positions, interview and check references	Feb 2015	Jun 2015	Principal, AP Operations
Staffing	Hire school staff: salary negotiations and offer letters	Mar 2015	Jun 2015	Principal, AP Operations
Academic	Contact and secure curriculum resources	Mar 2015	Jun 2015	Principal, AP Operations
Academic	Contact and secure standardize assessments	Mar 2015	Jun 2015	Principal, AP Operations
Technology	FRP for technology infrastructure	Mar 2015	Jun 2015	Principal, AP Operations
Recruitment	Hold lottery: secure system with	Apr 2015	Apr 2015	Principal, AP Operations

	preferences			
Operations/Academic	Post-lottery review to admit eligible 504 students and IEPs to meet CSD27 enrollment targets; inform parents	Apr 2015	Apr 2015	Principal, AP Operations
Operations	Obtain student records: contact previous schools; obtain permission from parents	Apr 2015	Jun 2015	CAO, AP Operations
Finance	Approve budget for FY15-16	Apr 2015	Apr 2015	Board
Operations	Secure food services: NYC DOE	Apr 2015	May 2015	AP Operations
HR	Finalize staff handbook & personnel policies	Apr 2015	Jun 2015	Board, Principal, AP Operations
Academic	Contract with related services providers	May 2015	May 2015	AP Operations
Operations	Secure transportation: contact DOEOPT, inform parents of options, coordinate bus routes/stops	May 2015	Jul 2015	AP Operations
Operations	Develop and distribute student handbook	May 2015	Jun 2015	Principal, AP Operations
Technology	Install technology infrastructure for STEM etc.	May 2015	Jul 2015	AP Operations
HR	Complete fingerprinting and background checks	May 2015	May 2015	AP Operations
Academic	Prepare school calendar/distribute to families	May 2015	May 2015	Principal, AP Operations
PD	Prepare Summer Teacher Workshop materials	May 2015	Jul 2015	Principal, AP Operations
Facility	Obtain certificate of occupancy	Jun 2015	Jun 2015	AP Operations
Recruitment	Open houses admitted students	Jun 2015	Jun 2015	Principal, AP Operations, Chief Academic Advisor
Operations	Secure insurance policies	Jun 2015	Jul 2015	AP Operations
Technology	Contract for Student Data Datacation/STEM	Jun 2015	Dec 2015	Principal, AP Operations
Operations	Secure IEPs and student records	Jul 2015	Aug 2015	AP Operations, Chief Academic Officer
Academic	Conduct home visits	Jul 2015	Jul 2014	AP Operations, Teachers

Finance	Complete initial Statement of Financial Controls	Jul 2015	Jul 2015	APO , Board
PD	Conduct summer teacher workshops for STEM	Aug 2015	Aug 2015	Principal, AP Operations, Chief Academic Officer
PD	Develop staff growth plan	Aug 2015	Aug 2015	Principal, Teachers
Operations/Academic	Review preexisting IEP's to determine services	Aug 2015	Aug 2015	principal, AP Operations, Chief Academic Officer
PD	Special Education and SIOP training	Aug 2015	Aug 2015	Chief Academic Officer, AP Operations
Academic	Terra Nova Assessments	Aug 2015	Sep 2015	AP Operations, Chief Academic Officer
PD	Create lesson plans for the first week of school	Aug 2015	Aug 2015	Principal, Teachers, Chief Academic Officer

M. Dissolution Plan

In the event of closure or dissolution of RCCS, the Board of Trustees, upon the termination of the charter, will proceed with dissolution pursuant to the procedures of the charter and direction of the charter entity and the board of regents. RCCS will follow any additional procedure required by NYSED to ensure an orderly closure and dissolution process, including compliance with education law 219 and 220 and any closing. These procedures are as follows:

Parent notification: First, parents will be notified by mail and by phone. The President of the Board of Trustees will host an Open meeting, whose principal purpose is to inform parents of the revocation of the school charter and its plan for transitioning students from RCCS to local public and charter schools. Parents will be given a list of local public schools and charter schools in the district that can accommodate the educational needs of their children. RCCS will have representatives of these schools at the open meeting, to facilitate enrollment of its students into their new schools. All student records will be transferred to appropriate school districts and/or schools. Parents will be notified that a copy of such records will be available to each student's parent or legal guardian upon request. The CAO will oversee this process under the supervision of the Board President and the Executive Committee. The Board President and/or his/her designee will contact the appropriate representatives of local public or charter school(s) as mandated by Education Law 2851(2)(t). This will take place no more than 10 days after the revocation of the RCCS charter. Copies of each student record will also be provided to each parent or legal guardian.

Transfer of the School's Assets: In case of dissolution of RCCS, the board of trustees will retain an accounting firm to conduct a complete audit of all school assets, after which all outstanding debts will be paid. Within 15-25 days following completion of a comprehensive audit, RCC will transfer its physical assets to appropriate NYS educational institution. The principal, APO under the supervision of the Board Chair and/or his designee will manage the process.

Escrow Account: RCCS will establish an escrow account of no less than \$75,000 by the first three years of operation to cover the legal and audit expenses associated with the dissolution of its operations. This commitment will be reflected in the budget in \$25,000 increments in the RCCS's first three years of instruction.

Attachment 1: - Admissions Policies and Procedures: Per Education law 2851 (2) (d)
Rockaway Community Charter School

Rockaway Community Charter School (RCCS) admission policies and procedures are consistent with the requirements of subdivision two of section twenty-eight hundred fifty-four of Educational Law. Specifically, RCCS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations and shall not charge tuition or fees; however, it may require the payment of fees on the same basis and to the same extent as other public schools.

RCCS shall not discriminate against any student, employee or any other person based on ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by a school. Admission of students shall not be limited based on intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. Any child who is qualified under the laws of this state for admission to a public school is qualified for admission to RCCS. Applications for admission to RCCS shall be submitted on a uniform application form created by the Department of Education and shall be made available by RCCS in languages predominantly spoken in Community District 27. Our school will demonstrate good faith efforts to attract and retain comparable or greater enrollment of students with disabilities, English Language Learners, and students who are eligible for the free and reduced price lunch program.

The School will ensure compliance with all applicable antidiscrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. For admission to RCCS during the School's initial year, a child/student must be eligible to enter Sixth grade in September 2015. One hundred and twenty five (125) sixth grade students will be accepted. Every year thereafter, RCCS will have 125 new sixth grade seats available in the school. RCCS's admissions will be open to both entering sixth grade students as well as students in grades 7 & 8 after the first and second year respectively. Admission to RCCS will be limited each year to pupils within the grade levels to be served by the School. In its admission policies and procedures, RCCS will not engage in any of the following:

- Requiring parents to attend meetings or information workshops as a condition of enrollment
- Having an unduly narrow enrollment period (e.g. fewer than 30 days);
- Giving enrollment preference to children of members of the RCCS Board or founding group
- Requiring parents to sign agreements or contracts imposing certain responsibilities or commitments to RCCS, regardless of their virtue, as a condition of enrolling their children (e.g. correcting a child's homework, volunteering, etc.);
- Mandating that students or parents agree with RCCS's mission or philosophy; or
- Giving preference to students interested or talented in a particular RCCS program (e.g. foreign language proficiency).

Enrollment Period, Admissions Lottery, Registration and Withdrawal

Formal recruitment of incoming students will begin after the charter school is authorized. It is important to note that all aspects of this process will be carried out in English and Spanish (and any other dominant language, including French and West African dialects, in the community, as necessary). Beginning on or before January 1 of each year, the charter school will advertise open registration and families, if they choose, will have opportunities to meet with staff and learn additional details about the School. Interested families may submit applications beginning on or before January 15 through April 1 or thereafter, (*the date will be set and publicized each year*). RCCS shall enroll each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the grade level or building.

If as of the application deadline, the number of applicants to the charter school exceeds capacity of the grade level or building, a random selection process (lottery) will be used to admit students. This lottery, if necessary, will be held annually on or about April 15. An individual or organization unaffiliated with RCCS will draw names from the lottery drum. Students who do not secure a seat through the random lottery will be placed on a waiting list in the order that their names were drawn. RCCS will include a description of the public lottery in its application material distributed to families during the outreach phase of the process. Should a lottery be

required, all families who applied to the school will be informed of the details of the lottery, including the date, time and location that it will be held.

Admission preference shall be granted to applicants in the following manner:

In the School's First Year

- First preference given to students who reside in Community School District 27 who are free lunch eligible, are English Language Learners, or have existing IEP's so that we meet NYS enrollment and retention targets
- New applicant whose sibling is selected in the lottery
- If space remains, students outside Community School District 27
- Once available spaces are filled by students whose names are drawn, the remaining applicants are placed on a waiting list in order in which their names are drawn.

In Subsequent Years

- (1) First preference will be given to returning students, who will automatically be assigned a space at the School and whose families will be formally contacted prior to the beginning of the school year to confirm automatic admission of their child.
- (2) Second preference will be given to siblings of students already enrolled in the charter school or siblings of a student whose name is drawn in the lottery whose names are also in the current year's lottery.
- (3) Third preference will be given to residents of CSD 27.

Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, RCCS will contact the parents of the student next on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at RCCS before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents are unsuccessful, then the School may remove that student from the waitlist. The School will maintain documentation of the attempts made to contact the parents of any student removed from the waitlist. Waiting lists will not be carried over from year to year. Instead, the annual admission lotteries will be used to create newly

randomized waiting lists. The School will send a new enrollment application directly to the parents of each child on the prior year's waiting list to fill out if they are still interested in enrollment.

Procedures for Student Registration and Parental Intent to Enroll

Once the lottery has been conducted, RCCS will notify parents and guardians of applicants by mail whether their child has been granted a seat at the School or if they are on the waiting list. The mailing will include an admission acceptance form that each parent of a child who has been selected for admission will fill out to confirm his or her intent to enroll the child in RCCS. The School will also contact the parents of students currently enrolled and require them to confirm their intent for the student to remain in the school the next year. Reasonable and multiple attempts will be made to reach parents regarding their decision to re-enroll their children, and parents will be given a reasonable amount of time to re-enroll their child before the School determines that they do not intend to enroll and makes that seat available to a new student for the next academic year.

A student may withdraw from RCCS at any time and enroll in a public school. RCCS may refuse admission to any student who has been expelled or suspended from a public school until the period of suspension or expulsion from the public school has expired, consistent with the requirements of due process. Transfer students will be accepted based on availability of classroom seats. If RCCS has students on its waiting list, then students interested in transferring to the school will be placed on the waiting list. If RCCS is able to meet these students request for admission, the Parent Coordinator and guidance counselor will contact and guide them through the admission process.



Spartan Health Sciences University

School of Medicine, St Lucia

Meeting Agenda



Ambassador Dennie Wilson made a presentation to the Board of Trustees Spartan Medical College on The Rockaway Community Charter School and the STEM program for the Charter Schools

July 9th 2014

at

Parkside Restaurant's Conference Room- Queens NY

- Opening and introduction of Trustees and Faculty
- Presentation of minutes report from last meeting pending approval
- Introduction of Dr. Ayers by Dr. Rao

Proceedings:

- Update of Clinical Sites
- Update of School facilities
- Establishment of Simulation Lab
- Recruitment of Students
- Financial Status by Dr. Rao
- Future plans of purchase of additional land
- Approval of new facility
- Suggestions and feedback from members
- Presentation by Ambassador Dennie Wilson Re: Rockaway Community Charter School- A STEM Charter Middle School



Due magazine <dueprinting@gmail.com>

Fwd:

1 message

Dennie Wilson <dmjw17@yahoo.com>
To: Due magazine <dueprinting@gmail.com>

Mon, Aug 18, 2014 at 8:38 AM

James

Print

Dennie

Sent from my iPhone

Begin forwarded message:

From: DENNIE WILSON <dmjw17@yahoo.com>
Date: August 18, 2014 at 2:48:42 AM EDT
To: Dennie Wilson <dmjw17@yahoo.com>

Jul 15 at 10:00 PM

Dr Rao

I wish to commend you for convening such a high level meeting on July 9th 2014 with the Board of Trustees, Faculty and Staff of Spartan Medical College, and other top distinguished doctors from the local area as well as from across this country. But also to afford me the opportunity to close the meeting with a few remarks about my initiative the STEM Charter School slated to be open in 201-2016 pending NYSED approval. The warm and overwhelming support I received for the STEM program for middle school was phenomenal. Everyone pledge their support and promise to assist in whatever I think they can do. I was greeted by Dr. Peasant Chandra OB GYN who wants to be on the Board of Trustees. I will be more than happy to have him join us later on as we finalize the full compliment of the Board of Trustees. Again, Thank you for giving me the honors in meeting and speaking before such a distinguished panel of Medical professionals

Ambassador Dennie Wilson



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Meeting with the various community organizations, parents and supporters of RCCS STEM charter school at a public forum held in Far Rockaway on Friday July 18th 2014
Two charter schools vie for spots in Queens

By: E-Uneek Kebreau

Friday, July 18th, 2014 2:35 PM EDTB

At a large gathering on Friday 18th July 2014 at Beach Channel Community Center in Far Rockaway Queens, Dennie Wilson along with partner and fellow teacher Francis Lewis, made a third presentation to inform the community about a proposed STEM charter school. Their potential institution, the Rockaway Community Charter School, is one of two charter schools vying for spots in Queens that have advanced to the rigorous second and final round of applications.

“Charter schools are important because they allow flexibility,” said Lewis. “You’re not dealing with bureaucracy but with innovation. It gives you autonomy as well. You can focus more on results rather than bureaucracy.”

The Rockaway Community Charter School hopes to implement a first class STEM (Science, Technology, Engineering and Math) curriculum that will prepare students for a seamless transition into High School. This middle school will be the first STEM institution on the Far Rockaway Peninsula. STEM is an educational program that is student centered, motivating, challenging, academically rigorous and is guided by the Common Core and the New York State Learning Standards. STEM provides hands on project based learning experiences in which students use 21st century skill collaboratively to solve real world problems. This according to Dennie Wilson is the “building blocks to academic success.”

The educators applied with the Department of Education (DOE) for facility space to house their school. Lewis says the addition of a charter school could quell crowding among the borough’s packed facilities, reducing class sizes from 35 students down to 25. While charter schools have a controversial history, Wilson feels adequate community outreach has pacified some negative perception about the concept of charter schools. We have collected over two hundred signatures in support of our mission, the founding group has made presentations to the District CSD 27 Community Education Council, to CBOs, local public school officials and met with legislative officials from the district. We have solicited and considered community feedback regarding our school design through surveys from forum attendees. During our presentation we were able to respond to questions from the audience, for example what is STEM? How do you measure the success of your STEM program? What are your teachers qualifications? How will you reach parents and make them partners in their child’s education? How will you involve local businesses within the community? These are some of the poignant questions that were emanated from the community, said Wilson

There are approximately 159 charter schools throughout New York City: 61 in Brooklyn, 44 in the Bronx, 40 in Manhattan, 11 in Queens and three in Staten Island.

Class sizes are generally smaller for the 56,600 students who are enrolled in charter schools across the city. Schools receive the same amount of funding as district schools — \$13,527 per pupil from the DOE — as well as grants from private donors.

While Queens is the borough with the highest rate of overcrowding in schools, Wilson assured the addition of charter schools does not displace public school students.

Wilson indicated that he still welcomes comments from the community to be forwarded to: dmjw17@yahoo.com . Mr Wilson and Mr Lewis pledge to respond to all questions or concerns the community may have regarding the proposed charter school.

RCCS Founding members At a town hall meeting July 18, 2014
Two charter schools vie for spots in Queens

Caribbean Life



Ambassador Dennie Wilson

Dr Roy Hastick CACCI President

Ambassador Dennie Wilson, of Rockaway Community Charter School being honored by CACCI for Education and Community Services.

CACCI honors 11 on 29th anniversary
By Nelson A. King

The Brooklyn-based Caribbean American Chamber of Commerce and Industry (CACCI) on Sunday evening honored 11 individuals and businesses at a gala celebration marking the organization's 29th anniversary. The honorees received medals and certificates at the five-hour-plus-long event at Tropical Paradise Ballroom in Brooklyn.

CACCI founder, chief executive officer and president Grenadian-born Dr. Roy Hastick, also received citations from Brooklyn Congresswoman Yvette D. Clarke and State Assemblywoman Helene E. Weinstein (D-41st AD). The honorees were: Akin Akinsanya, owner of Panel, Events Planning and Catering Services; Zeana Alli, president and chief executive officer, Quantum Direct, LLC; Hector Aponte, co-owner, Tradewinds Contracting Services; Lucille Aponte, co-owner, Tradewinds Contracting Services; Leonora Francis, co-owner, Tradewinds Contracting Services; and Dawn Baxter, manager of community relations, Health Plus Amerigroup.

The other honorees were: Thenga R. Jenkins-Griffin, community relations representative, Health Plus Amerigroup; Angel Deliz, senior executive, American Corporate Benefits, Inc.; Alfred Placeres, attorney-at-law and president of the Federation of New York State Hispanic Chambers of Commerce; Lady Jane Powell, entrepreneur and author; and Dennie Wilson, ex-St. Vincent and the Grenadines Ambassador to the UN and Counsel General to the United States, founder of Rockaway Community STEM Charter School.

"I am deeply honored and humbled to be in the presence of such distinguished honorees," said Wilson after receiving the award. "Awards are special, but this one is a very special one."

Founder of Rockaway Community STEM Charter School, Wilson is a former St. Vincent and the Grenadines Ambassador to the United Nations and ex-Speaker of the House of Assembly in his native land. He told the

audience of over 650 patrons that Charter Schools have the freedom to try new and innovative instructions and learning methods, alternatives to traditional methods and curricula. He further stressed that Charters are not supposed to be just like everybody else. But as can happen with innovation, sometimes these ideas work and sometimes they don't. When they don't work, there is a responsibility to take action. That action is often publicized because it makes for a good headline. But when they do work, it's a step forward not only for charter schools, but for the entire public school system. He received a resounding applause. The Ambassador said that his Charter School would be a STEM (Science, Technology, Engineering and Math) Middle School a first for the Far Rockaways." STEM" he elucidated "is an educational program that is student centered, motivating, challenging, academically rigorous and fits neatly with the next Generation Science Standards. It encourages students to be critical thinkers becoming lifelong learners preparing them for the next generation, and that's what we are trying to get across to the community." He has additional experiences in public education and business management, and is adept at program and policy development, budget and resource management, and project coordination.

Wilson has earned degrees in education and political science from Fordham University, Queens College and College of St Rose in Albany. He has also received numerous awards, including an award for Excellence and Distinguished Career from the City Council of New York and the British House of Commons in London. Besides Clarke and Weinstein, Brooklyn Borough President Eric Adams, City Councilmen Jumaane Williams and Dr. Mathieu Eugene, and ex-city Councilwoman Una S. T Clarke addressed the ceremony.

View discussion (13)

Dave Pasoff from Queens says:

I too wish to congratulate Ambassador Dennie Wilson a Founder of the Rockaway Community STEM Charter School. But also commend him for articulating the mission and goal of the perspective charter school. We need this particular brand in our district and very confident that he and his team will deliver.

Richard Colon from Far Rockaway says:

Mr. Wilson

I attended the function on Sunday July 27 and was quite impressed with your initiative to start a charter school in our district. I am particularly impressed with the fact that it is a STEM school. I will be willing to assist you any way I can since I grew the Far Rockaway community.

Carlson Connor from Elmont says:

Brilliant idea. I think STEM education is the way to go in order to prepare our children for the future.

Carlson Connor from Elmont says:

Brilliant idea. I do believe that STEM education is the best way in preparing our youngsters for the future. I wish you success

Sheila Dockery from Brooklyn says:

Although I do not reside in district 27, I am also an educator and totally support your plans to start a STEM charter school out in Queens

Carl Barriteau from Queens says:

Mr. Wilson spoke very eloquently about his plan to open a Charter school. I think we do need some more and different educational choices for our kids. Good luck with your efforts

Alan Franklin from Far Rockaway says:

I just read this article and was proud to know that CACCI acknowledged Ambassador Wilson for his initiative to open a STEM Charter School in Far Rockaway. This is long overdue and the community is behind you and your team to deliver.

Dimitri Watson from District 27 says:

I fully support the vision of The Rockaway Community STEM Charter School to open the program in the Far Rockaway Peninsula. I've known the founders Wilson and Lewis for over five years. They are the hardest and sincere workers I've seen, fighting to establish this educational model in our neighborhood. As the many parents pledged to assist in whatever you call for, count me in.

Cesar Cacho from Far Rockaway says:

Far too often this neighborhood has been neglected and I want to commend RCCS for its bold initiative in applying for a charter to establish a STEM charter school. It's about time that the community of Far Rockaway gets on the map. I fully support this venture

Eric Adams from Queens district 27 says:

My family and I support the Rockaway Community Charter School for the bold initiative in applying through SED to open a STEM Charter School in my neighborhood. I've known this group for over five years and they have been in the forefront of reaching out to the community distributing flyers and articulating the mission of RCCS and the STEM. Way to go.

Waldron Victory from Far Rockaway says:

I fully support RCCS STEM initiative. After attending the most recent Town Hall meeting hosted by RCCS educators I feel confident that they will be a force to be reckon.

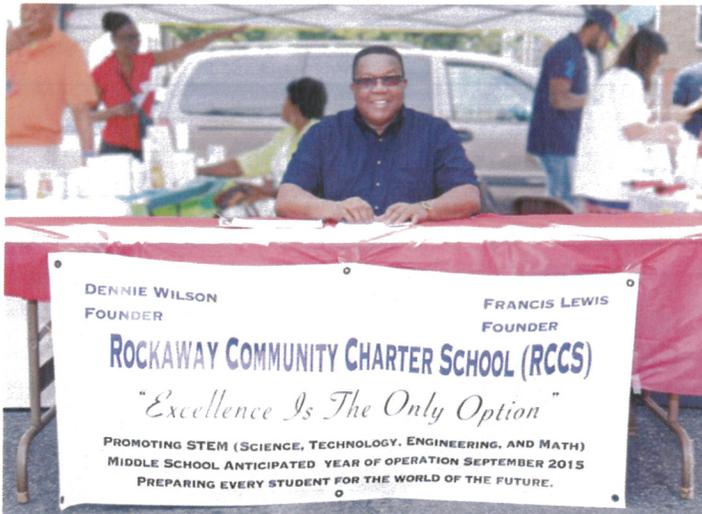
McKathy John from Far Rockaway says:

Words cannot express how proud I am of the Rockaway Community STEM charter school. This push to have this process complete is gaining large support from (I can count of over 150 persons I've spoken to) I'm not hired by the founders but as a parent I will volunteer in whatever way they deem fit for me to assist.

Listra John from CSD 27 says:

As a parent of a twelve year old, I welcome RCCS initiative in opening a STEM Charter School in CSD 27. Studies have shown that African American and Latinos are far behind in Science and Technology. A school of this magnitude will be a tremendous boost for the district. We badly need a STEM middle school and I wish the founders best of luck. They have been trying to make a difference in the lives of our young children.

RCCS on the Move Attending a Public Health Fair and Education Awareness in Far Rockaway Queens, NY 16 July 2014



Dennie Wilson of RCCS - Ready For Action



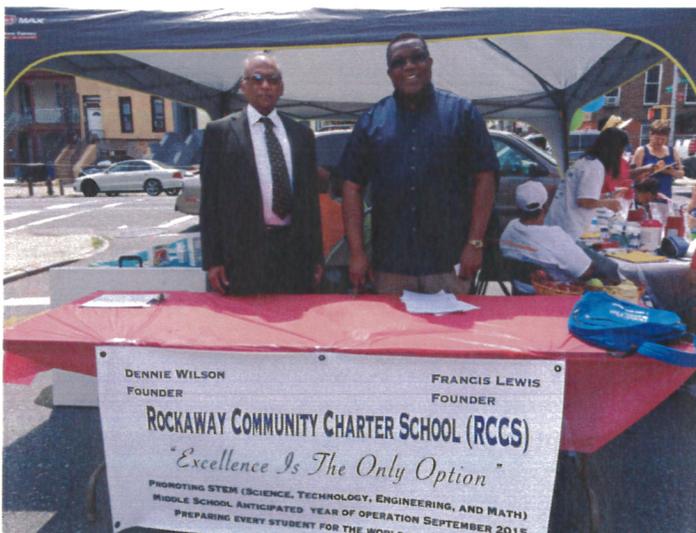
Speaking to Bishop McPherson about the STEM program and answering others questions.



Members of the organizing team with Dennie Wilson before addressing the crowd.



Dennie Wilson addressing the crowd at the fair about RCCS initiative and the community support to establish a STEM Charter Middle School in Far Rockaway.



Dennie Wilson and Dr. Rao Addagada engaging in Public Outreach.



Health plus, ADT, all area hospitals, the Borough President, the District Attorney, Rep from elected officials were in attendance as well as the NYCDOE.



Charter School Facilities

A Division of IGUA Group, Inc.

23 Meadow Street | Brooklyn, New York 11206
www.charterschoolfacilities.com

August, 2014

New York State Department of Education
Charter School Office
89 Washington Avenue
Albany, New York 12234

Dear NYSED Charter School Authorizer:

Please be advised that we have identified a closed daycare facility, located at 1279 Redfern Avenue in the Rockaways, for the Rockaway Community Charter School in District #27. In the event that Department of Education space is unavailable, we have this facility for lease. The building has 25,000 square feet of space with a certificate of occupancy for a school. There are two outdoor playgrounds. The building is well suited for a small middle school. The landlord will fully refurbish the building for a charter school.

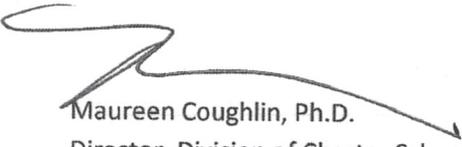
The lease schedule that our firm negotiates is on a graduated scale; payments increase as student enrollment grows. The leasing structure allows the schools to stay within the recommended budget parameters as they grow to capacity.

Our real estate brokerage firm has successfully placed New York City charter schools in private and non-profit facilities over the past many years. A network of developers joined our force to provide the property and financial resources to custom-build or rehabilitate properties for school use. To date, we have successfully located more than 35 charter schools in incubator or permanent facilities.

Our firms have more than 80 years of combined experience in New York City real estate. Currently, we are working with new charter applicants on facility strategy. There is never a fee to a charter school for our services; brokerage payment is received from the property owner.

