

## APPLICATION SUMMARY

Charter School Name	Rockland Academy of Excellence Charter School
Applicant Name(s)	Dionne Olamiju
Media Contact Name	Peter Obe
Media Contact Email Address	paobe@aol.com
Media Contact Telephone Number	(914) 588-9144
District of Location	East Ramapo Central School District
Opening Date	August, 2013
Proposed Charter Term	5 years
Proposed Management Company or Partners	N/A
Projected Enrollment and Grade Span During Charter Term	2013-14: Grade 6; 90 students 2014-15: Grades 6 & 7; 180 students 2015-16: Grades 6-8; 270 students 2016-17: Grades 6-8; 270 students 2017-18: Grades 6-8; 270 students
Projected Maximum Enrollment and Grade Span	270 students in grades 6-8
Mission Statement	The mission of the Rockland Academy of Excellence Charter School (“Rockland Academy”) is to develop and nurture all students by providing them with the academic, emotional, and social skills essential for college and career readiness.

Rockland Academy of Excellence Charter School will be a small, college preparatory middle school with the overarching goal of preparing all students for the college and or career of their choice. Our school seeks to meet the needs of each student through relevant, individualized, and adaptive curriculum and multiple instructional approaches; to provide extra support for all students through a longer day, more staff, and supplemental intervention programs; and to use data to regularly set goals, analyze progress, and adjust targets for individual student learning and overall school performance.

With a target population that includes significant numbers of special education students and English Language Learners (ELLs), Rockland Academy seeks to provide a highly supportive and individualized learning experience for each of its students, while maintaining consistently high standards. The cornerstone of our academic design will be the co-teaching approach in an inclusive classroom. All core content instruction will be delivered by two teachers; each core content teacher will work collaboratively with a special educator or ELL instructor in the classroom. Such a model will promote differentiated instruction and varied grouping so that all students can receive instruction on an appropriate level. Additionally, co-teaching relationships will drive a culture of collaborative reflection and shared ownership of student achievement.

In addition to placing multiple teachers in each classroom, Rockland Academy will provide all students with significantly more learning time through an extended day and academic year, along with Saturday classes and summer programming for struggling students. Capitalizing on this extra time, the school will provide targeted remediation and intervention support for small groups of students during the school day, along with enrichment classes in the arts, sports, theater, and other

areas.

In order to effectively target instruction both in the core content classrooms and in the small group intervention classes, Rockland Academy will employ an extensive assessment system, comprised of a variety of diagnostic, formative, and summative assessments designed to provide teachers with relevant, real-time data to drive instructional decision-making. This emphasis on data will permeate the organization, as the school's philosophy is based on the Reflective and Informed Practitioner model, which emphasizes the grounding of decisions and action steps in relevant data.

Rockland Academy's school culture will be based on the successful "No Excuses" model, which emphasizes the importance of consistently high standards for all students, coupled with an array of supports and scaffolds to help students meet the high bar that is set for them. At Rockland Academy, this will be true in both academics and behavior. With a behavior system based on earning incentives and consequences, the school will work to instill in students a sense of personal responsibility, accountability, and ownership for their individual actions as well as for the well being of others in the community. Building strong relationships between teachers and students, as well as between teachers and families, will be of paramount importance. Maintaining a small student body is central to this focus on relationships, as is the school's incorporation of an Advisory program to facilitate teacher-student interactions. Additionally, the school plans to implement home visits for newly enrolling families, to conduct regular family events, to adopt an interactive web-based platform for accessing student grades and information, and to reserve a voting position on the school's Board of Trustees for an active family member, all in the interest of building a school where families feel welcomed and that their voices are heard.



## CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School: Name Rockland Academy of Excellence Charter School

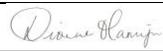
Proposed School Location: East Ramapo Central School District

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”<sup>1</sup>

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

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application<sup>2</sup>
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;<sup>3</sup> and,
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.<sup>4</sup>

Signature of Applicants:	
Date:	7/29/12
Print/Type Name:	Dionne Olamiju

<sup>1</sup> N.Y. Education Law § 2854(2)(a)

<sup>2</sup> ESEA § 5203(b)(3)(J)

<sup>3</sup> ESEA § 5203(b)(3)(K)

<sup>4</sup> ESEA § 5203(b)(3)(N)

**ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL**  
**Application for Charter**  
**July 31, 2012**

**TABLE OF CONTENTS**

**I. Mission, Key Design Elements, Enrollment and Community..... 1-12**

- A. Mission Statement and Objectives .....1
- B. Key Design Elements .....1
- C. Enrollment, Recruitment, and Retention .....4
- D. Community to be Served.....7
- E. Public Outreach .....9
- F. Programmatic and Fiscal impact .....11

**II. Educational Plan ..... 12-37**

- A. Achievement Goals.....12
- B. School Schedule and Calendar .....14
- C. Curriculum and Instruction .....17
- D. Assessment System .....23
- E. Performance, Promotion, and Graduation Standards .....27
- F. School Culture/Climate.....28
- G. Special Student Populations and Related Services.....31

**III. Organizational and Fiscal Plan .....37-60**

- A. Applicant(s)/Founding Group Capacity .....37
- B. Board of Trustees and Governance .....39
- C. Management and Staffing .....42
- D. Evaluation.....47
- E. Professional Development .....50
- F. Facilities .....52
- G. Insurance .....53
- H. Food, Health, and Transportation Services .....53
- I. Family and Community Involvement.....55
- J. Financial Management .....57
- K. Budget and Cash Flow .....57
- L. Pre-Opening Plan .....58
- M. Dissolution Plan .....60

**ATTACHMENTS**

**Attachment 1:** Admissions Policy and Procedures.....

**Attachment 2:** Evidence of Public Review Process.....

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

**Attachment 3b:** Proposed First Year Calendar .....

**Attachment 4:** Student Discipline Policy .....

**Attachment 5a:** Charter School Trustee Background Information.....

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

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

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

**Attachment 8b:** Resume for Proposed School Leader .....

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

## I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

### A. MISSION STATEMENT & OBJECTIVES

#### Mission

The mission of the Rockland Academy of Excellence Charter School (“Rockland Academy”) is to develop and nurture all students by providing them with the academic, emotional, and social skills essential for college and career readiness.

#### Objectives

**a. Meet the needs of each student through relevant, individualized, and adaptive curriculum and multiple instructional approaches.**

To meet the objectives outlined in NY Education Law §2850(2), Rockland Academy seeks to tailor its approach to best serve a population of students with significant academic needs, including students with disabilities and those for whom English is a second language. In order to do so effectively, the school’s staffing structure, instructional philosophy, and focus on literacy are intentionally designed to target each student’s individual strengths and growth areas.

**b. Provide extra support for all students through a longer day, more staff, and supplemental intervention programs.**

In order to best meet students’ individual needs, Rockland Academy recognizes the importance of more instructional time, particularly in literacy. An extended day with lengthened literacy classes, Saturday School and summer programs, and supplemental intervention services provided by teachers on a daily basis serve to promote academic achievement for all students. Additionally, the school is committed to a co-teaching model for students with disabilities and English Language Learners (ELL), in order to ensure that all students – even those who face substantial challenges – have the necessary support to access a rigorous, college-preparatory academic experience.

**c. Use data to regularly set goals, analyze progress, and adjust targets for individual student learning and overall school performance.**

The culture of the school will be driven by a consistent focus on gathering, assessing, and acting on data. Using the Reflective and Informed Education Practitioner philosophy, aligned with philosopher Donald Schon’s reflective professional learning theory, Rockland Academy will promote the use of real-time data to guide interventions, new program development, and classroom instruction. We believe that as lifelong learners, we must engage in constant analysis of and reflection on every aspect of our school, make adjustments accordingly, and reassess to ensure effective execution.

### B. KEY DESIGN ELEMENTS

The leadership team of Rockland Academy spent time during the program development process reading current research, visiting highly regarded charter schools, and speaking with school leaders across the state, in order to better understand the structures and systems that enable these schools to best meet the objectives laid out in NY Education Law §2850(2). We discovered several consistent themes at the highest performing charter schools. These schools all share the belief that all students

can learn if they are supported in a school with a clear, consistent, college-focused mission. This is accomplished through an inspirational, tenacious school team that demands relentless execution of the mission from all in the academic community. These schools that we researched and visited were unyielding in their pursuit of high academic achievement, and had developed an integrated academic program to remediate, support, and push students to higher levels of skill and content mastery. The key design elements of our school are based on what we have discovered through this research, and have been proven successful in meeting the needs of students comparable to our target population.

### **Inclusive Academic Program**

In alignment with the objectives of the Charter Schools Laws, Rockland Academy was strategically designed to meet the needs of students in the East Ramapo community, and to ensure that *all* of our students are equipped with the academic, emotional and social skills for college and career readiness. We anticipate that most of our students will start the school year with skills in English Language Arts (ELA) that are two or three grade levels behind, based on the performance of students in the East Ramapo School District. Furthermore, as a result of the high percentage of students with disabilities and ELL students in the district, we predict serving comparable numbers in our school.

Our school will be an academically rigorous middle school, with a strong emphasis on reading/language arts provided in an inclusive, supportive environment. At Rockland Academy, students with disabilities will be expected to meet the same high academic standards as their peers without disabilities. Our inclusive classrooms will ensure that our students are supported in their academic experience while still being held to high academic standards regardless of their language proficiency, special education status, or initial academic skills level.

Consistent with our mission of adhering to a standard of academic excellence for all of our students, we will support our special education students and ELLs through a full inclusion, collaborative team-teaching (CTT) model. In this model, each content area teacher will work in conjunction with either a certified special education teacher or a certified ESL teacher to implement instruction that is differentiated to meet the needs of each student. The general and special educators will share responsibility for planning, delivery and evaluation of instruction for a heterogeneous group of students. We believe that, for students with disabilities, this is the most effective way to provide the necessary supports while still enabling them to benefit from the experience of learning alongside their non-disabled peers. Additionally, we believe that the best way to prepare our ELL students to succeed academically is through a structured English immersion program in which they are educated alongside their English-speaking peers with additional support from a certified ESL teacher. The CTT model enables Rockland Academy to meet the needs of both groups, while also enhancing the experience of other students through the presence of an additional teacher in every classroom. The CTT model provides increased teacher time and assistance for such activities as student monitoring, individual assistance, student conferences, re-teaching, and guided practice activities, while also allowing for the delivery of enrichment activities and advanced lessons to students performing at or above grade level. Additional support for ELLs and other struggling student groups will take place through the use of the Sheltered Instruction Observation Protocol (SIOP) design in every classroom where our English Language Learners receive instruction.

In addition to receiving substantial supports through the co-teaching model and SIOP lesson design, Rockland Academy will provide all struggling students with a structured intervention program. The identification of students for the first level of intervention will take place in August, before the onset of the school year when our students take initial diagnostic tests in ELA and Math. Through this diagnostic process, we will be able to identify those students who are “at risk” for not meeting our achievement goals. These students will immediately be provided with differentiated instruction

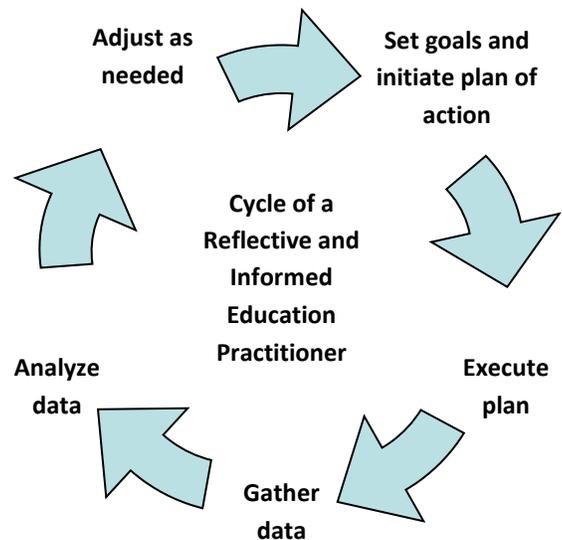
within the classroom, capitalizing on the presence of additional teachers in each classroom. Students not making adequate progress in the regular classroom in Tier 1 will be provided with increasingly intensive instruction designed to meet their needs on the basis of levels of performance and rates of progress. Intervention plans will be implemented in small groups within the classroom setting, as well as during Intervention classes built into Rockland Academy’s daily schedule.

### **Structured and Supportive School Culture**

As a school that will hold our students, staff and parents to the highest level of accountability; we will operate under a “No Excuses” philosophy<sup>1</sup>, which has been proven successful in schools and networks like the Knowledge Is Power Program (KIPP), Uncommon Schools, and Achievement First. High academic and behavioral standards will be set for every student, reflective of our belief that each student, no matter what his or her background, is capable of high academic achievement and success in life when provided with the right set of supports and opportunities. Coupled with these high expectations, Rockland Academy will provide a structured and supportive environment that will foster in our students the intrinsic **D.R.I.V.E** to succeed; **D**etermination, **R**esponsibility, **I**ntegrity, **V**ision and **E**xcellence in all endeavors. With D.R.I.V.E. as Rockland Academy’s core values, the school community will consistently work to teach and reinforce behaviors that align to these principles. Moreover, students will be recognized weekly for positive behavior and academic achievement, as part of a schoolwide program to build a culture of integrity and excellence.

### **Reflective and Data-Driven Pedagogy**

Rockland Academy is committed to hiring highly qualified, passionate and committed teachers who have experienced success in teaching in an urban school environment and who believe firmly in the power of effective planning and data analysis to impact student achievement. In our school, we believe curriculum and assessment are inseparable. Using a backwards design process, our teachers will identify learning objectives for our students and essential questions to be explored, all aligned to the Common Core State Standards (CCSS). At the same time, teachers will also identify the assessment evidence needed to document and validate that the targeted learning has been achieved. All teachers at Rockland Academy will be trained to be ‘reflective practitioners’ where decisions will be guided and driven by data using the cycle outlined by Donald Schon<sup>2</sup>. There will be continuous generation of data from school wide formative and summative assessments, as well as from the teacher-developed assessments created through the backwards design process, that will direct ongoing adjustment of instruction. These ongoing assessments will help us to evaluate, in real time, our students’ knowledge and skills relative to a specific set of academic goals. In this manner, using a curriculum aligned to the CCSS coupled with ongoing meaningful assessment analysis, our team will work together to build a data-informed school culture.



<sup>1</sup> Carter, Samuel C. 2000. “No Excuses: Lessons from 21 High-Performing, High-Poverty Schools.”Heritage Foundation

<sup>2</sup> Schon, Donald, 1983. The Reflective Practitioner: How professionals think in action. London: Temple Smith.

**More Time**

A key element of Rockland Academy’s mission is to develop college and career readiness in all of our students, and an intensive focus on instruction in core subject areas is required in order to have the kind of significant impact we envision. As noted above, we expect that many students who enter Rockland Academy will require significant remediation in the core disciplines of literacy and mathematics. We therefore anticipate that our students will need more time to learn skills and content assumed to have been learned in previous grades, as well as an opportunity to acquire grade level appropriate skills and content to prevent additional academic deficits. Our academic program, delivered during a school day running from 7:30am to 5:00pm, will provide students with dramatically more time on instruction. Weekly, each student will receive over nine hours of instruction in English Language Arts, over six and a half hours of instruction in math, over four and a half hours of instruction in social studies, and over four and a half hours of instruction in science. Additionally our students will be taught a foreign language beginning from the 6<sup>th</sup> grade, providing them with an additional year of foreign language instruction relative to their peers in district schools. By extending the school day, Rockland Academy will be able not only to offer the additional instructional time in core subjects outlined above, but also to incorporate interventions and enrichment activities into the school day. Because interventions and enrichment opportunities will be built into the daily schedule, our teachers will be able to deliver targeted instruction to small groups with similar skill needs, while also providing students with the opportunity to participate in their choice of non-academic pursuits such as art, music, and sports.

**Ongoing Teacher Support and Development**

Rockland Academy is committed to hiring skilled, passionate teachers and providing them with the support necessary to hone their craft. Through weekly in-house professional development workshops, visits to other successful schools, external professional development opportunities, regular observation and feedback, collaborative planning, and peer support, the school will provide teachers with the tools and assistance necessary to provide a college-preparatory academic experience to all students. Those teachers who are new to the profession will receive supplemental support through a mentoring program, capitalizing on the talents of master teachers on staff.

**C. ENROLLMENT, RECRUITMENT & RETENTION**

Projected Enrollment Table Over the Charter Term <sup>3</sup>						
Grades	Ages	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
6 <sup>th</sup>	11-12	90	90	90	90	90
7 <sup>th</sup>	12-13	n/a	90	90	90	90
8 <sup>th</sup>	13-14	n/a	n/a	90	90	90
<b>Totals</b>		90	180	270	270	270

Rockland Academy will serve students in the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades, with the intention of providing a supportive and challenging environment for students during these crucial years. Research suggests that middle schools play a crucial role in forming the attitudes, values and habits of mind in the lives of young people, as they undergo rapid, profound, physical, emotional and social changes. In particular, studies often cite these years as a turning point for students; there may be a decline in motivation and a loss of self-esteem from the sixth grade on<sup>4</sup>, and studies have noted declines in

<sup>4</sup> Rudolph, K. D., Lambert, S. F., Clark, A. G., & Kurlakowsky, K. D. (2001). Negotiating the transition to middle school: The role of self-regulatory processes. *Child Development*, 72(3), 929-946. EJ 639 740.

academic achievement beginning in the middle school years<sup>5</sup>. Our desire is to alter the trajectory of students in East Ramapo by demonstrating to them the importance of college from this early age.

Our projected enrollment for our school at full capacity is 270 students, with 90 students (3 class sections of 30 students) in each grade. We have purposely planned to develop a small middle school because we recognize its positive impact on educational achievement; a research summary commissioned by the U.S. Department of Education noted that the value of small schools in increasing achievement, graduation rates, student satisfaction, and improving behavior has been “confirmed with clarity and a level of confidence rare in the annals of education research”<sup>6</sup> With two teachers in each classroom, leading to an instructional ratio of 15:1, we are committed to maintaining a small, intimate community in order to ensure the development of strong bonds between teachers and students, which we believe will help to combat some of the documented challenges faced by students in the middle school years. Additionally, by maintaining such a small grade-level cohort, with only three classes of students per grade, we will be able to effectively implement a staffing structure that includes our CTT model and interventions during the school day while maintaining adequate planning and collaboration time for our teachers.

### **Evidence of Demand for our School**

As the only viable public education alternative in the East Ramapo Central School District and in Rockland County, we have been met with strong public support in the development of our plans for Rockland Academy. Over the last two years, we have visited homes, churches, community centers, businesses and social service agencies and have collected over 200 signatures from parents of eligible 2013-2014 6<sup>th</sup> graders. Members of our founding team have held several information sessions with members of the community to share information, and have held several community forums at meetings of the Village Planning Board, houses of worship and on local television cable shows. We have met with and received support from community leaders such as the Village Mayor, the Village Planning Board, the County Executive, and representatives of local colleges and local businesses. Letters of support from various stakeholders in our community can be found in Attachment 2.

### **Student Recruitment**

Since preference is given to those students residing in East Ramapo School District, much of our recruitment will be done in this vicinity, following the Outreach plan described in more detail below. Rockland Academy has already developed relationships with a number of local organizations, including those that serve economically disadvantaged students, students with disabilities, and ELLs. We have advertised in after-school programs such as The Kurtz Community Center, Rockland Afterschool Program and Kombit Neg Lakay, an organization that serves the Haitian community, and we plan to reach out to The Huntington Learning Center and Kumon Learning Center to share information about our school with families who utilize their services, in an effort to direct our recruitment toward students with diagnosed disabilities. We also plan to advertise our ELL services in community centers, churches, and stores frequented by non-English speaking immigrants.

In addition to this ongoing, targeted outreach within our community, student recruitment will be conducted on an annual basis by the Director of Operations in collaboration with the Principal. After enrolling our initial class of students, which will be a process that differs from all subsequent years, Rockland Academy’s recruitment season will begin each year in December with a series of mailings to announce our recruitment period, including flyers with relevant information about the

---

<sup>5</sup> Alspaugh, J. W., & Harting, R D. (1995). Transition effects of school grade-level organization on student achievement. *Journal of Research and Development in Education*, 28, 145-149; Alspaugh, J.W. (2001). Achievement Loss Associated with the Transition to Middle School and High School. *The Journal of Educational Research*, 92, 20-25.

<sup>6</sup> Raywid, Mary Anne. (1999). *Current Literature on Small Schools*. Charleston, W.Va.: ERIC Clearinghouse on Rural Education and Small Schools.

school. These flyers will be available in a variety of languages, including Spanish and Creole, the two most prevalent home languages in our community outside of English. Examples of these are included in the Attachment #2. Information sessions and school tours will also begin each December, and will continue throughout the recruitment season. Additional information sessions will be held in the community, using local recreation centers, libraries, and houses of worship to reach families. To ensure accessibility, bilingual staff members will be available at all information sessions and tours.

Rockland Academy has set out the following recruitment targets for its first year, mirroring the demographics of the East Ramapo Central School District student population. The Director of Operations and the Principal will update targets on an annual basis using the prior year’s application data and knowledge of community demographics to determine the most appropriate goals.

<b>Student Recruitment Targets: Year 1</b>	
Applications Submitted for 6 <sup>th</sup> grade Enrollment	110
Percent of students classified as ELL	14%
Percent of students classified as Special Education	25%
Percent of students classified as Economically Disadvantaged	75%

**Student Enrollment**

Rockland Academy will primarily enroll new students in the 6<sup>th</sup> grade, and will have no conditions for enrollment other than the submission of a completed application. All methods of outreach, including information sessions, tours, or meetings will publicize that they are not requirements for admission. The school will be open to all students of New York State of eligible school age and will not discriminate on the basis of race, gender, religion, disability or English language proficiency.

If there are more applicants than there are seats available, Rockland Academy will conduct a lottery and will comply with admissions preferences to certain individuals consistent with the New York State Charter Schools Act. As outlined in the Rockland Academy Admissions Policies and Procedures (included in Attachment #1), initial preference will be given to students residing in the East Ramapo Central School District. Further, we will reserve seats for students designated as Special Education or English Language Learners in proportion equal to the East Ramapo Central School District’s average for students with these designations and we will aggressively recruit using the methods outlined above to ensure we meet this goal.

Once accepted in the lottery, all families and students will be required to attend an orientation session in which Rockland Academy staff will review the school’s expectations, academic program, code of conduct, and other policies relevant to students and families. Because enrolling in Rockland Academy requires a commitment to the school’s extended day, summer programming, rigorous academic expectations, and strict rules governing student behavior, this orientation session will be crucial to build a complete understanding of the school’s program. Additionally, Rockland Academy’s staff will conduct home visits to each newly enrolled student over the summer, in order to review expectations in a more intimate setting, answer questions about the school, and ensure complete understanding of the commitment. Finally, immediately before the start of the school year all families and students will be asked to return to the school for a final review of school procedures, expectations, and requirements. At this time, students will complete a series of diagnostic assessments, in order to gather data in advance of the school year that can be used to develop intentional student groupings and identify areas of need for immediate interventions.

### **Student Retention**

While we will strive to keep all of our students with us from 6<sup>th</sup> through 8<sup>th</sup> grade, we recognize that it is likely we will encounter some student attrition within and between years. We have estimated a roughly 9% attrition rate as a target based on data from similar schools, and plan to reassess this after gathering data on student attrition incurred in our first year. Once we have baseline data on which to base further decisions, we will be able to better estimate the number of students who may leave due to family transience, academic challenges, or for other reasons we cannot currently anticipate. As outlined in more detail, below, we intend to fill any vacancies incurred through student attrition with students on our waiting list.

Rockland Academy plans to prioritize student retention in its initial years, and the school's structure and program offerings are designed to help avoid student attrition. The Advisory program, described in more detail below, is an intentional structure to support relationship building between students and teachers, and one that will ensure that all students have an adult in the building who knows them and their families well. Additionally, the school's targeted intervention program within the school day is designed to ensure that students feel successful and supported, and do not choose to leave the school because of the rigorous academic expectations. Finally, regular Student and Family Satisfaction Surveys will help school administrators to maintain an awareness of the opinions of stakeholders and areas of growth for the school, and will allow them to make strategic adjustments in order to respond to student and family requests.

### **Vacancies**

Students who do not receive seats in the lottery of their initial application year will be placed on a waiting list; should a seat become available during the school year, applicants will be contacted in the order in which they were placed on the waiting list. Rockland Academy plans to fill unexpected mid-year vacancies with students from the waiting list until December 31 of each academic year. After that date, any unexpected vacancies will remain unfilled until the start of the subsequent year. This approach to filling vacancies only during the first half of the school year will help Rockland Academy avoid bringing in new students who have missed significant amounts of instruction, and who are likely to have knowledge gaps which cannot be remediated in less than six months. Vacancies that arise between academic years due to student attrition or the need to repeat a grade will be filled over the summer before the start of the next academic year. Newly accepted students in the 7<sup>th</sup> and 8<sup>th</sup> grades will be expected to attend a special session of summer school designed to diagnose their current skill levels and identify any necessary remediation, as well as to integrate them into the school's culture. New 7<sup>th</sup> and 8<sup>th</sup> grade students will be provided with immediate interventions upon their enrollment, in order to support their transition to our school.

### **Withdrawal/Transfer**

In the case that a family decides to withdraw their child from Rockland Academy, that family will be required to meet with the Principal to discuss the reason for leaving, as well as to create a transition plan to ensure there are no major interruptions to the student's education. The school's administrative staff will transfer all relevant records, and ensure necessary paperwork is completed.

## **D. COMMUNITY TO BE SERVED**

Rockland Academy of Excellence Charter School will serve grades 6 through 8 in the East Ramapo Central School District. East Ramapo is a vibrant community that is economically, racially and culturally diverse. This is a particularly unique school district, as it is the largest in Rockland County,

servicing over 8,176 public school students and 18,000 in non-public schools. The non-public school population is primarily comprised of ultra-orthodox Jews whose main language is Yiddish, and who send their children to private, religious schools. East Ramapo’s public school population breaks down into the following demographic categories: 59% Black/African American (of which approximately 30% are of Haitian descent); 22% Latino/Hispanic; 11% White; 8% Asian. ESL students make up 14%, and special education students account for 25%, of the population.