Our current and past charter school clients can serve as a reference to our professionalism and success. It is our privilege to serve the educators of our City's children. Please contact us if you have any questions.

Sincerely,



Maureen Coughlin, Ph.D.

Director, Division of Charter School Facilities



Caribbean American Chamber Of Commerce and Industry Inc(CACCI)

August 13th 2014

The Regent of the University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

To Whom This May Concern:

On behalf of the Board of Directors of the Caribbean American Chamber of Commerce and Industry, Inc. (CACCI) and on my own behalf in my capacity as CACCI President and Founder, I am writing to lend my support to the Far Rockaway Educational Taskforce in their efforts to open and operate a Charter school in the Far Rockaway community.

The proposed name of the STEM Charter School is the Rockaway Community Charter School (RCCS). Its mission is committed in preparing every student for the world of the future. But also families and staff will work together as a learning community to establish the parameters needed to bring each student to his/her full potential by establishing the expectation of "Excellence Is The Only Option"

I have met and spoken to representatives of the proposed Charter School and I am deeply impressed with their vision and commitment to helping children to realize their full potentials.

It is a commonly held belief that Charter Schools are important elements of school reform because they offer innovative educators with tools to provide a myriad of institutional approaches that are tailored to the diverse learning styles and academic needs of students. The members of the Far Rockaway Educational Taskforce are committed to providing quality educational experiences for each student as a significant pathway out of poverty.

For all of these reasons, I am pleased to endorse the Taskforce's application to initiate and operate a Charter School. I am confident that the enrolled students, most of whom will come from the surrounding underserved community of Far Rockaway, will benefit from the structure, academic discipline and the support of caring adults who will guide the children's growth as well as their personal and educational development.

I am pleased to have had this opportunity to make this recommendation and endorsement.

Sincerely

Roy Hastick
Dr. Roy Hastick

CACCI Headquarters: Brooklyn Navy Yard
Industrial Park 63 Flushing Ave, Unit 239, Bldg. #5, Brooklyn, NY 11205
CACCI Tel.:(718) 834-4544 -Fax: (718) 834-9774
E-mail: info@caccitradercenter.com -- Website: CaribbeanTradeCenter.com

July 23rd, 2014

LETTER OF SUPPORT FOR RCCS

The Regents of The University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

To Whom This May Concern:

I am Dr. Una S.T. Clarke, former New York City Council Member. I am writing to give my support to the Far Rockaway Educational Taskforce's attempt to open and operate a charter school in the Far Rockaway community. The proposed name of the STEM charter school is the Rockaway Community Charter School (RCCS) and its mission is to *"prepare every student for the world of the future and to establish the parameters needed to bring each student to his/her full potential by establishing the expectation of "Excellence Is The Only Option"* I have met and spoken to members of the proposed Board of Directors and I am deeply impressed with their vision and commitment to helping children realize their full potentials.

Charter schools are an important element of school reform because they inject competition into our nation's K-12 system. Moreover, they offer innovative educators with the tools to provide myriad institutional approaches that are tailored to the diverse learning styles of students. As such, given the members of Far Rockaway Educational Taskforce's commitment to providing quality educational experiences as pathways out of poverty, I am happy to endorse the Taskforce's application to operate a charter school. I am confident that middle school students in an underserved community like Far Rockaway will benefit from the RCCS and the caring adults that will guide its growth and development.

In closing, if you have any questions you can reach me at (917) 846-1016.

Sincerely



Dr. the Hon. Una S.T. Clarke, C.D.

August 2nd 2014

Dear Dr. Dennie Wilson

It is my pleasure to send you this email on behalf of the Executive Board members and General Body members of both the District 27 Presidents Council and newly formed District 27 Title Parent Advisory Council.

As former President and Title 1 DPAC Chair, and now a member of the Mayors Educational Taskforce I take my "Roles and Responsibilities" very serious as the "legal voice" and representatives for over 46,500 students attending District 27 Schools and over 40 Title 1 Schools including new Schools that were approved for Title I funding during School year 2011-2012.

Your commitment to expand educational opportunities for Middle School Students in District 27, especially on the Peninsula, is not only commendable but it is long overdue. But moreso, in an attempt to establish a STEM charter middle School is highly commendable. The statistical data that reflects the lack of "Charter Schools" in the Borough of Queens only highlights the "disparity gap" of educational services available to my Parent Constituents and their Children.

You have attended numerous community events over the last few weeks to further strengthen and inform the community at all levels about RCCS's desire to open a STEM charter school. Parent Leaders who heard your presentation at our July 2014 DPAC Meeting were impressed with RCCS' Curriculum and were also impressed with the Rockaway Community Charter School dedication to increase Parent Involvement by going "door to door", a method that I consistently employ in maintaining Parent Involvement in my local School P.S./M.S. 42Q as well as in District 27.

I also commend you highly with the responses you gave during the Q and A.

We hope that this letter of support will ensure that your school is given every opportunity to join our Educational Community.

Respectfully,



Queen Mekkada

DCP 27 Presidents/D27 Title 1 DPAC Chair

Cc: DCP 27 Presidents/D27 Title 1 DPAC Members



ENPHRONT

Everywhere and Now Public Housing Residents
Organizing Nationally Together

Veterans Transitional Housing and Programmatic Services

1931 Mott Avenue, Suite 308 Far Rockaway, NY 11691

Dr. Edward Williams, Chairman/CEO 'Office (718) 327-3700

Cell (347) 387-6916

www.enphront.org

Mr. Bill Clarke, Director, Charter School Office
The State Education Department / The University of the State of New York
Director, Charter School Office
89 Washington Avenue, Room 471 EBA Albany,
New York 12234

July 16th 2014

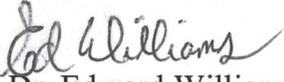
To Whom This May Concern:

This missive comes on behalf of the proposed Rockaway Community Charter School (RCCS). My name is Dr. Edward Williams, Enphront, is a not-for-profit National Organization, providing newly constructed affordable housing, and programmatic service. These services are available for homeless veterans, male, female and families. The corporative office is located in Far Rockaway, we have facilities and offices in the Bronx, NY, as well as Wildwood New Jersey. I am communicating too you for the purpose of given my support to the Far Rockaway Educational Taskforce's headed by Dennie Wilson a longtime advocate and educator for high level quality education and it's endeavor to open and operate a charter school in our Far Rockaway community. Its mission is to: provide middle school students with an uncompromising educational curriculum that will prepare all students to meet and/or exceed New York State's educational standards for middle school children and beyond.

The RCCS curriculum will also provide each student with extensive opportunity for exposure-to different career pathways in the world-of-work as well as prepare each student to become good citizens who retain the skills to achieve what the framers of our Constitution refer to as the pursuit of happiness." I have had the distinct pleasure of meeting members of the proposed Board of Directors. Their vision was infinitely impression able; particularly the vision and commitment to helping children realized their full potentials, by establishing the expectation of 'Excellence Is The Only Option'

Charter school is an element of school reform because it injects competition. It offers innovative educators with the tools to provide multitudinous approaches that are tailored to the diverse learning styles of students.

That said, given the members of the Far Rockaway Educational Taskforce's commitment to education, I herewith, endorse the Taskforce's application to open a charter school.


Dr. Edward Williams
Chairman/CEO

LAMUEL A. STANISLAUS, DDS, CBE
22 Rutland Road
Brooklyn, New York 11225

July 12th 2014

Bill Clark- Director
The Regents of The University of the State of New York Charter
School Office
89 Washington Ave Albany,
New York 12234

To Whom This May Concern:

My name is Lamuel A. Stanislaus and I am a retired dentist, a former UN diplomat and a lifetime Commander of the British Empire, awarded by Her Majesty, Elizabeth II of the United Kingdom

I am writing to give my support to the Far Rockaway Educational Taskforce's attempt to open and operate a charter school in the Far Rockaway community. The proposed name of the charter school is the R o c k a w a y Community Charter School (RCCS) and its mission is to *"provide middle students the necessary support and encouragement to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship"* I have met and spoken to members of the proposed Board of Directors and I am deeply impressed with their vision and commitment to helping children realized their full potentials.

Charter schools are an important element of school reform because it injects competition in our nation's K-12 system. Moreover, it offers innovative educators with the tools to provide myriad institutional approaches that are tailored to the diverse learning styles of students. As such, given the members of Far rockaway Educational Task Force's commitment to providing quality educational experiences as pathways out of poverty, I am happy to endorse the Taskforce's application to operate a charter school. I am confident that middle school students in an underserved community like Far Rockaway will benefit from RCCS and the caring adults that will guide its growth and development.

In closing, if you have any questions you can reach me at the above address.



Dr. Lamuel A Stanislaus



196 State St. 3rd fl
Brooklyn, NY 11201
Ph: 718-855-7366

Universal Emergency Care Training

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

August 11th 2014

Re: Letter of Support for Rockaway Community Charter School

To Whom This May Concern:

My name is Dr. Roy A. London. The purpose of this letter is to lend my support of the applicants attempt to open and operate a charter school within the Far Rockaway community.

The proposed name of the charter school is the Rockaway Community Charter School (RCCS) and its mission seeks to develop and nurture all students, by providing them with the academic, emotional and social skills essential for high school, college, and career readiness, regardless of previous academic history.

All students will receive the necessary support and encouragement to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship. Collaboratively, students, families and staff will work together as a learning community to establish the parameters needed to bring each student to his/her full potential by establishing the expectation of "Excellence Is The Only Option".

The charter schools movement plays an extremely important role in continuing education reform by offering educational choice to students and parents. They also inject competition into our nation's K-12 system. In addition, they offer innovative educators with the tools to provide myriad institutional approaches that are tailored to the diverse learning

styles of students.

As such, given the applicant's commitment and passion to providing quality educational experiences as pathways out of poverty, I embrace their efforts, and endorse their application to operate a charter school.

In underserved communities such as Far Rockaway, I am confident that students will benefit from the RCCS educational program.

Sincerely



President

Juan Duarte Foundation

Education our kid one day at a time

Letter of Support For Rockaway Community Charter School

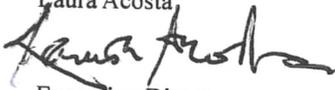
The University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

To Whom This May Concern:

My name is *Laura Acosta*, Executive Director for the *Juan Pablo Duarte Foundation*, a Not For Profit 501 (c) 3 organization whose mission is to support the educational success of our Latino students. The purpose of this letter is to extend my support of the applicants attempt to open and operate a charter school within the Far Rockaway community. The proposed name of the charter school is the Rockaway Community Charter School and its mission seeks to develop and nurture all students, by providing them with the academic, emotional and social skills essential for high school, college, and career readiness, regardless of previous academic history. All students will receive the necessary support and encouragement to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship. Collaboratively, students, families and staff will work together as a learning community to establish the parameters needed to bring each student to his/her full potential by establishing the expectation of "Excellence is the only option".

The charter school movement plays an extremely important role in continuing education reform by offering educational choice to students and parents. They also inject competition into our nation's K-12 system. In addition, they offer innovative educators with the tools to provide myriad institutional approaches that are tailored to the diverse learning styles of students. As such, given the applicant's commitment and passion to providing quality educational experiences as pathways out of poverty, I embrace their efforts, and endorse their application to operate a charter school in underserved communities such as Far Rockaway, I am confident that students will benefit from the RCCS educational program.

Laura Acosta



Executive Director

917-270-4987

laura@jpdfoundation.org

HISTORY + MISSION:
Incorporated in 2003, The JPD Foundation traces its origin to the re-naming of St. Nicholas Avenue from 173rd Street to 190th Street in honor of the founder of the Dominican Republic.

CURRENT PROGRAMS:
The JPD Foundation supports high school and college students' educational success through customized assistance and through the establishment of mutually responsible relationships between the Foundation and grantees.

The Foundation follows through with individualized guidance and mentoring support throughout students' college careers. In turn, students are expected to contribute to the community to the best of their ability through sharing their skills and knowledge with others.

JPD Board of Directors

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Interim Chair

Joaquin A. Labour

Treasurer

David Rivas

Member

William A. Garcia, Esq.

Member & JPD Alumni

Pedro Suarez

Member

Katherine Fernandez

Member

Kilsy I. Hidalgo

Laura Acosta

Executive Director/Founder

Mailing Address:

710 W. 190th Street, Suite D
NY NY 10040

Tel: 917.270.4987

Fax: 646.225.7338

www.jpdfoundation.org

To: charterschools@schools.nyc.gov

From: Dave Passoff

Support for Rockaway Community Charter School (RCCS)

As an educator and a parent of a child who attended a public school in the NYC area, I wish to lend and support and endorsed the founding members and educational taskforce in applying through the Board of Regents for a charter to open a STEM Middle Charter School in the Far Rockaway Community.

The proposed name of the charter school is the Rockaway Community Charter School (RCCS) and the mission is to *"prepare every student for the world of the future and to establish the parameters needed to bring each student to his/her full potential by establishing the expectation of "Excellence Is The Only Option"*

This is an excellent idea for such a program would allow our students an opportunity to think scientifically and mathematically. This gives them an opportunity for openness and appreciation for new ideas and the creative use of imagination.

I've met and known Mr. Dennie Wilson for over a decade and know that he's a very competent and sound educator who together with his founding team will make a difference on the lives of the student whom they are hoping to serve.

Charter schools are an important element of school reform because they inject competition into our nation's K-12 system. Moreover, they offer innovative educators with the tools to provide myriad institutional approaches that are tailored to the diverse learning styles of students. As such, given the members of Far Rockaway Community Charter School's commitment to providing quality educational experiences as pathways out of poverty, I am happy to endorse their application to operate a charter school in the district. I am confident that middle school students in an underserved community like Far Rockaway will benefit from the RCCS and the caring adults that will guide its growth and development.

Yours respectively



Dave Passoff

Attachment 3a: Sample of Daily and Weekly Schedule (Middle School)
Rockaway Community Charter School (RCCS)

Attachment 3a: Sample Weekly Student Schedule - 6th Grade

The weekly schedule provided by RCCS will be the same from Monday to Friday. Sixth grade consists of 125 students, identified as groups A, B, C, D and E. The letters represent 5 Advisory groups of 25 students each. The focus of our advisory is Character Education.

Period	Time	Group A	Group B	Group C	Group D	Group E
	7:30-7:56	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
	8:00-8:20	Advisory Character Education				
1	8:24-9:24	Math	ELA	Science	Social Studies	Visual/Performing Arts
2	9:28-10:28	Visual/Performing Arts	Math	ELA	Science	Social Studies
3	10:32-11:32	Social studies	Physical Education	Math	Physical Education	Science
4	11:32-12:14	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	12:18-1:18	Physical Education	Visual/Performing Arts	Physical Education	ELA	Physical Education
6	1:22-2:22	Science	Social Studies	Visual/Performing Arts	Math	ELA
7	2:26-3:26	ELA	Science	Social studies	Visual/Performing Arts	Math
8	3:30-5:00	Study Hall/Remedial/Enrichment	Study Hall/Remedial/Enrichment	Study Hall/Remedial/Enrichment	Study Hall/Remedial/Enrichment	3:26 Dismissal Teacher Planning

Note:

- Students are scheduled for 60 minutes of instruction in each discipline
- Stem Literacy is weaved into Core content areas
- Students are scheduled for math and/or literacy development classes as needed

- Special Education students and ELLs are scheduled for Collaborative Team Teaching sections of their core content courses
- All students are scheduled for Advisory classes
- Accelerated students have the opportunity for additional support and enrichment during Study Hall
- Class sizes is 25 students
- The potential for an additional Math and reading class also exists.

Sample 6th Grade Teacher Schedule

Time	Professional Responsibility
7:30am	Arrival
8:00- 8:20	Advisory
8:24- 9:24	ELA
9:28-10:28	ELA
10:32 –11:32	Common Planning
11:32- 12:14	Lunch
12:18- 1:18	ELA
1:22 - 2:22	ELA
2:26- 3:26	ELA
3:30 - 5:00	Professional Learning Community Friday. Formal dismissal @5:00

Sample Weekly Student Schedule - 7th & 8th Grade

The weekly schedule provided by RCCS will be the same from Monday to Friday. Each different advisory is identified as a letter group (A, B, C, D and E). The letters represent 5 Advisories of 25 students each. The focus of our advisory is Character Education.

Period	Time	Group A	Group B	Group C	Group D	Group E
0	7:30-7:56	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
0	8:00-8:20	Advisory Character Education				
1	8:24-9:24	Math	ELA	Science	Social Studies	Spanish/Performing Arts
2	9:28-10:28	Spanish/Performing Arts	Math	ELA	Science	Social Studies
3	10:32-11:32	Social Studies	Physical Education	Math	Physical Education	Science
4	11:32-12:14	Lunch	Lunch	Lunch	Lunch	Lunch
5	12:18-1:18	Physical Education	Spanish/Performing Arts	Physical Education	ELA	Physical Education
6	1:22-2:22	Science	Social Studies	Spanish/Performing Arts	Math	ELA
7	2:26-3:26	ELA	Science	Social Studies	Spanish/Performing Arts	Math
8	3:30-5:00	Study Hall/Remedial/Enrichment	Study Hall/Remedial/Enrichment	Study Hall/Remedial/Enrichment	Study Hall/Remedial/Enrichment	3:26 Dismissal Teacher Planning

Breakfast = 26 min, Advisory= 20 min, periods 1, 2, 3 & 5 = 60 min each, Lunch= 42min.

The color coded students schedule above allows one to determine the class taught by each teacher. For example, science is coded blue, ELA yellow, Math green etc. Each teacher will have an average of 5 hours of instruction per day in their content area, and have a 20 minute advisory. From 3:30 to 5:00 on Fridays, all subject teachers will be engaged in Professional Learning Community (PLC), as students get an early dismissal at 3:26pm. PLC allows teachers to engage with colleagues in the ongoing exploration of three crucial questions that drive the work of those within a professional learning community: What do we want each student to learn? How will we know when each student has learned it? How will we respond when a student experiences difficulty in learning? Teachers will also discuss innovative strategies on STEM implementation. On Monday through Thursday, they will provide additional support for students during the Study Hall session. RCCS budget shows a positive cash balance during each year that is sufficient to take care of per session pay for teachers. A yearly bonus is also included in the budget and will be paid to teachers at the end of each school year.

Sample 7th - 8th Grade Teacher Schedule

Time	Professional Responsibility
7:30am	Arrival
8:00 - 8:20	Advisory
8:24-9:24	Math
9:28-10:28	Math
10:32-11:32	Math
11:32-12:14	Lunch
12:18-1:18	Common planning
1:22-2:22	Math
2:26-3:26	Math
3:30-5:00	PLC (Professional Learning Community) Friday. Formal dismissal @5:00

Weekly Instructional Hours for Core Subject Areas

Weekly Hours (<i>core subjects</i>)	Sixth grade	Seventh grade	Eight grade
Literacy (ELA)	5 hours	5 hours	5 hours
Math	5 hours	5 hours	5 hours
Social Studies	5 hours	5 hours	5 hours
Science	5 hours	5 hours	5 hours

Chart Showing Common Planning time for all teachers. PE teacher will participate in Professional Learning Community on Thursday and Friday along with all other teachers. Period 4, not shown on this chart is lunch (11:32-12:14)

Dept	Period 1	Period 2	Period 3	Period 5	Period 6	Period 7
Math	Teach	Teach	Teach	Common Planning	Teach	Teach
ELA	Teach	Teach	Common Planning	Teach	Teach	Teach
Science	Teach	Teach	Teach	Common Planning	Teach	Teach
Social Studies	Teach	Teach	Teach	Common Planning	Teach	Teach
Spanish/Performing Art	Teach	Teach	Common Planning	Teach	Teach	Teach
Physical Education	Hallway Assignment	Prep	Teach	Teach	Teach	Hallway Assignment

COMMON CORE SAMPLES

Social Studies Themes	Social Studies Standards	CCSS Reading Standards	CCSS Writing Standards
<p>Geography- how does geography impact culture and human existence</p>	<p>Read and analyze: primary (maps, artifacts, journals, letters, historical documents) and secondary resources (magazine articles, new clips, radio, reviews, opinion editorials, autobiography, biography, paintings)</p>	<p>Evaluate the central idea of the text Assess meaning of vocabulary based on inference and context clues Use non-fiction text characteristics to build Understanding Use multiple resources to support analysis</p>	<p>Write informative and explanatory texts citing evidence</p>
<p>Economy- How is Economy impacted by Environment and natural resources?</p>	<p>Read and analyze: primary (maps, artifacts, journals ,letters, historical documents) and secondary resources (magazine articles, new clips, radio, reviews, opinion editorials, autobiography, biography, paintings)</p>	<p>Assess meaning of vocabulary based on inference and context clues. Use non-fiction text characteristics to build understanding. Use multiple resources to support analysis</p>	<p>Make claims about a topic or issue finding arguments based on text and supporting those arguments</p>
<p>Government- How do governmental structures impact society and quality of life?</p>	<p>Non-fiction/Fiction comparison Non-fiction examples Read and analyze: primary(maps, artifacts, journals, letters, historical documents) secondary resources (magazine articles, new clips, radio, reviews, opinion editorials, autobiography, biography, paintings) Fiction Stories, legends, myths, historical fiction, fantasy, realistic fiction, drama, poems</p>	<p>Text evidence to support ideas Determine theme Character development and elements of story The impact of structure on meaning style How do authors infuse point of view into the text? Compare multiple types of materials</p>	<p>Write informative and explanatory texts citing evidence Make claims about a topic or issue finding arguments based on text and supporting those arguments Compare multiple types of materials and create a comparative writing piece</p>
<p>Culture- How is culture impacted by geography, economy, government and values?</p>	<p>Non-fiction/Fiction comparison Non-fiction examples Read and analyze: primary(maps, artifacts, journals, letters,</p>	<p>Text evidence to support ideas Determine theme Character development and elements of story The impact of structure on meaning style</p>	<p>Write informative and explanatory texts citing evidence Making claims about a topic or issue finding arguments based on text and supporting those</p>

	<p>historical documents) secondary resources (magazine articles, new clips, radio, reviews, opinion editorials, autobiography, biography, paintings) Fiction Stories, legends, myths, historical fiction, fantasy, realistic fiction, drama, poems</p>	<p>How do authors infuse point of view into the text? Compare multiple types of materials</p>	<p>arguments</p>
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Science (By Grade)	Science Standards	CCSS Reading Standards	CCSS Writing Standards
6th grade- Life Sciences	<p>What are the relationships between organisms (producers, consumers, and decomposers), biomes, weather patterns, and the sun?</p> <ul style="list-style-type: none"> <input type="checkbox"/> How are ecosystems impacted or altered? <input type="checkbox"/> How do organisms adapt to their environment? <input type="checkbox"/> What is mitosis? <input type="checkbox"/> What is cell theory? <input type="checkbox"/> What are the structures of cells, tissues, organs, organ systems and how they interact with each other? 	<ul style="list-style-type: none"> <input type="checkbox"/> Read informational texts <input type="checkbox"/> Read science articles <input type="checkbox"/> follow and understand multistep experiments and process oriented activities <input type="checkbox"/> Understand key science symbols and used in science <input type="checkbox"/> Examine the structure of text and how it impacts the authors purpose <input type="checkbox"/> What is the authors purpose in describing scientific procedures or experiments in text <input type="checkbox"/> Determine the difference between fact, reasonable conclusions based on research outcomes, and speculations <input type="checkbox"/> Compare knowledge gathered from multiple resources 	<ul style="list-style-type: none"> <input type="checkbox"/> Write informative and explanatory texts citing evidence <input type="checkbox"/> Making claims about a topic or issue finding arguments based on text and supporting those arguments <input type="checkbox"/> Compare multiple types of materials and create a comparative writing piece <input type="checkbox"/> Create process pieces/ how too <input type="checkbox"/> How do we represent our understanding visually (graphs, diagrams, maps, models, etc)
7th grade- Life Sciences	<p>What are changes of properties of matter? What are atoms? What are the structures of matter?</p>	<p>Read informational texts Read science articles Follow and understand multistep experiments and process oriented activities</p>	<p>Write informative and explanatory texts citing evidence Making claims about a topic or issue finding arguments based on text and supporting those arguments</p>
	<p>What are the differences between physical changes</p>	<p>Understand key science symbols and used in science</p>	<p>Compare multiple types of materials and create a</p>

	<p>and chemical changes? What is the conservation of matter? How is energy transferred? How is energy converted into heat?</p>	<p>Examine the structure of text and how it impacts the authors purpose What is the authors purpose in describing scientific procedures or experiments in text Determine the difference between fact, reasonable conclusions based on research outcomes, and speculations Compare knowledge gathered from multiple resource</p>	<p>comparative writing piece Create process pieces/ how too How do we represent our understanding visually (graphs, diagrams, maps, models, etc)</p>
<p>8th grade-Earth Space and Science concepts</p>	<p>What are the characteristics of Earth's atmosphere, hydrosphere, and lithosphere? How do Earth's atmosphere, hydrosphere, and lithosphere interact? What is erosion and weathering? How is erosion and weathering interrelated? What is the water cycle? What is the rock cycle? What evidence is there of plate tectonics? How does the solar system function? How do the systems of our solar system impact planet earth? How does the Sun create Earth's energy?</p>	<p>Read informational texts Read science articles Follow and understand multistep experiments and process oriented activities Understand key science symbols and used in science Examine the structure of text and how it impacts the authors purpose What is the authors purpose in describing scientific procedures or experiments in text Determine the difference between fact, reasonable conclusions based on research outcomes, and speculations Compare knowledge gathered from multiple resources</p>	<p>Write informative and explanatory texts citing evidence Making claims about a topic or issue finding arguments based on text and supporting those arguments Compare multiple types of materials and create a comparative writing piece Create process pieces/ how too How do we represent our understanding visually (graphs, diagrams, maps, models, etc)</p>

The following table explains the Common Core State Standards and New York State Standards for Mathematics.

	6 th Grade	7 th Grade	8 th Grade
Ratios and Proportional Relationships	<ul style="list-style-type: none"> Understand ratio concepts and use ratio reasoning to solve problems 	<ul style="list-style-type: none"> Analyze proportional relationships and use them to solve real-world and mathematical problems 	
The Number System	<ul style="list-style-type: none"> Apply and extend previous understandings of multiplication and division to divide fractions by 	<ul style="list-style-type: none"> Apply and extend previous understandings of operations with 	<ul style="list-style-type: none"> Know that there are numbers that are not rational, and approximate them by rational

	<p>fractions</p> <ul style="list-style-type: none"> • Compute fluently with multi-digit numbers and find common factors and multiples • Apply and extend previous understandings of numbers to the system of rational numbers 	<p>fractions to add, subtract, multiply and divide rational numbers</p>	<p>numbers</p>
Algebra	<ul style="list-style-type: none"> • Apply and extend previous understandings of arithmetic to algebraic expressions • Reason about and solve one-variable equations and inequalities • Represent and analyze quantitative relationships between dependent and independent variables 	<ul style="list-style-type: none"> • Use properties of operations to generate equivalent expressions • Solve real-life and mathematical problems using numerical and algebraic expressions and equations 	<ul style="list-style-type: none"> • Work with radicals and integer exponents • Understand the connection between Proportional relationships, lines, and linear equations • Analyze and solve linear equations and pairs of simultaneous linear equations
Geometry	<ul style="list-style-type: none"> • Solve real-world and mathematical problems involving area, surface area, and volume 	<ul style="list-style-type: none"> • Draw, construct, and describe geometrical figures and describe the relationships between them • Solve real-life and mathematical problems involving angle measure, area, surface area, and volume 	<ul style="list-style-type: none"> • Draw, construct, and describe geometrical Understand congruence and similarity using physical models, transparencies, or geometry software • Understand and apply the Pythagorean Theorem • Solve real-life and mathematical problems involving angle measure, area, surface area, and volume
Statistics and Probability	<ul style="list-style-type: none"> • Develop understanding of statistical variability • Summarize and describe distributions 	<ul style="list-style-type: none"> • Use random sampling to draw inferences about a population • Draw informal comparative inferences about a population • Draw informal comparative inferences about two populations • Investigate chance processes and develop, use, and evaluate probability models 	<ul style="list-style-type: none"> • Investigate patterns of association in bivariate data

**Attachment 3b: Proposed First Year Calendar
Rockaway Community Charter School (RCCS)**

Rockaway Community Charter School opens on August 10th, 2015 for initial teacher training (Teacher Academy) which ends on August 21. All teachers and administrators will receive three to four days of intensive STEM training along with other Professional development. Entering students begin RCCS Summer Institute (*Introduction to Middle School STEM curriculum*) August 24-28. This is a mandatory program that runs five hours a day for 5 days (*Monday through Friday*). Sessions begin at 8:30 am and end at 1:30 pm. All entering students must participate. Pre-assessments using Terra Nova Common Core is also administered during the week of August 24. All components of math and reading are assessed. Fall Semester begins on September 1, 2015. The First Year Calendar includes the dates of school holidays and other important school events. The New York City Department of Education’s calendar will be followed as much as possible by RCCS, except for the month of August, or other dates scheduled for professional development. Dates for New York State English as a Second Language Achievement Test (NYSESLAT) to be announced. The Yearly Calendar indicates dates for early dismissal (3:26pm) so that teachers can meet for additional PD. At the Principal’s discretion, all teachers may be dismissed at 4:30 on Fridays, after fulfilling at least one hour of PD.

Month	Number of Instructional days	Teacher Common Planning Time	Number of PD Hours
August 2015	0	0	40
September	18	14	6
October	20	16	6
November	17	12	5
December	16	13	1.5
January 2016	19	15	1.5
February	16	13	1.5
March	18	15	1.5
April	21	16	1.5
May	21	17	1.5
June	20	17	1.5
Total	187	148	67.5

185 Instructional Days + 2 snow day

2015-2016 Yearly Calendar

<i>Year Month Day</i> 2015	<i>Day of the week</i>	<i>Activity</i>
August 10-21	Monday- Friday	Professional Development for RCCS
August 24-28	Monday –Friday	Introduction to Middle School (New Students). Terra Nova Assessments First day of school
September 1 st	Tuesday	
September 7 nd	Monday	Labor day—school closed
September 8 th	Tuesday	No students, Teachers return for PD Students return
September 9 th	Wednesday	
September 14-15	Monday & Tuesday	Rosh Hashanah (School Closed)
October 2 nd	Friday	No school for students (PD Day) Columbus Day-School Closed Election day (No school. PD for Staff)
October 12 th	Monday	
November 3 th	Tuesday	
November 11 th	Monday	Veterans Day, School Closed
November 26-27 th	Thursday- Friday	Thanksgiving Recess
December 23-31	Wednesday- Wednesday	Winter recess
2016	Friday	
January 1		New Years Day- School Closed
January 4 th	Monday	Students Return
January 18 th	Monday	Martin Luther King Jr. day
February 15-19 th	Monday-Friday	Mid- Winter Recess
March 25 th -31 st	Friday – Thursday	Spring Recess- school closed
May 30 th	Monday	Memorial day, School Closed
June 29 th	Wednesday	Last day of school for students Last day of school for teachers
June 30 th	Thursday	

Following is a RCCS calendar for school year 2015-2016. If the school is closed for inclement weather conditions, information can be obtained by listening to WINS (1010 AM), WBLS (107.5

FM), WCBS (880 AM) as well as local television stations. Information on school closure will also be available on the school's website. If there is a delayed opening, then all trips scheduled to leave within that time of the delay are cancelled.

**ROCKAWAY COMMUNITY CHARTER SCHOOL
DRAFT - CALENDAR**

August- 2015						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4 Board Meeting	5	6	4	8
9	10 PD-STAFF	11 PD-STAFF	12 PD-STAFF	13 PD-STAFF	14 PD-STAFF	15
16	17 PD-STAFF	18 PD-STAFF	19 PD-STAFF	20 PD-STAFF	21 PD-STAFF	22
23	24 Introduction to Middle School & Terra Nova Assessment	25 Introduction to Middle School & Terra Nova Assessment	26 Introduction to Middle School & Terra Nova Assessment	27 Introduction to Middle School & Terra Nova Assessment	28 Introduction to Middle School & Terra Nova Assessment	29
30	31					

Number of Instructional Days = 0, # of PD hours 40

September-2015						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 First Day of School Board Meeting	2	3	4	5
6	7 Labor day School Closed	8 Teachers report for PD. No students	9 Students return to school	10	11	12
13	14 Rosh Hashanah School closed	15 Rosh Hashanah School Closed	16	17	18	19
20	21	22	23	24	25 Teacher PD Early dismissal for students	26
27	28	29	30			

Number of Instructional Days = 18, # of PD hours = 6.5

NYSITELL Exam Date TBA

October-2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 PD-Staff No students	3
4	5 PTA Meeting	6 Board Meeting	7	8	9	10
11	12 Columbus Day No School	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30 Teacher PD 3:26 student dismissal	

Number of Instructional Days = 20 # of PD hours = 6.5

November-2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 PTA Meeting	3 Election day. No students. PD- Teachers	4	5	6	7
8	9	10 Board Meeting	11 Veterans day School Closed	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26 Thanks Giving Recess	27 Thanks Giving Recess	28
29	30					

Number of Instructional Days = 17, # of PD hours = 5

December- 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Board Meeting	2	3	4	5
6	7 PTA Meeting	8	9	10	11	12
13	14	15	16	17	18 Teacher PD Early Dismissal for students	19
20	21	22	23 Winter Recess	24 Winter Recess	25 Winter Recess	26
27	28 Winter Recess	29 Winter Recess	30 Winter Recess	31 Winter Recess		

Number of Instructional Days = 16, # of PD hours = 1.5

January-2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 New Year's Day. No School	2
3	4 Students Return PTA Meeting	5 Board Meeting	6	7	8	9
10	11	12	13	14	15	16
17	18 MLK-Jr. Day	19	20	21	22 Terra Nova Math & ELA Assessments	23
24	25	26	27	28	29 Teacher PD 3:26 student dismissal	30
31						

Number of Instructional Days = 19, # of PD hours = 1.5

February 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 PTA Meeting	2 Board Meeting	3	4	5	6
7	8	9	10	11	12	13
14	15 Mid-Winter Recess School Closed	16 Mid-Winter Recess School Closed	17 Mid-Winter Recess School Closed	18 Mid-Winter Recess School Closed	19 Mid-Winter Recess School Closed	20
21	22	23	24	25	26 Teacher PD Early dismissal for students	27
28	29					

Number of Instructional Days = 16, # of PD hours = 1.5

March -2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Board Meeting	2	3	4	5
6	7 PTA Meeting	8	9	10	11	12
13	14	15	16	17	18 Teacher PD Early dismissal for students	19
20	21	22	23	24	25 Good Friday School closed	26
27	28 Spring Recess. School closed	29 Spring Recess. School closed	30 Spring Recess. School closed	31 Spring Recess. School closed		

Number of Instructional Days = 18, # of PD hours = 1.5

April-2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 PTA Meeting	5 Board Meeting	6	7	8	9
10	11	12	13	14	15 Terra Nova Math & ELA Assessments	16
17	18	19	20	21	22	23
24	25	26	27	28	29 Teacher PD Early dismissal for students	30

Number of Instructional Days = 21, # of PD hours = 1.5

ELA Exam dates TBA

May-2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 Board Meeting	4	5	6	7
8	9 PTA Meeting	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27 Teacher PD Early dismissal students	28
29	30 Memorial Day School Closed	31				

Number of Instructional Days = 21, # of PD hours = 1.5

June- 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6 PTA Meeting	7 Board Meeting	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29 Last day of school for Students	30 Last Day of School for Teachers		

Number of Instructional Days = 21, # of PD days = 0

**Attachment 4: – Student Discipline Policy
Rockaway Community Charter School**

Rockaway Community Charter School is committed to providing a safe and orderly school environment that is free from violence and all kinds of harassment. Responsible behavior by students, teachers, district personnel, parents and other visitors is essential to achieving this goal. Students have a right to a free, appropriate education with equal opportunities regardless of race, color, gender, national origin, ethnic group, religion, disability or sexual orientation. The rules by which students may be disciplined, including expulsion or suspension from school, shall be consistent with the requirements of due process and with federal laws and regulations governing the placement of students with disabilities as indicated in Education law 2851 (2)(h).

Students have the responsibility to attend school regularly, to be considerate of others and to observe the middle school Code of Conduct. School authorities shall inform parents about any recorded disciplinary measures. As provided in the federal Family Educational Rights and Privacy Act, parents have the right to review and challenge such records. Students have the right to be informed of charges against them. Unless the well-being of the student or others may be jeopardized, in all disciplinary matters, students shall have an opportunity to present their version of the facts and circumstances before discipline is imposed. Students may expect privacy from other students regarding their lockers, desk, or other storage areas: however, under law, school authorities may search these areas where sufficient cause exists. An administrator, in the presence of another district employee shall conduct searches. Searches can be conducted of vehicles parked on school property. In all cases, the student and parent shall be informed as to the reason for the search.

The standards set forth in the Code of Conduct apply to behavior in school during school hours, before and after school, while on school property, while traveling in school activities, at all school sponsored events and on other than school property when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the School community. A detailed description of conduct that violates the New York City Department of Education Citywide Standards and the School's Code of Conduct is set forth below. Following is a brief summary of the conduct that is prohibited and can lead to serious disciplinary consequence:

- Possession or use of any weapon or dangerous object that can be used as a weapon on school premises or at school-sponsored events. ***(See list of prohibited weapons that follows)***
- Providing, sharing, selling, possessing or using controlled substances, including prescription drugs, and/or alcohol of any kind.
- Inflicting or causing bodily harm to any person on campus.
- Assault against a teacher, or any threat of force or violence directed toward anyone.
- Fighting.
- Bullying or causing discomfort to another student through language (spoken, written or electronic) concerning that student's race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex.
- Theft of, tampering with, or unauthorized handling of a teacher's grade book, textbook, handbook, keys, briefcase, or other personal items.
- Tampering with fire alarms or extinguishers.
- Any infraction considered sufficiently serious by the Principal in consultation with the Discipline Review Board.

LIST OF PROHIBITED WEAPONS

Prohibited Weapons—Category 1	Prohibited weapons—Category II
<ul style="list-style-type: none"> • Firearm, including pistol and hand gun, silencers, electronic dart, and stun gun • Shotgun, rifle, machine gun, or any other weapon which simulates or is adaptable for use as a machine gun • Air gun, spring gun, or other instrument or weapon in which force is a spring or air, and any weapon in which any loaded or blank cartridge may be used • Switchblade knife, gravity knife, ballistic knife and cane sword • Dagger, stiletto, dirk, razor box cutter, utility knife and all other knives • Billy club, black jack, bludgeon, stick, and metal knuckles • Sling shot and slung shot • Martial arts objects including kung fu stars, and nunchucks • Explosives, including bombs, fire crackers and bomb shells 	<ul style="list-style-type: none"> • Acid or dangerous chemicals such as pepper spray and mace • Imitation gun or other imitation weapon • Loaded or blank cartridges and other ammunition • Stun pens and other stun weapons • Laser beam pointers • Any deadly, dangerous, or sharp pointed instrument which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire)

RCCS Non-negotiable Rules and Regulations 2014-2015

<i>Entering the Building</i>	Students enter the school building in FULL dress code and remain that way for the entire day. This includes having the proper shoes and clothing on when walking into the building. Items such as headgear (hats, scarves, etc.) and boots or sneakers should be removed prior to entering the building or they will be confiscated and returned at the end of the day. [Students are always permitted head covers that are worn in connection with the exercise of religious practice.] Students must not be in possession of or under the influence of any drugs, or alcohol. Guns, knives or other deadly weapons and are prohibited at all times. RCCS maintains a Zero tolerance for Bullying.
<i>Student ID</i>	Bring your student ID to school daily. Your ID will be presented as you enter the building and should be shown to any adult in the building who requests it.
<i>Jackets/ Coats</i>	Outerwear is not worn in classrooms and must be stored in student lockers prior to first period for the entire school day.
<i>Locker Use</i>	Students may use their lockers four times a day. 1) Before or after advisory, 2) before lunch, 3) After lunch, 4) At the end of the school day
<i>Food and Drink</i>	Students may eat and drink only in the cafeteria. Food and drink, except for water, are not allowed in the classroom, unless the teacher makes an exception based on the circumstance. Medical exceptions will be observed as necessary.

<i>Electronic Dev</i>	Students should not bring electronic devices (radios, MP3 players, iPods, iPads, CD players, , electronic games, etc.) to class. These items will be confiscated and returned at the end of the day. As a general rule, cell phones should not been seen or heard within the building during school hours.
<i>Sweaters</i>	All RCCS sweaters must be worn with an RCCS uniform shirt underneath.
<i>Headwear</i>	Hats, bandanas, wave caps, visors, headscarves, pin curls and bobby pins are not allowed while indoors. Sweatbands are not allowed on the wrists or the head. Students may not wear hoods in class. [Students are always permitted head covers that are worn in connection with the exercise of religious practice.]
<i>Shirts</i>	All RCCS uniform shirts must be tucked in at all times during school hours. If a student wears a shirt under their RCCS uniform, it must not be visible. Undershirts must not be worn over the shirt. The only approved logo or name is that of RCCS.
<i>Pants</i>	Jeans, stretch pants, striped pants, leggings and shorts are not permitted. Trousers are to be worn at least ankle length but not touching the ground. The hem must not be frayed or ripped. It is not permissible to cut the leg seam. Pants must be worn at the waist, not at the hip.
<i>Skirts</i>	Skirts must fall just at the student's kneecaps. There can be no slit in the skirt.
<i>Belts</i>	Belts and belt buckles may not have logos, studs, chains or initials.
<i>Footwear</i>	All footwear must have closed toes and closed heels. STUDENTS MAY NOT WEAR SHOES THAT: 1) Have stiletto heels or spiked heels or any type of heel higher than two inches 2) Are boot-like, sandal-like or slipper-like (including, but not limited to UGGs, Timberlands, ACG's etc.)
<i>Jewelry/ Piercings</i>	Students may not wear eyebrow rings, nose rings, lip rings or any other type of body piercing adornments. Young men at RCCS may not wear earrings or any other body piercing adornments as previously described.
<i>Due Process</i>	<i>All students have the right to due process in disciplinary matters.</i>

RCCS will provide a teaching and learning environment which is safe, secure, inclusive and orderly every day. By implementing the **2014 New York Citywide Standards for Intervention and Discipline Measures**, students, staff and the school community will be thoroughly knowledgeable about expectations for responsible behavior. Time and attention will also be given to **Students' Rights and Responsibilities** in order to educate students about their right to a free public education, right to freedom of expression and their right to appeal decisions.

The New York Citywide Standards has been reviewed and modified to meet the needs of the Rockaway Community Charter School. Our code of conduct will be reviewed by the Principal, The Chief Academic Officer (CAO), Guidance Counselor, Special Education Teacher, and Classroom Teacher(s) to determine whether additional standards for student behavior are necessary.

Rockaway Community Charter School

The standards set forth in the Code of Conduct apply to behavior in school during school hours, before and after school, while on school property, while traveling in school activities, at all school sponsored events and on other than school property when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the School community. The following conduct is prohibited and can lead to serious disciplinary consequence:

Level 1	Behavior	Response to First Offense	Response to Second Offense	Response to Third Offense	Response to Additional Offences (more than 3)
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Level 1	<p>1.1 Disrespect Toward Others Any type of behavior that demonstrates a lack of regard for the feelings and wellbeing of others and/or disrupts the learning environment. DOE B7,B10</p> <p>1.2 Teasing Name-calling, gossiping, rumors, taunting, etc. DOE B8</p> <p>1.3 Academic Negative</p>	<p>1. Student completes Fix-it Plan 2. Conference with School staff/administrator 3. Student participates in an apology of action</p>	<p>1.Communication with parent 2. Conference with school staff/administrator 3. Student participates in an apology of action 4. Student completes Fix-it Plan/behavior contract</p>	<p>1. Communication with parent 2. Conference with School staff/administrator 3. Student participates in an apology of action 4. Student completes Fix-it Plan or Behavior Contract 5. Student is assigned after school Detention</p>	<p>1. Communication with parent 2. Conference with parent, teachers and/or administrator 3. Student participates in an apology of action 4. Student completes Fix-it Plan or Behavior Contract 5. Student is assigned after school detention 6. 1-day in school suspension</p>
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	Doing little to no work during the class period. Being insubordinate of teachers or school staff. DOE B21				
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Rockaway Community Charter School The standards set forth in the Code of Conduct apply to behavior in school during school hours, before and after school, while on school property, while traveling in school activities, at all school sponsored events and on other than school property when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the School community. The following conduct is prohibited and can lead to serious disciplinary consequence:					
Level 1	Behavior	Response to First Offense	Response to Second Offense	Response to Third Offense	Response to Additional Offences (more than 3)

Level 1	1.4 Lateness A student enters school/class after the stated time on the bell schedule. DOE B4 1.5 Cutting A student is absent (or three times late) for a period class and is not present on the floor. Leaving school premises without permission of personnel DOE B1, B3, B6, B20	1. Communication with parent 2. 1 - 3 late arrivals/cuts, student is assigned detention (lunch or after school)	1. communication with parent 2. After 4 - 6 late arrivals/cuts, student is assigned detention (lunch or after school) 3. Student completes Fixit Plan and/or Attendance Contract 4. Parent Conference	1. Communication with parent 2. After 7 - 9 late arrivals/cuts, student is assigned detention (lunch or after school). 3. Student completes Fix-it Plan and/or Attendance Contract 4. Parent Conference 5. 1-day in-school Suspension	After more than 10 Late arrivals/cuts/uniform infractions: 1. Administrator calls parent 2. Parent Conference 3. Student participates in an apology of action 4. Student completes Fix-it Plan/revisits Attendance contract or uniform
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					contract. 5. Student is assigned detention 6. 1-3 day in-school suspension
Level 1	<p>1.6 Uniform Infraction A student is out of uniform - no shirt, grey pants or is covering the uniform with other clothes (jackets, sweat shirt, etc).</p> <p>DOE -B2, B9</p>	<p>1. Communication with parent 2. 1 - 3 uniform infractions, student is assigned detention (lunch or after school)</p>	<p>1. Communication with parent 2. After 4 - 6 uniform infractions, student is assigned detention (lunch or after school) 3. Student completes Fix-it Plan or Uniform Contract 4. Parent Conference</p>	<p>1. Communication with parent 2. After 7 – 9 uniform infractions, student is assigned detention (lunch or after school) 3. Student completes Fix-it Plan or Uniform Contract 4. Parent Conference</p>	<p>After more than 10 Late arrivals/cuts/ uniform infractions: 1. Administrator calls parent 2. Parent Conference 3. Student participates in an apology of action 4. Student completes Fix-it Plan/revisits Attendance contract or uniform contract. 5. Student is assigned detention 6. 1-3 day in-school suspension</p>
Level 1					

Rockaway Community Charter School

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Level	Behavior	Response to First Offense	Response to Second Offense	Response to Third Offense	Response to Additional Offences (more than 3)
1					
2	2.1 Vandalism Causing intentional damage to school property,	1. Communication with parent 2. Student completes Fix-it Plan 3. Student	1. Communication with parent 2. Student completes Fix-it Plan 3. Student	1. Communication with parent 2. Student apology 3. Behavior	1. Administrator calls parent 2. Student completes Fix-it Plan

<p>Level 2</p>	<p>property belonging to staff, students or others. DOE B28 2.2 Threats/ Intimidation Engaging or verbalizing in act of coercion or threatening violence, injury or harm to others. DOE – B38</p> <p>2.3 Lying, giving false information or misleading school personnel.</p> <p>DOE –B16</p> <p>2.4 Smoking and/or possession of matches, lighters</p> <p>DOE - B13</p> <p>2.5 Academic Dishonesty</p> <p>Engaging in scholastic Dishonesty which includes but is not limited to cheating and plagiarism, and</p>	<p>participates in an apology of action 4. Guidance Conference/Peer Mediation/ conflict Resolution 5. Student assigned Detention</p>	<p>participates in an apology of action 4. Student assigned detention 5. Parent conference 6. Guidance Conference/Peer Mediation/Conflict Resolution</p>	<p>Contract 4. Community service 5. Parent conference 6. 1-day in-school Suspension 7. Community service*</p>	<p>3. Student apology 4. Parent conference 5. Community service 6. 1 -3 day in-school Suspension</p>
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	violating the school's internet use policy. DOE – B32, B31 2.6 Patterns of Level 1 incident				
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Rockaway Community Charter School

The standards set forth in the Code of Conduct apply to behavior in school during school hours, before and after school, while on school property, while traveling in school activities, at all school sponsored events and on other than school property when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the School community. The following conduct is prohibited and can lead to serious disciplinary consequence:

Level	Behavior	Response to First Offense	Response to Second Offense	Response to Third Offense	Response to Additional Offences (more than 3)
<p>3</p> <p>Level 3</p>	<p>3.1 Harassment Harassment based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.</p> <p>DOE- B23 Dignity for all students Act (DASA)</p> <p>3.2 Physical /Verbal Aggression/Horseplay (Moderate) Any type of incidental physical contact toward students or school personnel that does or does not cause injury (e.g. pushing, throwing things at others, play fighting, or any other form of physical contact, swearing)</p> <p>DOE - B24 3.3 Bullying Aggressive</p>	<ol style="list-style-type: none"> 1. Communication with parent 2. Student apology 3. Fix-it Plan including steps for attempting to ensure that the harassment never happens again 4. Student is assigned 2 days of detention 5. Peer Mediation/ Conflict Resolution 	<ol style="list-style-type: none"> 1. Administrator calls parent 2. Parent conference 3. Student apology 4. Fix- it Plan 5. 1-day in-school suspension 6. Peer Mediation/ Conflict Resolution 	<ol style="list-style-type: none"> 1. Administrator calls parent 2. Parent conference 3. Student apology 4. Fix- it Plan 5. 1-3 day in-school suspension 6. Peer Mediation/ Conflict Resolution 	<ol style="list-style-type: none"> 1. Administrator calls parent 2. Parent conference 3. Student apology 4. Fix- it Plan 5. 2-5 day suspension 6. Peer Mediation/Conflict Resolution

<p>behavior that is intentional and involves an imbalance of power or strength that includes:</p> <ul style="list-style-type: none"> • Physical Intimidation (hitting, pushing, punching) • Verbal abuse (name-calling, teasing) • Cyber bullying (sending mean, threatening or vulgar messages or images, posting sensitive, private information about another person; pretending to be someone else in order to make that person look <p>DOE B40</p> <p>3.4 Tampering with School Documents: Changing, altering a record or document of a school by any method, including but not limited computer access or electronic means.</p> <p>DOE B27</p> <p>3.5 Patterns of Level 2 Incidents</p>				
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Rockaway Community Charter School

The standards set forth in the Code of Conduct apply to behavior in school during school hours, before and after school, while on school property, while traveling in school activities, at all school sponsored events and on other than school property when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the School community. The following conduct is prohibited and can lead to serious disciplinary consequences.