Current achievement data demonstrates that the East Ramapo Central School District is not successfully serving students in multiple demographic subgroups, particularly African American and Hispanic students, along with ELL students, economically disadvantaged students, and special education students. Data from the 2010-11 New York State Report Card, below, indicates the subgroups that did not attain Adequate Yearly Progress in ELA and Math at the district level, as well as the specific performance of student subgroups at the two middle schools in the district. Of note, the East Ramapo Central School District currently has an accountability status of “Improvement – Year 1” in the area of English Language Arts.

<b>Subgroup Performance: 2010-11 AYP Status</b>			
		<b>English Language Arts</b>	<b>Math</b>
<b>East Ramapo Central School District (Elementary/ Middle Level)</b>	Black or African American	Yes	No
	Hispanic or Latino	No	No
	Asian or Native American/Pacific Islander	Yes	Yes
	White	Yes	Yes
	Students with Disabilities	No	No
	Limited English Proficient	No	No
	Economically Disadvantaged	No	No
	All Students	Yes	No
<b>Chestnut Ridge Middle School</b>	Black or African American	Yes	Yes
	Hispanic or Latino	Yes	No
	Asian or Native American/Pacific Islander	n/a	n/a
	White	Yes	Yes
	Students with Disabilities	No	No
	Limited English Proficient	No	No
	Economically Disadvantaged	No	No
	All Students	Yes	No
<b>Pomona Middle School</b>	Black or African American	No	No
	Hispanic or Latino	No	No
	Asian or Native American/Pacific Islander	Yes	Yes
	White	Yes	Yes
	Students with Disabilities	No	No
	Limited English Proficient	No	No
	Economically Disadvantaged	No	No
	All Students	No	No

**Targeted Subgroups**

As demonstrated by the data presented above, an achievement gap exists within the East Ramapo Central School District between white students and their African American and Hispanic peers; additionally, ELL students, special education students, and economically disadvantaged students

currently underperform relative to the standard set by the state. The founders of Rockland Academy hope to better serve these at-risk groups, and to target a school towards meeting their needs.

While programs currently exist within the district to serve these special student populations, results have demonstrated that their support is insufficient. In addition to lagging test scores and a failure for these subgroups to make AYP, special education and ESL students in the district have high school graduation rates far below their peers. While the overall East Ramapo Central School district graduation rate was 72% (according to the 2010-11 New York State Report Card), the graduation rate for students with disabilities was 51%, and for ELL students was only 38%. These outcomes demonstrate a dramatic need within the community for improved educational options; in particular, those focused on better meeting individual needs and serving students within these populations.

As noted in the Key Design Elements, and described in more detail in Special Student Populations, below, Rockland Academy is designed with the particular needs of ELL and special education students in mind. A focus on differentiated instruction provided within an inclusive classroom, staffed by multiple teachers (including a specialist in either special education or ELL) and driven by frequent formative assessment data will allow our school to quickly identify individual student needs, respond to those needs through classroom instruction and remediation built into the school day, and determine the effectiveness of our responses. Program elements such as the SIOP design and lesson protocol, the focus on literacy across content areas, additional time spent on instruction during the school day (as well as on Saturdays and during the summer), and individualized attention provided during advisory and remediation periods all serve to target our efforts toward better serving student subgroups. All other at-risk students will benefit from these elements of our model, as well.

## **E. PUBLIC OUTREACH**

### **Outreach Already Conducted:**

Members of the founding group have been actively advertising and publicizing Rockland Academy of Excellence Charter since 2009. The parents and community members with whom we have spoken over the past three years have expressed keen interest in welcoming this kind of viable alternative for their children. The approaches listed below detail the various ways we have sought to increase public awareness of the school and its mission, and to determine the level of interest within the community. Materials associated with outreach efforts can be found in Attachment #2.

- **Informational Sessions:** We have conducted large and small-group information sessions detailing the elements of our school to the community, and soliciting input regarding needs in the community and desired educational opportunities. Sessions have been conducted in homes, churches, libraries and community centers. In order to effectively target our intended student population, information sessions were held at community centers throughout the East Ramapo community with organizations that serve the special education population, such as the Special Education Parent Teachers Association, Abbott House (foster care agency), Pomona Mental Health Clinic, Lakeside Family and Children Services, and local homeless shelters.
- **Email address:** We have created an email address to solicit comments from the community.
- **Community Relationships:** Rockland Academy has developed relationships with organizations that serve families of children in our targeted age range within the community, including those that service students with disabilities and English Language Learners. These organizations include, but are not limited to, Kumon Learning Center, Kurtz community Center, Kombit Neg Lakay, local day care centers, afterschool programs, local recreation centers, preschools, Head Start programs, community boards, community-based organizations (health-based organizations,

WIC Centers, etc.) and public libraries in the East Ramapo school district. Additionally, the school has held a series of meetings with local politicians and policymakers, including Ellen Jaffe, New York Assemblywoman; C. Scott Vanderhoef, Rockland County Executive; Christopher St. Lawrence- Ramapo Town Supervisor; Noramie F. Jasmin, Mayor of Spring Valley; and Willie Trotman, President of Spring Valley NAACP.

- **Flyers:** Flyers explaining Rockland Academy's mission, the population to be served, key program elements and our school's student recruitment process. were created in English, Spanish and Creole and distributed to apartment complexes, churches, community centers and businesses.
- **Door-to Door Outreach:** We have conducted door-to-door visits to homes, including all of the apartment complexes in the East Ramapo Central School District, in order to inform families about public school choice and the mission of our school.
- **Local Spanish and Creole Cable Talk shows:** Members of our founding team have been guests on local cable talk shows discussing Rockland Academy's mission.
- **Local Newspapers:** Rockland Academy's planning team was interviewed by the *Journal News* and also utilized the local *Pennysaver* to disseminate information about the school's special education program into the community.
- **Individual Meetings:** Upon request, members of our founding team have conducted individual meetings with parents to discuss how our school can best meet the needs of their children.

#### **Planned Outreach:**

After approval of our charter application, we plan to continue to build on the outreach efforts already conducted by our founding group, in order to generate interest and enthusiasm in the community and to develop a pool of student applicants. We are confident that we will attract and recruit students with disabilities and ELL students in ratios that are comparable or greater than the East Ramapo Central School District by implementing the following strategies:

- **Informational Sessions:** Rockland Academy plans to continue the practice of holding informational sessions for interested families and community members at local organizations that serve school-aged populations, and particularly those who provide services for students with disabilities or residents who speak a language other than English.
- **Website:** Rockland Academy is currently working to construct an interactive website that will provide information about the school, its status, upcoming events, and the application process.
- **Community Relationships:** The founding group intends to maintain the community relationships already built with the organizations listed above, as well as to reach out to the following organizations to build partnerships upon charter approval: Teach for America, Nyack College, St. Thomas Aquinas College, and Long Island University.
- **Mailings:** Rockland Academy will continue to send flyers and relevant information to those families on its mailing list, as well as those who request information at any point. Additionally, the school will send out a complete mailing at the beginning of the student recruitment season with the school's application, a list of dates for information sessions, and contact information.
- **Door-to Door Outreach:** Members of the founding group, along with other friends of the school, will continue the practice of visiting homes in the community, as well as handing out flyers at local stores, houses of worship, and community organizations.
- **Local Media:** Upon charter approval, the school will secure a full-page advertisement in the *Journal News* and also will announce its approval on all of the local television channels.

**F. PROGRAMMATIC & FISCAL IMPACT**

Given that we intend to open with an enrollment of only 90 students, and that we plan to grow to only 270 students when at full enrollment, we believe that Rockland Academy will not have a negative impact on the financial viability of the schools in East Ramapo Central School District. As illustrated in the table below, at full capacity we anticipate that funding drawn from the district will be under 2% of the total district budget. Additionally, while Rockland Academy will be located in the East Ramapo Central School District, we have received significant interest from parents in neighboring school districts. Of the 240 families on our mailing list, the majority resides in the East Ramapo School District, however, we have received inquiries from several surrounding districts, as well. Given this broad interest, we anticipate receiving applications from not only parents in East Ramapo but also from parents in other school districts in the county. We estimate that the majority of the 90 students who will enroll each year will come to us from the East Ramapo School District, with roughly 10 students from each of the neighboring districts listed below. The chart below demonstrates the fiscal impact on each of these school districts.

District	School Year	Number of students	Per Pupil Allocation	Total Allocation to Rockland Academy	Total District Budget	Projected Impact
East Ramapo Central School District	2011-12	72	\$16,555	\$1,191,960	\$198,772,987	0.60%
	2012-13	144	\$16,555	\$2,383,920	\$204,736,176	1.16%
	2013-14	216	\$16,555	\$3,575,880	\$210,878,261	1.70%
	2014-15	216	\$16,555	\$3,575,880	\$217,204,608	1.65%
	2015-16	216	\$16,555	\$3,575,880	\$223,720,746	1.60%
Haverstraw-Stony Point School District	2011-12	9	\$17,121	\$154,089	\$194,400,000	0.08%
	2012-13	18	\$17,121	\$308,178	\$200,232,000	0.15%
	2013-14	27	\$17,121	\$462,267	\$206,238,960	0.22%
	2014-15	27	\$17,121	\$462,267	\$212,426,128	0.22%
	2015-16	27	\$17,121	\$462,267	218,798,911	0.21%
Nyack School District	2011-12	9	\$18,240	\$164,160	\$71,000,000	0.23%
	2012-13	18	\$18,240	\$328,320	\$73,130,000	0.45%
	2013-14	27	\$18,240	\$492,480	\$75,323,900	0.65%
	2014-15	27	\$18,240	\$492,480	\$77,583,617	0.63%
	2015-16	27	\$18,240	\$492,480	\$79,911,125	0.62%

As illustrated in the tables above, we anticipate insignificant financial impact on East Ramapo School District as well as on the surrounding school districts in the county. Because Rockland Academy is a relatively small school we do not anticipate that any single school will experience a significant decrease in enrollment when we open. We also anticipate minimal fiscal impact on the one hundred fifty nonpublic schools located in East Ramapo because they are primarily yeshivas, where religious studies are part of the instructional program, and we are therefore unlikely to draw students from these schools.

Rockland Academy seeks to have a positive impact on the local community by providing a high-quality option to middle school students, particularly those who are members of such at-risk groups as English Language Learners, special education students, and low-income students. We hope to collaborate with the East Ramapo Central School District to better serve all students, but particularly these demographic groups, and will seek to share our best practices while also learning from theirs.

## II. EDUCATIONAL PLAN

### A. ACHIEVEMENT GOALS

#### GOAL I: ENGLISH LANGUAGE ARTS

**Goal:** Students will be proficient readers and writers of the English language.

**Absolute Measure:**

- Each year, 75% of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the NY State English Language Arts exam.

**Comparative Measures:**

- Each year, the percentage of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the NY State English Language Arts exam will be greater than that of students in the same tested grades in the East Ramapo Central School District.
- Each year, the percentage of students performing at or above Level 3 on the NY State English Language Arts exam in each tested grade will place the school in the top quartile of all similar schools in the state.

**Growth Measures:**

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percentage at or above Level 3 on the previous year's state English Language Arts exam and 75% at or above Level 3 on the current year's NY State English Language Arts 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

**Goal:** Students will demonstrate proficiency in the understanding and application of mathematical computation and problem solving.

**Absolute Measures:**

- Each year, 75% of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the NY State Mathematics exam.
- 80% of the 8<sup>th</sup> grade cohort will score at least 65% on the NY State Integrated Algebra Regents exam.

**Comparative Measures:**

- Each year, the percentage of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the NY State Mathematics exam will be greater than that of students in the same tested grades in the East Ramapo Central School District.
- Each year, the percentage of students performing at or above Level 3 on the NY State Mathematics exam in each tested grade will place the school in the top quartile of all similar schools in the state.

**Growth Measures:**

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percentage at or above Level 3 on the previous year's state Mathematics exam and 75% at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

**GOAL III: SCIENCE**

**Goal:** Students will demonstrate proficiency in scientific principles and concepts.

**Absolute Measures:**

- Each year, 75% of all tested students who are enrolled in the 8<sup>th</sup> grade will perform at or above Level 3 on the NY State Science exam.
- 80% of the 8<sup>th</sup> grade cohort will score at least 65% on the NY State Science Regents exam.

**Comparative Measures:**

- Each year, the percentage of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the NY State science exam will be greater than that of students in the same tested grades in the East Ramapo Central school district.

**GOAL V: ADEQUATE YEARLY PROGRESS**

**Goal:** The school will make Adequate Yearly Progress.

**Absolute Measures:**

- Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.
- 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/FAMILY ENGAGEMENT**

**Goal:** Students and families at Rockland Academy will demonstrate strong engagement with and commitment to the school.

**Absolute Measures:**

- Rockland Academy will maintain an average daily attendance rate of 90% or greater for each grade level cohort.
- Rockland Academy will retain 90% of its enrolled applicants from one year to the next.
- 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: SCHOOL CULTURE & STUDENT/FAMILY SATISFACTION**

**Goal:** Students and families will be satisfied with the academic program and learning environment provided by Rockland Academy.

**Absolute Measures:**

- 85% of students and families will “agree” or “strongly agree” that Rockland Academy provides a high-quality academic program, as reported through the annual Student and Family Satisfaction Survey.
- 85% of students and families will consider Rockland Academy 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 Rockland Academy provides a more rigorous academic experience for students than the child’s previous school, as well as that Rockland Academy provides a greater level of support for students than the child’s previous school.

**GOAL VIII: ORGANIZATIONAL VIABILITY**

**Goal:** Rockland Academy of Excellence Charter School will be a strong, viable organization that carries out sound financial practices.

**Absolute Measures:**

- Rockland Academy will retain 85% of teachers to whom the school offers a contract from one year to the next.
- Rockland Academy will produce monthly financial reports demonstrating healthy financial standing.

**B. SCHOOL SCHEDULE AND CALENDAR**

As part of the focus on providing supplemental supports for all students, particularly those who face learning challenges, the school day at Rockland Academy of Excellence Charter School will be extended to increase learning time and extend opportunities for instruction. Rockland Academy envisions a school day that not only incorporates the core subject areas, but also allots time for instruction in foreign language, physical education, enrichment courses, and intervention services. Rather than developing a schedule that makes these offerings supplemental, we have integrated them into the school day in an effort to ensure they are accessible to all of our students. In addition, the extended school day will enable our school to provide double the amount of literacy instruction typically provided to students, in an effort to directly address the deficiencies identified within the East Ramapo School District’s student achievement data.

The school day will begin at 7:30am with breakfast and a morning gathering of the entire school community. During the time that breakfast is served, struggling students will have the opportunity to access supplemental supports through a morning previewing program, in which special educators and ELL teachers will preview the day’s content and pre-teach key vocabulary words. Immediately following the all-school meeting, students will split into smaller groups to take part in a morning advisory meeting, designed to help them start the day on a positive note and to ensure administrative tasks such as attendance and organization take place.

All students will attend six core classes over the course of the day, each running for 55 minutes. Reading, Writing, Social Studies, Science, and Math will meet daily, while students will also rotate through a Foreign Language class (two days/week), a supplemental Math class (two days/week), and a Physical Education class (one day/week). The chart below details the total number of instructional minutes in each subject area on a daily, weekly, and yearly basis. For a more detailed School Schedule and Calendar, please see the documents in Attachment #3.

Subject Area	Minutes/Day	Minutes/Week	Minutes/Year
Math	55 (7 classes/week)	385 (~6.4 hours)	13,860 (231 hours)
ELA	110	550 (~9.2 hours)	19,800 (330 hours)
Social Studies	55	275 (~4.5 hours)	9,900 (165 hours)
Science	55	275 (~4.5 hours)	9,900 (165 hours)
Foreign Language (Spanish)	55 (2 classes/week)	110 (~1.8 hours)	3,960 (66 hours)
Physical Education	55 (1 class/week)	55 (~1 hour)	1,980 (33 hours)
Enrichment/Remediation	70	350 (~5.8 hours)	12,600 (210 hours)

After students have completed their core class rotation for the day, they will attend a second Advisory period to review the day and ensure they have all necessary materials for the afternoon and evening. At that point, all students will receive their Intervention and Enrichment schedule for the day. These sessions are described in greater detail below, and provide opportunities to target instruction to small groups of students who share similar skill gaps, or to provide accelerated instruction to small groups who have mastered the target content and skills in a given subject. Simultaneously, small groups of students will rotate through their choice of Enrichment classes offered by school staff members, including art, music, sports, and study hall.

**Morning Gathering and Advisory Class**

As referenced above, Rockland Academy will begin each day with a full-school gathering immediately following the distribution of breakfast. This time will be reserved to share information with students and teachers, to recognize achievements, and to build the school community’s understanding of the school’s core values through activities, storytelling, videos, and discussion.

Additionally, Rockland Academy plans to establish a daily Advisory period for all students. Advisory classes offer support by ensuring that every student in the building has an adult who knows him/her well and who can offer advocacy and support in difficult social and academic situations. This is especially true for students who have few close adult relationships outside school or are at risk of dropping out. Advisory promotes self-esteem and provides peer recognition in an accepting environment, offsetting peer pressure and negative responses from peers in other areas. Students in advisory programs are less likely to drop out and have a lower incidence of substance abuse.<sup>7</sup> The Advisory teacher will be the primary contact person for parents, with the expectation of communicating biweekly with families of students in his/her Advisory class using phone, email, or written communication. By building a deeper relationship with teachers, parents will stay better informed about their child’s academic needs and successes and can better support them, while also increasing families’ comfort level with the school and its staff. At scheduled points throughout each trimester, students will be able to engage in discussions with their advisors about their progress and standing in the school; this will include reviewing current data, strategizing around action steps, and identifying specific strengths and challenges. The advisory teachers will utilize a portion of this period to facilitate the practice of our Reflective and Informed philosophy with individual students by reviewing each student’s data and strategizing modifications as needed. Because the role of an Advisory teacher is crucial to building Rockland Academy’s school culture and to providing the sort of additional social/emotional support that we believe is essential for at-risk populations, all staff

---

<sup>7</sup>Landreville, C. (n.d.) “Implementing Advisory Programs in the Middle School.” Middle Web and the National Middle School Association. Retrieved June 20 from [barney.gonzaga.edu/~clandrev/pt13.ppt](http://barney.gonzaga.edu/~clandrev/pt13.ppt).

members will be trained in how to run an effective Advisory period and how to build classroom community using the Responsive Classroom approach.

### **Enrichments & Interventions**

Rockland Academy is committed to providing substantial support for students' individual needs within the context of the school day. This is reflected in our school's scheduled Intervention and Enrichment block, which will run from 3:35pm to 5:00pm, Monday through Thursday. Using the results of formative assessments, grade level teacher teams will assign students to Intervention groups meeting during this time period, where they will receive remedial instruction in an area of need or supplemental instruction to accelerate growth. Students will be placed in small, homogenous groups, and can be scheduled for up to eight Intervention classes in a week. Classes will be taught by core subject teachers, with additional services offered by the special education and ELL teachers.

Trimesters will be split into three intervention sessions; at the conclusion of each 4-6 week session, students' progress will be assessed and mastery tracked using the school's formative assessment systems. When students are not assigned to an Intervention group, they will be allowed to choose participate in one of three Enrichment classes offered by school staff members, including an art/music class, a sports class, and a study hall. Enrichment offerings will change throughout the year, following the 4-6 week schedule of intervention sessions, in order to expose students to a wide variety of artistic, musical, and athletic pursuits.

### **Teacher Schedule**

In the first year, the majority of Rockland Academy's teachers will teach three core classes each day, along with a supplemental "specialty" class. At full scale, the school will hire full-time PE, Math II, and foreign language teachers to provide instruction in these specialty areas; however, in the first year, these courses will be taught by other members of the faculty or part-time instructors. All teachers will serve as either an Advisor or in a support role during Advisory time, and all will have at least one hour per day set aside for planning and preparation purposes. Additionally, core faculty will have another hour each day set aside for meetings, collaboration, and data analysis. A sample teacher schedule can be found in Attachment #3a.

### **School Calendar**

The annual calendar of Rockland Academy reflects our commitment to providing more learning time for our students. With 190 days of instruction, the school year will be two full weeks longer than that of the East Ramapo Central School District. Rockland Academy will operate on a trimester schedule, with each trimester running for roughly thirteen weeks.

### **Saturday School**

As an additional support structure and opportunity for intervention, Rockland Academy will provide a monthly Saturday School program (taking place on the last Saturday of each month) for struggling students. These students, selected for additional interventions by their teachers on the basis of ongoing academic performance and assessment data, will receive supplemental instruction from core content teachers who will receive a stipend for their services. Saturday School will be mandatory for students who are selected, and will be reserved for those students who are not responding to the Intervention classes provided during the school day.

### **Summer School & Orientation**

Rockland Academy will require a substantial summer commitment from both students and teachers. Students who require remediation will be enrolled in the school's Summer Intensive Program, designed to assist students in mastering grade-level material in order to move to the next grade.

Additionally, all students, whether or not they have enrolled in the Summer Intensive Program, will be required to attend summer orientation each year in preparation for the next grade level.

Teachers at Rockland Academy will participate in three weeks of summer orientation and development, beginning at the start of August and running until the start of the academic year. Additionally, one day per trimester will be set aside for teacher development and training, and every Friday will be an early dismissal for students after the six core classes have concluded, in order to provide teacher teams with meeting, data analysis, planning, and preparation time.

## **C. CURRICULUM AND INSTRUCTION**

### **Curriculum**

In order to effectively prepare our students for success in college and beyond, we recognize that there must be great rigor to standards-driven planning, intense focus on curriculum and instruction, and a deep understanding of our students' needs and learning styles. Rigor is embedded in our basic philosophy of learning – we expect our students to demonstrate not only content mastery, but to apply skills and think critically about all disciplines. The primary development of our school's curriculum will be done internally by teachers with the support of school administrators and external partners, including the administrative team of the Charter School of Excellence in Yonkers, NY. The curriculum design process will begin immediately upon charter approval, with the identification of key student learning goals and objectives within the NY State Learning standards and the CCSS, and the arrangement of these into a scope and sequence for each core 6<sup>th</sup> grade course. These scope and sequence documents will be comprised of the identified “power” standards and associated learning objectives, grouped by sequential unit. All of Rockland Academy's scope and sequence documents, which will form the basic frameworks from which teachers will develop their course curricula, will be created by the school's Principal and Director of Curriculum and Instruction (DCI) with the support of external consulting partners. Because of our school's strong belief that a rigorous literacy curriculum is the key to our students' success, we have partnered with Brainstorm Education Solutions and upon our charter approval, we will utilize their services to develop an ELA curriculum framework that is aligned with the CCSS and the NY State Learning Standards. With expertise in curriculum development and unpacking the CCSS, Brainstorm Education Solutions will be able to work with our team to develop a framework that will support our approach to literacy instruction. This partnership includes a professional learning module, which will assist our teachers in mastering effective lesson planning practices.

Rockland Academy subscribes to a backwards design philosophy, and a major component of the summer training for teachers will be on how to use this approach (as articulated in Wiggins and McTighe's Understanding by Design<sup>8</sup>) to develop effective unit and lesson plans from the scope and sequence documents provided. Emphasizing the teacher's critical role as a designer of student learning, this process works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities. Over the summer, teachers will review the scope and sequence documents, along with the state standards and CCSS, to extract the embedded key ideas and to develop essential questions that explore these ideas. Subsequently, teachers will determine acceptable evidence of

---

<sup>8</sup> Wiggins, G. & McTighe, J. (2005) “Understanding by Design. Expanded 2nd Ed.” USA: Association for Supervision and Curriculum Development.

students' understanding and will develop complex, authentic opportunities within each unit for students to explain, interpret, apply, shift perspective, empathize, and self-assess.

All of the unit plans for the first trimester will be submitted to the DCI for review before the start of the school year, and lesson plans detailing each day's learning objective, activity, key questions, assessment, and homework will be submitted on a weekly basis. This will allow our DCI to maintain regular oversight of the curriculum, as well as to support teachers' development through ongoing feedback. Lesson plans will also be shared weekly with all teachers on a given grade level team, circulated electronically so as to ensure teachers are aware of the key content and skills being covered that week in each class, as well as to provide Special Education and ELL teachers with the advance notice necessary to design targeted instructional supports. To best meet the needs of the ELL students in our school community, all lessons will be designed using the SIOP model, outlined in greater detail, below. Additionally, as addressed in the CCSS, lesson planning will be directed by data from students' assessments (such as the daily and weekly formative assessments administered in class, traditional quizzes and tests, performance tasks, projects, daily homework, and data from externally-purchased assessment systems) along with an understanding of students' interests.

Weekly grade level team meetings will have time designated for ongoing analysis of student assessment data, and teachers will be accountable for making appropriate modifications to lesson plans following the action steps determined during that meeting time. Teachers will continuously collaborate by subject area and grade level to analyze students' performance data, thereby determining the efficacy of our curriculum and making changes to the scope and sequence as necessary. Subject-area teams will meet each spring to conduct a gap analysis on the curriculum, and any necessary changes to the scope and sequence documents will be made at the end of each year, after reflecting upon students' performance and conferring with the Principal or DCI.

### **Instruction**

Rockland Academy's plan for instructional strategies and practices was developed with the needs of our anticipated population in mind. Because we anticipate enrolling a high percentage of Special Education and ELL students, instruction at Rockland Academy will capitalize on the presence of two teachers in each classroom to deliver targeted, differentiated lessons based on students' identified needs. Regular small group instruction within the classroom, in addition to supplemental intervention classes provided four days per week, will enable our teachers to best address students' specific strengths and areas for growth. Utilizing the CTT model will also allow our teachers to conduct more effective cooperative group work through increased supervision, and to orchestrate learning experiences that ask students to apply their knowledge of content through a small group or partner activity. We envision all of our teachers adhering to the basic instructional philosophy that students learn best by doing, and that while explicit instruction, modeling, and other teacher-driven approaches are necessary components of an instructional program, the most progress will be made when students apply their knowledge, think critically, and are asked to solve authentic problems.