Level	Behavior	Response to First Offense	Response to Second Offense	Response to Third Offense	Response to Additional Offences (more than 3)
4	<p>4.1 Physical Aggression (severe) Any type of ongoing or intentional physical contact or threat that causes injury to students or school staff. (e.g. punching, hitting, kicking, shoving, grabbing, slapping, spitting, pinching or similar behaviors)</p> <p>DOE – B37 4.2 Sexually Suggestive Behavior Making sexually Suggestive comments innuendoes, propositions or engaging in nonverbal</p>	<ol style="list-style-type: none"> 1. Communication with parent 2. Parent conference 3. Student apology 4. Fix-it/Behavior Plan 5. Referral for Counseling Services 6. 1-5 day suspension 	<ol style="list-style-type: none"> 1. Communication with parent 2. Parent conference 3. Student apology 4. Fix-it/Behavior Plan 5. Referral for Counseling Services 6. 6-10 day suspension 	<ol style="list-style-type: none"> 1. Communication with parent 2. Parent conference 3. Student apology 4. Fix-it Form 5. Revise Behavior Plan 6. Referral for Counseling Services 7. Extended Suspension 	<ol style="list-style-type: none"> 1. Communication with parent 2. Parent conference 3. Student apology 4. Fix-it Form 5. Revise Behavior Plan 6. Referral for Counseling Services 7. Extended Suspension <p>Before a Principal suspends a student for ten days The Principal will schedule a hearing at which the students will be accompanied by a parent and may be represented by an advocate or counsel. If the</p>

<p>Level 4</p>	<p>or physical conduct of a sexual nature (e.g. touching, patting, pinching, or sending or posting sexually suggestive messages or images).</p> <p>DOE B35 4.3 Possession of controlled substances or prescription medication without appropriate authorization, illegal drugs, drug paraphernalia or alcohol. DOE B41, B50</p> <p>4.4 Falsely activating a fire alarm or other disaster notice DOE – B42</p> <p>4.5 Theft without force or intimidation Taking or attempting to take property belonging to a person or the school without using force or intimidating behavior DOE B44</p> <p>4.6 Possession or use of items with intent to inflict injury (e.g. nail file, box cutters, scissors, etc.) 4.7 Patterns of Level</p>				<p>student has an IEP, the Principal will also refer the student to the Committee on Special Education(CSE). Additional information may be found in <i>Student and Family Handbook</i></p>
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	3 incidents				
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Rockaway Community Charter School					
<p>The standards set forth in the Code of Conduct apply to behavior in school during school hours, before and after school, while on school property, while traveling in school activities, at all school sponsored events and on other than school property when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the School community. The following conduct is prohibited and can lead to serious disciplinary consequence:</p>					
Level	Behavior	Response to First Offense	Response to Second Offense	Response to Third Offense	Response to Additional Offences (more than 3)
5	<p>5.1 Threat Threatening to use a weapon that is capable of causing serious physical injury</p> <p>DOE B60</p> <p>5.2 Theft Threatening to use or using force to take or attempt to take the property</p>	<p>Incidents in this category are serious and should not occur more than once. To decrease the likelihood that a repeat offense of this nature occurs, the administrator will respond with one or more of the responses outlined below:</p> <ol style="list-style-type: none"> 1. Administrator calls parent 2. Parent Conference 3. Parent accompanies child to school 4. Community Service 5. Referral for Counseling Services 6. Referral to Law Enforcement 7. Extended Suspension 8. Review of alternative programs with opportunity for reinstatement 			

<p>belonging to another DOE – B52</p> <hr/> <p>5.3 Possession of weapons Before requesting a suspension for a possession of a weapon, the principal must consider whether there are mitigating factors present.</p> <p>DOE – B59</p> <p>5.4 Using Force Using force against or inflicting or attempting to inflict serious injury to school safety agents, students and others</p> <p>DOE B53, B54</p>	<p>after 6 months 9. Permanent removal from school.</p> <p>Before a Principal suspends a student for ten days or more, the Principal will schedule a hearing at which the students will be accompanied by a parent and may be represented by an advocate or counsel. If the student has an IEP, the Principal will also refer the student to the Committee on Special Education (CSE). Additional information may be found in the <i>Student and Family Handbook</i>. A student may not be permanently removed from school without a hearing where parent/guardian is present.</p> <p>Note: weapons such as a firearm, machine gun, switchblade, metal knuckles, etc. are subject to suspension, whatever the student’s intent. However, other items such as a box cutter that can be used as dangerous weapons but are not dangerous if used properly and that may be in the student’s possession for legitimate reasons may be the subject to mitigating circumstances and not automatically require a mandatory suspension.</p>
	<p>5.5 Drugs Selling or distributing illegal drugs, controlled substances, or alcohol on campus DOE B58</p> <hr/> <p>5.6 Sexual Assault Engaging in physical sexual aggression, compelling or forcing another to engage in sexual activity DOE – B57</p> <hr/> <p>5.7 Other violent Offense DOE B55, B56, B61, B62, B63</p>

<p>Note: RCCS Code of conduct – After reviewing the code of conduct and considering other infractions if applicable, the administrator will use his/her discretion to determine the level and appropriate response to the incident.</p>
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Additional Information Regarding Violations of the Code of Conduct Levels of Offences

Level 1: Teacher/In Classroom

Teachers are primarily responsible for the day-to-day discipline in their classrooms. When students commit minor infractions that jeopardize the safety, productivity and security of the learning community, teachers have several interventions available to them.

Level 2: Detentions

Students may be assigned to school detention and/or Homework Completion/Time Management sessions which are held after school (4:30pm-6:00pm). Students are given work to do during school detentions. The purpose of Homework Completion/Time Management sessions are for the student to either complete homework assignments or to develop a plan on how to complete the assignment.

Level 3: Removal from Class/Social/Extra-Curricular Activities

Removal from Class. Upon the 2nd no show to school detention or Homework Completion/Time Management sessions, a student is considered in defiance of school rules and receives an in-school suspension. A student serving in-school suspension reports to school at the regular time in full uniform. Each teacher provides the student with work assignments that he/she must complete under the direct supervision of the suspension supervisor. The student does not attend any classes or go out for break. The student will eat lunch in the assigned room.

A student serving an in-school suspension receives live instruction in an alternative setting within the school in addition to receiving all assignments and taking all tests and quizzes administered on the days that the suspension is in effect.

Exclusion from Social/Extra-curricular Activities. Any student may be excluded from social activities for academic or behavioral reasons including receiving a referral within one to five days of a field trip or social activity and/or receiving a suspension within 15 days of a field trip or social activity.

Level 4: Removal from School

After a major breach to the sense of kindness, safety and productivity of the school community, the Principal may give a long-term suspension, or in rare cases, expulsion from the school community. This matter is not taken lightly; the student's rights to the highest Due Process protections are honored. A list of violations of the Code of Conduct which may lead to a recommendation by the principal for long term suspension or expulsion is included in the student manual.

Provision of Services During Removal

Students removed from school for disciplinary reasons receive all classroom assignments and an opportunity to make up tests missed during the time of his or her suspension. The school also

provides alternative instruction so that the student is given full opportunity to complete assignments and master curriculum. A student serving an out-of-school suspension receives instruction for a minimum of 120 minutes per day in addition to receiving all assignments and taking all tests and quizzes administered on the days that the suspension is in effect. Arrangements for instruction will be made on an individual basis and may include phone assistance, computer instruction, and/or home visits, and one-on-one or small group tutoring within the School or at a specified location.

Additional Detail Regarding Provisions for Students with Disabilities who Violate the Code of Conduct

Due Process

If RCCS is considering a disciplinary removal of a student with a disability that would constitute a change in placement, including any removal from school for more than ten consecutive days, then not later than the date on which the decision to take such action is made, the school notifies the student's parent or guardian that a disciplinary hearing will be scheduled, provides parents with the procedural safeguards notice, and requests the CSE to schedule a meeting. The district's CSE and other qualified personnel will meet within the next ten days to review the relationship between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability.

Parents may request an impartial review to challenge the CSE's manifestation determination. The child remains in his or her current educational placement while the hearing is pending except as provided below:

A student with an IEP may be removed from school for up to forty five days, for a violation of the Code of Conduct that involves bringing drugs or a weapon on to school property or for inflicting a serious physical injury on another person, whether or not the behavior is connected with the disability. The student is then provided with educational services in an interim alternative educational setting that is arranged in cooperation with the CSE.

If a parent/guardian requests a hearing or an appeal to challenge the CSE's recommendation for an interim alternative educational setting or its manifestation determination, the child remains in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for the disciplinary action, whichever occurs first, unless the parent and school agree otherwise.

Committee on Special Education (CSE) Meetings: RCCS will refer the student to the CSE to develop a functional behavioral assessment or a behavioral intervention plan if the student is removed from school for more than ten days for disciplinary reasons and as necessary to address behavioral concerns.

ATTACHMENT 5a: CHARTER SCHOOL TRUSTEE BACKGROUND INFORMATION

SCHOOL TRUSTEE BACKGROUND INFORMATION

Each proposed or prospective charter school board member must provide the information requested below.

Name: Dennie Wilson

Charter School Name: Rockaway Community Charter school

Charter School Address: CSD27, Queens

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member**

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I am a founding member of the Rockaway Community Charter School and very excited to be a member of the Board of Trustees

5. Please explain why you wish to serve on the board.

Based on my background in education, real estate, diplomacy, fund raising, and other community services, I do believe that I can be an asset to the charter school in helping it meet its mission and objectives. I am also a founding member.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:
Professional relationship

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

No / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I will follow the guidelines specified in the By-Laws governing the school and its executive board. Such by-laws provide for reporting to The Charter School Office At The State Education Department.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

I understand that The Rockaway Community Charter School (RCCS) is committed in preparing every student for the world of the future. All students will receive the necessary support and encouragement to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship. Collaboratively, students, families and staff will work together as a learning community to establish the parameters needed to bring each student to his/her full potential by establishing the expectation of "Excellence Is The Only Option". The founders of RCCS believe that each child is a unique individual who needs a secure, caring and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically and socially.

19. Please explain your understanding of the educational program of the charter school.

Rockaway Community Charter School's educational program is designed to increase academic achievement among middle school children, including ELL's and students with special needs. To this end, RCCS offers an educational program that is motivating, challenging and rigorous, in order to prepare students for success in high school and beyond. The school's educational program is standards driven, and incorporates STEM curriculum in an effort to prepare students for 21st century skills in Science, Engineering, Math, and Technology. RCCS's Educational program allows for differentiation, project based learning, collaborative teaching, in an effort to meet the needs of ELLs, and students with special needs.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school is one that has clear, measurable academic performance standards by which the school can be evaluated. Such school must be accountable both financially and for the health and safety of all students. All Federal and State educational laws must be complied with. The school must offer a challenging academic program with a variety of assessment methods to measure student progress. To ensure that the charter school is, and remains successful, the board of trustees must ensure that the leadership is:

- Observing the operations of the school to ensure that systems are in place that support, and provide a safe and secure environment where all students can achieve academic success.
- Observing and giving feedback to teachers on effective teaching and learning strategies
- Engaging the community to promote the students as resources for the community and identifying opportunities for students to learn how to apply their emerging skills
- Ensuring that the school is using its financial resources appropriately and effectively to promote student learning
- Using data to guide its day –to- day operations and decisions

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

Overall, the board of trustees ensures that the school is held accountable for delivering on the program described in the charter, ensures that the school is working ethically and legally, is fiscally sound, and promotes opportunities for the school to become an effective institution within the community. The role of board members include fulfilling governance functions, reaching out to the community, Giving time and money, and Using skills and expertise on behalf of the organization.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies

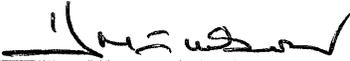
23. Please provide any other information that you feel is pertinent to the Department's

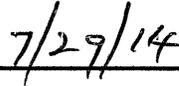
Served as former Consul General and Permanent Representative to the United Nations, Committee Chair for District 17 Community Relations Committee, and Chairman of the Latin American and Caribbean Association to the United Nations. Currently, I am the chair of the Former Ambassadors Association

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, DENNIE WILSON (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.





Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business T

Business A

E-Mail Addr

Home Telep

Home Addre



Dennie M.J. Wilson

SUMMARY

Highly talented and accomplished government leader with extensive experience directing political, social, economic, and education programs. Award-winning international representative with comprehensive background as United Nations Ambassador, Consul General, and Senator / Speaker of the House for St. Vincent and the Grenadines. Additional experience in public education and business management. Adept at program and policy development, budget and resource management, and project coordination. Proven ability to liaison with community, political, and United Nations leaders and representatives. Able to evaluate and monitor social and economic programs as well as prepare and implement effective changes and recommendations. Outstanding public speaking, leadership, and communication skills.

PROFESSIONAL BACKGROUND

New York City Department of Education, New York, NY 2002 – Present

GED Site Co-ordinator/ Lead Teacher

- Assessing individual student progress and adapting curriculum and lesson plans to the needs of the students
- Assessing students readiness to take particular GED exams, and coordinating with test providers around testing dates and scores
- Keeping records in accordance with funding and staff needs
- Act as liaison between CBO and Department of Education
- Attending all staff meetings and participating in programmatic activities

Government of St. Vincent and the Grenadines, New York, NY 1995 – 2001

Permanent Representative of St. Vincent and the Grenadines to the United Nations (1999 – 2001)

- Supervised staff of eight oversaw daily operation of New York-based embassy, managing and resolving foreign and diplomatic issues.
- Participated in forums and debates on wide variety of issues, including human rights, international peace and security, crime and drug control, law of the sea, financing for sustainable development, and many others.
- Served on all six Main Committees within the United Nations.
- Selected as Chairman of Group of Latin American and Caribbean Countries (GRULAC) and Caribbean Community (CARICOM).
- Negotiated with Latin American countries regarding selection of representatives to GRULAC. Ensured equal representation among Latin American and Caribbean members.

- Instrumental in accomplishing CARICOM would be represented at Assembly level, playing key role in achieving election of GRULAC member as President of General Assembly.

Consul General (1997 – 1999)

- Supervised staff of ten and average annual budget of \$2,250,000.00 Represented St. Vincent and the Grenadines in consular and economic issues relating to citizenship, immigration and passports, deportation, trade, investment opportunities, shipping, and cultural exchange.
- Worked in conjunction with local and regional chapters of Chamber of Industry to identify and develop new areas for economic growth.
- Successfully negotiated \$1,500,000.00 in donated medical care from Downstate Medical Hospital to provide kidney transplant for Vincentian national.

Deputy Permanent Representative of St. Vincent and the Grenadines to the U.N. (1995 – 1997)

- Provided assistance to Permanent Representative in actively representing St. Vincent and the Grenadines.
- Served as member of Second Committee and Fifth Committee.
- Authored speeches for Foreign Affairs Minister for delivery at Annual General Assembly.

Maxwell-Kates, New York, NY 1985 – 1995

Managing Agent

- Oversaw on-site management and maintenance of five buildings, with total of 600 apartment units. Supervised staff of 28.
- Recognized for maintaining highest possible levels of occupancy.
- Improved corporate profitability by reducing fuel usage 20% and reducing staffing while improving productivity and overall maintenance.
- Served as member of Planning and Maintenance Committee.
- Carried out extensive building maintenance to ensure all properties met J-51 tax abatement requirements.

Government of St. Vincent and the Grenadines, Kingstown, St. Vincent 1978 – 1984

Speaker of the House of Assembly (1982 – 1984)

- Directed functions of House of Assembly during official proceedings. Recognized for conducting proceedings fairly and without bias.
- Implemented and enforced rules to ensure maintenance of democratic sessions. Monitored debates to maintain conformity with House of Assembly regulations.
- Elected as Executive Member / Regional Representative / Chairman of Local Branch, Commonwealth Parliamentary Association, London. Represented West Indies, Central America, and Falkland Islands, providing support for association's activities and programs across the Commonwealth. Prepared policies to enhance trade, investment, and investigation of environmental concerns throughout represented countries.

Senator, St. Vincent and the Grenadines Labor Party, W.I. (1981 – 1982)

Board of Trustees- Spartan University of Science and Medicine.(2008- present)

AWARDS AND RECOGNITION

Distinguished Award for Excellence and Distinguished Career, City Council of New York (2001)

Award of merit, St. Mathias Restoration Committee (2001)

Distinguished Leadership Award, Vincentian-American Group of Philadelphia (2000)

Outstanding Leadership Award, St. James the Less Community Corporation (1999)

Outstanding and Valuable Contribution to the Community, Community Board 17 (1994)

Seal of Florida, presented by Governor of the State of Florida (1982)

Award of Merit, British House of Commons (1982)

NYCDOE District 79 Superintendent Award (2011)

NYCDOE District 79 Superintendent Award (2012)

PUBLICATIONS AND PRESENTATIONS

“Will the Third World play an increasingly important role in world politics?” Fordham University, 1993.

“The Caribbean Community Integration Experience: The Historical and Cultural Background,” National Conference of State Legislatures NCSL-Florida House of Representatives, 1982.

“What role will the Caribbean play in promoting regional integration?” University of the West Indies and United States Convention, 1978.

PUBLIC SPEAKING ENGAGEMENTS

Frequent guest speaker at various academic institutions, including: St. George's University School of Medicine, University of Virginia, Union Island Secondary School, Medgar Evers College, Bishop College, St. Gregory Catholic Elementary School, Phillipa Schuyler, University of Florida A&M, University of the West Indies

COMPUTER SKILLS

Windows, Word, Excel, Internet

- Provided support for legislative initiatives meeting party's interests. Analyzed legislative proposals regarding wide variety of issues, including crime, economics, education, and national security.
- Served on sub-committees for Education, Health, Finance, and Housing.
- Official Representative at domestic and international conferences and meetings.

Customs and Revenue Officer (1978 – 1981)

- Conducted investigations into drug and weapons trafficking, failure to comply with customs regulations, and other suspected criminal activities.
- Performed search and seizure of suspected criminals, shipments, and packages. Followed appropriate procedures to ensure accurate and legal disposition of cases before court of law.
- Enforced tariff guidelines and collected required revenue.

Bequia Anglican High School, West Indies 1976 – 1978

Teacher

- Instructed high school classes in History, Language Arts, Culture, and Religion to classes as large as 45 students.
- Prepared lesson plans, classroom materials, and examinations.
- Provided training for senior students for General Certificate of Education High School Diploma, Cambridge, London.

EDUCATION

B.A. in Political Science, Fordham University, New York, NY (1995)

M.Sc. in Education / Secondary Education, Queens College, NY (2005)

Certificates School Building Leader and School District Leader, College of St. Rose at Albany (2008)

M.Sc. in Educational Leadership and Administration, College of St. Rose at Albany (June 2012)

COMMUNITY INVOLVEMENT

Chairman, St. Mathias Restoration Committee (2000 – Present)

Member, Cambria Heights Civic Association (Present)

Chairman, St. James the Less Community Corporation, Southeaster Queens, NY (1998 – 1999)

Elected Director, Public Awareness Committee (1986 – 1989)

Appointed Member, Community Board District 17, Brooklyn, NY (1985 – 1995)

Founder / Chairman, Union Island Sports and Development Committee, SVG (1978 – 1981)

SCHOOL TRUSTEE BACKGROUND INFORMATION

Each proposed or prospective charter school board member must provide the information requested below.

Name: Francis Lewis

Charter School Name: Rockaway Community Charter School

Charter School Address: CSD27, Queens

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member**

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1.

Please provide your educational and employment history. You may do so by attaching a résumé. XResume Attached

2.

Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. X I affirm.

3.

Please affirm that you have 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. X I affirm.

4.

Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I am a founding member of the Rockaway Community Charter School and very excited to be a member of the Board of Trustees

5.

Please explain why you wish to serve on the board.

I would like to be involved in the charter school movement to insure a quality education to low income areas, usually underserved in funding such as the Far Rockaway Community. I believe that I can make a difference in making sure that the school is meeting its academic and other goals.

6.

Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. X This does not apply to me. Yes. (Include description here):

7.

Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

X This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here: Professional relationship.

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I will document the situation, and present it to the executive committee. The executive committee in turn, will follow the guidelines specified in the By-Laws governing the school and its executive board which includes reporting to the Charter School Office at the State Education Department

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. The Rockaway Community Charter School (RCCS) is committed in preparing every student for the world of the future. All students will receive the necessary support and encouragement to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship. Collaboratively, students, families and staff will work together as a learning community to establish the parameters needed to bring each student to his/her full potential by establishing the expectation of "Excellence Is The Only Option". The founders of RCCS believe that each child is a unique individual who needs a secure, caring and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically and socially.

19. Please explain your understanding of the educational program of the charter school.

The Educational plan offered by Rockaway Community Charter School's is designed to increase academic achievement among middle school children, including ELL's and students with special needs. RCCS offers an educational program that is motivating, challenging and rigorous, in order to prepare students for success in high school and beyond. The school's educational program is standards driven, and incorporates STEM curriculum in an effort to prepare students for 21st century skills in Science, Engineering, Math, and Technology. RCCS's Educational program uses several pedagogical approaches that include differentiation, project based learning, collaborative teaching, in an effort to meet the needs of ELLs, and students with special needs.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school is one that has clear, measurable academic performance standards by which the school can be evaluated. Such school must be accountable both financially and for the health and safety of all students. All Federal and State educational laws must be complied with. The school must offer a challenging academic program with a variety of assessment methods to measure student progress. To ensure that the charter school is, and remains successful, The board of trustees must ensure that the leadership is:

- Observing the operations of the school to ensure that systems are in place that support, and provide a safe and secure environment where all students can achieve academic success.
- Observing and giving feedback to teachers on effective teaching and learning strategies
- Engaging the community to promote the students as resources for the community and identifying opportunities for students to learn how to apply their emerging skills

• Ensuring that the school is using its financial resources appropriately and effectively to promote student learning

• Using data to guide its day –to- day operations and decisions

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

The board of trustees holds the school accountable for delivering on the program described in the charter, ensures that the school is working ethically and legally, is fiscally sound, and promotes opportunities for the school to become an effective institution within the community. The role of board members include fulfilling governance functions, reaching out to the community, Giving time and money, and Using skills and expertise on behalf of the organization

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies

23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, FRANCIS LEWIS (name of proposed board member)

state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Francis Lewis 7/29/14

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

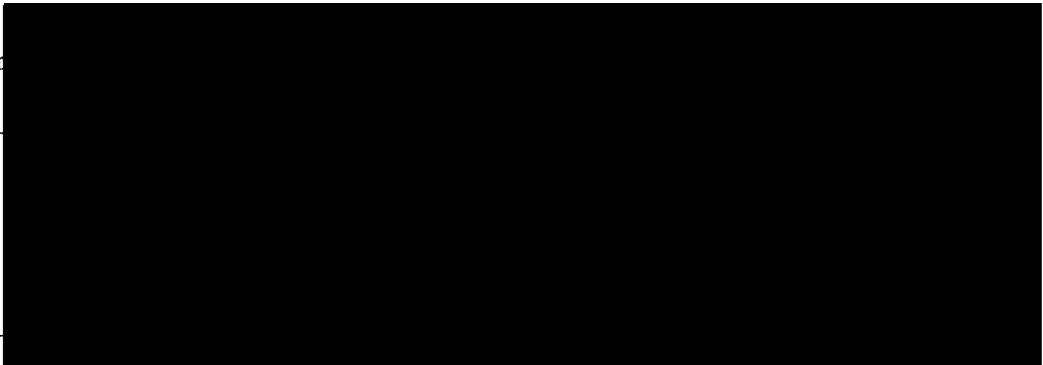
Business Telephone _____

Business Address _____

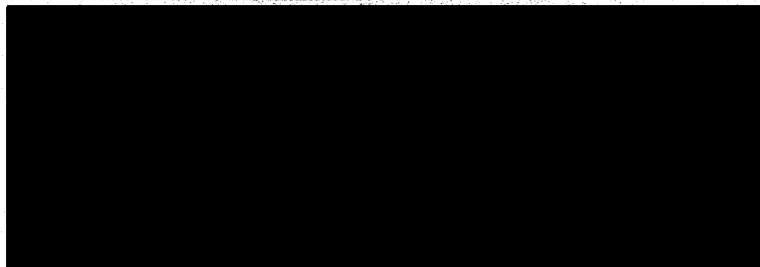
E-Mail Address: _____

Home Telephone: _____

Home Address _____



Francis Lewis



Certification: SBL 09/08; SDL 09/08

Permanent Certificate in Biology and General Science

Summary:

Caring, creative teacher with school administration training & twelve years of experience teaching Science at high school level. Dedicated educator who believes in creating student-centered learning environment and inspiring students to do their best. Member of School Leadership Team, Advanced Placement Committee, and Principal Consultative Committee. Twelve years of satisfactory observations and overall ratings. Experienced and comfortable using computers and other forms of instructional technology & data to enhance instruction, and thus student achievement. Graduate degree in Science Education and Business Economics. Extensive background in working within the business sector as an Office Manager and Information Systems Manager. Unique ability to motivate and train individuals.

EMPLOYMENT EXPERIENCE

2002-2013:

Teacher of Advanced Placement Biology, Earth Science, Living Environment, Environmental Science and Chemistry at a leading New York City Public school. Experience in working with groups of

professional Staff members in developing standards based curriculum, integrating technology into content area based on models that accommodate students with special academic needs. Taught inclusion classes utilizing techniques in differentiated instruction. Implemented AP biology class within our school. Currently working on developing Units in Earth Science, Chemistry and living Environment in alignment with New York Common Core Learning Standards. As Coordinator of the advanced placement programs, I have worked with other AP teachers of Statistics, Economics, Spanish, and Psychology, both in developing and submitting syllabi to the College Board for approval. Initiated Saturday Institute Program to help students who are not performing at satisfactory academic levels. Worked on Inquiry Team to study low performing students and developed strategies to improve academic performance. Assumed responsibility of testing coordinator and sustainability coordinator at The High School for Contemporary Arts.

1985-2002: Information Systems Manager for an apparel Manufacturer.

Evaluated various hardware and software platforms to meet changing needs. Selected and procure appropriate software and hardware, mapped, tested, implemented and maintained Electronic Data Interchange Systems.

Managed daily operations of 32 office employees.

1997-2013: Primerica Financial Services: Part time instructor charged with the responsibility of teaching classes in insurance and investments to students preparing for New York State Life and Health Insurance, and Securities Examination.

COMMUNITY SERVICE

1995-2010: Baldwin Educational Assembly: Secretary to the Budget and Finance Committee, Member of the AIDS Advisement Committee. Volunteer tutor

for Brooklyn College's Adult Education Program and the St. John's Home
for Boys.

TECHINICAL KNOWLEDGE AND SKILLS

Microsoft Word, Excel, Power Point, RPG IV programming, Network Management.

EDUCATION

SBL and SDL Certificates---College of St. Rose.

M.S. Science Education---Lehman College

M.A Economics---Brooklyn College

B. A Economics---Brooklyn College. Minor in Biology

A.A.S Medical Technology---New York City Community College

SCHOOL TRUSTEE BACKGROUND INFORMATION
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Owen Brown PhD

Charter School Name: Rockaway Community Charter school

Charter School Address: CSD27, Queens

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member**

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I learned about the charter school through Former Ambassador Dennie Wilson. Mr. Wilson and I have worked on several projects in the past, and believes that I can be a tremendous asset to this cause. Additionally, it is consistent with my life mission (*providing quality education for young men*

and women), and given the fact that the charter school will be located in the community in which I was born.

5. Please explain why you wish to serve on the board.

I am an advocate of public education and a graduate of the Far Rockaway High School. Many of the young people growing up in my community fail to see the connection between education and their future empowerment. I believe that RCCS with its small class settings, and its emphasis on the development of learning communities that include parents in the educational process, will help students see the aforementioned connection. My experience in education, business, and fundraising would be an asset to the Board.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.