Additionally, according to the 2010-2011 New York State Report Card, a significant portion of students in the East Ramapo School District is not proficient in crucial literacy skills. In 2011, only 30% of all 8<sup>th</sup> grade students in the district scored a 3 or 4 on the NY State ELA and math exams, and students designated as Special Education or ELL fared far worse, with fewer than 5% of students in these groups scoring a 3 or 4 on the ELA exam. We firmly believe that enhancing literacy skills for our students will improve learning in all content areas; thus, we plan to integrate literacy skills into every aspect of the curriculum, and all teachers at Rockland Academy will be considered to be teachers of reading and writing, in addition to delivering their content specialty. The use of the SIOP model for lesson design and delivery, with its focus on language objectives,

vocabulary reinforcement, and continual practice with reading, writing, and speaking will also serve as a pedagogical driver of our support for struggling populations, and will serve to benefit all students in the school, not only those designated as ELL.

In line with our school's belief in creating a structured and supportive environment, we will train all teachers to develop and adhere to a regular classroom routine, roughly structured around the five lesson components: 1) Do Now, 2) Modeling ("I do"), 3) Guided Practice ("We do"), 4) Independent Practice ("You Do"), and 5) Assessment. We expect teachers to adapt and adjust this model as needed, and to repeat the "I Do"- "We Do"- "You Do" cycle multiple times over the course of a class period, regularly checking for understanding and adjusting pacing, delivery, and groupings as necessary. This will be a substantial focus of our summer professional development and New Teacher Mentoring, as the effective delivery of these components of a lesson cycle is challenging even to veteran teachers. Additionally, utilizing this structure to deliver lessons that incorporate inquiry, authentic-problem-solving, and critical thinking can be challenging, so we anticipate spending significant time during our weekly staff development sessions to ensure that the instruction being delivered within this structure remains focused on application, and synthesis.

Finally, Rockland Academy places great value on utilizing a range of assessments, including those that move beyond the traditional standardized test format. Specifically, we believe in the power of well-designed, authentic assessments to drive student learning and engagement. To support this, all content areas will be asked to design one major authentic assessment over the course of the year, as a culminating unit project that will be open to all members of the community. Such a culminating project may be an annual Science Fair, in which students design and execute experiments, a formal debate on the ethics of the Vietnam War, or another similar presentation of learning. Teachers will design these projects as part of the unit planning process, with the support of the DCI.

### **Literacy Overview**

While instruction in the basic components of literacy must take place in all classrooms in order for our school to effectively increase student achievement and reading comprehension, the bulk of the instruction will take place in our two literacy classes, Reading and Writing. Our program will be aligned to a balanced reading philosophy, integrating literacy instruction using a combination of modeling and explicit instruction, shared reading and writing, and small-group leveled instruction. Through such an approach, all students can receive the individualized instruction and support they need to make gains in their literacy skills, while also accessing grade-level content and texts through whole class instruction and benefiting from the range of ideas presented by peers at all levels<sup>9</sup>.

### **Literacy Methods**

Writing classes at Rockland Academy will include elements of word study, grammar, spelling, organization, and voice using a combination of modeling, interactive writing, and independent work in a variety of genres. Based on the type of higher-level analytic writing referenced in the CCSS, Writing classes will spend time developing students' ability to respond to text and to synthesize multiple written sources in the development an argument, as well as on conducting research and writing informational and persuasive pieces that integrate knowledge from a variety of sources. Trimester projects will include authentic writing assignments and the development of a portfolio, in order to demonstrate mastery of these key writing skills and techniques.

---

<sup>9</sup> Taylor, B. M., Pressley, M., & Pearson, D. (2000). "Effective teachers and schools: Trends across recent studies". Ann Arbor, MI: CIERA. (ERIC Document Reproduction Service No. ED 450 353).

Similarly, Reading classes will intensely focus on developing skills in reading fluency, decoding, word study and comprehension as outlined in the CCSS, while providing students with opportunities to apply those skills on a regular basis through guided reading, independent reading, and analyzing text read aloud. Emphasizing vocabulary development, both Reading and Writing teachers will utilize instructional methods that involve multiple exposures to academic vocabulary. In Reading class, students' reading levels will be identified using the Fountas and Pinnell assessment system, which will assist our Reading teachers in targeting their instruction and identifying appropriate reading materials for students based on their skill levels. Students will regularly be grouped with peers of similar skill level for instruction in guided reading groups, but this guided reading approach will be combined with full-class instruction in specific reading comprehension techniques and analysis of shared grade-level texts, to ensure all students have access to grade-level reading materials and the benefit of class discussions with peers of all levels. An emphasis will be placed on not only mastering the basic skills of reading fluency and comprehension through explicit modeling and guided practice, but on analyzing multiple perspectives using thematic units combining fiction and nonfiction. This balance of small-group, leveled instruction with full-group, heterogeneous lessons, all focusing on a common theme and set of comprehension skills, will require a great deal of planning, preparation, and teacher skill. For this reason, Reading and Writing teachers will have an additional free period each day, in order to collaboratively plan and manage the complex task of integrating these elements into a balanced literacy program.

### **Literacy Materials**

Access to quality literature is crucial to the success of our literacy program. Reading and Writing classes will be based around the use of quality literature and nonfiction texts, taught in a combination of whole-class, leveled groups, and individualized readers' workshops. We intend to use content-based literature whenever possible, integrated into thematic units linked to Social Studies and Science concepts, as well as the school's core values (DRIVE), thereby helping our students to see and understand the relationships between fiction and nonfiction and how reading, writing and speaking fit together in the big picture of learning. A balance of literary and information texts will be used to ensure a rich, broad experience. Additionally, in Writing classes, we expect to use models and sample texts whenever possible, as well as to incorporate written responses to text and textual analysis into multiple units. The selection of specific texts for Reading and Writing classes will take place after approval of Rockland Academy's charter, guided by our goal of having all students read 6-8 novels in class over the course of an academic year, along with 25 independent texts read outside of class. To support this goal, we plan to purchase a leveled classroom library from Scholastic for our initial year of operation, and will supplement this by purchasing additional leveled texts in subsequent years.

For our struggling learners who require intense intervention in reading and writing we will provide a research based and field tested intervention evaluated by Vanderbilt and Harvard Universities called Read 180 which utilizes computer technology to address students' areas of need with appropriately leveled materials and exercises. System 44, a research based program, will be an interventional resource for our special education and ELL students. This is a multisensory program that uses visual, aural, kinesthetic and tactile modalities.

### **Math Overview**

Our math curriculum will be aligned to the CCSS, and will employ engaging activities connected to the real world to foster the sort of numeracy skills needed for high school math. Our students will receive roughly seven hours per week of math instruction to develop higher order critical thinking skills, to communicate and reason mathematically, and to become proficient problem solvers using a

variety of strategies. Our sixth grade curriculum will focus on the four areas defined by the CCSS: (1) ratio and rate (2) understanding of rational numbers, including negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. As we build our curriculum in subsequent years, we will continue to utilize the CCSS, supplemented by continued spiraled review of basic computational skills.

### **Math Methods**

We believe students learn math best through a combination of explicit instruction, cooperative learning, and independent problem solving. Math classes will be built around a common structure, in which teacher modeling and explicit instruction is reinforced through group activities and independent practice, then completed with an assessment. Commonly utilized methods such as choral response and oral drill, regular use of manipulatives, demonstrations, and connections to real-world scenarios will be integral components of our program. Additionally, math teachers will be considered teachers of literacy, as well, and will be trained to incorporate writing (through math journals, extended responses, written reflections, etc.) and to utilize effective read-aloud strategies to promote vocabulary development. Finally, because Rockland Academy's schedule allows for seven math classes each week – two more than most schools – we will utilize those additional classes as times for application, analysis, and synthesis. Students will be led through a series of problem-based learning scenarios, inquiry-based investigations, or other hands-on activities that require them to apply the skills and content from the unit, providing the math teacher with an additional form of assessment to determine if students have mastered the unit content at a high level.

### **Math Materials**

While the founding team of Rockland Academy is still exploring curricular options, we recognize that a textbook or program will be essential to ensure our teachers have the support and materials needed to build the math program during the first year of operation. We are considering adopting the Saxon Math curriculum, and plan to explore available inquiry-based programs to support the additional two classes each week. Additionally, we plan to purchase curricular materials to be used in remediation and support of students with disabilities.

### **Social Studies Overview**

In line with the school's approach of infusing literacy into all core academic areas, we will take a humanities-based approach to social studies instruction, in which students be exposed to a variety of topics through geographical, historical, cultural and social perspectives. Our sixth grade course will focus on developing a basic understanding of the social science perspective emphasizing the interaction of geography and economics, framed within the study of the Eastern Hemisphere. Each unit will focus on the history, economics, governments and religions of various countries in the Eastern Hemisphere. Seventh and eighth grade content will focus on the study of the United States and New York state history, split into a course on pre-Columbian era to Civil War and Reconstruction, followed by a course covering Industrialization to the post-Cold war and present day period. Additionally, our teachers will focus on developing students' ability to cite specific textual evidence to support analysis of primary and secondary sources, determine the central ideas or information of a primary or secondary source and provide an accurate summary of the source distinct from prior knowledge.

### **Social Studies Methods**

Rockland Academy believes that students learn social studies best when the content is made relevant and is interactive, requiring ongoing analysis and synthesis. As such, social studies teachers at Rockland Academy must focus not simply on delivering information, but on ensuring that students are constantly working to apply and analyze that content in various contexts. This may include

incorporating case study analyses, role-playing activities, simulations, debates, or interpreting data from primary source surveys and data charts. Additionally, as teachers of both content and literacy skills, our Social Studies teachers will be expected to integrate reading and writing throughout the year, through the use of historical fiction texts and primary sources, explicit instruction in accessing information presented in textbooks, and the incorporation of writing through quickwrites, journal responses, analytic essays, position papers, and research projects.

### **Social Studies Materials**

Rockland Academy has decided to utilize the *History Alive!* program from TCI, in order to support the school's focus on application and analysis through cooperative learning, as well as to capitalize on the program's support for differentiated instruction. *History Alive!* provides significant exposure to a variety of text types, and incorporates regular writing assignments and ongoing assessments, all supported by research-based best practices.

### **Science Overview**

The driving belief at Rockland Academy is that students benefit most when they are engaged and excited about the material. Therefore, we plan to adopt an inquiry-based approach to science instruction, which will encourage students to ask challenging questions and discover the answers on their own within the structured classroom environment. This will ensure not only that students are deeply engaged in the subject matter, but also that they develop strong scientific reasoning skills. Students will be introduced to multiple scientific fields (earth, physical, environmental, biological, and social), where they will be asked to follow multistep procedures when carrying out experiments, taking measurements, or performing technical tasks, to apply the scientific method, to conduct experiments of their own design, and to present their findings. In the sixth grade, the curriculum will cover transformation of energy systems, including an in-depth study and investigation of simple and complex machines, weather, diversity of life and the importance of interdependency in maintaining life here on earth. In 7<sup>th</sup> grade, the focus of study will shift to the cycles of matter and energy. Here students will delve into geology, interactions between matter and energy, and dynamic equilibrium in humans as well in other organisms. The 8<sup>th</sup> grade program will cover both physical and life Sciences. The focus on literacy in the content areas will apply in all science classes; specifically, citing specific textual evidence to support analysis of science texts. Additional literacy skills such as determining the central ideas of a text and providing an accurate summary will be taught in conjunction with Reading and Social Studies classes.

### **Science Methods**

Our school plans to adopt an inquiry-based approach to science instruction, while maintaining a structured classroom environment and utilizing the traditional components of a lesson cycle. Teachers will have the flexibility to adjust the class schedule to deviate from the traditional "I do-We do-You do" model when appropriate, in order to engage students in the process of thinking critically about a scientific problem, conducting experiments or structured labs, or going outside of the school's walls to explore the community's resources through field lessons. However, we also believe that balancing such inquiry-driven lessons with those that rely upon a more teacher-directed approach can be useful, and expect that teachers will integrate lecture, note-taking, demonstrations, and regular reading and writing, as well. Cooperative learning and regular nonfiction reading will be essential components of the science program.

### **Science Materials**

Rockland Academy's founders have decided to utilize the Full Option Science System (FOSS) program, a research-based science curriculum that focuses on "learning by doing". FOSS incorporates modular units, which include teacher guides, equipment kits, and assessment systems.

Adopting this program will allow teachers to focus on the crucial issues of effective implementation and responding to students’ needs, rather than trying to create their own curricular materials and assemble labs and demonstrations independently.

**D. Assessment System**

As a school committed to using data as a key lever for impacting student achievement, Rockland Academy plans to put into place a robust assessment system to measure whether students are on track to meeting academic targets and demonstrating grade-level content mastery. As described in Section I-B, the culture of our school will be driven by our Reflective and Informed Education Practitioner philosophy, which consists of the following cycle: setting goals and initiative action plans, executing plans, collecting and analyzing data, and making adjustments as needed. We will continuously collect and analyze relevant performance data from formative and summative assessments given to determine whether our students are on track toward mastering key academic content and skills. We will use the data to achieve the following objectives:

- **Identify individual student needs and determine appropriate interventions for struggling students.** Assessment data, in a variety of forms, will direct the work of classroom teachers in planning lessons, developing small groups for targeted instruction and leveled assignments, identifying students for Interventions or accelerated learning groups, and generating specialized learning plans for students who continue to face learning challenges.
- **Measure whether the school is meeting its goals, particularly those related to student achievement.** Accomplishing Rockland Academy’s accountability measures will be paramount. We will review the results of diagnostic, formative, and summative assessments on a regular basis and will continuously monitor the progress of the school and its students.
- **Deepen the school’s commitment to shared responsibility for student achievement.** Through a collaborative process of data analysis, we will invest all stakeholders in the success of our students. This will take place at all levels: in administrative team meetings, Board meetings, grade level team meetings, and as a full staff.
- **Identify new issues or challenges.** We will use data to identify trends and develop projections, ensuring that our decisions are proactive and strategically focused on the highest-leverage areas. We will make decisions that ensure ongoing improvement and achievement, based on analysis of what is working and what should be changed.
- **Hold teachers accountable for results.** We will use data on our students’ academic achievement to ensure objectivity when evaluating the performance of teachers, integrating student achievement data into the school’s performance evaluation system.

The chart below summarizes the assessments to be administered to each student during the school year. The variety of assessments to be utilized, along with their purpose and role in the school’s overall approach to data gathering and analysis, is described in more detail below.

	Diagnostic Assessments	Formative Assessments	Summative Assessments
<b>August</b>	<ul style="list-style-type: none"> <li>• Language Assessment Battery- (LAB-R) (<i>6<sup>th</sup> grade only</i>)</li> <li>• NWEA MAP Assessment (Reading, Math &amp; Science)</li> <li>• Fountas and Pinnell leveled reading assessment</li> </ul>		

	<ul style="list-style-type: none"> <li>• ERB Writing Assessment</li> </ul>		
<b>September</b>		<ul style="list-style-type: none"> <li>• Acuity Assessment</li> <li>• In-class Formative Assessments (<i>Do Nows, Exit Tickets, Weekly Quizzes, etc.</i>)</li> </ul>	
<b>October</b>		<ul style="list-style-type: none"> <li>• In-class Formative Assessments (<i>Do Nows, Exit Tickets, Weekly Quizzes, etc.</i>)</li> </ul>	
<b>November</b>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell leveled reading assessment</li> </ul>	<ul style="list-style-type: none"> <li>• LAS Assessments (ELL Students)</li> <li>• In-class Formative Assessments (<i>Do Nows, Exit Tickets, Weekly Quizzes, etc.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Trimester 1 Assessments</li> </ul>
<b>December</b>		<ul style="list-style-type: none"> <li>• In-class Formative Assessments (<i>Do Nows, Exit Tickets, Weekly Quizzes, etc.</i>)</li> </ul>	
<b>January</b>		<ul style="list-style-type: none"> <li>• In-class Formative Assessments (<i>Do Nows, Exit Tickets, Weekly Quizzes, etc.</i>)</li> </ul>	
<b>February</b>		<ul style="list-style-type: none"> <li>• Acuity Assessments</li> <li>• In-class Formative Assessments (<i>Do Nows, Exit Tickets, Weekly Quizzes, etc.</i>)</li> </ul>	
<b>March</b>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell leveled reading assessment</li> </ul>	<ul style="list-style-type: none"> <li>• In-class Formative Assessments (<i>Do Nows, Exit Tickets, Weekly Quizzes, etc.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Trimester 2 Assessments</li> </ul>
<b>April</b>		<ul style="list-style-type: none"> <li>• In-class Formative Assessments (<i>Do Nows, Exit Tickets, Weekly Quizzes, etc.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• NYS ELA &amp; Math Assessments</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>• NWEA MAP Assessment (Reading, Math &amp; Science)</li> </ul>	<ul style="list-style-type: none"> <li>• In-class Formative Assessments (<i>Do Nows, Exit Tickets, Weekly Quizzes, etc.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• NYSELAT</li> <li>• NYS Science Assessment</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell leveled reading assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Acuity Assessments</li> <li>• In-class Formative Assessments (<i>Do Nows, Exit Tickets, Weekly Quizzes, etc.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Trimester 3 Assessments</li> </ul>
<b>July</b>			<ul style="list-style-type: none"> <li>• Comprehensive Exams (<i>for students participating in the Summer Intensive Program</i>)</li> </ul>

As shown in the above chart, Rockland Academy will use a variety of assessments to guide continuous improvement, including:

**Diagnostic Assessments**

- **Language Assessment and Battery-Revised (LAB-R):** All students will be 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 Language Assessment and Battery-Revised, (LAB-R) 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, we will administer the LAS Links assessment 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.

- **Fountas and Pinnell Diagnostic Assessment:** At four points during the year, we will administer the Fountas and Pinnell reading level assessment to determine students' current reading comprehension skills and to accurately group them for appropriate skill instruction. The initial assessment will serve as a diagnostic, to determine students' starting reading levels and to identify target areas for support, while also providing the data we need to create appropriate leveled libraries in each classroom.
- **NWEA MAP Assessment:** We plan to use the Northwest Education Association (NWEA) Measures of Academic Progress (MAP) assessment, a computer-based, adaptive test that responds to students' skill levels and provides scores that will enable us to track progress from one year to the next in Reading and Math. Additionally, the MAP assessment will assist us in setting individualized goals for students, based on the RIT scores: precise measures of students' content and skill mastery. We also plan to utilize the MAP for Science test in order to gauge students' knowledge of scientific content and general themes.

### Ongoing Formative Assessments

- **Acuity:** We will administer the Acuity assessments three times each year, which will measure our students' achievement in terms of national comparison as well as measure growth over time. These tests allow us 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.
- **Fountas and Pinnell Benchmark Assessment System:** To measure our students' ongoing progress, as well as to determine their independent and instructional reading levels, we will use the Fountas and Pinnell Benchmark Assessment System. This will allow us to identify students who need intervention and enrichment, to shift students from one reading group to another as they progress, and to provide appropriate leveled reading material in all content area classes.
- **Daily and Weekly In-Class Assessments:** Rockland Academy's educators will be expected to conduct ongoing formative assessments on a weekly basis in the form of Do Nows, exit tickets, weekly quizzes, and self- and peer-assessments of student work. Additionally, teachers will assign homework as an immediate assessment tool to gauge understanding of material taught from day to day. All Rockland Academy teachers will be trained in approaches to effectively adapting instruction based on information obtained in such ongoing formative assessments.

### Summative Assessments

- **Regular In-Class Summative Assessments:** In addition to administering ongoing formative assessments to students on a daily and weekly basis, teachers will develop 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, a portfolio, or a presentation.
- **Trimester Exams:** Students will take final exams at the end of each trimester in Math, Reading, Writing, Science, and Social Studies. Each Trimester Exam is comprehensive in nature, and is designed to determine if our students are prepared to move on to the next grade. These assessments will be created by teachers with the support of the DCI, and will reflect the CCSS or NYS standards for each subject area.

- **New York State Tests:** Students at Rockland Academy 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 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 our ELL students 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 LEP services. This assessment will measure the individual progress of our ELL students as well as gauge the effectiveness of our curriculum.

### **Data Collection and Analysis**

While the administration of a variety of assessments and the collection of data is important to our school's success, Rockland Academy recognizes that it is the ability of teachers to translate that data into actionable outcomes that will be the real driver of student achievement. Teachers will receive extensive training in data analysis techniques during our August Master Teacher Training sessions and will then meet each Friday afternoon to review specific assessment data in grade level working groups, with support from the Principal and DCI. These Friday sessions will be focused on developing re-teaching plans for classroom instruction, grouping students for class activities based on common strengths and areas for improvement, and creating Intervention groups to receive remedial or accelerated instruction in a 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 DCI on a bi-weekly basis and will drive observation and feedback. Baseline data, collected via diagnostic assessments administered prior to students' entrance to our school, will help identify the strengths and weaknesses of our incoming students. Analysis of this data will be conducted by the Principal and DCI, and disseminated to teachers before the start of the year in order to guide their initial planning. Rockland Academy plans to regularly present data in an accessible manner using a simple dashboard and a series of assessment reports providing class performance, individual student performance, and wrong-answer analysis. Our Board of Trustees, families, community members, students, and the authorizer will receive regular updates on the most current data available, organized around the school's stated achievement and organizational goals.

### **Reporting**

In order to produce reports in accordance with NCLB and NYS accountability standards, Rockland Academy will also acquire a Student Information System (SIS). We recognize that there are many vendors of SIS in the market. Our selection will be based on research, best practices and on a student information system that has a proven track record. Current options include PowerSchool and eSchool, but we are actively exploring alternate vendors, as well. Our goal is to adopt a Student Information System that 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 REQUIREMENTS**

### **Promotion Requirements for Each Grade**

Promotion at Rockland Academy will be based on students' ability to meet grade-level knowledge and content standards, and will be determined by each student's assessment information, teacher recommendation and Principal's approval.

In general, the minimum requirements for promotion to the next grade include:

- Passing all core subjects as evidenced by a minimum of 70% year-end average in each
- Demonstrating proficiency or mastery on required NYS assessments.
- Missing fewer than 15 days of school over the course of the year

While Rockland Academy has established this set of requirements to form the basis of most promotion decisions, there will inevitably be instances when a more individualized approach is needed. To address this, all promotion decisions will be made by the Principal and the school's Promotion Team (comprised of the DCI, a teacher representative from each grade level, the school counselor, the director of Special Education and the ELL Coordinator), who will make recommendations within one week of the conclusion of the school year. The scenarios below outline the school's basic promotion policy:

***If a student fails a single core academic class, or does not demonstrate proficiency on the NYS assessments,*** that student will be enrolled in the Summer Intensive Program in July, where they will receive additional instruction in the target subject(s). At the conclusion of the Summer Intensive Program, students will complete a Comprehensive Exam in the subject they failed; successfully completing the Summer Intensive Program and passing the associated Comprehensive Exam will enable that student to be promoted to the next grade level in the fall. Students who do not successfully complete the program, or who fail the Comprehensive Exam, may be required to repeat the grade at the discretion of the Principal.

***If a student fails two or more core academic classes and does not demonstrate proficiency on the NYS assessments,*** that student will be required to repeat the grade. However, if the student has demonstrated proficiency on the NYS assessments, the Principal and the Promotion Team will make a decision regarding the student's eligibility for promotion.

***If a student misses more than 15 days of school over the course of the year, but has passed all core academic subjects,*** the Principal and the Promotion Team will make a decision regarding the student's eligibility for promotion. Students in this position may be required to attend the Summer Intensive Session or perform other tasks based on the recommendation of the Promotion Team.

### **Exit Standards**

As noted above, Rockland Academy will follow the Common Core State Standards, with the expectation of achieving proficiency or mastery on state assessments in order to demonstrate readiness for promotion. Thus, all core subject exit standards will be taken directly from the CCSS in Math, Reading, and Writing. Exit Standards for Science and Social Studies will be taken directly from the NYS standards in these subject areas, as will those for PE and Foreign Language. In addition, Rockland Academy has developed its own set of exit standards based upon the school's core values to assess student readiness in the areas of character, organization, and study habits. Samples of the various 8<sup>th</sup> grade exit standards are listed in the chart below.

Reading	<ul style="list-style-type: none"> <li>• Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from text.</li> <li>• Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</li> <li>• Analyze how particular lines of dialogue/incidents in a story propel the action, reveal aspects of a character, or provoke a decision.</li> <li>• Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</li> <li>• Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</li> <li>• Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</li> <li>• Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Write arguments to support claims with clear reasons and relevant evidence.</li> <li>• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>• Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li>• Produce clear and coherent writing with development, organization, and style appropriate to task, purpose, and audience.</li> <li>• Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</li> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</li> </ul>
Math	<ul style="list-style-type: none"> <li>• Know that there are numbers that are not rational, and approximate them by rational numbers.</li> <li>• Work with radicals and integer exponents.</li> <li>• Understand the connections between proportional relationships, lines, and linear equations.</li> <li>• Analyze and solve linear equations and pairs of simultaneous linear equations.</li> <li>• Define, evaluate, and compare functions.</li> <li>• Use functions to model relationships between quantities.</li> <li>• Understand congruence and similarity using physical models, transparencies, or geometry software.</li> <li>• Understand and apply the Pythagorean Theorem.</li> <li>• Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</li> <li>• Investigate patterns of association in bivariate data.</li> </ul>
Determination	<ul style="list-style-type: none"> <li>• Complete an extended project or assignment without guidance or reminders, creating a schedule and study plan independently.</li> <li>• Overcome obstacles and try again after failure, without giving up.</li> </ul>
Respect	<ul style="list-style-type: none"> <li>• Interact appropriately with peers and adults, without guidance or reminders.</li> </ul>

## F. SCHOOL CULTURE AND CLIMATE

Rockland Academy’s success depends upon the creation of a structured and supportive school environment, in which students are known as individuals, held to extraordinarily high standards, and supported in reaching those standards. Following the example of other “No Excuses” charter schools<sup>10</sup>, we plan to explicitly teach our students the way that key character values should be enacted in all aspects of their lives, and to make our expectations of them crystal clear at all times.

### Character Education

We expect our students to become good people, even when no one is watching. The development of this sort of character is crucial to students’ ongoing success in school and life, and we recognize that we must explicitly teach those character elements that we most value. As such, Rockland Academy has developed a set of five core values that will help us to create and maintain a culture that is conducive for high academic achievement. Determination, Respect, Integrity, Vision, and

<sup>10</sup> Thernstrom, Abigail, and Stephan Thernstrom. (2004). “No Excuses: Closing the Racial Gap in Learning.” Simon & Schuster.