This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I will follow the guidelines specified in the By-Laws governing the school and its executive board

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

I understand that The Rockaway Community Charter School (RCCS) is committed in preparing every student for the world of the future. All students will receive the necessary support and encouragement to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship. Collaboratively, students, families and staff will work together as a learning community to establish the parameters needed to bring each student to his/her full potential by establishing the expectation of "Excellence Is The Only Option". As a founding member, we all share a common belief that each child is a unique individual who needs a secure, caring and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically and socially.

19. Please explain your understanding of the educational program of the charter school.

The Educational plan offered by Rockaway Community Charter School's is designed to increase academic achievement among middle school children, including ELL's and students with special needs. RCCS offers an educational program that is motivating, challenging and rigorous, in order to prepare students for success in high school and beyond. The school's educational program is standards driven, and incorporates STEM as a foundation that exposes students to 21st century skills in Science, Engineering, Math, and

Technology. RCCS's Educational program uses several pedagogical approaches that include differentiation, project based learning and collaborative teaching.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school is one that has clear, measurable academic performance standards by which the school can be evaluated. Such school must be accountable both financially and for the health and safety of all students. All Federal and State educational laws must be complied with. The school must offer a challenging academic program with a variety of assessment methods to measure students progress.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

The role of a public charter school board member includes Fulfilling governance functions, reaching out to the community, Giving time and money, and using skills and expertise on behalf of the organization. As a board member, I know that I will be ultimately responsible for providing oversight to RCCS operations. I know that I will be responsible for securing the appropriate resources to ensure the school can continue to be a viable organization.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies

23. Please provide any other information that you feel is pertinent to the Department's review. My experience working in governmental and community based organizations will be an asset to RCCS. Additionally, I have worked with many of the elected officials that represent the Far rockaway Community. I have done extensive research in the community and I am an advocate of public education.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

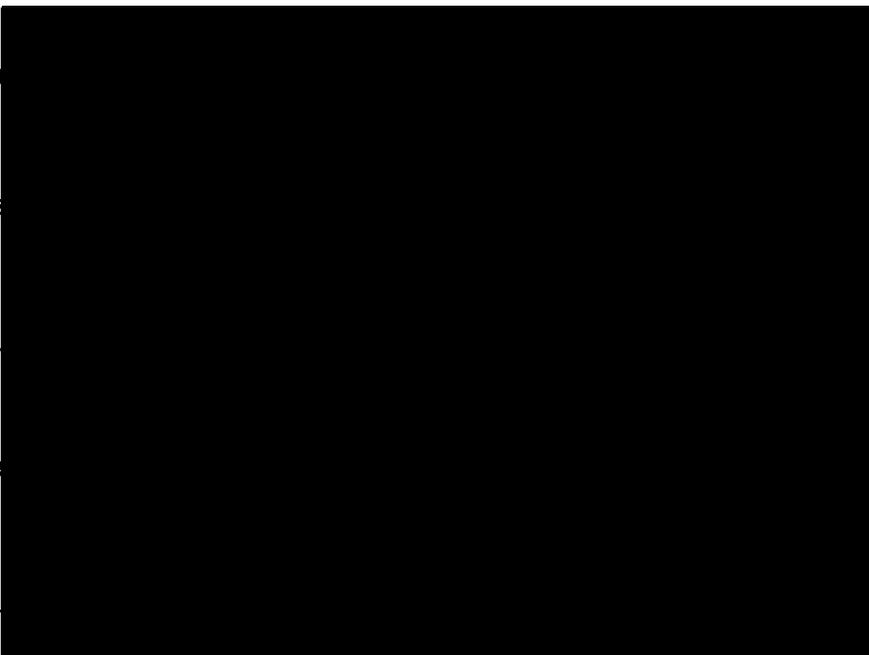
STATEMENT OF ASSURANCE

I, Dr. Owen Brown (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

 8/10/14
Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____
Business Address: _____
E-Mail Address: _____
Home Telephone: _____
Home Address: _____



OWEN M. BROWN, PH.D.

SUMMARY OF SKILLS & EXPERIENCES

- | | |
|--|---|
| <input type="checkbox"/> Program Evaluation & Assessment | <input type="checkbox"/> Curriculum Development |
| <input type="checkbox"/> Youth Development & Education Reform | <input type="checkbox"/> Partnership & Staff Development |
| <input type="checkbox"/> Worked w/ Federal, State, Local Officials | <input type="checkbox"/> Process Mapping & Board Training |
| <input type="checkbox"/> Supervisory & Research Writing Skills | <input type="checkbox"/> Program & Grant Management |
| <input type="checkbox"/> Strategic Planning & Resource Mapping | <input type="checkbox"/> Microsoft Office , Windows 7 |

PROFESSIONALEXPERIENCES

- Managed, as a consultant, U.S Departments of Labor & Commerce H-1B Regional Training Workshops, which distributed over \$33M nationally in grant funds to H-1B Training Providers
- Grant writer for \$6.5M grant award from New York City Department of Education to fund Medgar Evers College's YABC & YALWC programs
- Assisted in Management of \$14.5M United States Department of Labor Employment and Training Administration's Minority Colleges & Universities Skills Shortage Initiative
- Management of \$1.3M School-to-Work Grant from U.S. Departments of Labor & Education
- Assisted in Development of the Urban League of Pikes Peak's \$250,000 Technology Center
- Team Leader National and Regional Conferences on Education & Workforce Initiatives
- Team Leader in the development of Urban League School-to-Work Partnerships with the Harrisburg School District, Colorado Springs School Districts, Palm Beach County School District, New York City Board of Education
- Presenter at National Conferences for Organizations such as Jobs for the Future, ETS, Council of Chief State School Officers, National Youth Employment Coalition, YDRF
- Team Leader for Partnership formation with Prudential Securities, Shell Oil Corp, American Airlines, National Alliance of Business, United Parcels Service, ACT
- Developed partnerships with officials from New York State Departments of Labor and Education, California Department of Education, University of Minnesota, New Jersey Department of Labor

WORKFORCE DEVELOPMENT & TRAINING EXPERIENCES

- Trained over 1000 Urban League professional staff members in Workforce Investment Act, School-to-Work, Welfare-to-Work, Youth Councils, Community Audit, One Stop Operations

- ❑ United States Department of Labor Program opt., Grant and Financial Management Training
- ❑ Managed/developed workforce training programs that promoted partnerships and joint ventures that increased the participation of underserved populations in the workforce system
- ❑ Assisted in the development of technical assistant products for Adult & Dislocated Workers
- ❑ Assisted U.S. DOL's efforts to address Skill Shortage Initiatives in areas of Information Technology, Healthcare, and H-1B visa identified occupations

HIGHER EDUCATION EXPERIENCES

- ❑ Chair of the Department of Social & Behavioral Curriculum Committee
- ❑ Member of the Medgar Evers College College-wide Curriculum Committee
- ❑ Member of the Social & Behavioral Sciences Department Strategic Planning Committee
- ❑ Member of Search Committee for the Dean for the School of Liberal Arts and Education
- ❑ Taught undergraduate courses in Economics, Sociology, History, Social Science & College Skills
- ❑ Member of the Social & Behavioral Sciences Mentoring Committee
- ❑ Member of the Department of Social & Behavioral Curriculum Committee
- ❑ Vice Chairperson of the Social and Behavioral Sciences Committee for Rules & Regulations
- ❑ Taught at Binghamton University, SUNY- Stony Brooks, University of Port Harcourt (Nigeria)
- ❑ Provided professional development training to staff & students at the University of Arizona, Philander Smith College, CUNY Graduate Center, Medgar Evers College (CUNY)
- ❑ Managed Education Department's budget, evaluate programs, monitored students' progress
- ❑ Worked with the Undergraduate University Divisions of the University Career Center, Office of Student Services, Office of Minority Affairs, Office of Admissions and Scholarships
- ❑ Assisted in recruitment & academic monitoring of minority undergraduate and graduate students
- ❑ Worked closely and collaboratively with colleges and academic units in devising programs and activities aimed at student enrichment, and the promotion of universities' diversity goals
- ❑ Represented the University at community and appropriate college committees' meetings
- ❑ Demonstrated ability to interact effectively with a diverse and multi-cultural student body
- ❑ Experience in working with an adult student body in a large comprehensive urban university
- ❑ Developed School-to-Work Curriculum for Urban League Affiliate Charter Schools

WORK HISTORY

-
- ❑ **ASSOCIATE PROFESSOR & DEPUTY CHAIR, MEDGAR EVERS COLLEGE**
Department of Social & Behavioral Sciences, January 2008-Present

 - ❑ **EXECUTIVE DIRECTOR, MEDGAR EVERS COLLEGE (CUNY), BROOKLYN, NEW YORK**
Executive Director, DuBois Bunche Center (DBC) for Economic and Public Policy, October 2006-2008

 - ❑ **DIRECTOR, MEDGAR EVERS COLLEGE, BROOKLYN (CUNY), NEW YORK**
Director, Freshmen Year Program, September 2005-October 2006

□ **EXECUTIVE DIRECTOR, CUNY RESEARCH FOUNDATION CITY UNIVERSITY OF NEW YORK**

Executive Director, Medgar Evers College School of Continuing Education & Community Programs' Center for Career Pathways Initiative, November 2004-2005

□ **DIRECTOR YOUTH PROGRAMS DEPARTMENT, GRAND STREET SETTLEMENT NY, NY**

Director of Youth Programs, Youth on the Move, Grand Street Settlement, January 2004-November 2004

Educational Coordinator, Beacon Center, Grand Street Settlement, October 2003- December 2004

□ **MANAGING DIRECTOR, DAH CONSULTING, NEW YORK, N.Y.**

Managing Director, DAH Washington Operation: 2001- 2003

□ **MANAGER, NATIONAL URBAN LEAGUE, NEW YORK CITY, NEW YORK**

Manager, Workforce Education Policy & Programs, National Urban League: December 2000-2001

□ **IPA REPRESENTATIVE, UNITED STATES DEPARTMENT OF LABOR, ETA**

IPA Representative Office of Adult Services, Washington, DC: October 2000-April 2001

□ **MANAGER, NATIONAL URBAN LEAGUE, NEW YORK CITY, NEW YORK**

Manager School-to-Work\Workforce Investment Demonstration Project: 1998-2000

□ **ASSISTANT DIRECTOR, NATIONAL URBAN LEAGUE, NEW YORK, NEW YORK**

Assistant Director School-to-Work, National Urban League: 1995-1998

□ **ADJUNCT PROFESSOR, MEDGAR EVERS COLLEGE**

Adjunct Professor for Medgar Evers College's Freshman Year Program: 1996-1998, Summer 2004

PUBLICATIONS

1. Book Proposal titled African Americans and Modern World System: Studies in Marginalization and Rebirth, to be submitted to Penn State University Academic Press in Fall 2012
2. Book Proposal titled **From the Civil rights Movement to the School-to-Prison Pipeline: The Criminalization of African-Americans in Contemporary America**, submitted to Lynne Rienner Publisher (March 2012)
3. "The Historical Sociology of the African-American Experiences as Labor within the Capitalist World System," To be submitted the peer reviewed journal **Review: A Journal of the Fernand Braudel Center** (Fall 2012)

4. "Persistence Poverty within the African-American Community: Through the Prism of the Atlantic World & Historical Capital" submitted to New York African Studies Association's peer reviewed Journal, (2012)
5. "Why Americans May be Questioning Dogmas and the Relevancy of the Republican Party," **Soc Journal** 2012 (Online Journal).
6. "Reclaiming Africa's Pre-Colonial Identities: European Denial and the African Nationalists Response," submitted the peer reviewed journal **Comparative Studies in Society and History** (2012)
7. "*Towards Defining Urban League Affiliates' Involvement in the School-to-Work System*" (1998), National Urban League Publication.
8. "*Adult Learners and Higher Education: Addressing the Needs of Adult Learners.*" Medgar Evers College (CUNY) Center for Law and Social Justice **Journal of Community Advocacy and Activism** (October 1996): Volume 1, Number 1, p.22-37.
9. "*The National Urban League and School-to-Work: An Agenda for Action.*" **The Black E.O.E Journal** (Winter 1996): Vol. 11, Number 1, p.14.

BOOK REVIEW

"A Review of Brothels, Depravity, and Abandoned Women: Illegal Sex in Antebellum New Orleans," (Online Journal) http://newworldreview.com/vol_5No_30/home.html

A Book Review: Railroads in the African-American Experience: A Photographic Journey (2010), Soc Journal (Online Journal) <http://www.sociology.org/>

"A Critique of Railroads in the Old South: Pursuing Progress in a Slave Society, Newworld Review Vol2. No. 2009

NATIONAL & ACADEMIC PRESENTATIONS

National Council of Black Scholars 36th Annual Conference, Atlanta, Georgia, March 7-10, 2012 paper titled "A Theoretical Framework for Understanding Persistence Poverty in Black America."

Eastern Sociological Society 82nd Annual Meeting, Millennium Broadway Hotel, New York City February 23-26, 2012 paper titled **From the Civil rights Movement to the School-to-Prison Pipeline: The Criminalization of African-Americans in Contemporary America.**

The New York African Studies Association Annual Conference at Penn State University, University Park February 24-25 paper titled "The Historical Sociology of Black Labor."

United States Department of Labor Office of Policy and Research's "H-1B National Training Conference for Unsuccessful H-1B Applicants" May 14-16, 2002 Baltimore, MD. Organized and designed conference's subject matter and gave presentation titled "*Effective Partnership and Linkage Principles.*"

University of Arizona, Department of Africana Studies Executive Committee, Tucson, AZ. November 3, 2001 Speaker, "*Role of African-American Scholars in the Empowerment of Disenfranchised People.*"

University of Arizona, Department of Africana Studies, Tucson, AZ. April 16, 2000, Speaker, "*The Historiography of Race and Ethnicity in the Modern Capitalist World Economy.*"

Philander Smith College, Black Executive Exchange Program, Little Rock, AR, November 15-16, 1999, Speaker, "*Career Opportunities in the 21st Century: A Strategy for Successfully Navigating the Job Market.*"

Jobs for the Future's 7th Annual National Leadership Forum on "*School-to-Career Transition: The Future of Work and Learning*" July 28-August 1, 1998 Orlando, FL, Presenter for workshop titled, "*Integrating School-to-Career into a Comprehensive Workforce Development Strategy.*"

Council of Chief State School Officers' Conference titled "*Sustaining School-to-Career Systems for Urban Youth*" October 23-25, 1997 Providence, RI. Presenter for Workshop titled: "*Effective Practices for Servicing the Out-of-School Youth Population.*"

Council of Chief State School Officers' Conference titled "*Building Effective Statewide School-to-Career Systems.*" October 23-25, 1997 Cincinnati, OH. Strategic Planner for State-Teams from Pennsylvania, Missouri, Michigan, and Oregon.

SUMMARY OF ACADEMIC CREDENTIALS

BINGHAMTON UNIVERSITY (STATE UNIVERSITY CENTER OF NEW YORK)

- Ph.D. Sociology with concentration Economic Sociology, Department of Sociology & The Fernand Braudel Center for the Study of Economies, Historical Systems, and Civilizations, December 1999
- ABD with *Distinction*, April 1993
- Master of Arts in Sociology, May 1990
- Bachelor of Arts in Economics and Sociology, May 1988

PROFESSIONAL AFFILIATION

- ❑ American Sociological Association
- ❑ Eastern Sociological Association
- ❑ New York African Studies Association
- ❑ National Association of Workforce Development Professionals
- ❑ IAPES: World Leader of Professionals in Workforce Systems
- ❑ Academy of Political Science

HONORS AND AWARDS

- | | |
|-----------|--|
| 1984 | State University of New York Foundation Petrus Award for Academic Excellence |
| 1988-1999 | Clifford Clark Minority Fellow, Binghamton University |
| 1988 | Who's Who Among American Colleges and Universities |
| 1988 | Honor Student, New York State Equal Opportunity Program |
| 1994 | Alpha Phi Alpha Fraternity Inc., Award for Academic Excellence |

REFERENCES AVAILABLE UPON REQUEST

SCHOOL TRUSTEE BACKGROUND INFORMATION

Each proposed or prospective charter school board member must provide the information requested below.

Name: Lilbert Ephraim

Charter School Name: Rockaway Community Charter School

Charter School Address: CSD27, Queens

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member**

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

By conversations with Ambassador Dennie Wilson. Both Dennie and I have worked collaboratively on educational projects in the past. I feel confident that my experience in the field of special education will be an asset to the board or trustees and RCCS.

5. Please explain why you wish to serve on the board.

It is important to me to bring high quality educational opportunities to students in public schools. Based on my educational and business experience, I do believe that I will be an asset to fulfilling the needs of the Board of Trustees.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:
Professional relationship

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

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13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

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This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I will follow the guidelines specified in the Code of Ethics and By-Laws governing the school and its executive board

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

I understand that The Rockaway Community Charter School (RCCS) is committed in preparing every student for the world of the future. All students will receive the necessary support and encouragement to

meet high academic standards, lead ethical lives, and demonstrate responsible citizenship. Collaboratively, students, families and staff will work together as a learning community to establish the parameters needed to bring each student to his/her full potential by establishing the expectation of "Excellence Is The Only Option". The founders of RCCS believe that each child is a unique individual who needs a secure, caring and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically and socially.

19. Please explain your understanding of the educational program of the charter school.

The school's educational program is one that offers a rigorous standards driven curriculum that prepares students to succeed in middle school, high school and beyond. RCCS's Educational program embraces STEM as a means of exposing youngsters to 21st century skills in Science, Technology, Engineering and Math. These are all critical elements that are needed for success in changing global economy. RCCS program of instruction allows for differentiation, project based learning, collaborative teaching, which will be a tremendous help in meeting the needs of a large ELL population, and students with special needs.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school is one that has clear, measurable academic performance standards by which the school can be evaluated. Such school must be accountable both financially and for the health and safety of all students. All Federal and State educational laws must be complied with. The school must offer a challenging academic program with a variety of assessment methods to measure students progress.

Other

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The role of a public charter school board member includes Fulfilling governance functions, reaching out to the community, Giving time and money, and Using skills and expertise on behalf of the organization

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies

Lilbert Ephraim

Experience

Site Coordinator/Special Education Teacher, Career Education Center, 448 West 56th Street New York, NY 10019, 2000 – Present

- Program and schedule teachers, paraprofessionals and students
- Interact with a diverse population of students at a variety of academic levels
- Mentor new teachers in lesson planning, classroom management and curriculum
- Act as liaison between the Board of Education and outside agencies
- Facilitate weekly staff meetings
- Supervise site-wide TABE testing and assessment procedures
- Monitor “at-risk” students’ progress through guidance sessions
- Design and adapt curriculum to meet varied needs of Special Education students
- Create and implement Individual Education Plans
- Member of the Literacy Committee and Conflict Resolution Team
- School Chapter Leader
- Coordinator of mathematics task force

Lead Teacher, GED Plus/LTW Evening Program, Community Preparatory High School, 40 East 29th Street, New York, NY 10016 September 2008 - Present

- Set agendas and facilitate regular staff meetings
- Coordinate student parent meetings
- Work with office staff to program students
- Coordinate student orientation
- Work with teachers and counselors to develop and implement recruitment plan
- Act as liaison between CBO and department of education

Family Paraprofessional, Career Education Center, 448 West 56th Street, New York, NY 10019, October 1993 – March 2000

- Assisted teachers in Special and General Education classes
- Tutored students individually and in small groups
- Assisted Special education Supervisor in retrieving and maintaining CSE records
- Assisted in organization and maintenance of IEPs
- Assisted supervisor and teachers in preparing for special education audit

Education and Certification

New York State Provisional Certification
Administration/Supervision, February 2006

Masters of Science – Special education
Mercy College, NY, May 2003

New York State Permanent Certification
Special Education, September 2003

Bachelor of Arts – Social Science/Education
College of New Rochelle, NY, January 2000

Special Skills

Knowledge of personal computers and software programs, Power Point, Excel,
Windows.

References available upon Request

SCHOOL TRUSTEE BACKGROUND INFORMATION

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Name: Alicea Flynn

Charter School Name: Rockaway Community Charter school

Charter School Address: CSD27, Queens

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The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

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3. Please affirm that you have 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. I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I have listened to presentations made by the founding members here on far Rockaway, including the Beach Channel High school. I had conversations with Ambassador Dennie Wilson in which he expressed his interest in having me, a community member, as part of the board of trustees.

5. Please explain why you wish to serve on the board.

The presence of an effective board of trustees is imperative in operating a successful charter school. I have always been an advocate for quality education for young boys and girls within this community and throughout New York City. Based on my experience with educating young children, I do believe that I will be an asset in fulfilling the role of Trustee.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

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8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:
Professional relationship

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No. Yes.

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Not applicable because the School does not/will not contract with a management company or charter management organization.

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This does not apply to me, my spouse or other family members. Yes.

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None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I will follow the guidelines specified in the Code of Ethics and By-Laws governing the school and its executive board

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Other

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22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies

23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Alicea Flynn (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature  Date 7/21/14

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

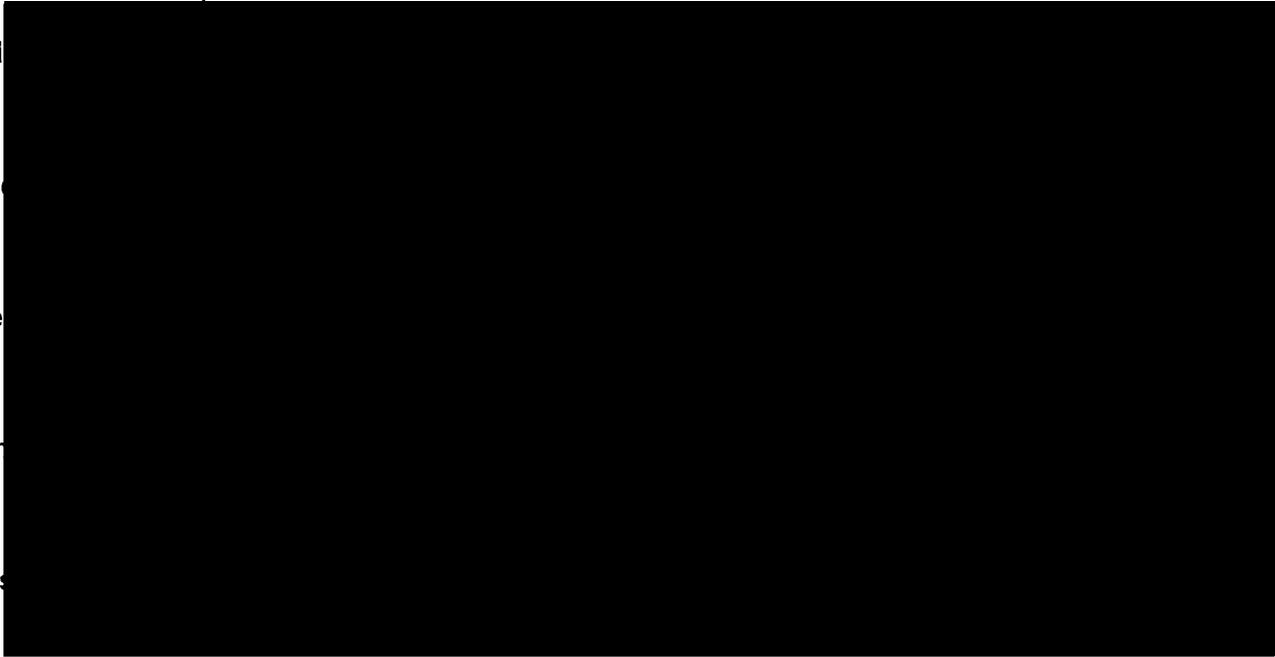
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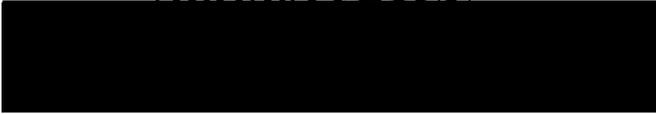
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ALICEA FLYNN



Professional Summary

Motivated with knowledge of the education system and educational testing standards.
Exceptional communicator with advanced problem-solving skills.

CORE ACCOMPLISHMENTS

I received Awards from Elected Officials for work that was done to support the Rockaway Community from year 2002-2014

Professional Experience

04/2013 to Current

Title 1 DPAC Chair

DPAC 27 NCLB - Queens , NY

Provide District Leadership to DPAC 27 Executive Board Members
Ensure District wide Title 1 Compliance with Parental Involvement Mandates
Organize and Implement Professional Development and Training for Title 1 parents District wide
Assist in creating the District Comprehensive Educational Plan

06/2008 to 03/2013

Parent Advocate

QPCAS - Queens, NY

Support individuals in Public Schools accessing Private and Governmental Resources
Train Elected Parent Leaders to build capacity to assist parents with children in public school
Work with Elected Officials and CBO's to bring Resources to residents living in Zip codes 11691-11694
Train parents in Title 1 Schools to Strengthen Parent Home School Connections by linking parents with appropriate Resources

09/2004 to 05/2008

Educator

Miracle Hope - Queens, NY

Created and implemented developmentally-appropriate curriculum that addressed all learning styles.
Developed professional relationships with parents, teachers, directors and therapists.
Distributed quarterly educational assessments. to each parent.

Collaborated with colleagues on developing new classroom projects and monthly themes.
Promoted good behaviors by using the positive reinforcement method.

EDUCATION

Psychology and Sociology

CNR - Brooklyn, NY

Freshman 1 Year

SCHOOL TRUSTEE BACKGROUND INFORMATION
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Name: Thomas E. Russack

Charter School Name: Rockaway Community Charter School

Charter School Address: CSD27, Queens

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member**

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Background

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2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.
4. For more than four years the founding members have been making public presentations to inform residents of the Far rockaway Community about their intent to open a charter school that addresses the needs of Middle School aged students. I have always been involved in promoting those meetings and so when Dennie Wilson approached me to be

a member, I embraced the opportunity. I believe that my lifelong experience on serving on other committees would be an asset to the Board of Trustees.

5. Please explain why you wish to serve on the board.

I committed to helping any organization that promotes education for children within all communities. I have known Mr. Dennie Wilson for more than five years and I enthusiastically embraced his offer to have me on the Board of Trustees. I am certain that my engineering background is a talent that the Board can utilize.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

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This does not apply to me. Yes.

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Conflict of Interest

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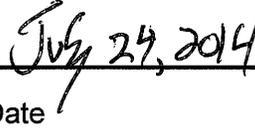
STATEMENT OF ASSURANCE

I, Thomas E. Bussack (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and

belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.



Signature



Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information is redacted.

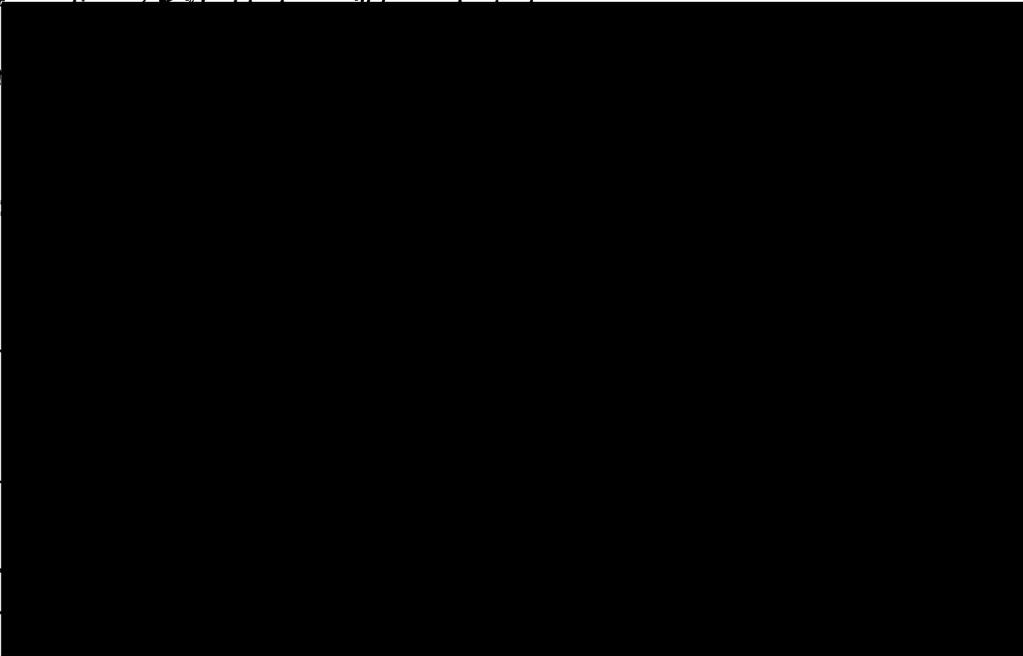
Business Telephone: _____

Business Address: _____

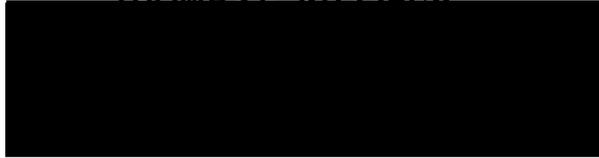
E-Mail Address: _____

Home Telephone: _____

Home Address: _____



THOMAS E. RUSSACK



Background

A third generation NYC Union bricklayer-mason-plasterer with over 40 years experience in masonry, historic preservation and construction management, including the restoration of numerous New York City Landmark buildings. Large scale projects include complete facade restorations of the Algonquin, Warwick, Carter, Theresa and Times Square Hotels.

Author of a text book/training manual for the instruction of masonry trade skills, urban building conservation, historic preservation and green construction technology.

Experience

Mather Building Arts & Craftsmanship High School NYC 8/13 - present
Founding Masonry Instructor

Teaching hands-on masonry trade skills with an emphasis on historic preservation through a program developed by the NYC DOE and the National Park Service. Instructions include mortar mixing, brick laying, stone carving, flat wall plastering, brick making, mortar joint re-pointing and terra cotta sculpting.

Responsibilities: Develop and instruct academic lessons incorporating hands on-training projects, design unit and daily lesson plans, implement quizzes, tests and assessments; design/build student training stations, organize field trips and acquire supplies/materials, along with facilitating other teaching responsibilities.

Rand Engineering, P.C. New York, NY 11/99 - 9/13
Senior Project Associate/ Senior Project Associate (Manager)

Specializing in the examination, diagnosis and repair/restoration of historic NYC residential and commercial buildings.

Responsibilities: Conduct structure evaluations including Local Law 10/80 -11/98 facade inspections; provide verbal and written analysis with recommendations and photographic documentation; develop project repair/restoration strategies with specifications/drawings, cost estimates and budget proposals; review, evaluate and document work; prepare site visit and inspection reports; oversee client/contractor negotiations; review contractor's bids, change orders and payment requisitions; assist in business development, marketing and the filing of LPC and DOB work permits.

Abyssinian Development Corp. New York, NY 9/07 - 7/13, part time
Preservation Masonry Instructor

Teaching hands-on masonry construction, masonry conservation, historic preservation and green building technology to at-risk, inner-city, young adults preparing for their GED. Responsibilities: Design curriculum and methods of instruction; develop student scholarship, apprenticeship, internship and work-placement opportunities; acquire supplies, invite guest speakers, organize field trips; assist in grant writing, program development and community outreach.

Walter B. Melvin, Architect, New York, NY

4/1998 - 8/1999

Project Manager

Assisting Principals in the exterior rehabilitation of prestigious historic and NYC Landmarks such as The Dakota, The Cast Iron Building and The Queensboro Bridge
Responsibilities: Conduct building inspections, provide written and verbal recommendations to Boards, owners and building management supervisors, prepare documentation and coordinate/oversee contracted work.

Apple Restoration, Brooklyn, NY

10/1994 - 4/1998

Estimator/Supervisor

Turnkey management for the exterior restoration, renovation, rehabilitation and repair of commercial and residential building facades, including investigative probe work on NYC Landmarks such as The Central Park Arsenal, Grand Central Terminal and The New Amsterdam, Victory and Empire Theaters.

Responsibilities: Calculate time, labor and material expenses via field observations and specs/drawings, design and prepare project bids, provide client support services and recommendations concerning means, materials and methods, negotiate sub-contractors pricing, supervise work projects, schedule personnel and coordinate supplies.

The Center for Safety in the Arts, New York, NY

6/93 - 7/94

Executive Director

Management of technical writing staff for the research, development and distribution of art safety literature.

Responsibilities: Supervise staff and office operations; appropriate funding from government agencies, foundations, corporate and individual donors; manage grants, awards and the sale of services and literature.

Education

Goucher College, Baltimore, MD

Master of Arts in Historic Preservation

Received May 2007

Thesis: The Development of An Introductory Preservation Masonry Training Program For High School Age Students

Lesley College, Cambridge, MA

Master in the Science of Management (Non-Profit Administration)

Received May 1992

Roger Williams College, Bristol, RI

Bachelor of Arts Major, Business Mgt. Minor

Received May 1989

Durham Technical Institute, Durham, NC

Historic Preservation Program, Inaugural class

Attended 1979-80

University of Vermont, Burlington, VT
Graduate Program for Historic Preservation
Attended 1978-79

Boston University, Boston, MA
College of Basic Studies
Attended 1973-75

Certifications

NYC DOB 4 hr Supported Scaffold User

NYC DOB 16 hr Suspended Scaffold Safety Class

NYC DOE Teaching Certificate - Masonry 7-12, Transitional A

LEED Green Associate

Cathedral Stone - Jahn Repair Mortar

Works Published

"Masonry History Integrity - An Urban Conservation Primer"

Text book/training manual launched as an e-book, October, 2011

by The National Center for Preservation Training & Technology

<http://ncptt.nps.gov/blog/masonry-history-integrity-an-urban-conservation-primer-2011-08/>

"The Russack System for Brick & Mortar Description," with Maximilian Ferro, AIA, RIBA
Conservation & Technology Magazine June, 1980

"Assessing The Condition of Masonry" Old House Journal Jan/Feb, 1987

<ftp://ftp.wfl.fhwa.dot.gov/pub/Crater%20Lake/East%20West%20Rim%20Geotech/Geotech%20Report/Mortar%20Analysis%20Docs/Mortar%20matching%20recommendations--rev%20Oct%202012.pdf>

"Guidelines For Evaluating The Condition Of Brick Masonry & Mortar"

U.S. General Service Administration, Historic Preservation - Technical Procedures

<http://gsa.gov/portal/content/111686>

Recent Lectures

American College of the Building Arts, Charleston, SC
Master of the Building Arts Series

3/29/14

SCHOOL TRUSTEE BACKGROUND INFORMATION
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Dr. Edward Williams

Charter School Name: Rockaway Community Charter school

Charter School Address: CSD27, Queens

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member**

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.
4. For more than four years the founding members have been making public presentations to inform residents of the Far rockaway Community about their intent to open a charter school that addresses the needs of Middle School aged students. I have always been

5. Please explain why you wish to serve on the board.

The presence of an effective board of trustees is imperative in operating a successful charter school. I have always been an advocate for quality education for young boys and girls within this community and throughout New York City. Based on my experience with educating young children, I do believe that I will be an asset in fulfilling the role of Trustee.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:
Professional relationship

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.

This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I will follow the guidelines specified in the Code of Ethics and By-Laws governing the school and its executive board

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

I understand that The Rockaway Community Charter School (RCCS) is committed in preparing every student for the world of the future. All students will receive the necessary support and encouragement to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship. Collaboratively, students, families and staff will work together as a learning community to establish the parameters needed to bring each student to his/her full potential by establishing the expectation of "Excellence Is The Only Option". The founding members of RCCS believe that each child is a unique individual who needs a secure, caring and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically and socially, and will provide same.

19. Please explain your understanding of the educational program of the charter school.

The school's educational program is one that offers a rigorous standards driven curriculum that prepares students to succeed in middle school, high school and beyond. RCCS's Educational program embraces STEM as a means of exposing youngsters to 21st century skills in Science, Technology, Engineering and Math. These are all critical elements that are needed for success in changing global economy. RCCS program of instruction allows for differentiation, project based learning, collaborative teaching, which will be a tremendous help in meeting the needs of a large ELL population, and students with special needs.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school is one that has clear, measurable academic performance standards by which the school can be evaluated. Such school must be accountable both financially and for the

health and safety of all students. All Federal and State educational laws must be complied with. The school must offer a challenging academic program with a variety of assessment methods to measure students' progress.

Other

21 Please explain your understanding of the appropriate role of a public charter school board member.

The role of a public charter school board member includes fulfilling governance functions, reaching out to the community, Giving time and money, and Using skills and expertise on behalf of the organization

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies

23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Dr Edward Williams (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it, to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Dr Edward Williams 7/21/14
Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

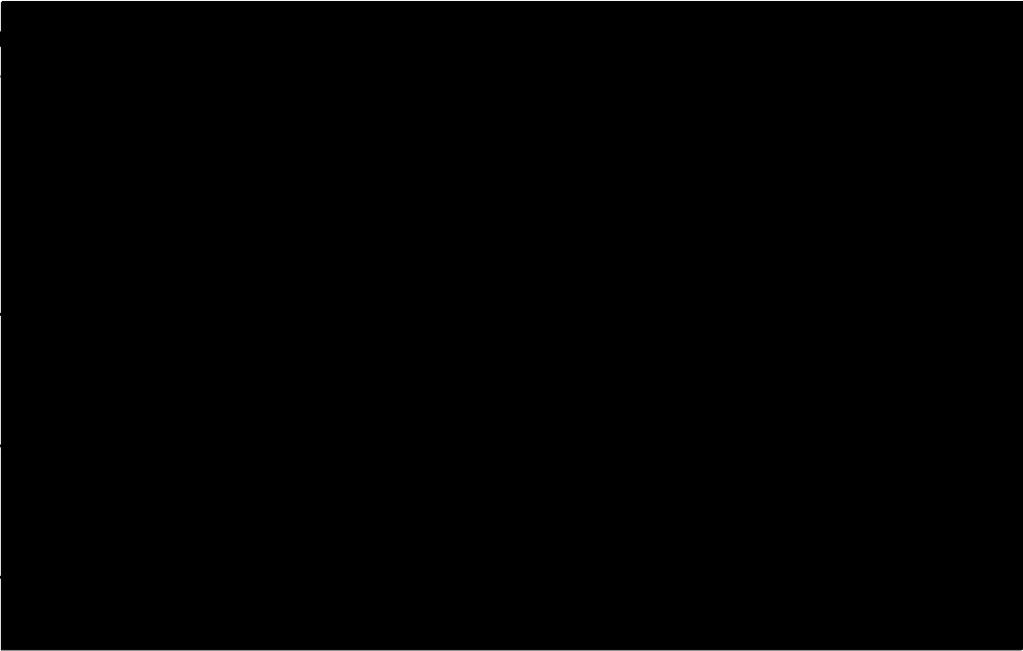
Business Telephone:

Business Address:

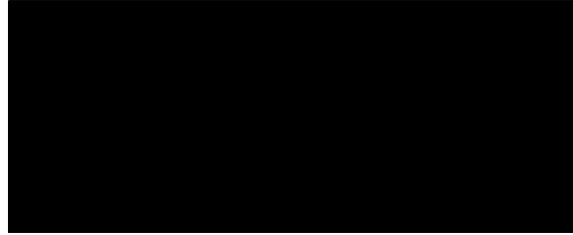
E-Mail Address: _____

Home Telephone:

Home Address: _____



▶ Dr. Edward Williams



Objectives

Informational Resume of Dr. Edward Williams.

Education

PhD (2003) *Northwestern University*

Experience

Ambulance Attendant (1965 –1969)
Brookdale Hospital (Brooklyn New York)

Chief of the Emergency Ambulance Services (1969 –1973)
Lutheran Medical Center (Brooklyn New York)

EMS Corpsman/911 Dispatcher /Administrator in Charge Emergency
(1973 –1979)
St. Mary's Hospital (Brooklyn New York)

Youth Counselor (1980 –1994)
New York City Department of Juvenile Justice

Representative NYS Assembly (1995)
NYS Assembly Rep for Gregory W. Meeks

Special Assistant for Education and Public Housing (1995 –1997)

Congressional Liaison (1997 – 2005)
Congressional Liaison for Congress Meeks

Enphront Veterans Homeless Housing Services (2002-Present)
Founder/ Chair

Hurricane Sandy Disaster Long Term Recovery Inc. (2012-Present)
Lutheran Medical Center (Brooklyn New York)
President of the Far Rockaway NAACP Branch (1999 - 2014)
(Retired)

Skills

- ▶ Dr. Edward Williams, is Chairman, Chief Executive Officer of several organizations.
- ▶ Possesses excellent leadership skills
- ▶ Obtains the ability to run an organization smoothly

SCHOOL TRUSTEE BACKGROUND INFORMATION

Each proposed or prospective charter school board member must provide the information requested below.

Name: Eva Duzant

Charter School Name: Rockaway Community Charter School

Charter School Address: CSD27, Queens

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member**

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.

3. Please affirm that you have 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. I affirm.

4. For more than four years the founding members have been making public presentations to inform residents of the Far rockaway Community about their intent to open a charter school that addresses the needs of Middle School aged students. I have always been involved in promoting those meetings and so when Dennie Wilson approached me to be a member, I embraced the opportunity. I believe that my lifelong experience on serving on other committees would be an asset to the Board of Trustees.

5. Please explain why you wish to serve on the board.

I believe that an effective Board of Trustees is one that is diversified in terms of the different talents that one brings to the table. I have always supported efforts to improve education among young children and so as an educator myself and a Certified Public Accountant, I believe that I will be an asset to the Rockaway Community Charter School.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:
Professional relationship

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

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This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I will follow the guidelines specified in the Code of Ethics and By-Laws governing the school and its executive board

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

I understand that The Rockaway Community Charter School (RCCS) is committed in preparing every student for the world of the future. All students will receive the necessary support and encouragement to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship. Collaboratively, students, families and staff will work together as a learning community to establish the parameters needed to bring each student to his/her full potential by establishing the expectation of "Excellence Is The Only Option". The founders of this school believe that each child is a unique individual who needs a secure, caring and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically and socially.

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collaborative teaching, which will be a tremendous help in meeting the needs of a large ELL population, and students with special needs.

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Other

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22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies

23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Eva Duzant (EVA DUZANT) (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Eva Duzant

8/2/14

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

Eva G. Duzant

- Assistant Pastor of The Southern Baptist Church, NYC

223-01 Linden Blvd.
Cambria Heights, NY 11411

1.718.949.5281

www.evaduzant.net/

OBJECTIVE:

REV. DUZANT is the president of the Southern Baptist Church credit union, a member of the willing worker chorus. Rev. Duzant organized and started the discipleship class at the Southern Baptist church. She serves as the president of the Cambria Heights Development Corp and is a member of the 232nd Street Block Association. This is an informational resume for Eva G Duzant.

EXPERIENCE

1995- Present

The Southern Baptist Church Credit Union

President

- *Maintained order within the group*
- *Organized meetings between different agencies and churches*
- *Oversaw 8 employees in dealing with sensitive financial material*

2006- Present

Cambria Heights Development Corp.

President

- *Consulted on developmental projects and associations*
- *Track and research of all neighborhood fiscal developments*
- *Maintained positive business relationships with Business owners, public figures, and citizens.*

1982-Present

E. G. Edwards & Associate Inc.

Accounting & Taxation corp.

Founder and CEO

- *Responsible to handle the company's financial decisions*
- *Management of the accounting division*
- *Reviewed tax documents for the company*

2002-2007

NY Board of Education

Mathematics Teacher

- *Create lesson plans*
- *Organized multiple classes*
- *Reviewed assignments for students*
- *Prepared many different students for their next grade level.*

EDUCATION

1982-1984

Queensborough Community College

A.A. Business Administration

1985

St John's University

B.S. In Accounting and Taxation

1999-2002

St John's University

M.S. In Education

- > Mathematics Major
- > Certificate in Computer technology

2011-2014

New Brunswick Seminary

Master of Divinity

REFERENCES

References are available upon request.

SCHOOL TRUSTEE BACKGROUND INFORMATION
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Dr. Rao Addagada

Charter School Name: Rockaway Community Charter School

Charter School Address: CSD27, Queens

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member**

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.
4. For more than four years the founding members have been making public presentations to inform residents of the Far rockaway Community about their intent to open a charter

school that addresses the needs of Middle School aged students. I have always been involved in promoting those meetings and so when Dennie Wilson approached me to be a member, I embraced the opportunity. I believe that my lifelong experience on serving on other committees would be an asset to the Board of Trustees.

5. Please explain why you wish to serve on the board.

I am a retired Chief Surgeon from a leading New York City Hospital, and founder of Spartan Medical College. I have known Dennie Wilson for more than ten years and I embrace the opportunity to serve on the board of trustees for the Rockaway Community Charter School. As a health professional, someone who has extensive board experience, and my ability to raise funds are all ways in which I can contribute to RCCS.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:
Professional relationship

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.

This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I will follow the guidelines specified in the Code of Ethics and By-Laws governing the school and its executive board

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

I understand that The Rockaway Community Charter School (RCCS) is committed in preparing every student for the world of the future. All students will receive the necessary support and encouragement to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship. Collaboratively, students, families and staff will work together as a learning community to establish the parameters needed to bring each student to his/her full potential by establishing the expectation of "Excellence Is The Only Option". The founders of this school believe that each child is a unique individual who needs a secure, caring and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically and socially.

19. Please explain your understanding of the educational program of the charter school.

The school's educational program is one that offers a rigorous standards driven curriculum that prepares students to succeed in middle school, high school and beyond. RCCS's Educational program embraces STEM as a means of exposing youngsters to 21st century skills in Science, Technology, Engineering and Math. These are all critical elements that are needed for success in changing global economy. RCCS program of instruction allows for differentiation, project based learning, collaborative teaching, which will be a tremendous help in meeting the needs of a large ELL population, and students with special needs.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school is one that has clear, measurable academic performance standards by which the school can be evaluated. Such school must be accountable both financially and for the health and safety of all students. All Federal and State educational laws must be complied with. The school must offer a challenging academic program with a variety of assessment methods to measure students' progress.

Other

- 21 Please explain your understanding of the appropriate role of a public charter school board member.

The role of a public charter school board member includes Fulfilling governance functions, reaching out to the community, Giving time and money, and Using skills and expertise on behalf of the organization

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies

23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, ADDAGADA C. RAO (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Addagada C. Rao

Aug 16 '14

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

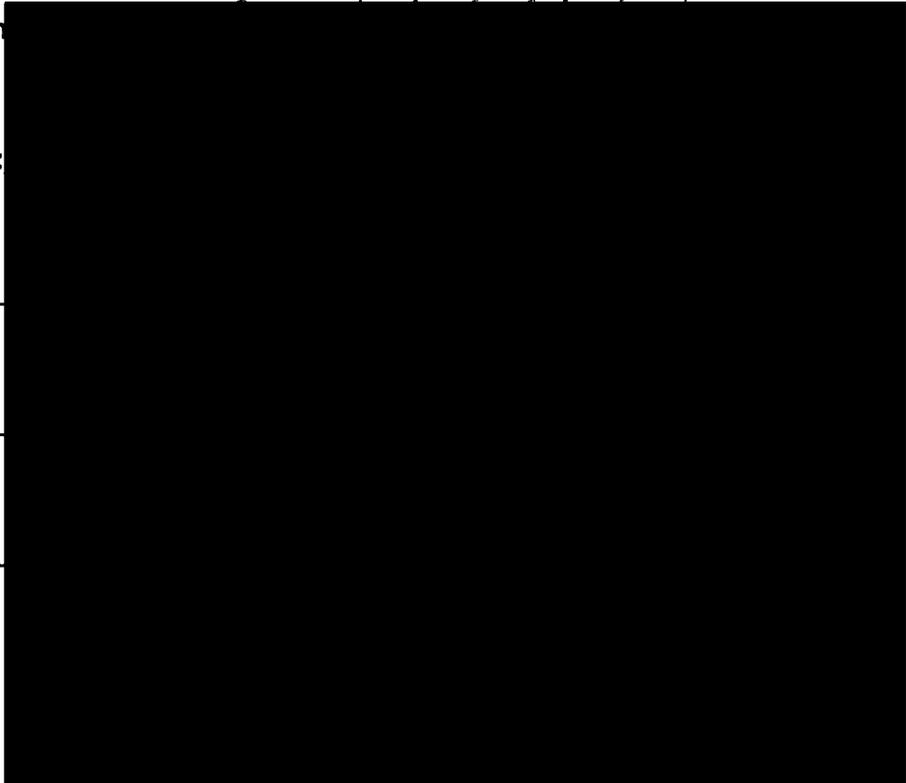
Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____



Curriculum Vitae

ADDAGADA C. RAO, M.D.

Birthdate: October 5, 1941
Birthplace: Gantur, India
Citizenship: USA

Licensure: New York License, 1972 #111527; Current
Date of Issue: June 3, 1966, Andhra Pradesh, India #2618
Date of Last Re-registration not required
Registration: Full Registration, United Kingdom
General Medical Council, 1966, #1452347
Educational Council for Foreign Medical Graduates, Certificate #72314
Board Certification: 1974, American Board of Surgery

Family: Married, wife Anantha
Children: Mohan; Nitin; and Neeraj

Office:



Home:



Medical Education:

July 1959-June 1960: Pre-Medical Course at
Guntur Medical College, Guntur, India
1960-1965: Five-year Medical Course at
Guntur Medical College, Guntur, India
July 1965- June 1967: Rotating Internship at
General hospital, Guntur, India
July 1966- June 1967: Rotating Internship at Booth Memorial Hospital,
Flushing, NY
July 1967-June 1972: Five Years Residency in General Surgery
Completed at Wyckoff Heights Medical Center, Brooklyn NY
January 1970- June 1970: Postgraduate course in surgical anatomy at
SUNY Downstate Health Sciences Center, NY
April - November 1972 Albert Einstein College of Medicine
May - June 1974 Albert Einstein College of Medicine
November 1-3, 1974 Albert Einstein College of Medicine
October 30-November 26, 1973: Harvard Medical School, Boston
Intensive Refresher Course in Surgery

Physician /Surgeon in the community for over 40 years
Community Activist

Academic Appointments:

- 1972-1974: Clinical Instructor in Surgery, SUNY Downstate Health Sciences Center
- 1974-1975: Assistant Clinical Professor, SUNY Downstate Health Sciences Center
- 1972-1975: La Guardia Hospital, Associate Attending in Charge of Surgical Emergency Department; Assistant to Director of Surgery; Resident assignment – Teaching and Departmental Administration
- 1972-1984: Assistant Director of Surgery, Wyckoff Heights Medical Center (WHMC)
- 1984-1988: Associate Director of Surgery, WHMC
- 1988-~~present~~²⁰¹²: Chairman and Director, Department of Surgery, WHMC
- 2008- 2009 President, Spartan Health Science University School of Medicine; St. Lucia, WI

Professional Memberships:

- Fellow, American College of Surgeons
- Executive Member, Triboro Association of Surgical Directors
- Member, Executive Council, Brooklyn Surgical Society
- Member, Former President, Brooklyn Surgical Society
- 1974- 1980: Executive Council of Young Surgeons, American College of Surgeons, Brooklyn / Long Island Chapter

Teaching Experience:

- 1974- 1980: Surgical Proctor for Rotating Medical Students from Gualdalajara Medical School
- 1988 to present: Establishing curriculum for students rotating on an elective basis from Philadelphia College of Osteopathic Medicine and New York College of Osteopathic Medicine
- 1993-1994: Institutional Program Director for affiliated M.D. program from Albert Einstein/ Bronx Lebanon Medical Center residents rotating through Wyckoff Heights Medical Center
- 1997-2000: Program Director for Surgery (D.O. program) at Wyckoff Heights Medical Center

Awards and Citations:

- 1989: New York State Assembly, Outstanding Citizen in Community
- 1989: Dr. Isadore Caputo Award for Outstanding Physician in Community
- 1992: Achievement Award by Non-Resident Indian Institute, London, England for International Excellence
- 1993: Philip Zoller Teaching Award, Excellence in Education, WHMC
- 1995: New York College of Podiatric Medicine, Leadership Award for Advancing Podiatric Medical Education
- 2008 Named to List of Top Doctors in New York

Institutional Responsibilities current and previous:

- 1972-2012 Teaching Attending at Wyckoff Heights Medical Center
- 1974-1984: Assistant Director, Department of Surgery, WHMC
- 1984-1988: Associate Director, Department of Surgery, WHMC
- 1988-2/12: Chairman and Director, Department of Surgery, WHMC

2004 – Present: Trustee Wyckoff Heights Medical Center

Administrative Duties, Including Committees, Wyckoff Heights Medical Center

- 1972-2/12:: Member Cancer Committee
- 1972-2/12:: Member Quality Assurance Committee
- 1974-2/12:: Member Medical Board
- 1978-1987: Chairman Surgical Case Review (Tissue Committee)
- 1979-1984: Physician Advisor, P.S.R.O., Peer Review Organization
- 1984-Present: Institutional Advisor, Surgery, IPRO

Elected Offices:

- 1987-1988: President of Wyckoff Heights Medical Society
- 1991-1992: President of Medical Board, WHMC

Research Support:

- 1974-1978: Primary Institutional Investigator, WHMC Brooklyn Breast Cancer Demonstration Network, Dr. Ann Carter, Principal Investigator

Publications:

- a. "Prophylactic Nasogastric Tube Decompression – Is Its Use Justified?" – Craig Schwartz, D.O., Albert Heyman, D.O., A.C.Rao, M.D., Southern Medical Journal August 1995, Volume 88, No. 8
- b. "Metastatic Ovarian Carcinoma Presenting as a Large Liver Cyst". Y. Arya, M.D., American Journal of Gastroenterology, September 1995, Volume 90, Number 9
- c. "Cutting seton for Pilonidal Disease: A New Approach", A.C. Rao, M.D. Tech Coloproctol (2006) 10: 242-244 Published online September 20, 2006
- d. "Inkwell Pancreaticojejunal Anastomosis After Pancreaticoduodenectomy" A.C. Rao, M.D., G.Gabriel, M.D., J. Serrano, M.D., R. Benedicto, M.D.
- e. "Hyperitoneum From A Leaking Pseudoaneurysm Of The Left Gastric Artery Secondary To A Pancreatic Pseudocyst" A. Chendrasekhar, D. Perri, P. Erachshaw, A.C. Rao. The Internet Journal of Surgery. 2007
- f. "Infected Urachal Remnant Causing Necrotizing Fasciitis of the Lower Abdominal Wall" A. Chendrasekhar, N. Patel, P. Erachshaw. A.C. Rao. The Internet Journal of Surgery. 2007
- g. "Discovery of a case of Waugh's syndrome during a mission to Haiti" Gerard Baltazar, Cyril Sahyoun, Jacklin Sime, Marlon Bitar, Jerry Bitar, A.C. Rao. 2011

Other Activities past and present:

- Live Member of Association of Indians in America (AIA)
- President of Association of Indians in America (N.Y.) 1979
- Founder Member of Hindu Temple Society, Flushing, N.Y.
- Member National Advisory Council of South Asian Affairs, Washington, D.C.