Excellence (DRIVE) are the values that we will expect all students to demonstrate in their approach to academic work, as well as in their interactions with teachers, peers, and family. We believe that these traits, when embedded in students' minds, will translate into intrinsic motivation to achieve.

- **Determination:** Sticking with a challenging task, seeing it through until its conclusion, and giving 100% effort throughout the process.
- **Respect:** Being mindful of the way one acts and speaks, and recognizing the impact that one's behavior or words can have on others; acting politely and courteously to all members of the community, even when frustrated or faced with a difficult situation.
- **Integrity:** Doing what is right, even when no one is watching, and being willing to do so even in the face of pressure or conflict.
- **Vision:** Maintaining a focus on the big picture, and keeping one's goals and dreams in mind during even the most mundane daily tasks.
- **Excellence:** Doing everything to the very best of one's ability, without cutting corners or sacrificing quality; exceeding the standards set forth and attending to details at all times.

We will model, during student orientation, specific examples of behavior consistent with our values of DRIVE, and will continually reinforce these values through the following key practices:

- **Clear, High Expectations:** We believe that, like academic skills, proper school behavior is not innate, but must be taught clearly and explicitly. Beginning with the student recruitment process and community information sessions, our outreach will include a specific focus on the high expectations we hold for students, both in terms of academic skills and character. The initial orientation for newly enrolled students and families will address specifics of these expectations through a review of the Student Handbook, and will be followed by a more in-depth personal conversation during each student's Home Visit. All enrolling students and their families will be asked to sign a Commitment form, outlining the various responsibilities each party (students, families, and school) promises to uphold. Additionally, during summer orientation, students will receive explicit instruction in what each DRIVE value looks like in action, and how students will be able to demonstrate these values on a regular basis in classrooms, hallways, shared community spaces, and outside of school. Morning Gatherings and Advisory classes will focus on the DRIVE traits, addressing 1-2 per trimester. We recognize that students perform best when expectations are predictable and when they have had the opportunity to practice meeting those expectations; therefore, our school's daily operations and classroom interactions will be built on routines and rituals that will remain consistent throughout the school year. Incentives for positive behavior, along with consequences for negative behavior, will be clearly outlined, reviewed, and implemented consistently across the school using the systems outlined below.
- **Positive Recognition:** Using best practices from other successful "No Excuses" schools, Rockland Academy has developed a positive incentive system to recognize students for demonstrating the DRIVE values. Students who demonstrate desired behaviors will receive DRIVE stars as a form of immediate recognition, and these will be associated with school-based rewards and privileges. The system and its implementation will be coordinated by the school Social Worker, and teachers (along with other staff members) will be able to award DRIVE stars to students at any point during the day by making a note on a chart carried from class to class. This chart will serve as the record of the day's activities. These daily DRIVE stars will be tallied in the afternoon Advisory class to provide students with immediate feedback and recognition, then tallied again at the end of the week. Each Monday, during the Morning Gathering, there will be public acknowledgement of students who earn a target amount of DRIVE stars, along

the awarding of privileges based on the number of stars earned, including certificates, pictures on a bulletin board, or lunch with the Principal. Each day's Morning Gathering will include recognition of student achievements and exemplars of the school's DRIVE values. Additionally, DRIVE character awards will be handed out each Monday, and the student winner from each grade will receive public recognition and special privileges.

- **Behavior Interventions and Supports, coupled with Continuous Feedback:** In order to create and maintain a culture that is conducive for high academic achievement, Rockland Academy has developed a Code of Conduct that clearly delineates consequences for behaviors that are not aligned with our D.R.I.V.E expectations. While teachers will continually monitor students' behaviors and recognize those who demonstrate desired character values through the DRIVE star system, students who choose to engage in behaviors that are not aligned with our expectations will earn demerits. As with the DRIVE star system, which provides a vehicle for immediate recognition and associated incentives and privileges, the demerit system allows for immediate intervention and recognition of inappropriate behavior, leading to a set of clearly outlined consequences. Students may earn demerits for a range of common minor infractions ("Level 1 offenses" as defined below); teachers will administer and log demerits using the same chart system as for the DRIVE stars, and earning a certain number of demerits in a week will lead to specific consequences such as lunch detention, afterschool detention, and family meetings. The importance of constant feedback to students, focused on their behavior, is central to the effectiveness of the DRIVE star and demerit system. We will train teachers during the summer on the best ways to approach such feedback, including the most appropriate times for public feedback and demerits versus those times when private, individual feedback is best. A sample of our school's discipline policy that indicates a range of consequences to be determined by the Principal is including in Attachment #4.

### **Discipline**

Rockland Academy's school discipline policy will be based on the philosophy that clear, consistent, high expectations must be coupled with similarly clear and consistent consequences, with the primary goal of maintaining a safe environment for all students where disruptions to learning are not tolerated. It is the Principal's role to ensure timely and meaningful follow-through when an infraction occurs, using the school's Code of Conduct as the basis for decision-making. As part of the summer training on implementing the DRIVE system, teachers will receive professional development to ensure their expectations are aligned with the school's stated policies, and that they are prepared to respond appropriately using the school's demerit system for minor infractions, or office referrals for more significant misbehavior. Their classroom management strategies and effective implementation of the school's code of conduct, consequences, and DRIVE character values will be a focus of observations and feedback throughout the year.

### **Minor Infractions**

Rockland Academy believes that upholding a strict, structured academic environment is of the highest priority, and so will prioritize addressing and eliminating the sort of minor disruptive behavior that interferes with students' opportunities to learn. At this level, use of the DRIVE stars for consistent reinforcement of positive choices, along with the assignment of demerits and the delivery of appropriate and immediate interventions for negative behaviors, will be integral to the success of the school's discipline system. Minor infractions, referred to in the Rockland Academy Code of Conduct as "Level I" offenses, include disruptions to the learning environment, such as refusing to follow directions, using school equipment without permission, or making excessive noise. Teachers will be expected to issue demerits for these types of offenses, and implementation of

the demerit system will be overseen by the Principal and the Social Worker. Consequences will be associated with earning 5, 10, or 15 demerits in a week; upon earning 5 demerits, students will serve a lunch detention; upon earning 10 demerits, students will serve an afterschool detention; 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 good choices 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.

### **Major Infractions**

Major infractions, referred to in the Rockland Academy Code of Conduct as "Level 2," "Level 3," and "Level 4" offenses, include disrespecting or disregarding school culture, endangering the safety of others, and engaging in threatening conduct. Because these offenses are more serious and disruptive than the "Level 1" infractions described above, demerits are not appropriate tools for teachers; these types of offenses will warrant an office referral, at which point the Principal will investigate and determine appropriate consequences. Consequences for the lesser of these infractions may range from afterschool detention to in-school parent conferences, again depending on the offense and the context. The more serious disciplinary situations, which include dangerous or threatening behavior, may result in a suspension from school, or in the case of the most serious situations, such as possession of a weapon or starting a fire, extended suspension or expulsion. Students who are suspended, either internally or externally, will receive replacement instruction provided by a staff member, either individually or in a small group, depending on the situation.

### **Due Process**

Any staff member may impose consequences for Level I offenses that do not substantially interfere with a student's academic experience, including demerits leading to lunch detentions, afterschool detentions, family meetings, and parent calls or conferences. In the case of Level 2, 3 or 4 offenses, however, in which a suspension may be issued, the Principal will initiate an investigation. After speaking to all involved parties, the principal will inform the student and the parents/guardians of the suspension and the reason and evidence for it prior to the commencement of the suspension. The student shall be given an opportunity to know the reason and evidence for the suspension and the right to share his or her story prior to the commencement of the suspension. In the case of a long-term suspension, students will have the opportunity for a formal hearing with the Principal, and may appeal the decision through the school's complaint process by notifying the Board.

### **Evaluation**

In order to ensure the effectiveness of the Rockland Academy discipline and school culture system, and to adhere to the school's philosophy of using data to reflect on and inform school decisions, an annual evaluation will be jointly conducted by the Principal and School Social Worker. Reviewing disaggregated data on the number of detentions, suspensions, and other interventions, as well as on the number of DRIVE stars and demerits given out, will assist the school in determining the program's effectiveness, the staff's fidelity to the model, and its impact on student behavior.

## **G. SPECIAL STUDENT POPULATIONS AND RELATED SERVICES**

Rockland Academy believes that all students, regardless of disability or language status, can attain academic success through a highly structured environment with clear expectations and multi-layered supports. Our school was strategically designed to ensure that all students are equipped with the academic, emotional and social skills for college and career readiness, and we have intentionally

targeted a high-need population, with the expectation that 14% of enrolled students will be ELL, and 25% of enrolled students will be designated as Special Education. Therefore, we have developed a school structure that will ensure all students have the opportunity to succeed and are held to high academic standards regardless of their language proficiency, special education status, or initial academic skills level. Specifically, the CTT structure, targeted Intervention classes, extra time for literacy instruction, and an Advisory program that ensures all students are known and supported as individuals are some of the key levers we believe will help to impact these students' achievement.

### **Special Education Policies, Systems, and Structures**

Consistent with the federal requirement that special education services be provided in the least restrictive environment whenever appropriate and possible, Rockland Academy 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**

As outlined above, Rockland Academy will open with a single sixth grade separated into three classes. For this group of students, we will hire two certified Special Education teachers, along with a Special Education/ELL coordinator. We intend to hire two 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 and one Coordinator, along with a school Social Worker 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 travel with this group throughout the day, providing co-teaching support in the five core content classes.

Special Education teachers 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 up the responsibility for providing appropriate modifications and accommodations for students on IEPs. Co-planning and co-teaching will be a major focus of summer professional development, in order to ensure that all pairs are equipped with the skills and resources to effectively deliver differentiated instruction using this approach. The Student Support Team will also 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 Friday meeting 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, managing all staff in the Student Support

department (teachers, school counselor, aides, etc.). Additionally, the Special Education Coordinator will be the liaison between Rockland Academy and East Ramapo School District. 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 East Ramapo of the services Rockland Academy is not prepared to provide, in order to ensure services are provided through the school district or a licensed provider.

We plan to ask East Ramapo School District 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 East Ramapo students attending area private schools, so our school anticipates being able to access these services, as well.

- **Enrollment, Student Placement, & Review of Services**

Rockland Academy will reach out to community centers, mental health clinics, foster care agencies, and other social services agencies in Rockland County to give them information about Rockland Academy 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 the East Ramapo Central School District.

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 Coordinator, 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 in providing the listed accommodations and modifications, 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 Coordinator 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 teachers, parents and administrators will compose the team that will review student performance and assessment outcomes. This team will be considered the local Committee on Special Education (CSE), and will meet on an annual 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, delineated above, will monitor special education students for academic progress on an ongoing basis.

Rockland Academy will discharge to East Ramapo School district any student recommended by the CSE for full-time placement in an approved private residential school, a state-operated school or a state-supported school.

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, Rockland Academy will implement a Response to Intervention (RTI) model for its Child Find process to determine if that student should be evaluated for special education services. Using a tiered model, 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 Previewing and Intervention classes, and 3) individualized instruction through the Saturday School program, with each level of intervention being implemented as necessary. At each level, student progress will be monitored using the school's formative assessment system, 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.

### **ELL Policies, Systems, and Structures**

We believe that the most effective way to prepare our ELL students to succeed academically is through a structured English immersion program in which they are educated alongside their English-speaking peers with additional support from a certified ESL teacher. The majority of students in East Ramapo are not formally designated English Language Learners; however, many come from homes where the use of the English language is limited, and have yet to become proficient in the use of the English language. Our teachers, therefore, will be equipped to develop English language proficiency skills for all our students in every content area.

- **Staffing**

Research indicates that the most effective way to prepare ELL students to succeed academically is through a structured English immersion program in which students are educated alongside their English-speaking peers with additional support. 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 in which language and content are integrated. The structure of our ELL department will mirror that of our Special Education Department; because we anticipate a smaller number of ELL students, however, we plan to hire only one certified ELL instructor per grade level. This ELL teacher will conduct the same sort of co-teaching delivery and support as Special Education teachers, collaborating weekly with all core content teachers to plan and deliver lessons, and traveling with a group of students who receive ELL services throughout the day.

Rockland Academy will hire an ESL Coordinator whose responsibilities include identifying and providing appropriate placement and monitoring of student progress, as well as supervising the ELL staff. All staff will receive 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 also be used as a model for lesson planning and implementation of sheltered instruction. The ESL coordinator will be charged with overseeing and monitoring the progress of our ELL population and will also collaborate with the DCI to provide and coordinate professional development. ELL teachers will collaborate during the weekly staff meetings to analyze data and plan lessons.

- **Identification, Placement, and Review of Services**

All parents will be asked to complete a home language survey as a part of the enrollment process. In addition, all students will be required to complete an English diagnostic exam during student orientation. The data gathered from the survey and diagnostic exam will determine whether students will need to take a formal diagnostic exam, the Language Assessment and Battery-Revised, (LAB-R) 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. Each year thereafter, students will take the NYSESLAT to measure increase in language proficiency. Students scoring at a Proficient level will no longer be regarded as ELL. Students scoring at a Beginning or Intermediate level will be eligible to continue to receive LEP services. In addition to the formative and summative assessments that all students will take, ELL students will also take the LAS Links Benchmark Assessment, which will measure development throughout the year in reading, writing, listening, speaking and comprehension. This assessment will support teachers in tailoring instruction to meet students' changing needs throughout the year, and identify students in need of remediation. Under no circumstances will students receiving LEP services be excluded from curricular and/or extracurricular activities at school because of their inability to speak or understand the English language.

- **SIOP Design**

Rockland Academy will utilize the Sheltered Instruction Observation Protocol (SIOP) design in every classroom where our English Language Learners receive instruction. The SIOP model is an empirically tested, research-based model of language instruction developed by researchers at the Center for Applied Linguistics and California State University, Long Beach for the National Center for research on Education, Diversity and Excellence.<sup>11</sup> This instructional approach has been proven successful for teaching content to English Language Learners in strategic ways that make the subject matter concepts comprehensible thereby promoting students' English language development. All of our teachers will receive intensive and ongoing staff development from the Student Support Department in areas such as second language acquisition and ELL methodology, with a focus on using the SIOP model to deliver instruction in content areas effectively to our ELL students while developing their English language abilities. Using the SIOP lesson planning protocol, teachers will prepare lesson plans that include clear content objectives as well as language objectives. The language objectives will cover the speaking, listening, reading and writing modalities for each lesson, and will be posted conspicuously in classrooms for students to reference. Although the SIOP model is best suited for our ELL students, we believe that all of our students, especially those experiencing academic struggles will also benefit from this instructional method. Hence we plan to have teachers implement the SIOP strategies in every classroom, in order to enhance all students' ELA skills.

Drawing on the SIOP model as a base, each ELL teacher, in collaboration with the content area teachers, will develop learning activities to support a given day's lesson that can be related to ELL students' interests, backgrounds and experiences. Key vocabulary will be constantly reinforced in every lesson and teachers will provide language practice opportunities for reading, writing, listening and speaking. Other techniques implemented to make content concepts clear to our ELL students include modeling, use of visuals, hands-on activities, gestures, body language,

---

<sup>11</sup> Echevarria, J., Vogt, M.E., & Short, D. (2004). *Making content comprehensible for English learners: The SIOP model*. Second edition. Boston: Pearson Allyn and Bacon.

scaffolding techniques and providing sufficient wait time for responses. Students' comprehension and mastery of the language and content objectives will be assessed throughout the lesson through the various formative assessment approaches listed above.

### **Additional Support Structures for Special Populations**

- ***Differentiated instruction:*** Our teachers will be trained to tailor their instruction to meet the individual needs of our students and provide rigorous instruction to students at all levels. At the start of each unit of study, teachers will be expected to assess students' prior knowledge of key skills, or to utilize the results of the school's diagnostic and formative assessments. Informed with a sense of their students' varying learning needs, teachers will be able to form instructional groups for advanced groups and for students needing additional support, assign appropriate students' tasks, and provide appropriate learning materials. Using regular checks for understanding during a given unit, as well as within a single class period, will also be an important expectation of Rockland Academy teachers. This will allow them to determine whether modify or refine their instruction, adjust groupings, or redistribute tasks.
- ***CTT:*** Consistent with our mission of adhering to a standard of academic excellence for all of our students, we will support our special education students and English Language Learner (ELLs) through a full inclusion, collaborative team-teaching (CTT) model. Empirical investigations have shown that there is significantly higher student achievement in classes that utilize this approach to instruction<sup>12</sup>. In this model, each content area teacher will work in conjunction with a certified special education teacher or a certified ESL teacher to implement instruction that is differentiated to meet the needs of each student. Co-teaching is a teaching relationship in which general and special educators share responsibility for planning, delivery and evaluation of instruction for a heterogeneous group of students. These teachers work in a co-active and coordinated fashion in which they use techniques, such as traditional team teaching, one teaches- one drifts, station teaching, parallel teaching and alternative teaching to enable students of varying abilities to achieve at high levels. These various CTT approaches promote differentiated instruction by facilitating targeted grouping, supplemental instruction, explicit vocabulary instruction, use of leveled reading materials, and varied presentation of content. At Rockland Academy, each grade will be comprised of three classes with approximately 27 students in each; in two of the classes, students will be taught by the certified special education teachers coupled with the certified content area expert teachers, and the third class will be taught by a certified ESL teacher and the certified content area expert teachers.

While co-teaching is widely accepted in special education classrooms, it is also particularly beneficial when teaching English to speakers of other languages. It exposes English language learners to authentic language and exposes native speakers to students from other cultures. The co-teaching model will support all other at-risk students as well, because it provides increased teacher time and assistance for such activities as student monitoring, individual assistance, student conferences, re-teaching, and guided practice activities. It also allows for enrichment activities for students performing at or above grade level.

- ***Intervention & Previewing Classes:*** In addition to receiving substantial supports through the co-teaching model, Rockland Academy will provide all struggling students with a structured intervention program, described in Section II-B, above. Special Education and ELL students will particularly benefit from this system, as it will ensure that the school is able to adequately meet

---

<sup>12</sup> York-Barr, J., Ghore, G. S., & Sommersness, J. (2007). Collaborative teaching to increase ELL student learning. *Journal of Education for Students Placed at Risk*, 12(3), 1-34

their needs with supplemental and remedial instruction without requiring that they be removed from the inclusive classroom. Thus, they will retain the benefit of receiving instruction alongside their peers, while also receiving targeted interventions in small groups from certified Special Education and ELL teachers. Additionally, Rockland Academy has scheduled time each morning for students to receive a preview of the day's content. During this time, small groups of students whom teachers have identified as most in need of this support will meet with Special Education and ELL teachers to receive a 30-minute overview of the day's lessons in the core content areas. This time will be reserved for students to practice the skills needed for the day, activate prior knowledge or build it through use of text, video, and images, and to receive in-depth instruction on several key vocabulary words that will support their understanding of the day's lessons.

- ***Assistive Technology:*** We recognize that The Common Core Standards, NCLB and IDEA call for an increased focus on providing assistive technology services and devices for students with disabilities to ensure that they can access, receive and participate in rigorous learning. Our Special Education Director will base the determination of the use and type of assistive technology and services on a case-by-case basis. We will also develop an Accessible Instructional Material (AIM) plan. The implementation of our AIM plan will ensure that our textbooks and library books will be available in digital formats. We also plan to incorporate the use of BookShare, which provides an online library for students with print disabilities.
- ***RTI:*** As described above, 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, Rockland Academy will implement a Response to Intervention (RTI) model for its Child Find process to determine if that student should be evaluated for special education services. The identification of students for the first level of intervention will take place in August, before the onset of the school year when our students take the initial diagnostic tests in ELA and Math, we will be able to identify those students who are "at risk" for not meeting our student achievement goals. These students will immediately be provided with differentiated instruction within the classroom. Using a tiered model, 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 Previewing and Intervention classes, and 3) individualized instruction through the Saturday School program, with each level of intervention being implemented as necessary. At each level, student progress will be monitored using the school's formative assessment system, 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.

### III. ORGANIZATIONAL AND FISCAL PLAN

#### A. APPLICANT(S)/FOUNDING GROUP CAPACITY

The founding team of Rockland Academy of Excellence Charter School, driven by our mission, embodies the passion and commitment that fosters a culture of high expectations and personal growth for our staff, students and parents. The team's expertise ranges from financial, legal, medical, technology, behavioral science, and community and youth development to urban education including charter schools.

**Applicant(s)/Founding Group**

<b>Name</b>	<b>Current employment</b>	<b>Relevant experience/skills and role on founding group</b>	<b>Proposed role(s) if any</b>
Dionne Olamiju	Assistant Principal, East Ramapo Central School District	Academic design, school culture, Professional Development	Principal
Peter Obe	CEO & President, Cacti Inc.	Community Outreach, Facilities	Board Member
Dr. Surendra Bansal	Research Director, The Roche Group	Community Outreach, Facilities, Academic Design	Board Member
Philomena Nortey	Assistant Principal, P.S. 103- NYCBOE	Academic Design	Board Member
Kalu Agwu, MD	Psychiatrist, Downstate Medical Center	School Culture	Board Member
Pierre Gay	Instructional Technology Supervisor, East Ramapo Central School District	Academic Design, Community Outreach, Translation Services	
Doris Ulman	Attorney for the Villages of Pomona, Grand View-On Hudson, Chestnut Ridge and Wesley Hills	Legal, Community Outreach	Board Member
Rod Merkley	Partner and Project Manager, Little Tor Homes	Facilities, Community Outreach	Board Member
Segun Olamiju	ESL Teacher, East Ramapo Central School District	ESL Program Design, Community Outreach	
Dawn Holness	Guidance Counselor, Sisulu- Walker Charter School of Harlem	Charter School Launching, School Culture	
Allan Dubow	CPA, Retired	Accounting and Finance, Community Outreach	Board Member
Lydia Lestrade	Social Studies Teacher, East Ramapo Central School District	Academic Design, School Culture	
Dr. Alice Siegel	Literacy Professor, College of New Rochelle; Literacy Consultant, Charter School of Educational Excellence	Academic Design, Literacy Support	
Paul Weiner	President, PRW Office Services, Inc.	Charter School Launching, IT Support, Community Outreach	Board Member
Patricia Dancy	Retired NYCDOE Social Worker	School Culture, Special Education Program Design, Community Outreach	

**Proposal Development**

The creation of Rockland Academy was initiated by the lead applicant, Dionne Olamiju, who is currently a school administrator in the East Ramapo Central School District and a doctoral student in Executive Leadership. After visiting KIPP Academy and Hyde Leadership Charter School, Ms. Olamiju was inspired to create a similar environment for the students of East Ramapo, applying elements of the “No Excuses” charter model to address the unique needs of East Ramapo’s student population. The founding team united around a common vision: to provide all students with an academic environment that is comprised of caring, relentless educators who will promote academic rigor, provide emotional and social support, and develop the skills for college and career readiness.

The founding team has since remained in weekly contact, using conference calls and in-person meetings to discuss the design of the school and to finalize details around the school’s organization, operations, finance, and academic approach. In the spring of 2012, the team solicited the assistance

of SchoolWorks, an educational consulting firm, to assist in the revision and completion of the school’s design and the charter application. The team plans to continue the school’s relationship with SchoolWorks throughout the pre-opening and start-up phase, in order to ensure adequate levels of ongoing support and coaching for the leadership of Rockland Academy.

**B. BOARD OF TRUSTEES AND GOVERNANCE**

Rockland Academy will be governed by a Board of Trustees comprised of parents, entrepreneurs, professionals and educators who can provide expertise in a number of areas (including business management, law, finance/accounting, real estate, technology, community development, and education) in order to guide and support the work of Rockland Academy’s leadership. Board members must be committed to the following principles:

- All children can learn and achieve academic success regardless of race, income, family background, religion, gender, or previous behavior.
- All students, with high expectations and the appropriate individualized support within a structured academic environment, can achieve at a level that prepares them for college.
- To build a successful school, all Board members must actively engage in supporting staff and students through intellectual collaboration, strategic allocation of financial resources, technical assistance, and ongoing oversight.
- Data, when collected efficiently and analyzed effectively, should drive decision-making processes at all levels of a school, from the classroom to the boardroom.
- The Board is obligated to hold the school’s staff and administrators accountable for results, and to ensure that the organization is viable and successful for many years to come.

**Proposed Founding Board of Trustees**

Trustee Name	Voting Y/N	Position on the board (e.g., officer or constituent representative)	Length of initial term
Peter Obe	Y	President	3 years
Allan Dubow	Y	Trustee	3 years
Rod Merkley	Y	Trustee	3 years
Dr. Surendra Bansal	Y	Trustee	3 years
Dr. Kalu Agwu	Y	Trustee	3 years
Philomina Nortey	Y	Trustee	3 years
Doris Ulman	Y	Trustee	3 years
Paul Weiner	Y	Trustee	3 years
Parent	Y	Trustee	3 years

**Board Member Background**

- **Kalu Agwu, MD** is a parent of two children in the East Ramapo Central School District. He is currently a psychiatrist at Manhattan Psychiatric Center and an Assistant Clinical professor of Psychiatry at Columbia University College of Physician & Surgeons. He will advocate for enriching and engaging Math and Science curricula for our students as well as for a school culture that is supportive and structured.

- **Surendra Bansal, Ph.D.** is a research director for a pharmaceutical company and a parent of two graduates of East Ramapo Central School District. As a prospective board member he will advocate for academic rigor in our Science and Math curriculum.
- **Rod Merkley** is a real estate builder of luxury homes in the tri state area who lives in the East Ramapo community. He is spearheading the process of identifying a facility for our school.
- **Doris Ulman** is a village attorney for numerous villages in the county. She brings her keen and insightful legal capacity as a prospective board member.
- **Peter Obe** is a mechanical engineer, software developer and an entrepreneur in the East Ramapo Community. As the CEO of Cacti, Inc. he services the top 500 customers in the insurance and banking industries. As a prospective Board member he brings strong advocacy for the infusion of technology into the curriculum as well as fiscal oversight.
- **Paul Weiner** is employed as an IT charter school consultant who offers technological data reporting support. He will provide guidance over our data reporting system.
- **Philomina Nortey** is a parent and an administrator in the New York City public school, who shares the awareness of the needs of students in urban school settings.
- **Allan Dubow** is a CPA who has worked for years with non- profit agencies. As a prospective board member, Allan will provide fiscal acumen over the school's budget.

### Family Involvement

To emphasize the importance of families' input into the school's decision-making processes, Rockland Academy will retain at least one voting position on the Board for the parent of a current or alumni student. Additionally, meetings of the Board will be open to all members of the community, with an open comment period included in each meeting's agenda. Meeting times and locations will be publicized well in advance, in order to encourage community participation and to adhere to the regulations of New York's Open Meeting Law.

### Governance Practices

The Board will meet at least once a month during the first school year and may meet more often or less often as the needs of the school require. We anticipate meeting at least 6 times per year in successive years. The Board will maintain five standing committees: Executive Committee, Governance Committee, Finance and Legal Committee and the Academic Accountability Committee. Additional committees may be assembled as needed to address specific school needs (i.e. Real Estate, Diversity, etc.) should they arise. Committee members will be appointed by the Board Chair based on interest, willingness, and expertise.

- **Executive/Governance Committee:** Sets policy agenda for the full Board of Trustees, and is responsible for evaluating and developing the board. This committee recruits and trains trustees, develops and performs annual self-assessment, and provides new trustee orientation. Executive Committee members include the Board Chair (who also serves as the Chair of the Executive Committee), Vice Chair, Treasurer, Secretary and 1 other appointed board member.
- **Academic Accountability Committee:** Monitors the overall academic performance of the school, reviews assessment data, and works with school staff to present academic data to the board. This committee also monitors progress toward meeting interim and five year charter goals.
- **Finance and Legal Committee:** Oversees current and long-term financial position; works with school staff to review financial data and reports back to the committee of the whole. This

committee will acquire the services of an external auditor on an annual basis, and ensure that all activities conducted are in compliance with NYS charter laws. The Finance and Legal Committee will be chaired by the Board Treasurer.

- **Outreach Committee:** Initiates activities geared to advertising the school as well designing fundraising activities.
- **Technology and Infrastructure Committee:** Ensures that the school is adequately provisioned with technological and other resources, and oversees their use and effectiveness.

### **Roles and Responsibilities**

Board development and training for new board members will be provided prior to launch, and on an on-going basis, annually. The Board of Trustees will govern the school and have final authority for its policies and operations. It will have oversight over the academic progress and fiscal viability of the school. Additionally, our Board will be supported in the launching phase by the education consultant firm SchoolWorks. Our Board has also fostered relationships with Amani Charter School in Mount Vernon and the Charter School for Educational Excellence in Yonkers.

The responsibilities and obligations of the Rockland Academy of Excellence Charter School Board of Trustees include the following:

#### ***Policies & Planning***

- Establish and maintain all policies governing the operation of the school.
- Handle complaints submitted to the Board in a timely manner pursuant to the school's complaints process, including matters of enforcement of the school's discipline code, which governs long-term suspensions and expulsions.
- Develop a strategic plan, outlining the school's vision for growth.

#### ***Oversight***

- Review applicable data in a timely fashion (including financial data, achievement data, and relevant program data) to measure whether the school is meeting its goals, to evaluate the effectiveness of school programs, to diagnose problems, and to develop solutions.
- Ensure that the school adheres to the mission and goals and all other terms and conditions of its charter, as well as applicable New York State and federal laws and regulations.
- Oversee implementation of the educational program to ensure the school operates in an educationally sound manner, which includes conducting approvals and ensuring the school fulfills the goals and objectives set forth in the charter and Accountability Plan.
- Hire, supervise, evaluate and hold accountable the performance of the Principal, who shall be delegated with the day-to-day decision making responsibilities and authority for instructional leadership, including the hiring, firing, development, and evaluation of all staff.
- Oversee the evaluation by the Principal of the staff, which may include, but is not limited to, approving staff evaluation criteria and rubrics, and inquiring of bonus levels or personnel decisions while adhering to the delegation of authority of such decisions to the Principal.

#### ***Finance & Fundraising***

- Approve the school's annual budget, review regular financial updates, and ensure the school operates in a fiscally sound manner, including adequate internal financial controls.
- Provide support with additional fundraising, marketing, and other services as such needs arise.

### ***Advocacy & Outreach***

- Advocate on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations and corporate entities that support education through noncommercial relationships.
- Publicize the work of the school through local news media and recruit others in the community to lend their time or financial support.

### ***Comportment***

- Adequately prepare for any board meetings and school events, carry out and complete assignments, and participate in any agreed-upon board training.
- Maintain proper decorum, avoid factions, work through disagreements, and strive for unity.
- Adhere to the school's ethics code.

### **Board Recruitment & Development, and Evaluation**

As noted above, the Governance Committee will be responsible for recruiting, training, and evaluating the Board. This committee will identify areas of need on the Board, seek out qualified candidates using professional networks, and use a vetting process of interviews and reference-checks to determine a candidate's appropriateness. Additionally, the members of the Governance Committee will be charged with developing a training process for all new Board members, and with seeking out ongoing development opportunities for sitting Board members.

## **C. MANAGEMENT AND STAFFING**

Rockland Academy understands that great teaching is central to the success of our students, and is committed to recruiting, hiring, retaining, and supporting highly qualified teachers who embrace our school's vision and mission. Teachers must be dedicated to teaching through the development of authentic, meaningful, data-driven lessons; they must be willing to work in a collaborative school environment in which there is continuous student-centered conversation and collaboration; and they must commit to doing whatever it takes to meet the individual needs of our students.

### **Staff Recruitment**

The leadership team of Rockland Academy will work diligently to attract and retain skilled teachers, with the primary responsibility for staff recruitment and the hiring process located with the Principal. We have already begun the development of partnerships with local universities and colleges to identify prospective talented educators, including Nyack College and St. Thomas Aquinas. We anticipate that Rockland County's location will be an asset in our search for talent, as the district is located approximately thirty-five minutes from New York City and is easily accessible by car, bus and train. We plan to conduct extensive nationwide searches to recruit from the talent pool of teachers willing to work in New York.

Staff recruitment will begin each year in December, with targeted outreach efforts to alumni of programs such as Teach for America, New York Teaching Fellows, Relay Graduate School of Education, and other training programs that help to develop teachers for a "no excuses" environment. We plan to have an active presence at graduate school and nonprofit career fairs, and to utilize social networks through Facebook, twitter, and Google+. Additionally, we will post ads on New York State's on-line system for K-12 recruiting: OLAS, and use local newspapers, education journals, idealist.org, schoolspring.com, and other platforms that attract educational talent. In particular, Rockland Academy will seek to recruit teaching candidates from similar backgrounds as

the students we plan to serve; conducting recruitment trips to Historically Black Colleges (HBCs) and using ties to the local Haitian community to develop a pipeline of talent for our school.

Additionally, to attract and retain the best teachers we have budgeted a competitive starting salary, along with competitive yearly increases and stipends for Saturday and summer teaching. We believe that because of our competitive salaries, coupled with our supportive and professional school environment, we will have success recruiting high quality, dedicated and committed staff members.

All candidates must demonstrate the following basic characteristics in order to be considered as an appropriate match for our school. Candidates must be:

- **Energetic:** willing to work hard and bring an optimistic, solution-oriented approach to challenges.
- **Reflective:** willing to examine one's own areas of strength and growth in order to continually improve practice.
- **Dedicated:** committed to meeting the academic, social, and emotional needs of our students, including English language learners and students with special needs.
- **Knowledgeable:** possessing strong content knowledge, instructional pedagogy, and understanding of adolescent development.
- **Data-driven:** Skilled in the use of data to drive instruction, and possessing a belief that using data to diagnose problems, develop solutions, and evaluate instructional approaches is a key lever in successful teaching.
- **Collaborative:** A team player, able to work cooperatively in a variety of groups and situations.

### Hiring

The hiring process at Rockland Academy will center around assessing the degree to which candidates possess the key characteristics listed above; whether they are Energetic, Reflective, Dedicated, Knowledgeable, Data-Driven, and Collaborative. Following the cycle below, and driven primarily by the Principal with support from the DCI, the hiring process is designed to be a thorough, rigorous evaluation of each candidate's qualifications.

- **Resume Screen:** All candidates will be required to submit an initial resume and cover letter, at which point the Principal will determine if a phone interview is appropriate.
- **Phone Interview:** Using pre-scripted questions, the phone interview will help the Principal to gauge applicants' key characteristics, as well as to develop a sense for candidates' previous experiences and commitment to participating in the founding of a school. If, after the phone interview, the Principal believes the candidate is a good match for Rockland Academy, the candidate will be invited for an in-person interview.
- **In-person Interview:** The on-site interview will take place with the Principal, DCI, and selected staff members. Using pre-scripted questions that build upon those from the phone interview, the in-person interview will be designed to draw out candidates' content knowledge and character by addressing behavior in prior instructional and organizational situations.
- **Sample Lesson & Feedback:** A key element of the Rockland Academy interview process will be the sample lesson and feedback session. Because our school places such a high value on continuous improvement and reflective character, it will be crucial that we be able to assess how teachers go about planning, developing, and executing lessons, what they identify as their own strengths and weaknesses, and how they respond to constructive criticism.
- **Note:** All employees of Rockland Academy of Excellence Charter School will undergo background checks and child abuse registry searches in accordance with the law.

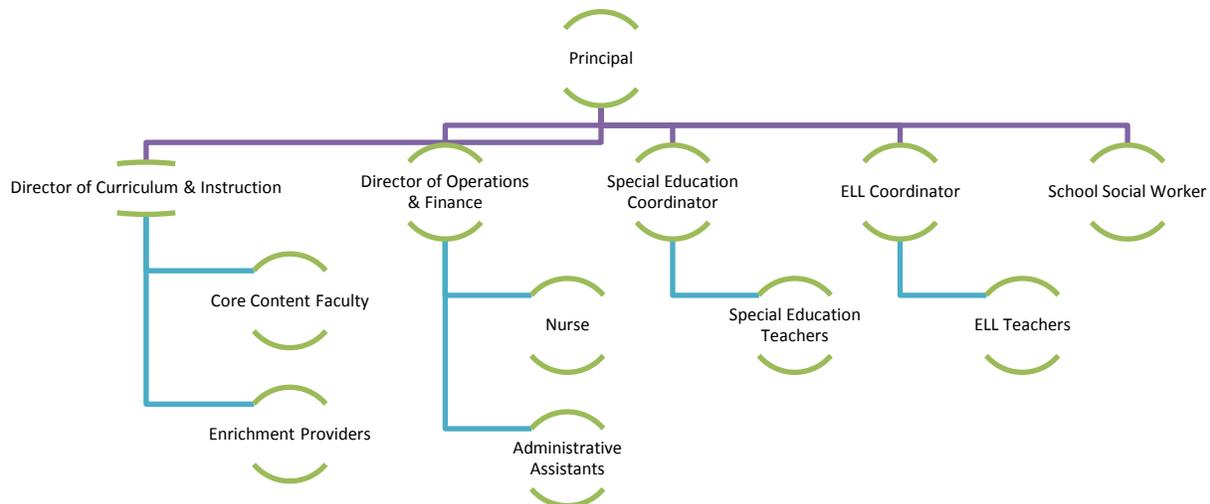
**Staffing needs with respect to successful implementation of the educational program**

The following staffing outline is aligned with our budget, enrollment, and mission. It specifically supports the academic design of our school that is targeted to meet individualized academic and emotional needs of our students. The support and administrative team is relatively lean during the initial year of operation, in order to ensure full implementation of our CTT model and full access to a range of supports for our special education and ELL students. As the school’s enrollment grows and revenue increases, we anticipate being able to fund a larger administrative team in order to ensure the Principal and DCI can focus unswervingly on supporting curriculum, instruction, and school culture.

Position	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Principal</b>	1	1	1	1	1
<b>Director of Curriculum and Instruction</b>	1	1	1	1	1
<b>Director of Operations &amp; Finance</b>	1	1	1	1	1
<i>Social Worker/Guidance counselor (in year 1, these functions will be provided by a contracted hourly service with support from a group of Social Work interns)</i>	0	1	1	1	1
<b>ELA teachers</b>	2	4	6	6	6
<b>Math teachers</b>	1	2	3	3	3
<b>Social Studies teachers</b>	1	2	3	3	3
<b>Science teachers</b>	1	2	3	3	3
<b>Special Ed teachers</b>	2	4	6	6	6
<i>Special Ed. Coordinator (in year 1, this role will be combined with that of the ESL Coordinator)</i>	0.5	1	1	1	1
<b>ELL Teachers</b>	1	2	3	3	3
<i>ESL Coordinator (in year 1, this role will be combined with that of the SPED Coordinator)</i>	0.5	1	1	1	1
<b>Foreign Language</b>	.5	1	1	1	1
<b>Physical Education/Music/Specialty teachers</b>	0	1	2	2	2
<b>Administrative Assistants</b>	1	1	1	1	1
<i>Nurse (these functions will be provided by a contracted hourly service)</i>	0	0	0	0	0
<i>Custodian (these functions will be provided by a contracted hourly service)</i>	0	0	0	0	0
<b>Total Staff Positions</b>	13.5	25	34	34	34

### Roles & Organizational Chart

- **The Board:** Will specify and uphold the school's mission and vision. Specifically, the Board will be



charged with hiring, setting compensation for, and evaluating the Principal. Additionally, the Board will ensure effective organizational planning and resource allocation, monitor the school's programs and services according to terms articulated in the charter, and ensure financial viability and sustainability.

- **Principal:** Will steer the daily work of the school to uphold the mission and vision, will set and maintain a laser-like focus on the school's goals, and will champion the belief that with the right structure, support, and instruction, all students can succeed at the highest academic levels. The duties of the principal will include recruiting, hiring, managing, coaching, and evaluating staff, while also motivating, supporting, and recognizing them for their work. The Principal, supported by the DCI, will oversee the school's professional development program, including all observation, feedback, team meetings, and workshops. Additionally, the Principal will be the primary driver of the school's data-driven instructional program and will support teachers in collecting, analyzing, and using student achievement data to drive classroom instruction and interventions. Additionally, the Principal will be in charge of ensuring effective, relevant communications to families and students, enforcing the school's discipline policy and overseeing its execution, and overseeing school culture by serving as the "face" of the school in all situations. Finally, in conjunction with the Director of Operations and Finance, the Principal will serve as the primary liaison to the community during the student recruitment process, and will engage other key stakeholders as necessary to marshal resources and support for the school. The Principal will be directly accountable to the Board of Trustees, and will be responsible for providing regular reports on academic progress, student attendance, and other goals laid out in Rockland Academy's charter. Upon hiring, Rockland Academy has arranged for the Principal to be mentored by the principal of the Charter School of Educational Excellence located in Yonkers, New York, as well as receive ongoing coaching from SchoolWorks staff members in the form of ongoing coaching conversations and annual school quality reviews.
- **Director of Curriculum and Instruction (DCI):** Will support the mission, the Principal and the instructional staff and serve as a liaison for communications between the staff and the Principal. The DCI will assist the Principal in effectively developing and implementing rigorous, aligned curricula. Additionally, the DCI will be charged with overseeing all instruction,

supporting staff members through ongoing coaching and development, and coordinating the school's professional development program and new teacher mentoring initiative. Finally, the DCI will be tasked with managing all assessment programs and supporting teachers in analyzing and using the data to drive instruction by coordinating regular grade level team meetings designed to focus on data analysis. The DCI will report to and be evaluated by the Principal.

- **Director of Operations and Finance (DOF):** Will oversee the school's financial and operational health, including such areas as student recruitment and enrollment, human resources, budgeting and financial planning. The DOF will support all reporting requirements for the school and will be responsible for all financial operations such as benefits, payroll, budgets and fundraising through grants and foundations and technology support. The DOF will report to and be evaluated by the Principal.
- **Core Content Faculty:** Will be directly responsible for providing quality, individualized, data-driven instruction to all students and for reasonable feedback to parents on academic progress. Faculty members will be tasked with the development and refinement of the school's curricula, using define scope and sequence documents and commercial curricular materials as a base, and with documenting curricular changes and effectiveness over the course of each academic year. Faculty will teach not only their core academic content areas, but will also support the school's efforts by providing interventions in small-group settings and teaching enrichment classes, as necessary. Faculty members will also serve as Advisors or in a comparable capacity, and will be tasked with developing strong relationships and rapport with students in order to support their social/emotional development. Selected faculty members will be asked to provide supplemental instruction at Saturday School classes once each month, and will receive a stipend for this additional work. In addition to instructional and student-support responsibilities, all faculty members will be expected to participate in the school's professional development program, set annual goals, and participate in staff meetings and workshops, both during the academic year and over the summer. Core content faculty will report to and be evaluated by the DCI.
- **Special Education (SPED) Coordinator:** Will provide instruction and academic setting to meet the needs of students with Individualized Education Programs (IEPs) and other struggling learners, and will serve as direct contact to Committee on Special Education (CSE). The SPED Coordinator will be responsible for the management of all IEPs, including oversight of annual meetings, relevant evaluations, intake and enrollment, file managements and security, and family communications. All Special Education teachers will be supervised by the SPED Coordinator, who will oversee their performance in the classroom, their support of students on IEPs during intervention and previewing times, their effective monitoring of students' progress towards goals and benchmarks listed in IEPs, and their effective delivery of services. The SPED Coordinator will report to and be evaluated by the Principal, and will be responsible for providing all formal observation, feedback, and evaluations to Special Educators on staff. Additionally, the SPED Coordinator will manage all relationships with external service providers, such as Speech Pathologists, Occupational Therapists, School Psychologists, etc. During year 1, a combined SPED/ELL Coordinator will fulfill these functions.
- **Special Education Teachers:** Will provide instruction to students on IEPs within a co-teaching context, and will be responsible for all service delivery as dictated within a student's IEP. Special Educators will also be charged with supporting the core content area teachers in best meeting students' needs through regularly scheduled meetings to review student progress and curriculum development, lesson planning and creation of materials, development of replacement or remediation lessons, and continual review of services. Progress monitoring and

regular data analysis also fall under the purview of Special Education Teachers, who will be supported and evaluated in their work by the Special Education Coordinator.

- **English as a Second Language Coordinator:** Will provide instruction and ensure an appropriate academic setting to meet the needs of ELL students. The ESL Coordinator will administer the Home Language Survey to any student for whom home language is indicated as other than English, and will coordinate the administration of all mandated language testing. All ELL teachers will be managed, supported, and evaluated by the ESL Coordinator. During year 1, a combined SPED/ELL Coordinator will fulfill these functions.
- **ELL Teachers:** Will provide instruction to students designated as English Language Learners within a co-teaching context, along with supplemental vocabulary and language instruction provided through previewing and intervention classes. ELL teachers will also be charged with supporting the core content area teachers in best meeting students' language development needs through regularly scheduled meetings to review student progress and curriculum development, lesson planning and creation of materials, development of replacement or remediation lessons, and continual review of services. ELL teachers will conduct diagnostic and benchmark assessments, monitor students' progress, and report to the ESL coordinator on a regular basis.
- **School Social Worker:** Will assist students in developing behaviors consistent with the school's core values. The Social Worker will oversee and implement the D.R.I.V.E star system for positive behavior. Additionally, the School Social Worker will provide counseling services and crisis intervention as necessary, conduct staff training in child development and psychological needs, and will support struggling students through the school's remediation program. The School Social Worker will report directly to the Principal. During years 1 and 2, a contracted service provider will fulfill these functions, along with a cadre of social work interns from local colleges.
- **Administrative Assistant:** Will support office operations, gather data, monitor attendance practices and serve as initial points of contact for those entering the school. Additionally, he/she will manage the food service program and transportation services under the supervision of the DOF. The Administrative Assistant will report to and be evaluated by the DOF
- **Nurse:** The following functions will be completed by a contracted service provider until the school has reached long-term sustainability: oversee health services, administer hearing/vision exams, and track all required immunizations and physical exams. He or she will maintain student health records and make referrals when a student needs more than routine health services. The nurse will report to and be evaluated by the DOF.

## D. EVALUATION

In line with Rockland Academy's belief in the Reflective and Informed Practitioner philosophy, we believe strongly in the power of data analysis and regular, formal evaluation to drive improvement. This applies not only to our staff members' performance, but also to our overall progress toward school goals and regular analysis of school data to drive instructional and organizational decisions.

### Program Evaluation

Rockland Academy's Board will use data to continuously assess the school's academic and fiscal health, alignment with its charter, and regulatory compliance. This analysis will be based on the accountability goals outlined in the charter application, along with a review of financial reports and academic assessment data. The Board plans to develop a dashboard-style system of monitoring key metrics. As noted above, the Board will meet twelve (12) times during the first year, and at least 6 times each subsequent year, to evaluate the academic, fiscal and organizational health of the school.

At each meeting, the Board will review reports prepared by the Principal to ensure the school is on the path to meeting or exceeding the goals articulated in the charter and accountability plan.

The five types of data that the Board will collect, analyze, and utilize as indicators of Rockland Academy's success and progress include:

- **Achievement Data** – As the primary indicator of student progress, this is the most important set of data for the Board. 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, and Adequate Yearly Progress. Additionally, the Board 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 compared to proven models.
- **Demographic Data** – This data will include 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, after seven years we will be able to collect high school graduation data, college acceptance data, and eventually we plan to collect data reflecting college persistence, remediation rates, and financial aid packages.
- **Program Data** – This 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 trimester we plan to 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** – We plan to 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.

### Instructional Staff Evaluation

At Rockland Academy, we see ongoing coaching, support, and feedback as crucial to teachers' development and student achievement. Regular, formal evaluation is a crucial component of this process, and will help us recognize effective teachers and identify those not meeting expectations.

Our evaluation process is composed of three distinct components: 1) Formal observation and feedback, 2) Student Achievement Data, and 3) Student/Family Satisfaction Survey Data.

- **Formal Observations:** We plan to utilize Charlotte Danielson's *Framework for Teaching* for our teacher evaluations, as it identifies elements of teachers' lessons that empirical studies have demonstrated promote improved student learning. Danielson divides the complex activity of teaching into twenty-two components clustered into four domains of teaching responsibility: (1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities. Each staff member will receive at least one formal observation per trimester using the Danielson framework, which will include a pre-observation conference, completion of the rubric for the observation itself, and a post-observation conference. All documentation from this process will be included in the teacher's record, and each teacher will have the opportunity to formally respond to the content of the evaluation.
- **Student Achievement Data:** We believe strongly that, for a teacher to receive a positive evaluation, his/her students must be demonstrating significant academic progress in a target area. For those content areas where NY State assessment data is available, this will be used to determine whether or not a teacher has met the achievement and growth targets laid out at the start of the year. In the cases where NY State assessment data is not available, locally selected formative assessment data will be used to measure student progress.
- **Student/Family Satisfaction Survey Data:** As noted above, Rockland Academy plans to administer an annual survey to gauge family satisfaction and gather input from students and family members. One component of this survey will be an anonymous process rating teachers in their effectiveness, responsiveness, and overall support for students. Results from this survey will contribute to a teacher's formal evaluation.
- **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 student/parent surveys results (20%). The written evaluation will also include a self-assessment component, where teachers reflect on their own strengths and areas for growth, along with a manager'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 biweekly meetings with a manager 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 trimester, using a Principal Performance Rubric comparing the school's performance to stated goals and objectives. Similar to the annual teacher evaluation, the Principal Performance Rubric will account for 60% of the evaluation, along with student achievement (20%) and student/parent survey results (20%). The Board will complete a narrative assessment of the school leader's strengths and areas for growth, using the various data sources discussed above as the basis for drawing conclusions. The evaluation will be written primarily by the Board Chair in conjunction with the Executive/Governance Committee, and will be provided to the Principal for review in advance of his/her annual Evaluation Meeting.

#### **Board Member Evaluation**

Board members will be evaluated on an annual basis by the school's Executive/Governance Committee using a narrative self-assessment, as well as a rubric completed by each individual Board member and the Board Chair. This rubric, developed by this committee, will focus on metrics associated with effective Board service, such as attendance, fundraising, and volunteer hours.

## **E. PROFESSIONAL DEVELOPMENT**

Rockland Academy values our teachers and is committed to providing them with the support and tools needed to provide outstanding instruction to all students. We will supply our teachers with a thorough orientation to the job and to the expectations of the school through our summer orientation, develop them with regular training during weekly meetings throughout the year, and share meaningful feedback with them regarding their teaching practices on an ongoing basis. By providing them with such thorough, targeted support and development, we believe each teacher can be effective in providing quality instruction for all our students.

### **Summer Orientation & Master Teacher Training**

During the three weeks of intensive staff development held in August, the Principal and DCI will focus staff training on developing a thorough understanding of the school's mission, establishing and maintaining the school culture and routines, understanding the student population, and servicing students with special needs. The orientation will be conducted using whole-staff and departmental trainings, relying heavily on modeling, role-plays, video analysis, and other practical training techniques. Sessions on data collection and analysis, balanced literacy, and effective classroom management will be developed using Doug Lemov's *Teach Like a Champion* and Paul Bambrick's *Driven by Data*, both of which will be required summer reading for each staff member. Additionally, significant time will be spent familiarizing teachers with the curriculum, and giving them time to begin developing unit plans, lesson plans, and materials. Common planning and instructional approaches, including extensive training in the CTT and SIOP models, will be a focus of the summer staff development, as these will provide a common base of knowledge on which to build during subsequent trainings throughout the year. Finally, each staff member will work under the supervision of a manager – generally the DCI – who will supervise all work and review any materials created. Regular one-on-one meetings will be built into the schedule throughout the orientation, and this time will be used to set professional goals, review unit plans and curricular materials, and discuss data from diagnostic assessments.

In addition to providing intensive summer orientation for all teachers, we have scheduled three full days of teacher training during the school year, geared to reinforcing teachers' pedagogical skills in developing lessons to meet the diverse needs of our students. Focus areas for these trainings will be determined by observation data collected throughout the year, along with teachers' articulated areas of weakness and desired areas for additional support.

### **Weekly Staff Meetings**

During the school year, we will dismiss our students early each Friday in order to provide dedicated time for weekly staff development workshops and regular team meetings. From 3:40-4:30, teachers will meet in grade level teams to review recent student data and develop intervention and action plans, followed by a 30-minute staff meeting or development workshop. These weekly staff development sessions will cover topics we identify each summer, centered around that year's overarching professional development theme. In the initial year of operation, we plan to cover many of the basic elements of "No Excuses" school culture and data-driven instruction, including: setting students' expectations, elements of effective classroom management, parent outreach, data collection and interpretation, lesson planning, Bloom's Taxonomy and collaborative team teaching.