**Attachment 5b - Board By-Laws
Rockaway Community Charter School (RCCS)**

ARTICLE I:

Section 1: The Name of the Corporation is the Far Rockaway Community Charter School (hereinafter the” **Corporation**” or “**School**”).

Section 2: Structure: Rockaway Community Charter School (the “Corporation”) is a non-stock, non-profit corporation organized under the laws of the State of New York. The Articles of Incorporation of the Corporation (as amended from time to time, the “Articles of Incorporation”) will be filed upon approval of the Corporation’s charter application to New York State Education Department (NYSED) and the Board of Regents of the University of the State of New York.

ARTICLE II

GENERAL PROVISIONS

Section 1: Charter: The name and purpose of the School shall be set forth in its Charter, as amended from time to time. The Charter is hereby made a part of these By-Laws, and The powers of the School and of its Board of Trustees, and all matters concerning the conduct and regulation of the affairs of the School shall be subject to such provisions in regard thereto, if any, as are set forth in the Charter. In the event of any inconsistency between the Charter and these By-Laws, the Charter shall be controlling as will the Charter Laws of the State of New York, as amended. All references in these By-Laws to the Charter shall be construed to mean the Charter as from time to time amended.

Section 2: Fiscal Year: Except as from time to time otherwise determined by the Trustees of the School, the fiscal year of the School shall be July 1 to June 30.

Section 3: Principal Office: The Corporation’s principal office shall be at the principal location of the Rockaway Community Charter School or at such other place as the Board may select by resolution or amendment of the By-Laws. The Secretary shall note any change in office on the copy of the By-Laws maintained by the Secretary. The Trustees may establish places of business in New York or elsewhere as is permitted by law.

ARTICLE III

MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the “**Trustees**”) of the School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the “**Board**”).

ARTICLE IV

BOARD OF TRUSTEES

Section 1: Powers: The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of the New York Charter Schools Act of 1998, as amended (the “**Education Law**”), the New York Not-for-Profit Corporation Law, the Corporation’s

Charter and these By-Laws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these By-Laws, and the following specific powers:

- (a) To nominate, elect and remove Trustees;
- (b) To appoint and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation.
- (c) To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
- (d) To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
- (e) To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
- (f) To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
- (g) To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
- (h) To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
- (i) To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these By-Laws;
- (j) To appoint and/or remove the school's Principal; and
- (k) To delegate, from time to time, powers to the Principal in accordance with these By-Laws to the extent permitted by law and by the Charter.

Section 2: Number of Trustees: The Board of Trustees shall consist of not less than five or more than fifteen individuals (excluding ex-officio and honorary members), provided that at all times there shall always be an odd number of Trustees. The Board of Trustees may include, but is not limited to, a parent/guardian representative, interested members of the community. The parent representative shall serve as a member of the Board of Trustees with power to vote.

Section 3: *Election of Trustees*

(a) *Initial Trustees:* The initial Trustees shall be the persons named in the Certificate of Incorporation and shall serve until the first annual meeting of Trustees. At the first annual meeting the Board shall determine the number of Trustees to serve on the Board and shall determine their terms of office. The initial terms of office of one third of the total number of Trustees shall be one year. The initial terms of office of one third of the total number of Trustees shall be two years and the initial terms of office of one third of the total number of Trustees shall be three years. At the expiration of the initial terms of office, all terms of office of all Trustees shall be three years.

(b) *Election*: The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.

(c) *Eligibility*: In order to be eligible for election, a person must be nominated by a then existing Trustee. The Board may elect any person who in the Board's discretion the Board believes will serve the interests of the Corporation faithfully and effectively.

(d) *Interested Persons*: Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son - in-law, mother-in-law or father-in-law of any such person.

(e) *Term of Office*

(1) A Trustee's term of office shall be three (3) years (a "**Term**"); provided, however, that any Trustee elected to fill an unexpired term (whether resulting from the death, resignation or removal or created by an increase in the number of Trustees) shall hold office for the remainder of such unexpired term.

(2) A Trustee may serve up to three (3) consecutive Terms and then must take one (1) year off before being considered for another term of service.

(3) A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the By-Laws, or other Board action.

(4) A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the By-Laws or other Board action.

(f) *Time of Elections*. The Board shall elect Trustees whose terms begin on September 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

Section 4: Removal and Resignation of Trustees: The Board may remove a Trustee in accordance with the provisions of the Education Law and the Not-for-Profit Corporation Law. Any Trustee may resign by delivering a written resignation to the Chairperson or the Secretary or to the School at its principal office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time. To facilitate the election of new Trustees, the School formally encourages Trustees intending to resign or to decline nomination to provide notice the Trustee's intent before June. Any Trustee may be removed from office with or without cause by an affirmative vote of a majority of the trustees then in office. A Trustee may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Trustees.

ARTICLE V

MEETINGS OF THE BOARD

Section 1: *Place of Meetings:* Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

Section 2: *Annual Meetings:* An Annual Meeting shall be held in the month of June in each year for the purpose of electing Trustees (if expirations or vacancies occur), electing officers, making and receiving reports on corporate affairs, and transacting such other business as may be brought to the Board.

Section 3: *Regular Meetings:* Regular Meetings shall be held at a minimum of monthly throughout the year and at other times as the Board determines.

Section 4: *Special Meetings:* A Special Meeting shall be held at any time called by the Chairperson, or by any Trustee upon written demand of not less than one-half of the entire Board.

Section 5: *Adjournment:* A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 6: *Notices of Meetings:* Public notice of meetings shall be given as required by law. Notice of the date, time, and place of all regular and special meetings of the Trustees shall be given to each Trustee by the Secretary or, in case of the death, absence, incapacity or refusal of the Secretary, by the Officer or one of the Trustees calling the meeting. Such notice shall be given to each Trustee in person, by mail or by telephone, telegram, facsimile transmission, or electronic mail sent to such Trustee's usual or last known business address, home address or e-mail address at least seven (7) days in advance of the meeting, provided that notice of Special Meetings to discuss matters requiring prompt action shall be given no less than 72 hours in advance of the meeting. Except as required by law, notice of any meeting of Trustees need not be given:

(a) To any Trustee who, either before or after the meeting, delivers a written waiver of notice, executed by the Trustee (or the Trustee's attorney there unto authorized), which is filed with the records of the meetings; or

(b) To any Trustee who attends the meeting and who, either prior to the meeting or at its commencement, fails to protest the lack of such notice. Except as otherwise required by law, the Charter, or these By-Laws, a notice or waiver of notice need not specify the purpose of any regular or special meeting unless such purpose is:

- (1) The amendment or repeal of any provision of the Charter or these By-Laws; or
- (2) The removal of a Trustee or an officer.

Section 7: *Waiver of Notice:* Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the

meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

Section 8: *Open Meeting Laws:* All meetings of the Trustees shall be conducted in accordance with the

Open Meeting Law of the state of New York, as amended from time to time, or any successor statute.

(a) No quorum of the Board of Trustees shall meet in private for the purpose of deciding on or deliberating toward a decision on any matter, and (b) No executive session shall be held until:

(1) The Board of Trustees shall have first convened in an open session for which notice shall have been given in accordance with law;

(2) A majority of the Trustees at such meeting shall have voted to go into executive session;

(3) The vote of each trustee shall have been recorded on a roll call vote and entered into the minutes; and

(4) The Chairperson (or other person presiding over the meeting) shall have cited the purpose of the executive session and shall have stated whether or not the Board of Trustees shall reconvene after the executive session. Executive sessions may be held only for purposes permitted by law.

Section 9: *Quorum:* Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

Section 10: *Action by the Board*

(a) *Actions Taken at Board Meetings:* Except as otherwise provided by statute or by these By-Laws, the vote of a majority of the total voting power of the Board of Trustees shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

(b) *Board Participation by Other Means:* In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the charter school. To the extent permitted by the Public Officers Law, Trustees participating by means of videoconferencing may be counted toward achieving a quorum. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than those in-person or participating by live video-conferencing may not vote.

Section 11: *Committees*

(a) *Appointment of Committees:* The Board may create committees for any purpose, and the Chairperson shall appoint members to and designate the chairs of such committees.

(b) *Authority of Board Committees:* The Chairperson may delegate to a Board Committee any of the authority of the Board, except with respect to:

(1) The election of Trustees;

- (2) Filling vacancies on the Board or any committee which has the authority of the Board;
- (3) The fixing of Trustee compensation for serving on the Board or on any committee;
- (4) The amendment or repeal of By-Laws or the adoption of new By-Laws; and
- (5) The appointment of other committees of the Board, or the members of the committees.

(c) *Procedures of Committees*: The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these By-Laws with respect to the calling of meetings and the conduct of meetings.

(d) *Committees*: Committees of the Board will include but are not limited to the Executive Committee, the Finance and Legal Committee, the Educational Accountability and Technical and Infrastructure Committee, and the Community Outreach Committee. Each Committee member shall hold office for one year and until a new member is appointed.

Section 12: Standard of Care

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

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

- (1) One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
- (2) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person’s professional or expert competence; or
- (3) A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation’s Charter or By-Laws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and in accordance with the Standard of Care, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

(c) *Investments*. In investing and dealing with all assets held by the Corporation for investment, the Board shall, in accordance with the Standard of Care, consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

Section 13: Rights of Inspection: Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation,

provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 14: *Participation in Discussions and Voting:* Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

Section 15: *Duty to Maintain Board Confidences:* Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VI OFFICERS

Section 1: *Officers:* The Officers of the Corporation consist of a Chairperson, a Treasurer and Secretary. The Corporation also may have such other officers, including one or more Vice Chairpersons, as the Board deems advisable.

Section 2: *Election and Tenure:* The Chairperson, Treasurer and Secretary shall be elected every three years by the Board of Trustees at the annual meeting. Other officers, if any, may be elected by the Board of Trustees at any time. The fact that an individual is currently serving in any office shall not create any presumption that such individual shall be nominated for such office in any subsequent year. If the office of the Chairperson, Treasurer or Secretary becomes vacant, the Trustees shall elect a successor. Each such successor shall hold office for the unexpired term and, in the case of the Chairperson, Treasurer and Secretary, until a successor is chosen and qualified, or in each case, until the officer dies, resigns, is removed, or becomes disqualified.

Section 3: *Resignation and Removal:* Any officer may resign by delivering a written resignation to the Chairperson or the Secretary or to the School at its principal office. Such resignation shall be effective upon receipt unless it is specified to be effective at some later time. Any officer may be removed from office with or without cause by an affirmative vote of a majority of the Trustees then in office. Any officer may be removed, for cause only after reasonable notice and an opportunity to be heard by Board of Trustees.

(a) Chairperson of the Board. The Chairperson shall preside at all meetings of the Board of Trustees, except as the Trustees otherwise determine. The Chairperson shall have such other duties and powers as the Board of Trustees or Executive Committee shall determine. With the approval of the Executive Committee, the Chairperson shall appoint all Standing and Special Committees, may fill vacancies in these Committees, and may remove any members of these Committees for any reason. The Chairperson may call meetings of the Executive Committee, and shall call such meetings at any request of two members of Executive Committee. In the absence

of the Chairperson, or if at any time the office of Chairperson is vacant, the Secretary may discharge any or all of the duties of the Chairperson including the Chairperson's functions as a member and chair of the Executive Committee.

(b) Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and By-Laws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the By-Laws; and have such other powers and perform such other duties as the Board may prescribe.

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

ARTICLE VII INDEMNIFICATION

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

Section 1: *Indemnification of Corporate Agents:* Generally the Rockaway Community Charter School Charter

School, to the extent legally permissible and only to the extent that the status of the School as exempt from federal income taxation under Section 501(c)(3) of the Code is not affected thereby, shall indemnify each person who may serve or has served at anytime as a Trustee, Officer or agent of the Board and may to the extent authorized by the Board of Trustees by an affirmative vote of a majority of the Trustees entitled to vote indemnify an employee of the School (collectively, "**Indemnified Officers**" or individually, "**Indemnified Officer**"), against all expenses and liabilities, including, without limitation, counsel fees, judgments, fines, excise taxes, penalties and settlement payments, reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit, or proceeding whether civil, criminal, administrative, or investigate (a "**Proceeding**") in which an Indemnified Officer may become involved by reason of serving or having served in such capacity (other than a Proceeding voluntarily initiated by such person unless a majority of the full Board of Trustees authorized the Proceeding); provided, however, that no indemnification shall be provided to such Indemnified Officer with respect to any matter as to which such Indemnified Officer shall have been finally determined in any Proceeding:

- (1) to have breached the Indemnified Officer's duty of loyalty to the School;
- (2) not to have acted in a good faith in the reasonable belief that such Indemnified Officer's action was in the best interest of the School;
- (3) to have engaged in intentional misconduct or a knowing violation of law; or
- 4) (a) to have engaged in any transaction from which the Indemnified person derived an improper personal benefit; and further provided that any compromise or settlement payment shall be approved by the Board of Trustees.
- (b) Authorization. The payment of any indemnification shall be conclusively deemed authorized by the School under this Section, and each Trustee and officer of the School approving such payment shall be wholly protected, if:
- (1) the payment has been approved or ratified by a majority vote of the Trustees who are not at time parties to the proceeding; or
- (2) the payment is made in reliance upon the opinion of independent legal counsel (who may be counseled to the School) appointed by majority of the Trustees then in office; or
- (3) a court having jurisdiction shall have approved the payment.
- (b) Heirs, Executors and Administrators. The indemnification provide hereunder shall inure to the benefit of the heirs, executors, and administrators of any Indemnified Officer entitled to indemnification hereunder.
- (c) Non-Exclusive Rights. The right of indemnification under this Article VII shall be in addition to and not exclusive of all other rights to which any person may be entitled. Nothing contained in this Section shall affect any rights to indemnification to which School employees, agents, Trustees, officers and other persons may be entitled by contract or otherwise under law.
- (d) Adverse Amendments. No amendment or repeal of the provisions of this Article VII that adversely affect the right of an Indemnified Officer under this Article VII shall apply to that Indemnified Officer with respect to the acts of omissions of such Indemnified Officer that occurred at any time prior to such amendment or repeal, unless such amendment or repeal was voted for by or was made with the written consent of such Indemnified Officer.

ARTICLE VIII

SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("**Interested Trustee(s)**"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general Standard of Care: A transaction which is part of a public or charitable program of the Corporation, if the transaction,

(a) is approved or authorized by the Board in good faith and without unjustified favoritism, and
 (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE IX OTHER PROVISIONS

Section 1: *Fiscal Year:* The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

Section 2: *Execution of Instruments:* Except as otherwise provided in these By-Laws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 3: *Checks and Notes:* Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by any Trustee or officer of the Corporation as authorized by the Board of Trustees. All checks issued by the school shall be signed by authorized Trustees or officers.

Section 4: *Construction and Definitions:* Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these By-Laws. Without limiting the generality of the foregoing, words in these By-Laws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these By-Laws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

Section 5: *Conflict of Interest:* Any Trustee, Officer, key employee, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her Interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall include:

(a) Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and,

(b) Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an “interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

Section 6: *Disposition of Assets:* Upon the dissolution of the Corporation, any assets remaining shall be disposed of in strict compliance with the requirements of Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions at that time.

**ARTICLE X
AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these By-Laws. These By-Laws may be altered, amended or repealed, or new By-Laws may be adopted, by an affirmative vote of a majority of trustees then in office, at any annual meeting of the Trustees or special meeting of the Trustees; provided, however, that notice shall be given in the notice of the meeting that an alteration, amendment or repeal of the By-Laws, or that new By-Laws may be adopted, will be proposed.

CERTIFICATE OF SECRETARY

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

Secretary

Dated: _____

Attachment 5c - Code of Ethics
Rockaway Community Charter School (RCCS)

A code of ethics for the Rockaway Community Charter School: setting forth for the guidance of its trustees, officers and employees, the standards of conduct expected of them, including standards with respect to disclosure of conflicts of interest regarding any matter brought before the board of trustees.

Members of the Rockaway Community Charter School (RCCS), including the members of the Board of Trustees, have the responsibility to protect the best interests of the school and behave in ways that are both honest and ethical regarding the school. The Board of Trustees will set the policies of RCCS and it will be the role of the Principal to implement these policies in the school. The Board of Trustees will hold the principal responsible for the overall administration and operation of RCCS. The Principal will keep the Board informed about all aspects of the school through report, presentation, briefings, committee meetings, and regular contact by phone and email. The trustees, officers, and employees of RCCS shall at all times comply with the following Code of Ethics:

□ The Board of Trustees (the "Board") shall conduct its affairs subject to the Charter Schools Act, applicable provisions of the Education law, provisions of the Not-For-Profit Corporation Law made applicable to education corporations by section 216-a of the Education Law and federal law and regulations related to the School's I.R.C. 501(c)(3) status, applicable provisions of the General Municipal Law including to the extent required by Education Law section 2854(1)(f), as well as the school's charter and bylaws and other applicable provisions of law and regulations. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

□ Trustees, officers and employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board or the school. If a Trustee inadvertently engages in such activities, such Trustee shall promptly notify the Board in writing of such activities and shall disclose all known facts prior to participating in a Board discussion of these matters.

Trustees, officers and employees shall make full disclosures whenever there may be a conflict of interest with respect to a matter under discussion or consideration by the Board or job duties, as applicable.

Any trustee, officer or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the Charter School of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

Every paid or unpaid employee and/or members of the Board of Trustees must respect the opinions of all members of Rockaway Community Charter School community.

No trustee, officer or employee shall:

Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any charter, whereby his compensation is to be dependent or contingent upon any action by such charter school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars 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 influence him/her, 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. Gifts from students that are purely sentimental in nature are acceptable. Also, letters or cards expressing gratitude to employees or members of the Board are acceptable.

- Communicate with the school on behalf of a person or a firm unless such communication is part of their official duties for the school

- Use confidential school information for a nonschool purpose or disclose it to a private person or a firm for non-school purposes. This includes any information that is discussed in executive leadership or executive committee meetings.

- Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests

- Have an interest in any for-profit contract with the school

- Have a financial relationship with supervisors or subordinates outside their employment relationship with the school and the Board unless approved by the Board

- Act in connection with any lawsuit or administrative hearing as a lawyer or an expert for a private interest if the school interest is involved

- Hold any investments in conflict with the official duties, engage in private employment in conflict with official duties or seek future employment to the extent any of these activities are prohibited by Education Law section 2854(1)(f) and relevant attendant General Municipal Law

Trustees, officers and employees may:

- Work on political campaigns on non-school time; however, Trustees, officers or employees never may ask a subordinate, a student or a parent/guardian of a student to work on or give to any political campaign

- Have contracts with not-for-profit entities, such as charter management organizations, partners and founding organizations, but must be disclosed

Any such trustee, officer or employee who shall knowingly and intentionally violate any of the provisions of this code may be suspended or removed from office.

The Board, or a board of ethics, which it may establish, shall render advisory opinions to Trustees, officers and employees with respect to the code of ethics.

This Code of Ethics will be distributed to all employees upon hiring by the school and to all officers and Trustees upon appointment to the Board, and each such person will be required to abide by this Code. If amendments are made to the Code of Ethics, all employees, officers and Trustees shall receive an updated copy. Time will be allotted at an appropriate Board and staff meeting to explain the Code. The School Leader shall serve as the compliance officer to ensure compliance with the Code of Ethics; one Trustee (with no affiliation with the school's partner organization) shall be appointed to oversee the Principal in this role.

We, the undersigned, have received the Code of Ethics for the Rockaway Community Charter School and agree to comply with its provisions:

_____	_____
<i>Signature</i>	<i>Date</i>

_____	_____
<i>Signature</i>	<i>Date</i>

_____	_____
<i>Signature</i>	<i>Date</i>

_____	_____
<i>Signature</i>	<i>Date</i>

_____	_____
<i>Signature</i>	<i>Date</i>

_____	_____
<i>Signature</i>	<i>Date</i>

_____	_____
<i>Signature</i>	<i>Date</i>

_____	_____
<i>Signature</i>	<i>Date</i>

Attachment 8a: Hiring and Personnel Policies and Procedures Rockaway Community Charter School

Rockaway Community Charter School (RCCS) believes in, and is committed to the principles of equal opportunity and Affirmative Action. It is the policy of RCCS to affirmatively recruit and select employees in accordance with the requirements of the job. RCCS shall not discriminate on the basis of race, color, creed, religion, national origin, sex, age (except when age is a bona fide criterion for employment), veterans' status, sexual orientation, or disability. Disabled individuals are encouraged to apply for positions provided such disability, with reasonable accommodation, does not preclude the employee from performing the essential function of the position. RCCS policy on nondiscrimination applies to all programs, activities, and personnel actions, including promotions, demotion, transfers, recruitment, reduction-in-force, terminations, recall, rate of pay, and other benefits and selection for training and career development. It is also the policy of RCCS to provide a work environment free from unlawful discrimination and harassment in any form.

Recruitment and Hiring:

RCCS selects applicants for employment on the basis of experience, character, alignment with the School's mission and philosophy, necessary credentials, and ability to perform their required duties. The School is committed to evaluating each applicant and employee on the basis of personal skill and merit. The School will make every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all of its working relationships. RCCS will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsifications or omissions of any information or date on an employment application may result in exclusion from further consideration for employment and/or termination of employment.

The School uses several sources to generate a pool of qualified applicants once a determination has been made that a vacancy exists. These sources include but are not restricted to the New York City Charter Center Job Posting Board, New York Times, Educational Job Fairs, Rainbow Push, Wall Street Project Diversity Career Fair, www.newyorktimes.com, The National Urban League and the New York Urban League. These venues will provide RCCS with myriad opportunities to recruit qualified candidates with the requisite skills to execute functions in the occupational categories of Payroll, Fiscal, Health, Food, Facility Management, and Transportation Services. New York Times, Rainbow Push, and the National Urban League have a strong record of services to underserved communities. The National Urban League and its affiliate system have provided professional and non-professional minority's access to pre-employment and employment services, which are intended to strengthen the families and children that live in under resourced communities. RCCS will partner with RISE, Teach for America, Columbia University Teacher's College and Medgar Evers College's Education Department, to identify qualified candidates that can uphold the charter school's mission and commitment to educating the children of the Far rockaway community. The applicant team has

experiences working with these organizations and will call upon their contacts to assist in identifying qualified teachers to join the RCCS Team.

Rockaway Community Charter School will also contract with The New Teacher Project (TNTP) to identify, recruit, hire and process teacher candidates. TNTP is a non-profit organization with a mission of ensuring that poor and minority students get equal access to effective teachers. It attempts to help urban school districts and states recruit and train new teachers, staff challenged schools, design evaluation systems, and retain teachers who have demonstrated the ability to raise student achievement. We will use the practices outlined in The School Leader's Toolbox, a collection of resources focused on Recruitment, Evaluation, Retention of High Performers, Performance Accountability, and Building a Professional School Culture used by the nation's top charter school to recruit, manage and support a high-performing teacher workforce.

Eligibility to Teach in a Charter School

Charter school staff members are employees of the charter school, not the school district in which it is located. Except as set forth below, you are a public employee and must be certified, in accordance with requirements applicable to other public schools. RCCS teachers will be required to have NYS Certification in the subject area(s) in which s/he provides instruction. RCCS teachers will be expected to have at least a Bachelor of Arts from an accredited institution of higher education, along with a plan to secure a Masters Degree. RCCS teachers will be expected to support and promote the vision and mission of RCCS. Moreover, they will be expected to exhibit kindness, understanding, and patience. Teachers are expected to hold the students to high standards and to provide them with the skills and encouragement necessary for our students to achieve these standards. STEM experience will be plus for all teachers.