Professional Development workshops will be delivered by the DCI, with support from the Principal or external consultants. We have developed a partnership with the Charter School for Educational Excellence in Yonkers and their administrative team has agreed to support us when necessary. Additionally, whenever possible, we hope to leverage staff expertise by utilizing teachers as presenters and trainers, as well as by incorporating video analysis into the workshop structure. Additionally, when necessary, educators will attend outside professional development and visit other high performing schools that are using the methods we intend to employ.

Participants will evaluate each Professional Development workshop, and this data will be evaluated by the Principal and DCI in order to assess its perceived effectiveness. Additionally, we will survey teachers once each trimester to elicit ideas on staff development needs. The Principal will analyze data from informal observations to determine the effectiveness of professional development workshops, and make adjustments to the schedule as necessary. In addition to using each Friday's early dismissal to provide professional development workshops, time will be set aside for grade level teams to meet, conduct data analysis, and discuss student progress and school culture. The Principal and the DCI will hold teachers accountable for implementing all recommendations discussed during weekly meetings. Finally, the Friday schedule will include time reserved for common planning sessions, in order to enable collaboration on a given grade level team, or within a department.

### **Informal Observation and Feedback**

A cornerstone of Rockland Academy's approach to teacher development and support is the ongoing informal observation and feedback process embedded in the school's daily routines. The Principal and DCI will visit classes on a weekly or biweekly basis, and will complete a short rubric with ratings, comments, and questions in order to provide targeted feedback on instruction. These rubrics will be provided to the teacher within 24 hours of an informal observation, and will also be filed for future reference, but will be focused solely on development, rather than on evaluation. Each teacher will have a scheduled monthly meeting with the Principal, where these rubrics will be used for goal-setting, personal development, and performance discussions. Through these systems, all teachers will have the opportunity to reflect on their practice and identify strengths and areas for improvement.

In addition to providing informal observation and feedback from administrators, Rockland Academy will encourage peer observation so educators can benefit from each other's best instructional practices. While this will not be mandated for all teachers, the Principal and DCI will use peer observation as an intervention for struggling teachers, and may develop targeted pairings for peer observations, or to conduct video observations and analysis, as needed.

Finally, once each trimester, each staff member will have the opportunity to take half a day to observe a colleague in a comparable teaching environment. The Principal, DCI Special Education Coordinator and ELL coordinator will rotate to provide classroom coverage during these observations. Teachers returning from observations will be expected to fill out an observation report to be submitted to the DCI who will incorporate any suggestions into the weekly meeting.

### **New Teacher Mentoring**

Rockland Academy will provide supplemental support and training to less experienced teachers by pairing them with our more experienced teachers in a formal mentoring program. The Principal and DCI, following an application and interview process, will select mentors each year. Mentors and their mentees will be allotted regular collaboration time for planning, sharing strategies, and brainstorming solutions to current challenges. Additionally, all mentors and mentees will be expected to observe one another 1-2 times per trimester.

**F. FACILITIES**

The founding members of Rockland Academy are actively seeking space in the East Ramapo area. Our Board of Trustees is also in communication with members of the East Ramapo Central School District school board, as well as the mayor, about the possibility of housing our school in a public school building for significantly below the market rate. As of now we have not finalized our discussions. Should these discussions evolve into a commitment, we will notify NYSED for approval of plans and specifications. However, we understand that securing public school space is not guaranteed. As such, we are currently exploring alternative options using local realtors in Rockland County, and members of the prospective Board of Trustees are engaged in active discussion with community stakeholders regarding our search for an appropriate facility. Our planning team is flexible and will use temporary incubation space, as necessary, for the first several years of our charter, in order to minimize paying for unused space. Since Rockland County is a suburban community, filled with adequate land space, the founding members of the Board anticipate finding a property that will accommodate our student population growth and expansion, and will also be ADA compliant. We have already been able to identify a particularly well-suited facility in the heart of East Ramapo; as the former site of a school, it will require few renovations (we anticipate spending approximately \$25,000 to prepare it for occupancy) and will cost \$12,000 per month for a 15,000 square foot space. This facility also has room for growth and expansion beyond the 15,000 square feet, which we anticipate will be necessary in our third year of operation. We understand that NYSED must also issue a certificate of occupancy prior to the school beginning operation.

**Space Requirements**

The school anticipates enrolling 90 students in its first year, with an addition of 90 additional students in both its second and third years, leading to a full enrollment of 270 students. Class sizes will average 30 students per class, with 3 classes per grade, resulting in the need for 9 full-sized classrooms for core content instruction at full enrollment, with an additional classroom for art/music/enrichment space. Each core classroom must be large enough to accommodate a classroom library, along with several computer stations. We also anticipate a need for significant numbers of smaller classroom spaces, designated for tutoring, remediation, and other student support activities, given our anticipated population. Finally, we would like to have a multi-purpose room to serve as a cafeteria, gymnasium, and school gathering space. The table below summarizes our anticipated facilities needs, using an assumption of 100 total square feet per enrolled student; upon full enrollment, Rockland Academy will require approximately 23,500 square feet in total. We anticipate that full-sized classroom spaces will require approximately 1000 square feet

<b>Purpose for Room</b>	<b>Square Footage Required in First Year</b>	<b>Number of Rooms Required in First Year</b>	<b>Number of Rooms Required at Full Enrollment</b>	<b>Square Footage Required at Full Enrollment</b>
Classrooms	4,000	4	10	10,000
Student Support	900	3	9	2,700
Administrative Space	1,000	4	5	1,250
Storage	800	1	2	1,600
Multi-purpose room	2,000	1	1	2,000
Medical Room	250	1	1	250
<b>Total Facilities Space</b>	<b>8,950</b>	<b>14</b>	<b>28</b>	<b>29,050</b>

Our timeline for securing a facility is as follows:

<u>Activity</u>	<u>Time Period</u>
Site selection	December 2012
Lease negotiation & Finalization	January 2013
Architectural planning (if applicable)	February 2013
Completion of renovation (if applicable)	May 2013
Occupancy by Rockland Academy	July 2013

## **G. INSURANCE**

We will purchase all necessary insurance policies to protect the school, its Board, staff and teachers from liabilities and claims arising under operations. This would include insurance for property, casualty, liability and workers' compensation. An insurance policy for directors and officers will also be purchased. Our prospective Board has solicited quotes from insurance carriers and has determined that our proposed insurance carrier will be Allstate, but is subject to change after a review by the Board of Trustees and school leadership. The policy will be in the name Rockland Academy of Excellence Charter School. The school will carry the following coverage:

- Directors and Officers insurance with limits of \$1 million
- Liability insurance with limits of \$1.5 million
- Property loss insurance with limits of \$500,000
- Insurance for student personal injury with limits of \$350,000
- General liability policy with limits of \$1 million per incident, aggregated to \$5 million
- Worker's compensation: rate determined by the state of New York

## **H. HEALTH, FOOD, AND TRANSPORTATION SERVICES**

### **Health Services**

In the event that a school nurse is not provided by the East Ramapo Central School District, Rockland Academy will contract the services of a registered nurse who will be supervised by the Director of Operations. The school also plans to collaborate with one of the health care providers in the neighborhood, such as Good Samaritan Hospital or Nyack Hospital, to receive services to supplement health services under Ed.L §912 and §2583(4)(a). The school will also ensure that at least two staff members are trained and certified in emergency skills management, including first aid, CPR and AED use. The school nurse will oversee these partnerships and trainings, and will ensure that we are in compliance with New York State laws and regulations. The nurse will be charged with providing workshops to our staff and parents on issues such as preventive health care, health education and health management; these will be offered during our regular parent conferences, as well as in conjunction with PTA events. The nurse, supported by the school's Administrative Assistant, will also be responsible for proper collection, storage and securing of students' immunization and medical records, as well as reporting of immunization compliance.

In addition to the aforementioned administrative responsibilities, the nurse will provide direct services to our students, including, but not limited to:

- Storage and administration of oral medications as prescribed by a medical doctor and with parental consent.
- Administration of medication through an inhaler or nebulizer.
- Application of nose, ear or eye drops.
- Application of topical ointments to the skin for chronic conditions.

- Asthma and other allergies management.

### **Procedures for Treatment and Students Requiring Daily Medication**

Rockland Academy will follow all laws and regulations related to the health and safety of our students including Ed.L. §§901-914 and Commissioner's Regulation §136.2(d)(2) to provide health services needed during the school day. The nurse will dispense medication to students requiring it during school hours provided that the following conditions are met:

- 1) Parents have granted permission for the nurse to distribute the medication;
- 2) The nurse has received a form completed and signed by the student's physician detailing the dose, frequency, and medication; and
- 3) The medication is in the original pharmacy container with the student's name, name of medication and doctor's contact information and the pharmacist's contact information. Similarly, non-prescription medication must also be in its original container with a doctor's note prescribing its use and is only distributed upon express written consent of the parents.

### **Screenings, Immunizations, and Health Records**

Rockland Academy's nurse will coordinate with the state health department to ensure the necessary physical examination, immunization, vision screenings, hearing tests and scoliosis screenings are conducted. Parents will also need to provide proof of immunization upon enrollment, though they may waive the immunization requirement by demonstrating compliance with Pub. Health L. §2164. Our Administrative Assistant will provide names and places where parents can take their children to be immunized should they not already have their immunizations by the first day of school.

Immunizations, along with health records from previous schools (which will also be an enrollment requirements), will comprise the base of a student's cumulative school health record. The nurse will be responsible for maintaining and updating these records to reflect any emergency care or school-provided screenings. Rockland Academy will maintain and release all records as specified by law, storing all student cumulative student health records until the child is 27 years old and all immunization records 10 years after administration of the immunization.

### **Food Services**

Rockland Academy is committed to providing students with a healthy food program that provides safe, appetizing, nutritious breakfast, lunch and snacks as stipulated by the USDA guidelines to our students. Specifically, the school will offer a hot/cold breakfast, snack and lunch program to all students, and will participate in the Federal School Breakfast Program and the National School Lunch Program, administered by the U.S. Department of Agriculture (USDA). Both programs will offer free or reduced meals to all students that meet eligibility requirements. We will adhere to the Federal Government guidelines regarding eligibility.

Rockland Academy will not itself provide food services in order to maintain our administrative focus on instruction and student achievement. Rather, we intend to contract for food services through an outsider provider, with all food service operations and contracts overseen by the Director of Operations. If possible, Rockland Academy plans to participate in East Ramapo Central School District's food service contract program. If participation in East Ramapo Central School District's contract program is not an option available to our school, we will research viable food vendors and will seek vendor recommendations from area charter schools; our budget reflect funds designated for this possibility. As it is likely our chosen facility will not have the requisite kitchen space, the school anticipates having all meals prepared off-site and delivered on a daily basis. The school will provide an on-site refrigerator for short-term milk storage, a food warmer to ensure appropriate temperature of hot food items, and an eating area/cafeteria for meal consumption.

### **Transportation Services**

Since Rockland Academy is eligible for the same transportation services currently provided for non - public schools in East Ramapo School District, we expect to receive universal transportation from the East Ramapo Central School District, including transportation on days when the public schools are not in session. In cases where students are ineligible for transportation under §3635 of the Education Law, the school will not provide supplemental transportation to students. Parents and guardians of ineligible students shall be responsible for providing transportation.

## **I. FAMILY AND COMMUNITY INVOLVEMENT**

Rockland Academy embraces the belief that parents are the primary educators of their children, and as such, must be active participants in the life of a school. All that we do will be open and transparent, and family communication will be a constant priority in order to ensure full understanding of our school's systems, policies, and academic approach.

### **Enrollment & Commitment to Excellence**

Recognizing that the pursuit of academic excellence requires substantial time, effort, and investment on the part of the family, upon enrollment, all parents will be asked to sign a Commitment to Excellence Form. Signing the Commitment to Excellence indicates that a family has committed itself to full participation in the education of its children, and has made a commitment to actively support all school policies and activities. This includes Rockland Academy's extended school day and year, the school dress code, code of conduct and school culture system (DRIVE stars and demerits), regular homework, and student participation in Saturday School and summer school when required. We recognize that fully understanding the degree of commitment necessary for success at Rockland Academy requires more extensive conversations between a family and the school; therefore, we plan to conduct home visits with each newly enrolled family over the spring and summer before the academic year begins. These home visits will be focused on the Commitment to Excellence, the expectations of families and students, and on answering any questions that families may have about Rockland Academy to ensure that they are fully aware of the commitment they are making by enrolling. Additionally, this visit serves to begin the development of an open relationship with each student and family, enabling staff to become familiar with the unique circumstances of a student's life outside of the school's walls. We plan to utilize all school staff members to conduct home visits, with staff who are fluent in the family's home language present whenever possible.

### **Orientation**

Once accepted in the lottery, all families and students will be required to attend an orientation session in which Rockland Academy staff will review the school's expectations, academic program, code of conduct, and other policies relevant to students and families. Because enrolling in Rockland Academy means making a commitment to the school's extended day, summer programming, rigorous academic expectations, and strict rules governing student behavior, this orientation session will be crucial to building a complete understanding of the school's program. Families will receive the Student and Parent Handbooks (in the appropriate home language) during this initial session, in order to provide them with ample time to review the school's expectations and operating procedures. Additionally, immediately before the start of the school year families and students will return to the school for a final review of school procedures, expectations, and requirements.

### **Formal and Informal Communication**

Maintaining ongoing, open communications with families will be crucial to the successful execution of our mission; as such, Rockland Academy has developed a set of formal and informal mechanisms to ensure such communication takes place. The initial series of orientation sessions and home visits,

prior to the start of a student's academic experience at the school, is the first in the line of formal communication pathways. The Student and Family handbooks, translated in the appropriate home languages, serve as another formal communication vehicle, as they will be an important reference for families throughout the school year. Additionally, formal Family Conferences will take place at the close of the first and second trimesters, which will provide families with the opportunity to meet individually with teachers and discuss student progress. Family workshops and trainings will be offered during these conference sessions, in order to capitalize on their presence. Family workshops will be offered at other points throughout the year, as well, including a monthly activities night designed to involve families in the academic content and skills students are learning, and to provide training in a low-pressure environment to assist families in best supporting their children at home.

In addition to orientations and conferences, there will be formal communication home with families each week through a school newsletter, announcing the latest school events and updates. Families of students who receive awards during the morning gathering will be notified and invited to attend the assembly, in order to promote family involvement in the positive character-development work done by the school. Finally, there will be formalized systems for notifying the families of students who struggle with appropriate behavior and receive detentions or further consequences. At times, the consequence itself may be formal family communication in the form of a mandatory family meeting, or a family shadow day.

Informally, we will adhere to a 24-hour turnaround time to respond to family contact via phone call or email. It was also be the expectation that teachers will maintain regular communication with families, calling for concerns, questions, or simply to let them know that a student had a good day. We believe that stronger family relationships will be built if school staff can be in touch for all types of reasons, rather than having families associate calls from school with misbehavior or poor performance. Advisors will serve as the primary point of contact for families, though we will expect all teachers to be accessible and responsive, and time will be set aside during the summer staff orientation for Advisors to reach out to the families of their advisees and introduce themselves, beginning what will be an ongoing relationship. Families will also be encouraged to take advantage of the school's open door policy by sitting in on classes whenever possible to better understand the work that students are being asked to do and the character values being promoted by the school.

### **Family Involvement & Input**

Rockland Academy believes strongly in parent input into our school's programs and policies, and will actively work to understand and respond to the needs of the parent community. We plan to administer Family and Student Satisfaction Surveys each year, in order to assess our own performance as a school as well as to gather input from families. We also plan to establish a Parent-Teacher Association, charged with assisting in school programming, volunteering to support the school, and weighing in on important school-level decisions or proposed changes. To reiterate the importance of our parents' input in the school's decision-making process, we will also retain at least one voting slot on our Board for our parents.

### **Community Engagement**

We recognize that Rockland Academy's work will impact not only those students, families, and teachers who are immediately involved with the school, but those in the local community, as well. The support of neighbors and community members is essential to the smooth functioning of the school, and we plan to make every effort possible to include community members in school events in order to build a better understanding of our work. We plan to open the annual subject-area authentic assessments, described in Section II-C, to the surrounding community in order to demonstrate to neighbors and local residents the type of work taking place within the school. We

hope such openness can support stronger school-community ties, and can serve as an entry point for community members who are interested in supporting the school beyond attendance at such events. Our school's Director of Operations will coordinate volunteer opportunities during the school day, along with the development of partnerships with local community organizations.

## **J. FINANCIAL MANAGEMENT**

Rockland Academy is committed to shrewd fiscal management of our finances, and has developed a conservative financial plan to anticipate the organization's fiscal health through its fifth year of operation. Our model demonstrates that Rockland Academy can successfully deliver a complete academic program without the need for external fundraising, using only federal, state, and local funding sources, including the per-pupil funding and entitlement grants.

Under the guidance of our DOF and the Board of Directors, the school plans to develop a comprehensive financial management plan immediately upon charter approval to include the areas of compliance, purchasing, financial accounting, cash management, credit, ledger control, reporting and payroll, along with financial policies regarding borrowing and investment procedures. The DOF will directly oversee all financial functions of the school, with the support of an externally contracted business management service for administrative tasks, and will be charged with developing the school's system of financial controls.

Rockland Academy will obtain a fiscal audit following the end of each fiscal year. We plan to hire an independent auditing firm to conduct annual reviews of cash flow, retrospective budget, and financial controls. Our DOF will work with the independent audit firm selected by our Board to ensure that the audit is completed in a timely fashion. At a minimum, our school will meet the scope of audits required of other public schools, and will be subject to the same programmatic audits required of other public schools in New York State. In addition to these audits required by law, Rockland Academy plans to conduct internal quality reviews with the support of SchoolWorks, a consulting firm with considerable experience conducting such reviews. These reviews will focus on various programmatic areas including Special Education, Title I, and Human Resources to assist in establishing exemplar operational procedures and ensure the school is in compliance with applicable laws and regulations.

We plan to use accrual basis accounting in accordance with GAAP for our books, including Budget Reports, Chart of Accounts and the General Ledger, all financial statements and for any reporting to the IRS or other governmental entities. The DOF will maintain these accounts under the supervision of the Principal who will present monthly financial reports to the Board. Additionally, the DOF will utilize our Student Information System to securely and efficiently manage all enrollments, special education or ELL classification, eligibility for free and reduced price lunch, and other demographic information for all students.

## **K. BUDGET AND CASH FLOW**

The proposed Rockland Academy budget was developed with the support of SchoolWorks, an external consulting firm. This budget, presented in Attachment #9, reflects several key assumptions around revenue and expenditures. These include maintaining a steady enrolment of 90 students per grade, with an increase from one complete grade in the first year, to two in the second year, to three in the third year, with accompanying costs associated with growth such as staffing, curricular purchases, and the addition of technology and furniture to meet the needs of a larger student body. We anticipate roughly 25% of our student body being Special Education, in line with the district population, 65% of our student body qualifying for free lunch, and 10% of our student body

qualifying for reduced price lunch. The budgeting assumes the following key revenue sources: per-pupil funding from a student's sending district, reflective of the distribution of students from area districts described in Section I; special education funding from federal IDEA funds; roughly \$60,000 in private funds raised by the Board and school personnel; and \$500,000 in Charter School Program (CSP) Planning and Implementation grants, distributed over the pre-operation year and the first two years of the school's operation. The largest anticipated expense in our budget is payroll, with additional significant costs incurred in the area of facilities (including lease expenses, renovation, and maintenance) and start-up equipment, technology, and curriculum costs. We have identified the need for a line of credit to support cash flow challenges during the initial months of operations, and so have contacted several local banks in order to discuss securing a line of credit of \$250,000.

The attached budget clearly demonstrates that the school can reach its full capacity and offer a sustainable financial model once fully enrolled; we recognize, however, the need to be lean during our opening year, given the small student body. As such, several key staff positions, including support for the DOF, a full-time counselor, and other administrative roles will not be filled until the second or third year of operation, in an effort to direct funds towards those working most directly with students.

## **L. PRE-OPENING PLAN**

Upon approval of Rockland Academy's charter, the Board plans to contract with a consultant from SchoolWorks to support the pre-opening planning and activities. Additionally, the principal of The Charter School of Educational Excellence in Yonkers, NY has agreed to providing ongoing support and mentoring to the Principal during the planning and start-up phase.

### **STAFFING**

- Hiring of Principal (*Upon approval of charter; Board*)
- Hiring of Director of Curriculum and Instruction and Director of Operations & Finance (*April, 2013; Principal & Board*).
- Recruitment and hiring of faculty (*January-June, 2013; Principal, DOF & DCI*).
  - This includes development of interview questions, screening of resumes, phone interviews, in-person interviews, observation of model lessons, and creation of contracts.
- Development of faculty orientation, onboarding procedures, and materials (*January-June, 2013; DCI*)
  - This includes creation of Faculty Handbook, distribution of required summer reading materials, and development of summer professional development workshops and materials.
- Development of HR systems, coordination of payroll and benefits (*April-June, 2013; DOF*)
- Development of Staff Evaluation System (*May, 2013; Principal, DOF & Board*)
  - This includes creation of an informal observation rubric, formal observation rubric, professional goal-setting form, written evaluation form, staff self-reflection form, and staff bonus system.

### **INSTRUCTION**

- Develop Scope and Sequence documents for all 6th grade courses (*January-May, 2013; Principal & DCI*)

- This includes collaboration with external consultants, review of NY and CCSS standards, development of Rockland Academy sub-standards, selection of power standards, identification of exit standards, creation of units, sequencing of units, timing of units and development of common assessment expectations
- Select & purchase curricular materials for all 6th grade courses (*January-May 2013; Principal & DCI*)
- Develop school's grading policy and set up teacher gradebooks (*April-June, 2013; DCI*)
- Develop instructional planning templates and process (*April-June, 2013; DCI*)
  - This includes creation of lesson plan template, weekly plan template, unit plan template, planning process checklist, and collaborative planning meeting agendas for CTT pairs
- Plan three week Master Teacher Training on curriculum, school culture, data analysis and other topics related to the design of our school (*January-August, 2013; Principal, DCI & DOF*)
- Prepare Diagnostic Assessments Action Plans (*January-August, 2013; Principal & DCI*)
  - This includes the development of school wide data cycle and calendar, creation of action planning templates, development of dashboard template, and analysis of diagnostic data
- Selection, training, and set up of Student Information Systems and Parent Portal (*April-August, 2013; DOF*)

### **FACILITIES, FOOD & TRANSPORTATION**

- Site Selection (*Upon charter approval-January, 2013; Board, Principal & DOF*)
- Lease negotiation & Finalization (*January, 2013; Board, Principal & DOF*)
- Notification of Community (via community meetings, local neighborhood associations, flyers, etc.) (*February, 2013; Board, Principal & DOF*)
- Repair/Remodeling/Infrastructure Development (*January-July, 2013; Board, Principal & DOF*)
  - This includes installation of technology infrastructure, any necessary facility repairs, installation of lockers/white boards, installation of security system, etc.
- Complete cleaning of facility (*June, 2013; DOF*)
- Health and Safety Inspections (i.e. Fire Inspection) (*June, 2013; DOF*)
- Occupancy by Rockland Academy (*July, 2013; DOF, Principal & Board*)
- Selection, purchase, and tracking of supplies, furniture and resources (*January-August, 2013; DOF*)
- Selection, purchase, and setup of all technology (*January-August, 2013; DOF*)
  - This includes a server, wireless network, copiers, printers, fax machine, postage meter, faculty computers, student computers, projectors, telephones, etc.
- Selection of student meals vendor and rental/purchase of necessary supplies and equipment (including refrigerator, food warmer, etc.) (*January-August, 2013; DOF*)
- Coordination of student transportation with East Ramapo School District (*June-July, 2013; DOF*)
- Coordination of facility-based services (*June-August, 2013; DOF*)
  - This includes trash/recycling pickup, staff parking, custodial services, etc.)
- Securing of Crossing Guard, School Zone signage, etc. (*June-August, 2013; DOF*)

### **FINANCE**

- Finalize budget (*January, 2013; Principal & Board*)
- Secure start-up grants (*January, 2013; Principal & Board*)
- Establish bank accounts (*April, 2013; Principal, DOF & Board*)
- Establish payroll system (*April, 2013; Principal, DOF & Board*)
- Establish system to report enrollment of students to school districts (*Upon approval of charter; DOF*)

## **M. DISSOLUTION PLAN**

In the event of closure or dissolution of Rockland Academy of Excellence Charter School, the Board of Trustees shall delegate to the Principal the responsibility of managing the dissolution process in accordance with Education Law 2851(2)(t). The process shall include notifying parents of children enrolled in Rockland Academy and conducting public meetings to answer questions about the dissolution process. In accordance with Educational Law, Rockland Academy shall transfer student records to the East Ramapo Central School District. After satisfaction of outstanding debts pursuant to Education 220, any remaining assets shall be transferred to another charter school within the district where Rockland Academy is located or directly to the East Ramapo school district. As part of the Public Charter School Program we will reserve in our budget \$25,000 each year for the first three years of instruction to cover the costs of dissolution.

### **Dissolution Process Events to Take Place**

**Days 1 -5:** Rockland Academy delivers current student list to the East Ramapo School District. The Principal works with East Ramapo School District to discuss openings and availability for students being displaced by the closure or dissolution. The Director of Finance and Operations, a Rockland Academy Board representative, and auditors begin the process of identifying assets required for transfer. The Principal notifies all parents in writing of the closure of the school and the ensuing placement process, addresses the students, and informs them of the school's closing and ensuing placement process. Rockland Academy schedules and promotes a school-day meeting with students and an evening meeting with parents and other stake holders to discuss Rockland Academy's closing and the transfer of students to other public schools. Rockland Academy hosts a series of information sessions for families and students about the possible schools available and identifies the assistance that will be provided during the transfer process, and schedules placement meetings with each enrolled student/parent to discuss placement. The school's website serves as a source of information about the school's closing, and the placement of students in other public schools.

**Days 5-15:** The pupil personnel staff prepares a written report for the Principal confirming the scheduling of placement meetings for each student/parent. Student placement meetings begin. Rockland Academy informs support services such as transportation, food services and school safety of the closure to ensure adequate time for modifications to existing practices and procedures. Rockland Academy notifies in writing Principals in schools likely to receive transfers of assets from Rockland Academy and provides contact information for school personnel handling transfers.

**Days 15-30:** The pupil personnel staff continues placement meetings. Counseling staff prepares a list of students and their known preferences for relocation for the Principal. Student records are transferred to the East Ramapo School District upon completion of the placement meetings. Rockland Academy informs parents of enrolled students of the transfer of their students' records to the School District and provides a copy of those records. Rockland Academy conducts a final meeting with the School District to ensure that each student has been properly enrolled in either a local public or non-public school.

**ATTACHMENT 1:**  
**ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL**  
**Admissions Policy and Procedures**

The mission of the Rockland Academy of Excellence Charter School is to develop and nurture all students by providing them with the academic, emotional, and social skills essential for college and career readiness. Through relevant, individualized, and adaptive curriculum, multiple instructional approaches, along with extra support for all students through a longer day, more staff, and supplemental intervention programs, our students will adhere to a standard of academic excellence that will propel them to become constructive members of society.

Rockland Academy is open to all students of New York State of eligible school age and will not discriminate on the basis of race, gender, religion, disability or language proficiency. Rockland Academy will comply with admissions preferences to certain individuals consistent with the New York State Charter Schools Act. Preference will be given to returning students in the second and subsequent years of operations, students residing in the school district in which the charter school is located, and siblings of pupils already enrolled in the charter school. Siblings are defined as a blood brother or sister or adopted brother or sister living in the same home. Further, we will reserve seats for students designated as Special Education or English Language Learners in proportion equal to the East Ramapo Central School District's average for students with these designations and we will aggressively recruit to ensure we meet this goal.

Should the total number of applicants exceed 90 sixth grade appropriate students, Rockland Academy will comply with the legal requirements for a lottery. The lottery will be open to the public and attended and audited by a representative of an independent outside party. Admissions preferences will be given to those applicants who have submitted verified applications for Rockland Academy's and who live within the district.

The following dates represent approximate dates that Rockland Academy Charter School will follow to conduct its lottery and enroll students for each school year.

**Important Application and Enrollment Dates**

- |                    |  |
|--------------------|--|
| <b>January 3</b>   | Applications available to parents online and in person             |
| <b>April 1</b>     | Lottery applications due   |
| <b>By April 10</b> | School holds public lottery if applications exceed available spots |
| <b>April 15</b>    | Families notified by official letter of position in the lottery    |
| <b>April 29</b>    | Families return enrollment forms                                   |
| <b>May 13</b>      | Submit enrollment to authorizer                                    |

Once our 6th grade is filled, the school will add all additional names to the waiting list, which we will maintain by grade level. Should a student drawn in the first 90 students decline the offer of admission to our school, we will attempt to fill the vacancy with the names on the waiting list in the order in which they were called. We will give families 48 hours to respond, document all methods of contact and then move on to the next student to offer enrollment. In subsequent years, currently enrolled, returning students have first preference for available seats in Rockland Academy Charter School. Parents/guardians will complete a re-enrollment form by April 1.

When the school year begins, after making attempts to contact the families of students who have failed to attend, we will wait 1-2 days, document the process, and then start going through our waiting list. After the school year begins, families of students who have failed to attend the first week will be contacted. If we are unable to reach these families after two business days, we will document the process and will admit students from the waiting list. We will not fill any vacancies that occur after the month of December during the school year. If families submit applications to the school after the lottery has been conducted, these applications will be date stamped and the prospective students' names added to the end of the current waiting list.

Rockland Academy Charter School is a public school of choice, meaning students can withdraw at any time. The leadership team at our school will offer to meet with families should a circumstance arise in which a parent or guardian wishes to transfer his or her child to a different school. If after consultation and the family still wishes to transfer the student, Rockland Academy will make every effort, though we understand this is not fully the obligation of the charter school, to ensure the student is transferred to a more appropriate environment. We will facilitate this process by ensuring transfer of student records in the most efficient and timely way.

## **Outreach**

As preference is given to those students residing in East Ramapo School District much of our recruitment will be done in this area. Since we are beginning with sixth grade, we will recruit at community programs and after school programs. This will be done to ensure we have a significant pool of grade level appropriate applicants for the school during each school year.

Rockland Academy will ensure that all recruitment materials contain language that promotes our services to the Special Education and ELL populations. We will extend our services to enrolling students requiring special education services by directing our recruitment efforts towards related service providers who serve the students of East Ramapo. We will advertise in community centers, churches, and stores frequented by non-English speaking immigrants and neighborhoods that are inhabited by the same immigrants. Rockland Academy will also reach out to community centers, mental health clinics, foster care agencies, food pantries and other social services agencies in Rockland County, to give them information about Rockland Academy and its services for special education students. We will encourage them to share this information with parents of the special needs students they serve.

## *Outreach Plan*

- **Information Sessions and Tours:** During the recruitment period, open houses will be held weekly in the morning and evenings. These meetings will be open to all interested families and provide families with an opportunity to complete applications. During the school year, school visitations will be available weekly by contacting the school's main office. In the event that our facility is not yet unavailable for occupancy during our information sessions, we will conduct these sessions at the Kurtz Community Center in Spring Valley.
- **Website:** Rockland Academy of Excellence Charter School's website disseminates information about upcoming information sessions and tours.
- **Community Outreach:** Rockland Academy has developed relationships with organizations that serve families of appropriately aged children within the community, including those that service economically disadvantaged students, students with disabilities and English Language Learners. These organizations include, but are not limited to local day care centers, afterschool programs, local recreation centers, preschools, Head Start programs, community boards, community-based organizations (health-based organizations, WIC Centers, etc.) and public libraries in the East Ramapo school district. In addition to mailings announcing our recruitment period, Rockland Academy School staff will also make presentations to houses of worship in our community. This information will include school brochures and the dates of upcoming information sessions, as well as key features of our academic program.
- **Flyers:** Flyers will be distributed to all businesses.
- **Language Accessibility:** The application and flyers will be available in Spanish, Creole and other languages representative of the community. Bilingual staff persons will be available at our open houses to work with families. All methods of outreach, including information sessions, tours or any meetings and interviews used during the recruitment period will expressly state that they are not a requirement for admission.



COUNTY OF ROCKLAND  
OFFICE OF THE COUNTY EXECUTIVE

Allison-Parris County Office Building  
New City, New York 10956

Tel.(845) 638-5122  
Fax (845) 638-5426

C. SCOTT VANDERHOEF  
County Executive

February 15, 2012

The Regents of the University  
Of the State of New York Charter School Office  
89 Washington Avenue  
Albany, New York 12207

Re: Rockland Academy of Excellence Charter School

To Whom It May Concern::

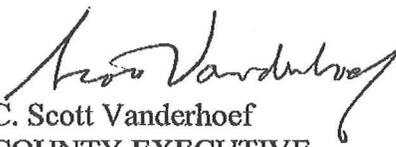
I am writing to express my support for the creation of Rockland Academy of Excellence Charter School in Rockland County.

I strongly believe that the students will benefit academically, socially, and emotionally from the charter school.

I look forward to a continued partnership with Dionne Olamiju in working with and inspiring our children in Rockland.

If I can be of any further assistance, please do not hesitate to contact my office.

Sincerely,

  
C. Scott Vanderhoef  
COUNTY EXECUTIVE



February 23, 2011

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

Dear Board Members:

As Executive Director of Community Relations for Nyack College Corporation, it is my pleasure to express our institutional support for the proposed Rockland Academy of Excellence Charter School project.

After more than a decade of building relationships with various school districts, academic support groups, and community organizations, I have learned firsthand of the need for an educational alternative for students and parent advocates. Many of our faculty and staff also recognize the need. In addition, Nyack College students who serve in these under resourced Rockland communities as interns, student teachers, tutors, and program staff, are familiar with the need for more promising educational options.

The success of a proposal for the Academy of Excellence will certainly attract the involvement of the Nyack College campus community including individuals in the School of Education and the Division of Social and Behavioral Sciences in our College of Arts & Sciences.

Rest assured that Nyack College joins other Rockland leaders and institutions in welcoming the Rockland Academy of Excellence Charter School as an impactful community resource.

Sincerely,

A handwritten signature in black ink that reads "Earl S. Miller". The signature is written in a cursive style with a large initial "E" and "M".

Earl S. Miller  
Nyack College  
Executive Director of Community Relations



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

To whom it may concern,

My wife and I have had the privilege and honor to speak with Ms. Dionne Olamiju in regards to the creation of Rockland Academy of Excellence Charter School. It is in our opinion that such project would be a vital and necessary initiative for the well being of our youth. Being an active part of the community, especially with the local churches and young people, we believe it is imperative that this project be given the opportunity to change the lives that mostly need it. Job 8:7 says "your beginning might seem humble, but great prosperity will surely follow", this verse is a description of just exactly what is expected for the east Ramapo Central School District once this project is allowed to embrace the community.

Unfortunately, with the population and diversity in our district, schools are overwhelmed. This project would cater, explicitly, to the needs of those students who have the academic potential and require an intensive support within a structured caring environment. Again, it is imperative that this program has the ability to carry out its purpose in the community. Far too many young people are part of an overwhelmed system trying to catch up and in the process fall behind. While the work of the Schools warrants merit, it seems they are overwhelmed and under-performing the duty they have set out to accomplish, educate our children.

We, currently, partner with Ms. Olamiju in the mentoring of students in her school. We take pride in the responsibility God has given us to be a part of this Rescue Mission. A mission that is designed to help a lost generation find itself back to a path of prosperity, love, happiness, compassion, and peace. We are certain that the relationship we have established with Ms. Olamiju will be a long and fruitful one, producing more than expected, regardless of the odds. We deserve the opportunity to help these kids, but more importantly, these kids deserve the opportunity to be helped.

We, wholeheartedly, support the creation of Rockland Academy of Excellence Charter School.

Sincerely,

Jerry and Beberly DeOleo  
Youth Ministers



## Charter School of Educational Excellence

260 Warburton Avenue, Yonkers, New York 10701  
(914) 476-5070 • Fax (914) 476-2858

July 9, 2012

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

To Whom It May Concern:

I am writing in support of the proposed opening of the Rockland Academy of Excellence Charter School to serve the children and community of the East Ramapo Central School District.

I am the principal of the Charter School of Educational Excellence in Yonkers, New York and Dionne Olamiju and I communicate frequently about the academic design the Rockland Academy of Excellence Charter School proposes to implement. I am currently serving in the capacity of Executive Mentor to Ms. Olamiju, who is participating in the St. John Fisher College Ed.D. program. Therefore, our mentorship relationship promotes time and opportunity for us to collaborate and share best practices for the anticipated opening and success of her new charter school.

I plan to continue mentoring and supporting Ms. Olamiju as she manages the challenges associated with launching a new charter school. Additionally, I plan to invite teachers from the Rockland Academy of Excellence to observe and engage in meaningful discussions with my teachers. I believe that our collaborations will be significant because we serve a demographically similar student population as well as a mission to provide quality education to underserved students.

Thank you for your consideration in the Rockland Academy of Excellence Charter School's application. I believe this program will be an asset to the children and families of the Rockland community.

Respectfully,



*Catalina Castillo*

Catalina Castillo  
Principal

# Village of Spring Valley

**Noramie F. Jasmin**  
Mayor

**Joseph A. Desmaret**  
Deputy Mayor

**Joseph Gross**  
Trustee

**Anthony Leon**  
Trustee

**Demeza Delhomme**  
Trustee

July 17, 2012

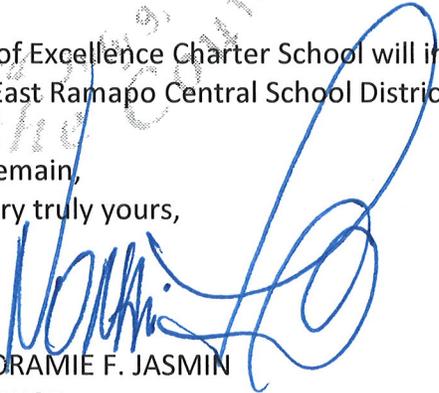
New York State Education Department  
89 Washington Avenue  
Albany, New York 12234

Dear Madam or Sir:

I would like to communicate my support for the creation of Rockland Academy of Excellence Charter School. I wholeheartedly embrace the mission of the school which is geared to meeting the needs of our children. I am especially pleased with the academic design that provides intensive support to our English Language Learners.

I am confident that Rockland Academy of Excellence Charter School will improve the trajectory of education for our children in the East Ramapo Central School District.

I remain,  
Very truly yours,



**NORAMIE F. JASMIN**  
MAYOR  
Village of Spring Valley



---

Renold Julien, Chair

Sandra E. Oates, Coordinator

February 23, 2012

To Whom It May Concern:

I am pleased to write this letter on behalf of the Rockland Academy of Excellence Charter School. The Rockland County Haiti Relief Campaign is committed to servicing the Haitian community, here and abroad. Much of our mission involves working with Haitian families that have relocated to the country and are making the transition to assimilate into a new culture. In learning about the mission and objectives of this program, I am confident that the mission of the Academy's program will successfully address the academic and social needs of its students.

As the coordinator of the RCHR, I am pleased to offer our support to the Rockland Academy of Excellence Charter School, and would like to extend our services, in whatever capacity necessary.

If I can be of further assistance, please do not hesitate to call me at (845) 425-4623 or via e-mail-[rchr@live.com](mailto:rchr@live.com).

Sincerely,

A handwritten signature in blue ink that reads "Sandra Oates".

Sandra Oates

---

**c/o KONBIT NEG LAKAY**  
16 East Church Street Spring Valley, New York 10977  
Tel: (845) 425-4623 Fax: (845) 425-5915 Email:[rchr@live.com](mailto:rchr@live.com)  
Web site: [rocklandcountyhaitirelief.org](http://rocklandcountyhaitirelief.org)



**Big Brothers Big Sisters**  
of Rockland County

Mr. Cliff Chuang  
New York State Education Department  
89 Washington Avenue  
Albany, New York 12234

Dear Mr. Chuang,

I would like to express my support for the creation of Rockland Academy of Excellence Charter School. I truly believe that this school will have a positive influence in the academic and social lives of the children in the East Ramapo community.

I believe that children succeed when community organizations partner with schools to provide support. My organization will partner with Rockland Academy to address the academic, social and emotional needs of the students.

I look forward to the opening of Rockland Academy of Excellence Charter School and a continuing close working relationship with Ms. Olamiju.

Yours truly,

Gillian Ballard  
Pres. /CEO

# St. Paul's African Methodist Episcopal Zion Church

*Organized November 20, 1955 (Founder – Rev. J. Welfred Findley, DD)*

Tel: 845-356-3585

121 Harriet Tubman Way, Spring Valley, NY 10977

Fax 845-356-1607

E-Mail: [stpaulamezsv@aol.com](mailto:stpaulamezsv@aol.com)

*Rev. Dr. Marvin D. Hooks, Pastor*

*Rev. Darwin G. Abraham  
Associate*

Donald A. Jolly  
*Preacher's Steward*

Susanne Johnson  
*Administrative Assistant*

Eloise Homer  
*Church Clerk*

Samuel Hicks, Sr.  
*Chairman, Trustee Board*

July 17, 2012

Mr. Cliff Chuang  
New York State Education Department  
89 Washington Avenue  
Albany, New York 12234

Dear Mr. Chuang,

I, Reverend Dr. Marvin DeWitt Hooks, Sr., Pastor of St. Paul's A.M.E. Zion Church, assumed my residency in Rockland County one year ago. Within this short period of time, I have witnessed the inequity in educational practices for our prodigy. Higher learning has played an integral role in my life as well as that of my family, for it is my belief that education should be ongoing. I personally have earned several certificates in higher education, including Seminary Training, a B.A, MBA, and Ed.D.

Thus, I am privileged to be afforded this opportunity to submit this letter as an indication of my support of the creation of Rockland Academy of Excellence Charter School. I firmly believe that not only will this school effectively address the needs of the children in the East Ramapo community but it will also have a favorable impact on the community at large. Viable educational alternatives are required to train our children for global competitiveness. I have the utmost confidence that the Rockland Academy team will excel in their endeavor for academic success for all of their students.

My congregation and I look forward to partnering with Rockland Academy of Excellence Charter School to ensure that their goals and objectives are achieved.

Thank you for your serious consideration of this application as I believe that this school will transform the direction of education of our children in Spring Valley.

Sincerely,



Reverend Dr. Marvin DeWitt Hooks, Sr.  
Pastor

MDH/sj

**EDMUND W. GORDON**

*John M. Musser Professor of Psychology, Emeritus - Yale University*

*3 Cooper Morris Drive  
Pomona, New York 10970  
email: [egordon@tc.edu](mailto:egordon@tc.edu)*

June 23, 2011

Ms. Vicki Smith  
Charter School Office  
NYSED EBA 462  
89 Washington Avenue  
Albany, NY 12234

Dear Ms. Smith,

Please acknowledge this letter as a statement of my support for the creation of the Rockland Academy of Excellence Charter School in Rockland County, NY.

The design for the Academy of Excellence is tailored to meet the academic needs and interests of the student population that is served by the East Ramapo School District. There is a high level of interest in a school of this character in this school district. I will advise and support the administration of this school in every way that I can in order to ensure that the students who attend this school succeed. I strongly recommend that the application for the creation of this school be approved.

If you have any questions, please do not hesitate to contact me at (845) 354 5809 or [egordon@tc.edu](mailto:egordon@tc.edu).

Respectfully yours,



Edmund W. Gordon

also

Richard March Hoe Emeritus Professor of Psychology and Education  
Teachers College, Columbia University



# KONBIT NEG LAKAY

February 23, 2012

To Whom It May Concern,

Konbit Neg Lakay is a local community center, in the Village of Spring Valley, that services the local Haitian residents. The very name translates to, "together for a stronger community." After learning of the philosophy of the Rockland Academy of Excellence Charter School, I believe that there is a mutual interest in the residents of this community, including the young people and their families, nurturing their educational, social and emotional needs. I am excited about the wonderful possibilities that will be offered, especially to the ESL population.

If I can be of further assistance, please do not hesitate to contact me- (845) 425-4623 or at [kneglakay@aol.com](mailto:kneglakay@aol.com).

Sincerely yours,



Renold Julien

SEE INSIDE

**CLEMENTE'S**  
FITNESS CENTER

**FREDERICK** JEWELERS

**Advanced Pain Management**

**Tri-State Windows**

EAST RAMAPO • FEBRUARY 23, 2012

nysaver.com

# PENNYSAVER

"Still The Best Way For Local Merchants To Reach Local Communities"

For Advertising Information Call 845-627-3600

## ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL

Coming to the East Ramapo Community Fall 2013

Starting from Grade 6. Serving All Student Populations Including Special Education & English Language Learners. Low Student to Teacher Ratio. High Expectations & Rigorous Curriculum for All.

Please E-mail

Rocklandacademy@gmail.com or Call 845-598-0143 for info

# FITNESS FOR ALL

ONLY AT

# FITNESS II HEALTH CLUBS

We Beat Our Competition - Visit Us and Compare

FITNESS MEMBERSHIP

# \$750

Limited Time Only

per month

based on Pre-paid Membership

Refer a Friend - Receive a Month FREE  
COME IN FOR DETAILS

- ✓ Over 100 Cardio Machines
- ✓ Women's Only Exercise Room
- ✓ Tanning Beds
- ✓ Smoothie Bar
- ✓ Boxing Room

- ✓ Individual Theater Sound
- ✓ Separate Free Weight Facility
- ✓ Separate Stretch Room
- ✓ Separate Circuit Room
- ✓ Personal Trainers Available

EMPLOYMENT OPPORTUNITIES INQUIRE WITHIN



FITNESS II

Pascack Plaza • 15 Perlman Drive, Spring Valley

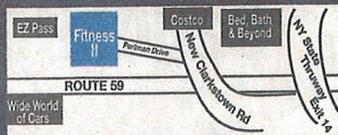
845-352-7600

Check Out Our Other Location

FITNESS II

2-4 S. Washington Ave. Bergenfield, NJ

201-384-5600



ENJOY YOUR VIDEO



Our Spring Valley, New York location offers over 375 parking spaces in our approximately 20,000 sq. ft. single level facility

Visit Our Website at [fitness2fitnessforall.com](http://fitness2fitnessforall.com)

# Sales Assistant Wanted!

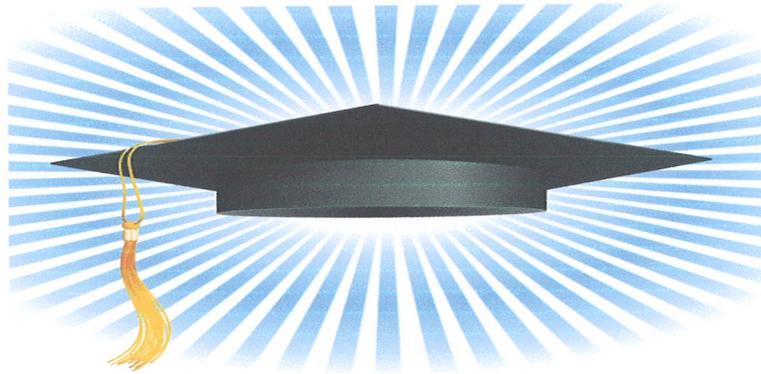
For interview,  
call 845-627-3600

*COMING TO THE EAST RAMAPO COMMUNITY!!*

# ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL

The mission of the Rockland Academy of Excellence Charter School is to develop and nurture all students by providing them with the academic, emotional, and social skills essential for college and career readiness. Through a rigorous and intensive academic program, with parents as partners, our students will adhere to a standard of academic excellence that will propel them to become constructive members of society.

Rockland Academy of Excellence Charter School will provide a structured and supportive environment that will enable our students to foster the intrinsic **D.R.I.V.E** to succeed; **D**etermination, **R**esponsibility, **I**ntegrity, **V**ision and **E**xcellence in all endeavors



*High Expectations for All Students!*

- ◇ **Low Student to Teacher Ratio**
- ◇ **School Uniform worn by all students**
- ◇ **Rigorous Academics for all students**

**Email questions or comments  
to:  
rocklandacademy@gmail.com  
phone: 845-598-0143**

**We will hold our students, staff and parents to the highest level of accountability. Our core design elements that will propel our students to high academic achievement are:**

- ◇ **outstanding and caring teachers**
- ◇ **rigorous academic program**
- ◇ **data driven school culture**
- ◇ **collaborative team teaching**
- ◇ **and our structured and supportive school culture.**

**Student Population to be Served:**

- ◇ **All Students including Special Education and ESL students**

**Serving:  
Grade 6—Fall 2013  
Grades 6 & 7- Fall 2014  
Grades 6,7 &8—Fall 2015**



**Charter lekol ap vini nan East Ramapo Central Community!!!!!!!!!!!!!!**

**Infomasyon sesyon sa fonde nan**

**ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL**

**Grade 6-Fall 2013**

**Grade 6&7 – Fall 2014**

**Grade 6,7 & 8 – Fall 2015**

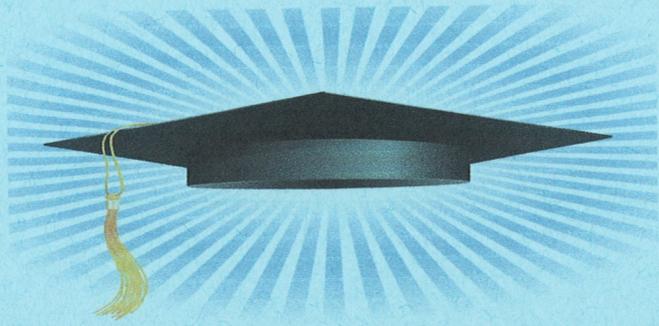
**Tout etudyan fe pati pwogram la tankou sa ki bezwen atansyon  
espesyal ak sa yo kap aprann Anglais**

**Dat : 15 Desanm 2011**

**Place: Tropical Delicacy Restaurant, 80 E Route 59 Spring Valley, NY**

**Le : 7:00 P.M**

**Email: rocklandacademy@gmail.com**



**Charter lekol ap vini nan East Ramapo Central Community!!!!!!!!!!!!!!**

**Infomasyon sesyon sa fonde nan**

**ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL**

**Grade 6-Fall 2013**

**Grade 6&7 – Fall 2014**

**Grade 6,7 & 8 – Fall 2015**

**Tout etudyan fe pati pwogram la tankou sa ki bezwen atansyon  
espesyal ak sa yo kap aprann Anglais**

**Dat : 27 fevriye 2012**

**Place: Finkelstein Library**

**Le : 7:00 P.M**

**Email: rocklandacademy@gmail.com**

---

(EL AÑO ESCOLAR 2013-2014)



---

(LLEGA A LA COMUNIDAD DE EAST RAMAPO)

**ROCKLAD ACADEMY OF EXCELLENCE CHARTER SCHOOL**

(La misión de la Rockland Academy of Excellence Charter School es de desarrollar y alimentar a nivel mundial los ciudadanos y estudiantes informados; proporcionando a nuestros estudiantes el desarrollo académico, emocional y habilidades sociales esenciales para la buena preparación para la universidad y la carrera. A través de un riguroso e intensivo programa académico, con los padres como socios, nuestros estudiantes se adhieran a un nivel de excelencia académica que les impulsan a convertirse en miembros constructivos de la sociedad.)

(Rockland Academy of Excellence Charter School proporcionarán un entorno estructurado y de apoyo que permitirá a nuestros estudiantes para fomentar la **D.R.I.V.E.** intrínseca para tener éxito; **D**eterminación, **R**esponsabilidad, **I**ntegridad, **V**isión y **E**xcelencia en todas las actividades)

(Altas expectativas para todos los estudiantes!)