Hiring Procedure

Recruitment: Recruitment for position openings is initiated by the Principal or designee. Job openings will be filled by qualified persons from within RCCS when possible. Preference is given to internal candidates over external candidates when both are equally qualified. However, internal candidates are not guaranteed positions for which they may apply.

Job Postings: Job openings will be posted on the staff bulletin board, intranet and/or web site. RCCS may begin an external search for applicants simultaneously with the job posting.

Interviewing: Applicants will be screened to determine eligibility to become candidates for a job. Job candidates may be interviewed by more than one person, including the position's supervisor. Resumes must be submitted at this point or prior to the interview.

Pre-hire Tests: Depending on the job responsibilities, RCCS may require applicants to participate in screening tests and/or present a professional portfolio in order to verify expertise, and level of proficiency in the applicable area.

References: References will be checked on all candidates to whom job offers may be made, before the offers are made.

Employment Offer Letters: Offer letters may be signed only by the Principal or CAO of the school, with exception of the position of Principal, which will be signed by the Chairperson of the Board of Trustees.

Other steps in the hiring process:

Once an employee has been informed by the Principal that it is the intention of RCCS to hire him/her, the following documents/procedures must be completed/followed. Employment is contingent on providing truthful and complete documentation including the following:

1. Application and resume
2. W-4
3. Fingerprinting as required by New York State law
4. Health questionnaire, Vaccination record and TB clearance
5. Child Abuse clearance
6. I-9 Criminal Background form
7. Confidentiality Agreement Form
8. Academic transcripts and a copy of the diploma from all institutions of higher education
9. All certification and credentialing documentation from any governmental entity
10. Computer Policy Agreement Form
11. Cell Phone policy agreement

Immigration Status: Federal law requires all employers to verify each new employee's identity and legal authority to work in the United States via the INS I-9 Form. All offers of employment are conditional upon confirmation of legal status.

Sexual harassment, which is a form of discrimination, is a violation of Title VII of the Civil Rights Act of 1964 and it is a violation of RCCS policy for any employee, male or female, to sexually harass another employee. Any employee who feels that s/he has been subjected to sexual harassment or discrimination should report it to his/her direct supervisor. If the supervisor fails to take action, then s/he should report such failure to the principal. If the Principal fails to take the proper actions then the employee should report the offense to the Board of Trustees.

Consistent with the federal requirements 41 USCS §§ 701 – 707 for drug free workplace, it will be the responsibility of the Principal to ensure that all charter school employees and new hires are aware of said requirements. Violation will result in dismissal of said employee.

Teacher effectiveness: Students remember a special teacher because of how he/ or she presented him or herself to students. The applicant team will seek teachers that display **self-confidence**; taking pride in his or her work, and striving for excellence. Such individuals know what to teach and how to teach it. Teachers selected by the Principal should demonstrate that they are **good consumers of knowledge** in the sense that they know the subject material and is always searching for new methods and ideas to develop themselves professionally and personally. They must show a track record of **preparedness**; always preparing lessons and materials in advance, following a regular routing, is organized and has activities readily available. They must be **good listeners**; listening to students and engaging them in conversations with one another and with the

teacher as well. RCCS will seek teachers who are **good at motivating** students to learn and to take on projects independently. Teachers will utilize project base learning, differentiation, and will integrate engineering design, technological applications, inquiry and mathematical analysis into the teaching of science, math and other disciplines as required by our STEM framework. RCCS teachers must be **fair**, giving all students a chance to succeed in the classroom even when the conditions at home are not favorable for the student. Teachers must also show a **good sense of humor**, knowing when to laugh at him or herself and when to laugh with the class. Humor within the classroom can ease any frustration that the teacher and/or student may be experiencing at that moment. Each of RCCS's teachers will be one who cares about the students, cares about how students develop as *whole* people, exemplifies what he/she teaches, strives to develop the students into self-teachers, is aware of what the students do and do not know, strives to develop the students into moral individuals, strives to develop the students into self-motivated individuals, strives to develop the students into self-disciplined individuals, challenges the students, is flexible, caters as much as possible to each student's individual needs, works with others to accomplish goals (other teachers and students, parents, etc.).

Job Descriptions

Title: Principal

Reports to: The Board of Trustees

The **Principal** is the instructional leader and manager of Rockaway Community Charter School, and is ultimately responsible for ensuring that the school provides students with the skills, knowledge and experience necessary to succeed academically and socially. To do this, the principal must have the skills needed to adeptly facilitate and collaborate with faculty and staff; experience teaching using alternative pedagogy; ability to identify and use diagnostic and formative assessments; and ability to engage in and support classroom and organizational level inquiry to inform decision making.

Responsibilities:

- Implement educational program/curriculum development.
- Effectively lead RCCS STEM program through implementation
- Monitor the STEM program
- Monitor PBL to ensure engaging students and decreasing off track behavior
- Identify and apply effective instructional strategies.
- Use data to set high learning goals and increase student achievement
- Manage resources and operations to improve student learning
- Coordinate the hiring, retention, promotion, and dismissal of personnel.
- Coordinate the auxiliary services that support instruction.
- Establish productive relationships with parents and community.
- Implement a program for social and emotional development of students that goes beyond academics.
- Understand and effectively work within the legal framework provided by legislative mandate, bureaucratic regulation, and judicial decree.
- Must be informed of current trends in instruction.
- Provide appropriate staff development to support teachers in implementing curriculum and instruction change.
- Provide adequate resources to teachers for curriculum implementation.

- Communicate effectively with parents so the school's curricular and instructional programs are relevant, understood and supported by the community.
- Incorporate all of these activities and understandings in a coherent plan that ultimately leads to improved student learning.

Minimum Qualification:

Ms.Ed. or Doctorate from an accredited college or university.

- At least 3 years paid educational leadership experience
- At least 5 years paid teaching experience or extensive experience working with students in Urban communities.
- Strong written and oral communication skills
- Relentlessness in the pursuit of excellence

Title: Chief Academic Officer

Reports to the Principal

The Chief Academic Officer (CAO) is an instructional, operational and strategic leader who sets the pace for pedagogy, instruction, delivery of lessons, and data driven instruction. The CAO will insure that teachers are supporting language development using SIOP lesson planning ; determine if students are meeting the expectations of the STEM based learning curriculum. The CAO is responsible for supporting and guiding teachers in developing units and lessons that meet the mission of the school. He/she/he must have strong skills in data analysis for creating targeted lesson to improve student performance.

Minimum Qualifications:

- A valid NYS teaching certificate
- A valid NYS SAS or SBL certificate preferred
- Masters Degree; minimum five years teaching, administrative experience a plus.
- Experience teaching grades 6-12 is preferred
- A proven record of successful leadership, coaching, and achievement
- Bilingual in Spanish and English

Preferred Qualities:

- Possess strong leadership and team skills
- Have superb organizational and self-management skills and be able to handle multiple responsibilities effectively
- Training in and implementation of the Common Core State Standards
- Experience with data analysis and using data to target instruction and inform decision making
- Experience in implementing STEM curriculum
- Experience working with , SIOP framework , Dual language experience a plus
- Proven track record of closing the achievement gap

Responsibilities:

1. Data Analysis and Curriculum Alignment

- Implement and support curriculum and assessment procedures as mandated by state and federal guidelines
- Working with other administrators in monitoring the STEM program
- Use data systems to organize and analyze data to be used by school staff to inform decision making, program modification and planning for targeted, differentiated instruction
- Monitor the pacing and implementation of the education program as outlined in the curricular framework
- Support and train content area teachers to increase their knowledge and level of comfort with data, as well as discuss data trends to inform program implementation, modification and planning for targeted and differentiated instruction
- Maintaining policies and practices for grading, reporting, and promotion
- Suggest methods by which to alleviate educational deficits and recommend resources in the development of academic intervention and academic enrichment services
- Be knowledgeable of special education identification process for students being referred to the learning specialist(s)

2. Professional Development

- Establish priorities and a schedule for school wide professional development framework for all content areas for short term and long term goals
- Work closely with the Principal to determine school-wide professional development needs, as well as the individualized professional development needs of staff members, to meet all network and school related goals.
- Provide a wide variety of instructional coaching focused on data analysis, best practices, and targeted and differentiated instruction, as well as high expectations for student achievement and behavior
- Research and provide access to professional development for teachers in order to achieve school-wide academic goals
- Assist teachers in the development and realization of Individual Professional Development Plans
- Establish a culture of constant observation, feedback, constructive criticism and reflection of teaching and learning as a profession

3. Operational Leadership

- Assist Principal in the development of an instructional budget
- Oversee use of materials and resource allocation
- Coordinate all state and school-based assessments
- Implement a test sophistication curriculum school wide

4. Fostering a Culture of High Academic Expectations

- Support teachers in developing parent workshops in all content areas and include parents in the ongoing process of planning and supporting special programs
- Host events and/or workshops for parents, teachers, or students that promote teaching and learning

- Support the teachers in developing field lessons to enhance the curriculum in all content areas

5. Staff Supervision and Evaluation

- Assists the principal in the supervision and evaluation of classroom instruction.
- Demonstrate objectivity in personnel evaluation using formal and informal observations
- Recruits, screens, and assists in the hiring, training, and evaluation of teachers
- Complete any other tasks or duties as assigned by the principal

Title: Assistant Principal of Operations (APO)

Reports to the Principal

The APO of the Rockaway Community Charter School directs and manages the operational and financial affairs of our school.

Responsibilities

- Maintains the overall operational efficiency and the fiscal viability of RCCS
- Oversees the budgeting, marketing, reporting, payroll, benefits and insurance, facilities, and enrollment process and functions of the school
- Manages, updates and maintains accurate financial records, accounting functions, internal controls, audit and tax matters, and expenditures
- Prepares annual financial audits and presents findings to stakeholder groups, monitors and produces various financial reports for the Board of Trustees and external agencies.
- Assists with human resources needs including new applicant screening.
- Manages the implementation and maintenance of various information technologies
- Manages local, state and federal reporting and monitor requirements, working with external vendors, and service providers.
- Coordinates and supervise the collection of data required for preparing reports to the Chartering entity and other appropriate bodies
- Oversees all operational matters including breakfast and lunch, transportation, enrollment lotteries, health requirements and family newsletters.

Qualifications

- Experience with budgeting processes and accounting systems, QuickBooks for Nonprofits,
- Excel, Word, and PowerPoint.
- 4+ years of experience and concrete success managing the operations in a start up, nonprofit, or charter school organization.
- Preference is for candidates with an MBA. Will consider exceptional, experienced candidates with Bachelor's degree in business or accounting.
- Thorough, organized, detail oriented, strategic decision maker is a must.
- Strong written and spoken communication and presentation skills.

Title: Special Education Coordinator (*although not included in the current staff, RCCS is considering filling this position in the future as the number of Special Education teachers increase based on the student population*)

Reports to: Chief Academic Officer (CAO)

Responsibilities:

- Serve as a member of the Instructional Leadership Team
- Ensure all Special Education students receive all services as required by their IEP
- Serve as primary contact with the Committee for Special Education (CSE)
- Deliver applicable special education services throughout the school day, with support from additional special education teachers
- Coordinate for delivery of services from outside providers
- Deliver timely and relevant data on student progress to the School Leader
- Lead pull-out groups, as needed
- Serve as push-in classroom teacher, as needed
- Maintain all relevant records
- Meet with parents, providers and stakeholders to ensure proper certification for all students in need
- When possible, offer additional education support services to non IEP-Students

Qualifications

- Master's Degree in education, special education, or related field;
- Special Education Certification
- Proven ability to plan, organize, and direct special education programs and activities
- At least 3 years of teaching in an urban setting
- Knowledge of and the ability to interpret, apply, and explain current applicable laws, codes, regulations, policies, and procedures relating to special education programs
- Excellent oral and written communication skills; ability to prepare comprehensive narrative and statistical reports

Title: Special Education teacher (s)

Reports to CAO

Responsibilities:

- Supports the learning and achievement of students with disabilities, English language learners, and other struggling students
- Use data to identify students in need of remediation
- Plan instruction with general education teachers to ensure alignment
- Participate in all meetings related to placement and treatment of students
- Maintain complete record of services related to student's special needs

Qualifications:

- Bachelor's degree and teacher certification in special education
- High expectations for student learning and behavior
- Demonstrated success raising achievement of urban students
- Strong classroom management skills
- Commitment to rigorous education

- Familiarity with Core Knowledge curriculum
- Reflective and open to feedback with the desire to continually improve
- A team player undeterred by a fast-paced environment
- Ability to collaborate with other teachers to ensure alignment of instruction and services
- Demonstrated respect and concern for children and their parents and a passion for education
- Strong communication skills with parents
- Fluency in Spanish (preferred)
- Dual certification (preferred)
- STEM experience preferred

Title Administrative Assistant

Reports to the Principal and provides the necessary clerical responsibilities required for the administration of the school district in order to assure the smooth, efficient operation of the middle school office.

Responsibilities:

Perform general tasks such answering phones and delivering messages as necessary to Student / staff, and prepare daily announcements.

- Prepare monthly activity calendar and post on website
- Assist Principal as needed
- Maintain student add/drop information
- Assist teachers with grade program, import grades and print grade cards.
- Verify and check for accuracy monthly time cards and tutoring sheets
- Coordinate and mail student progress reports
- Complete purchase orders for general and teacher supplies, verify bills and forward to Central Office for payment
- Deposit school activity money
- Circulate teacher checkout information at year-end and maintain information regarding inventory, grade books, supply orders for upcoming school year, room repairs and textbook lists.
- Maintain end of semester reports for honor roll, straight “A” list, certificates and trophies
- Maintain lists for end of year club & honors, certificates, scholarship awards, President Education awards, and coordinate award assembly
- Produce name list for eighth grade graduation and assist at ceremony
- Maintain enrollment and attendance information for summer school activities
- Prepare purchase orders for teacher orders for next school year, verify receipt of supplies and forward bills for payment

Qualifications:

- A minimum of a high school diploma or equivalent and experience in word processing, database, and spreadsheets.
- Knowledge of computer usage and modern office practices

- Effective communication techniques and procedures. Communicate effectively in oral and written form.
- Establish cooperative relationships in a calm and tactful manner
- Effectively carry out oral and written directions.

Title: Position: ESL Coordinator (*although not part of the current staff, RCCS is considering filling this position as the number of ELL teachers increase based on the ELL student population*)

Reports to CAO

- Responsibilities
- Provide direct and indirect instruction;
- Long and short-term planning addressing individual needs of students;
- Evaluate students' language acquisition progress;
- Provide an inviting, exciting, innovative, learning environment;
- Establish and maintain classroom management procedures;
- Prepare written reports accurately and submit in a timely manner;
- Effective consultation with parents, students, teachers, and administration;
- Effective professional liaison between school and home when necessary;
- Collaborate with content teachers in lesson planning
- Serve as advisors to students
- Conducts student entry assessments to determine level of English language knowledge and to assign students to appropriate class placement. (Coordinator position only)
- Communicates with Principal, CAO, and teachers to coordinate activities and programs, and exchange information regarding ELL students. (Coordinator position only)
- Coordinates the administration of the NYSESLAT. (Coordinator position only)
- Ensures that ELL state mandates are adhered to. (Coordinator position only)
- Collaborates with the CAO to organize faculty workshops on cultural sensitivity and awareness. (Coordinator position only)
- Collaborates with the CAO to create and review ELL curriculum (Coordinator position only)
- Perform other duties, as deemed appropriate, by the Principal or the Chief Academic Officer

Qualifications

- Master's Degree in ESL or related field; ELL Certification required
- Proven ability to plan, organize, and direct ELL programs and activities
- At least 3 years of teaching in an urban setting
- Knowledge of and the ability to interpret, apply, and explain current applicable laws, codes, regulations, policies, and procedures relating to ELL programs
- Excellent oral and written communication skills; ability to prepare comprehensive narrative and statistical reports

Position: ELL Teacher(s)

Reports to Chief Academic Officer

Responsibilities

- Ensure all ELL Students receive all services ,as needed

- Deliver applicable ESL services throughout the school day
- Deliver timely and relevant data on student progress to the School Leader
- Lead pull-out groups, as needed
- Serve as push-in classroom teacher, as needed
- When possible, offer additional education support services to non ELL-Students
- Design and plan lessons for SIOP
- Co-plan with all program teachers
- Implement and assume responsibility for program activities
- Maintaining and submitting all program related documents
- Use ongoing assessment to plan instruction
- Participate in additional professional development sessions related to the program
- Other duties and responsibilities that the program may require in accordance with the UFT Collective Bargaining Agreement

Qualifications:

- Master's Degree in ESL or related field on a path to receive a Masters Degree; ELL Certification required
- Proven ability to plan, organize, and direct ELL programs and activities
- At least 3 years of teaching in an urban setting
- Knowledge of and the ability to interpret, apply, and explain current applicable laws, codes,
- regulations, policies, and procedures relating to ELL programs
- Excellent oral and written communication skills; ability to prepare comprehensive narrative and statistical reports

Position: Dean of Students and Culture:

Reports to the Principal, and is crucial to the successful and efficient running of the Rockaway Community Charter School: the Dean oversees all discipline, and is instrumental in building a culture of high expectations.

- Manage student emergencies and immediate safety issues
- Responsible for educating students and parents about school discipline policies
- Supervise the Student Honor Board in discipline hearings and other activities
- Communicate with parents following student removals and suspensions
- Build culture of high expectations and staff involvement
- Develop and implement student intervention plans
- Provide social work counseling to students and parents, including the provision of psycho-social assessment and diagnosis of behavioral disabilities with recommendations and/or environmental manipulations at the school, home and/or in the community with periodic re- evaluations
- Organize and manage case conferences involving cooperation with other pupil personnel workers, school personnel and community agencies
- Make referrals to high-quality public and private agencies with appropriate follow-up
- Manage other school support professionals, including the ability to coordinate, plan and lead in-service training
- Maintain appropriate school records and provides written reports and communications

- Lead in-service training and planning

Qualifications:

- Management and supervisory skill and/or training and experience
- Knowledge of adolescent behavior issues and psychology
- Knowledge of community agencies/programs that provide services for adolescents
- Deep concern for fostering constructive adolescent behavior, especially in support of academic achievement
- Bachelor’s degree (Masters preferred)
- Teaching or education program experience preferred
- At least 3 years professional work experience, ideally in a charter school or other K-12 education organization
- STEM experience is a plus
- Strong interpersonal skills
- Strong communication and presentation skills
- Proactive and creative problem solver
- Team-player capable of working both collaboratively and independently

Title: Social Workers/Guidance Counselors/Case Managers

Reports to the Principal and CAO

The Social Worker attends to the emotional and mental health of our students in the building by meeting one-on-one with students, establishing conferences with families, serving as liaison between parents, the school and community organizations and setting the cultural tone of social support in the school. The Social Worker supports the social, emotional and behavioral development of students in the building.

Responsibilities

- Build and maintain connections with students, families, school and community
- Design and implement student growth plans that allow parents to speak with school about how to best support the academic and social development of students
- Identifies and assesses academic problems through analysis of factors impinging on student adjustment including factors in the home, school, and community.
- Develop community connections and support networks to refer students and families for counseling, mentoring
- Lead and create professional development sessions around adolescent development and effective parenting strategies.
- Serves as a liaison between families and the school to positively promote collaborative processes in educational planning for students by encouraging parent/guardian participation in the school setting.
- Strong leadership skills and a demonstrated capacity to work with urban youth
- Ability to train and supervise employees in classroom management, discipline and organization

- Determines and implements appropriate therapeutic strategies to effect changes in behavioral –social interactions of students and their families.
- Provides individual and group therapeutic counseling to students and their families.
- Provides parent/guardian educational workshops on identified issues related to child development, stress reduction, discipline and safety, and teacher/parent/student communication.
- Participates as a member of the IEP, SST, and other school based teams to develop interventions for promoting students’ academic success.
- Conducts home visits related to establishing communication and positive connections between the parent/guardian and school setting around identified issues.
- Completes risk assessments on referred students.
- Completes functional behavior assessments on identified students.
- Provides crisis intervention services
- Serves as liaison with community agencies and assists in fostering communication between schools, parents/guardians, and community leaders.
- Locates and mobilizes community resources to support the educational program.
- Maintain appropriate school records and provides written reports and communications

Qualifications

- Must have Master’s Degree in Social Work, Counseling, Psychology or related field and at least two years experience counseling
- Excellent written and verbal communication skills
- Strong organizational ability

Position: General Education Teachers

Reports to CAO. STEM certification preferred

Responsibilities

- Ensure each classroom is a safe, respectful and rigorous learning environment
- Act as facilitator to project based learning
- Using STEM framework in delivering content
- Deliver exemplary direct and small-group instruction
- Deliver timely and relevant data on student progress to the School Leader
- Utilize all student information systems and grade-books, as requested
- Meet with parents both in and out of school, as needed
- Coordinate with ESL and Special Education Staff, as needed
- Implement effective uses of classroom technology
- Make meaningful contributions to school curricula
- Chaperone field trips
- Perform additional non-instructional duties

Qualifications:

- Masters Degree on a path toward a masters, and current certifications in specific content area or middle/high school education
- 3 years or more of teaching experience in an urban setting.
- STEM experience is a plus

Position: Teaching Assistants

Reports to CAO

Responsibilities include, but are not limited to:

- Ensure each classroom is a safe, respectful and rigorous learning environment
- Act as facilitator to project based learning
- Deliver small-group instruction and tutoring
- Assist all teachers as requested
- Collect timely and relevant data on student progress
- Meet with parents both in and out of school, as needed
- Coordinate with ESL and Special Education Staff, as needed
- In addition to all of the aforementioned, each Teaching Assistant will be assigned to other areas for targeted assistance (i.e., Curriculum Development, Technology, Operations)
- Implement effective uses of classroom technology
- Chaperone field trips

Position: Nurse

RCCS creates and maintains a safe, healthy and supportive academic environment. The nurse in the school monitors and attends to the physical health of the students in the building.

Responsibilities:

- Attend to the medical needs of students, and dispense medication
- Train staff on health related matters
- Maintain student health records, including immunization requirements
- Facilitate workshops and trainings for students, staff and parents on health related issues.

Qualifications:

- Must be a certified nurse preferably with middle school experience

Other levels of employment include:

- Custodians
- School aides
- Security guards

Evaluation Process for Teachers and Leadership Staff: Teachers will be evaluated using “The Framework for Teaching Evaluation Instrument,” a research-validated evaluation instrument for teachers, from Charlotte Danielson. This framework has four domains with 22 components that focus on planning and preparation, classroom environment, instruction, and professional responsibilities. Teachers will be introduced to the Danielson Framework for Teaching Evaluation during August of 2015 Teacher Academy, and will have a series of both formal and informal (walk-through) observations, which will be conducted by the principal and the Chief Academic Officer. Teacher effectiveness will be measured using the four domains and will be explored and enhanced during professional development. Teachers will be undergoing the process of evaluation, which includes a self-evaluation, using a rubric to determine the level of performance effectiveness for individual lessons. All formal observations will be maintained on file and teachers will have an end-of-year evaluation that rates them highly effective, effective,

developing, or ineffective. The second criterion we will use at RCCS is student growth. All teachers will meet with the CAO to set instructional goals as well as student growth targets using data from the previous school year. For example, 6th grade teachers will use 5th grade NYS English Language Arts and Mathematics assessment results to determine their student growth targets. Additionally, teachers will set growth targets using summative assessments to measure various areas of potential student growth (IMPACT Math Assessments, STEM formative and summative assessments, FOSS Science Assessment, Teacher designed assessments, Terra Nova and NYSESLAT). The third criterion is based on Parent Involvement and Professional Development.

The rationale that drives these 3 evaluation categories stems from the believe that effective teachers are not only subject matter experts, but they are in touch with each of their student needs and their lesson plans and mode of lesson delivery reflects this reality. Via on-going student assessments to determine their progress toward each educational goal, the evaluation process will assist Administration in arranging professional development training that meets the need of RCCS teachers. The ability of teacher to design and implement an effective lesson plan should translate into each student's ability to make positive progress toward his/her learning outcomes. Effective teachers create a safe and inviting environment in which they partner with students to create a Classroom Culture based on learning and mutual respect. The success of this approach should inspire our students to want to come to school because the classroom is an exciting and innovative space where students will learn new information and make the connection between knowledge and self-actualization. An effective Lesson Plan coupled with Lesson delivery and a positive Classroom Culture should result in Student Achievement meeting and/or exceeding New York State Educational Standards. Based on the outcome of these three evaluation categories the RCCS will partner with the New York City Center for Charter School Excellence to identify Professional Development opportunities that will strengthen the knowledge, skills, and ability of our instructional staff members. Teachers will be provided with all the necessary support that they need, but will be held accountable for their student's achievement, based on results on student growth, and standardized testing.

School Administrators' evaluation: The Board of Trustees will carry out an annual evaluation of RCCS that uses key instructional benchmarks, progress toward accountability goals, operational benchmarks, staff and parent satisfaction surveys and other criteria to measure the overall health of the school.

Principal Evaluation: The Board will evaluate the Principal once a year, using a Principal Performance Rubric, comparing the school's performance to stated goals and objectives, similar to the Danielson Framework. RCCS will utilize a Principal Evaluating Rubric developed by Kim Marshall. The Board will also complete a narrative assessment of the school leader's strengths and areas of growth, using the various data points on the rubric as the basis for drawing conclusions. The evaluation will be written primarily by the board president in conjunction with the Executive/Governance Committee, and will be provided to the principal for review in advance of his/her annual evaluation meeting.

The Board will evaluate the Chief Academic Officer (CAO) and Assistant Principal of Operations (APO) using academic benchmarks in a similar fashion. Success of the STEM

program will also be a factor in school administrator's evaluation. During the school start-up period, the Principal, CAO, and APO will work with the Board and if necessary, outside consultants to modify the Kim Marshall' rubric.

Overall, RCCS will design an evaluation process and tools that utilize data- driven measures and clear rubrics to assess performance of all staff. Aspects of the Danielson group's model will be employed in the evaluation of staff management positions, in particular, development of a Performance Plan. Leaders of RCCS will create individualized plans with the Board Chair to be regularly reviewed. Should the goals of the leaders not be realized, the Board Chair would establish an action plan with said leader(s) that include mentoring, increased monitoring and a timeline for improvement. The executive committee of the Board will be apprised of progress or lack thereof.