- (baja proporción de Estudiante y maestros)
- (Uniforme Escolar usado por todos los estudiantes)
- (Académico riguroso para todos los estudiantes)

(Envie preguntas por correo electrónico o comentarios a: )  
[rocklandacademy@gmail.com](mailto:rocklandacademy@gmail.com)

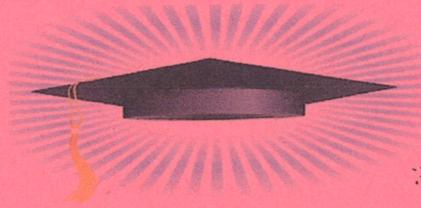
(Grado 6-Otoño 2013)

(Grados 6 y 7 - Otoño 2014)

(teléfono: 845-598-0143)

(Grados 6, 7 y 8 - Otoño 2015)

(población de estudiante que será beneficiada)  
(Los estudiantes, incluyendo educación especial y los estudiantes de ESL)



**“Escuela Chárter Viene a la Comunidad Central de East Ramapo!!!!!!**

**Sesión Informativa en  
La Creación de  
“ROCKLAND ACADEMY OF EXCELLENCE CHARTER  
SCHOOL”**

**Grado 6—Otoño 2013**

**Grados 6 & 7- Otoño 2014**

**Grados 6,7 & 8—Otoño 2015**

**Población de Estudiantes a ser Servida:**

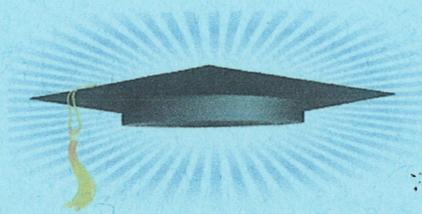
**Todos los Estudiantes Incluyendo Educación Especial y ESL**

**Fecha: December 15, 2011**

**Lugar: Tropical Delicacy Restaurant, 80 E Route 59, Spring Valley, NY**

**Hoar: 7:00 p.m.**

**Email:rocklandacademy@gmail.com**



**“Escuela Chárter” Viene a la Comunidad Central de East Ramapo!!!!!!**

**Sesión Informativa en  
La Creación de  
“ROCKLAND ACADEMY OF EXCELLENCE CHARTER  
SCHOOL”**

**Grado 6—Otoño 2013**

**Grados 6 & 7- Otoño 2014**

**Grados 6,7 & 8—Otoño 2015**

**Población de Estudiantes a ser Servida:**

**Todos los Estudiantes Incluyendo Educación Especial y ESL**

**Fecha: 27 de febrero de 2012**

**Lugar: Finkelstein Library**

**Hora: 7:00 p.m.**

**Email:rocklandacademy@gmail.com**

VINI NAN EAST RAMAPO COMMUNITY!!

# Rockland Academy of Excellence Charter School

Misyon Rockland Academy of Excellence Charter School se pou devlope ak enfome etidyan yo, bayo abilite esansyel tankou emosyonel ak sosyal pou college ak karye yap ambrase.

A trave yon program akademik dinamik e entasif ak paran e patne yo, etidyan Rockland yo ap gen posibilite pou yo vini mamb konstrikatif nan

*Gwo espektasyon pou tou etidyan!*

- Kantite prefese ak etidyan yo pa bon.
- Unifom tout etidyan dwe mete sou yo.
- Universite pratik pou tout etidyan.

Rockland Academy of Excellence Charter School konte bay on anvironman struture pou soutni etidyan yo e pemet yo promouvwa sukse (D.R.I.V.E) tankou Determinasyon, Responsabilite, Integrite, Vizyon, ak Ekselans nan tout sa yap fe.



**Nou ap mete etidyan yo, moun kap travay yo, ak tout paran yo nanyon nivo responsabilite nou genyen nan pwogram nou plizye eleman impotan pou pouse etidyan akompli gwo bagay tankou:**

- Profese kapab e devowe
- Yon program akademik djanm
- Yon lekòl kap founi bagay sou kyti
- Yon ekip profese kap kolabore ak
- Yon lekòl kyti byen strikti e kap supote popilasyon etidyan kid we sevi-a.

**Voye Kesyon avek Komante nan:**

[rocklandacademy@gmail.com](mailto:rocklandacademy@gmail.com)

phone: 845-598-0143

**Serving:**

Grade 6 – Fall 2013

Grades 6 & 7 – Fall 2014

Grades 6,7 & 8 – Fall 2015

ATTACHMENT 3a (1):  
**ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL**  
Sample Master Schedule

			<i>Math room</i>	<i>ELA room</i>	<i>Science room</i>	<i>ELA room</i>
		<b>Cafeteria</b>	<b>Room 1</b>	<b>Room 2</b>	<b>Room 3</b>	<b>Room 4</b>
7:30-8:00	Arrival & Breakfast	ALL	6A SPED Previewing	6B SPED Previewing	6C ELL Previewing	
8:00-8:20	Morning Gathering	ALL				
8:20-8:40	Advisory		<b>6A Advisory (SPED)</b> <i>Advisor: ELA Teacher 1</i>	<b>6B Advisory (SPED)</b> <i>Advisor: ELA Teacher 2</i>	<b>6C Advisory (ELL)</b> <i>Advisor: Science Teacher 1</i>	
8:45-9:40	Period 1		<b>6B Math</b> <i>Math Teacher 1</i> <i>SPED Teacher 2</i>		<b>6C Science</b> <i>Science Teacher 1</i> <i>ELL Teacher 1</i>	<b>6A Reading</b> <i>ELA Teacher 1</i> <i>SPED Teacher 1</i>
9:45-10:40	Period 2		<b>6C Math</b> <i>Math Teacher 1</i> <i>ELL Teacher 1</i>	<b>6A Writing</b> <i>ELA Teacher 2</i> <i>SPED Teacher 1</i>		<b>6B Reading</b> <i>ELA Teacher 1</i> <i>SPED Teacher 2</i>
10:45-11:40	Period 3			<b>6B Writing</b> <i>ELA Teacher 2</i> <i>SPED Teacher 2</i>	<b>6A Science</b> <i>Science Teacher 1</i> <i>SPED Teacher 1</i>	<b>6C SS</b> <i>SS Teacher 1</i> <i>ELL Teacher 1</i>
11:45-12:15	Lunch	ALL				
12:20-1:15	Period 4		<b>6A Math</b> <i>Math Teacher 1</i> <i>SPED Teacher 1</i>	<b>6B SS</b> <i>SS Teacher 1</i> <i>SPED Teacher 2</i>		<b>6C Reading</b> <i>ELA Teacher 1</i> <i>ELL Teacher 1</i>
1:20-2:15	Period 5			<b>6C Writing</b> <i>ELA Teacher 2</i> <i>ELL Teacher 1</i>	<b>6B Science</b> <i>Science Teacher 1</i> <i>SPED Teacher 2</i>	<b>6A SS</b> <i>SS Teacher 1</i> <i>SPED Teacher 1</i>
2:20-3:15	Period 6	M – 6A PE ( <i>Science Teacher</i> )	M – 6C Math ( <i>Math Teacher</i> )	M – 6B Spanish ( <i>Spanish Teacher</i> )	M -	M –
		T – 6B PE ( <i>Science Teacher</i> )	T –	T – 6A Spanish ( <i>Spanish Teacher</i> )	T - 6C Spanish ( <i>ELL Teacher</i> )	T -
		W – 6C PE ( <i>Science Teacher</i> )	W – 6A Math ( <i>Math Teacher</i> )	W – 6B Spanish ( <i>Spanish Teacher</i> )	W -	W –
		R -	R - 6C Math ( <i>Math Teacher</i> )	R – 6A Spanish ( <i>Spanish Teacher</i> )	R -	R - 6B Math ( <i>Principal</i> )
		F -	F – 6A Math ( <i>Math Teacher</i> )	F -	F - 6C Spanish ( <i>ELL Teacher</i> )	F – 6B Math ( <i>Principal</i> )
3:20-3:35	Advisory		<b>6A Advisory (SPED)</b> <i>Advisor: ELA Teacher 1</i>	<b>6B Advisory (SPED)</b> <i>Advisor: ELA Teacher 2</i>	<b>6C Advisory (ELL)</b> <i>Advisor: Science Teacher 1</i>	
3:40-4:15	Enrichment/ Intervention A	M – Enrichment	M – Math Group A	M – Writing Group A/ SS Group A	M – Science Group A	M – Reading Group A
		T – Enrichment	T - Math Group C	T – Writing Group C/SS Group C	T - Science Group C	T - Reading Group C
		W – Enrichment	W – Math Group A	W – Writing Group A/SS Group A	W – Science Group A	W – Reading Group A
		R – Enrichment	R – Math Group A	R – Writing Group A/SS Group A	R – Science Group A	R – Reading Group A
		F -	F –	F –	F –	F –
4:20-4:55	Enrichment/ Intervention B	M – Enrichment	M – Math Group B	M – Writing Group B/SS Group B	M – Science Group B	M – Reading Group B
		T – Enrichment	T - Math Group D	T – Writing Group D/SS Group D	T – Science Group D	T – Reading Group D
		W – Enrichment	W – Math Group B	W – Writing Group B/SS Group B	W – Science Group B	W – Reading Group B
		R – Enrichment	R – Math Group B	R - Writing Group B/SS Group B	R – Science Group B	R – Reading Group B
		F -	F –	F –	F –	F –
5:00	Dismissal	ALL				

**ATTACHMENT 3a(2):  
ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL  
Sample Weekly Teacher Schedule**

**Math Teacher Schedule**

<b>Time</b>	<b>Period</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:30-8:00	<b>Breakfast</b>	Breakfast Duty			Breakfast Duty	
8:00-8:20	<b>Morning Gathering</b>	Morning Gathering <i>Cafeteria</i>	Morning Gathering <i>Cafeteria</i>	Morning Gathering <i>Cafeteria</i>	Morning Gathering <i>Cafeteria</i>	Morning Gathering <i>Cafeteria</i>
8:20-8:40	<b>Advisory</b>	Support Advisory (varied)	Support Advisory (varied)	Support Advisory (varied)	Support Advisory (varied)	Support Advisory (varied)
8:45-9:40	<b>1</b>	Co-Teach Math 6B <i>Room 1</i>	Co-Teach Math 6B <i>Room 1</i>			
9:45-10:40	<b>2</b>	Co-Teach Math 6C <i>Room 1</i>	Co-Teach Math 6C <i>Room 1</i>			
10:45-11:40	<b>3</b>	Open Planning	Open Planning	Open Planning	Planning Meeting with Director of Curriculum and Instruction	Open Planning
11:45-12:15	<b>Lunch</b>	Lunch Duty	Lunch Duty			Lunch Duty
12:20-1:15	<b>4</b>	Co-Teach Math 6A <i>Room 1</i>	Co-Teach Math 6A <i>Room 1</i>			
1:20-2:15	<b>5</b>	Open Planning	Open Planning	Open Planning	Open Planning	Open Planning
2:20-3:15	<b>6</b>	Math II 6C <i>Room 1</i>	Planning Meeting with SPED Teachers	Math II 6A <i>Room 1</i>	Math II 6C <i>Room 1</i>	Math II 6A <i>Room 1</i>
3:20-3:35	<b>Advisory</b>	Support Advisory (varied)	Support Advisory (varied)	Support Advisory (varied)	Support Advisory (varied)	Support Advisory (varied)
3:40-4:15	<b>Enrichment/ Intervention Block A</b>	Intervention Group <i>Room 1</i>	Intervention Group <i>Room 1</i>	Intervention Group <i>Room 1</i>	Intervention Group <i>Room 1</i>	Data Analysis/Planning
4:20-4:55	<b>Enrichment/ Intervention Block B</b>	Intervention Group <i>Room 1</i>	Intervention Group <i>Room 1</i>	Intervention Group <i>Room 1</i>	Intervention Group <i>Room 1</i>	Staff Development Workshop
5:00	<b>Dismissal</b>	Dismissal	Dismissal	Dismissal	Dismissal	

## Special Education Teacher #2 Schedule (Class 6B)

<b>Time</b>	<b>Period</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:30-8:00	<b>Breakfast</b>	SPED Previewing <i>Room 2</i>	SPED Previewing <i>Room 2</i>	SPED Previewing <i>Room 2</i>	SPED Previewing <i>Room 2</i>	SPED Previewing <i>Room 2</i>
8:00-8:20	<b>Morning Gathering</b>	Morning Gathering <i>Cafeteria</i>	Morning Gathering <i>Cafeteria</i>	Morning Gathering <i>Cafeteria</i>	Morning Gathering <i>Cafeteria</i>	Morning Gathering <i>Cafeteria</i>
8:20-8:40	<b>Advisory</b>	Support Advisory 6B <i>Room 2</i>	Support Advisory 6B <i>Room 2</i>	Support Advisory 6B <i>Room 2</i>	Support Advisory 6B <i>Room 2</i>	Support Advisory 6B <i>Room 2</i>
8:45-9:40	<b>1</b>	Co-Teach Math 6B <i>Room 1</i>	Co-Teach Math 6B <i>Room 1</i>	Co-Teach Math 6B <i>Room 1</i>	Co-Teach Math 6B <i>Room 1</i>	Co-Teach Math 6B <i>Room 1</i>
9:45-10:40	<b>2</b>	Co-Teach Reading 6B <i>Room 4</i>	Co-Teach Reading 6B <i>Room 4</i>	Co-Teach Reading 6B <i>Room 4</i>	Co-Teach Reading 6B <i>Room 4</i>	Co-Teach Reading 6B <i>Room 4</i>
10:45-11:40	<b>3</b>	Co-Teach Writing 6B <i>Room 2</i>	Co-Teach Writing 6B <i>Room 2</i>	Co-Teach Writing 6B <i>Room 2</i>	Co-Teach Writing 6B <i>Room 2</i>	Co-Teach Writing 6B <i>Room 2</i>
11:45-12:15	<b>Lunch</b>		Lunch Duty		Lunch Duty	
12:20-1:15	<b>4</b>	Co-Teach Social Studies 6B <i>Room 2</i>	Open Planning	Co-Teach Social Studies 6B <i>Room 2</i>	Open Planning	Co-Teach Social Studies 6B <i>Room 2</i>
1:20-2:15	<b>5</b>	Open Planning	Co-Teach Science 6B <i>Room 3</i>	Open Planning	Co-Teach Science 6B <i>Room 3</i>	Co-Teach Science 6B <i>Room 3</i>
2:20-3:15	<b>6</b>	Planning Meeting with ELA Teachers	Planning Meeting with Math Teacher	Planning Meeting with Social Studies Teacher	Planning Meeting with Science Teacher	Open Planning
3:20-3:35	<b>Advisory</b>	Support Advisory 6B <i>Room 2</i>	Support Advisory 6B <i>Room 2</i>	Support Advisory 6B <i>Room 2</i>	Support Advisory 6B <i>Room 2</i>	Support Advisory 6B <i>Room 2</i>
3:40-4:15	<b>Enrichment/ Intervention Block A</b>	Intervention Group <i>Room 2</i>	Intervention Group <i>Room 2</i>	Intervention Group <i>Room 2</i>	Intervention Group <i>Room 2</i>	Data Analysis/Planning
4:20-4:55	<b>Enrichment/ Intervention Block B</b>	Intervention Group <i>Room 2</i>	Intervention Group <i>Room 2</i>	Intervention Group <i>Room 2</i>	Intervention Group <i>Room 2</i>	Data Analysis/Planning
5:00	<b>Dismissal</b>	Dismissal	Dismissal	Dismissal	Dismissal	

**ATTACHMENT 3a(3):**  
**ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL**  
**Sample Student Schedule**

<b>WEEKLY SCHEDULE</b>					
<b>Class: 6A</b>					
<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
7:30 -8:00	Breakfast <i>Cafeteria</i>	Breakfast <i>Cafeteria</i>	Breakfast <i>Cafeteria</i>	Breakfast <i>Cafeteria</i>	Breakfast <i>Cafeteria</i>
8:00-8:20	Morning Gathering <i>Cafeteria</i>	Morning Gathering <i>Cafeteria</i>	Morning Gathering <i>Cafeteria</i>	Morning Gathering <i>Cafeteria</i>	Morning Gathering <i>Cafeteria</i>
8:20-8:40	Advisory <i>Room 1</i>	Advisory <i>Room 1</i>	Advisory <i>Room 1</i>	Advisory <i>Room 1</i>	Advisory <i>Room 1</i>
8:45-9:40 <b>Period 1</b>	Reading <i>Room 4</i>	Reading <i>Room 4</i>	Reading <i>Room 4</i>	Reading <i>Room 4</i>	Reading <i>Room 4</i>
9:45-10:40 <b>Period 2</b>	Writing <i>Room 2</i>	Writing <i>Room 2</i>	Writing <i>Room 2</i>	Writing <i>Room 2</i>	Writing <i>Room 2</i>
10:45-11:40 <b>Period 3</b>	Science <i>Room 3</i>	Science <i>Room 3</i>	Science <i>Room 3</i>	Science <i>Room 3</i>	Science <i>Room 3</i>
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:20-1:15 <b>Period 4</b>	Mathematics <i>Room 1</i>	Mathematics <i>Room 1</i>	Mathematics <i>Room 1</i>	Mathematics <i>Room 1</i>	Mathematics <i>Room 1</i>
1:20 -2: 15 <b>Period 5</b>	Social Studies <i>Room 4</i>	Social Studies <i>Room 4</i>	Social Studies <i>Room 4</i>	Social Studies <i>Room 4</i>	Social Studies <i>Room 4</i>
2:30 -3:15 <b>Period 6</b>	Physical Education <i>Cafeteria</i>	Spanish <i>Room 3</i>	Mathematics II <i>Room 1</i>	Spanish <i>Room 3</i>	Mathematics II <i>Room 1</i>
3:20 – 3: 35	Advisory <i>Room 1</i>	Advisory <i>Room 1</i>	Advisory <i>Room 1</i>	Advisory <i>Room 1</i>	Advisory <i>Room 1</i>
3:40 – 4:15	Enrichment/ Intervention A <i>Rooms vary</i>	Enrichment/ Intervention A <i>Rooms vary</i>	Enrichment/ Intervention A <i>Rooms vary</i>	Enrichment/ Intervention A <i>Rooms vary</i>	Dismissal
4:20-4:45	Enrichment/ Intervention B <i>Rooms vary</i>	Enrichment/ Intervention B <i>Rooms vary</i>	Enrichment/ Intervention B <i>Rooms vary</i>	Enrichment/ Intervention B <i>Rooms vary</i>	



**ATTACHMENT 4:**  
**ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL**  
**Student Discipline Policy**

Rockland Academy is built on the firm belief that clear, consistent, high expectations must be coupled with similarly clear and consistent consequences, with the primary goal of maintaining a safe environment for all students where disruptions to learning are not tolerated. Because we must take advantage of every moment of learning time available to us in order to support our mission of preparing all students for academic success, Rockland Academy's Discipline Policy requires that students accept consequences for any action that takes away from their own or others' learning time, or which causes a breakdown in the school's community. There are 4 levels of disciplinary infractions, outlined in the chart below, with accompanying consequences that increase in intensity based on the level of infraction.

**Demerits, Detention, and Loss of Privileges**

Students who engage in minor off-task behaviors or create minor disruptions may be issued a demerit by any staff member. Students may earn demerits for a range of common minor infractions ("Level 1 offenses" as defined below); teachers will administer and log demerits for each week, and earning a certain number of demerits in a week will lead to specific consequences such as lunch detention, afterschool detention, and family meetings. In the case of infractions that involve instances of disrespect or disregard for school culture ("Level 2 offenses"), the Principal may issue demerits, detentions, or loss of privileges as appropriate.

**Suspensions**

***Short-Term In-School Suspension (5 days or less)***

The Principal may choose, based on the context of an incident, to impose a short-term in-school suspension for any behavior that endangers the safety of others ("Level 3 offenses"). After speaking to all involved parties, the principal will inform the student and the parents/guardians of the suspension and the reason and evidence for it prior to the commencement of the suspension. The student shall be given an opportunity to know the reason and evidence for the suspension and the right to tell his or her side of the story prior to the commencement of the suspension. Students who are assigned in school suspensions by the Principal will receive alternative instruction by a certified teacher in a separate classroom and will be monitored closely by student support staff.

***Short-Term Out-of-School Suspension (5 days or less)***

The Principal may choose, based on the context of an incident, to institute short-term out-of-school suspensions for any behavior that endangers the safety of others ("Level 3 offenses"). The principal will inform the student and the parents/guardians, in writing, in the dominant language of the parents/guardians, of the short-term out of school suspension and the reason and evidence for it. The student shall be given an opportunity to know the reason and evidence for the suspension and the right to tell his or her side of the story prior to the commencement of the suspension. Additionally, we will send a certified teacher to the student's home in order provide two hours of instruction daily to minimize disruption in the student's education.

### ***Long Term Suspension (more than five days)***

When the principal determines that a student has engaged in threatening conduct (“Level 4 offenses”), that student may be assigned a suspension exceeding five (5) days. The student may be removed from class immediately if he/she poses an imminent or immediate threat to anyone in the learning community. In addition to being informed, in writing, in the parent/guardian’s dominant language, of the suspension and the reason and evidence, the student and the parents/guardians will have the right to a formal hearing before the head of school or her designee. If, and only if, the student is found guilty of the alleged charges can the student be suspended for longer than 5 days. At the hearing, the student has the right to counsel and to confront and present witnesses and to challenge and present evidence. Any decision may be appealed through the school’s complaint process. Additionally, we will send a staff member to the student’s home in order provide two hours of instruction daily to minimize disruption in the student’s education.

### **Expulsion**

When a child’s behavior is a continuous danger to our school community, the school may initiate expulsion proceedings by first informing the student and the parents/guardians of the suspension and the reasons and evidence for the expulsion in writing in the parent or guardian’s dominant language. The student and the parents/guardians will have the right to counsel and to confront and present witnesses and to challenge and present evidence at a formal hearing before the principal or her designee. We will work with East Ramapo Central School District to facilitate a smooth transition for the student into the district's schools. Any determination may be appealed through the school’s complaint process

### **Firearm Violations**

Federal and New York law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). “Weapon,” as used in this law means a “firearm,” as defined by 18 USC § 921, and includes firearms and explosives. (New York Education Law§3214 effectuates this federal law.) The principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The principal shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

### **Provision of Instruction During Removal**

Rockland Academy of Excellence Charter School will ensure that alternative educational services are provided within 24 hours to a child who has been suspended (in or out of school), to help that child progress in the school’s general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been

expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school thereafter or until the end of the school year.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room or other room at the school. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals who shall be certified or qualified in accordance with § 2854(3)(a-1) of the Education Law and the federal *No Child Left Behind* Act: the student's teacher(s), aides or trained volunteers, individuals within a contracted facility, and/or a tutor hired for this purpose.

**LEVEL 1 OFFENSES: Disruption to Learning Environment**

<b>Behavior</b>	<b>Range of Consequences</b>	<b>Range of Supplemental Interventions</b>
<p>1.1 Using electronic devices or prohibited objects in school (e.g., toys, cell phone, iPods)</p> <p>1.2. Failing to be in one’s assigned place on school premises</p> <p>1.3. Behaving in a manner which disrupts the learning process (e.g., making excessive noise in a classroom, library or hallway)</p> <p>1.4. Engaging in disrespectful or rude behavior towards any community member (e.g. talking back, sucking teeth, name calling)</p> <p>1.5. Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission</p> <p>1.6. Refusing to follow directions</p> <p>1.7 Violating Dress Code</p>	<p>Demerits leading to:</p> <ul style="list-style-type: none"> <li>• Verbal Warning</li> <li>• Student/Teacher/Parent conference</li> <li>• Written/Verbal Apology</li> <li>• Parent phone call/letter</li> <li>• Lunch detention</li> <li>• After school detention</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention by social worker</li> <li>• Individual/group counseling</li> <li>• Peer mediation</li> <li>• Mentoring Program</li> <li>• Conflict resolution</li> <li>• Development of individual behavior contract</li> <li>• Short-term behavioral progress reports</li> <li>• Referral to CST (Child Study Team)</li> </ul>

**LEVEL 2 OFFENSES: Disrespect or Disregard for School Culture**

<b>Behavior</b>	<b>Range of Consequences</b>	<b>Range of Supplemental Interventions</b>
<p>2.1 Smoking and/or possession of matches or lighters</p> <p>2.2 Gambling</p> <p>2.3. Using profane, obscene, vulgar, lewd or abusive language or gestures</p> <p>2.4. Lying, giving false information to, and/or misleading school personnel</p> <p>2.5. Stealing property belonging to others</p> <p>2.6. Engaging in disruptive behavior on the school bus</p> <p>2.7. Leaving class without permission</p> <p>2.8. Shoving, pushing, or engaging in other similar types of behavior (e.g. horseplay)</p> <p>2.9 Violating the Internet Use Policy</p> <p>2.10. Using slurs based upon actual or perceived race, ethnicity, national origin, religion, gender, gender identity, gender expression, sexual orientation, or disability</p> <p>2.11. Engaging in scholastic dishonesty which includes but not limited to:</p> <p style="padding-left: 20px;">a. Cheating</p> <p style="padding-left: 20px;">b. Plagiarism</p>	<ul style="list-style-type: none"> <li>• In-school parent conference</li> <li>• Temporary revocation of privileges</li> <li>• Restitution</li> <li>• Written/Verbal Apology</li> <li>• Suspension from Transportation upon confirmation of misbehavior</li> <li>• Lunch detention</li> <li>• After school detention</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention by social worker</li> <li>• Individual/group counseling</li> <li>• Peer mediation</li> <li>• Mentoring Program</li> <li>• Conflict resolution</li> <li>• Development of individual behavior contract</li> <li>• Short-term behavioral progress reports</li> <li>• Referral to CST (Child Study Team)</li> </ul>

*Note: 3 Level 2 offenses may result in initiation of Level 3 consequences*

**LEVEL 3 OFFENSES: Endangering the Safety of Others**

<b>Behavior</b>	<b>Range of Consequences</b>	<b>Range of Supplemental Interventions</b>
<p>3.1 Hitting, kicking, slapping, or engaging in other similar physical behavior</p> <p>3.2 Committing forgery, tampering with, changing, or altering a record or document of the school</p> <p>3.3 Engaging in inappropriate or unwanted physical contact or touching</p> <p>3.4 Engaging in gang-related behavior (e.g., wearing gang apparel and/or accessories, writing graffiti, making gestures or signs)</p> <p>3.5 Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others</p> <p>3.6 Posting or distributing libelous material or literature (including posting such material on the Internet)</p> <p>3.7 Engaging in an altercation and/or physically aggressive behavior, other than minor altercation, which creates a substantial risk of or results in minor injury</p> <p>3.8. Engaging in an act of coercion, bullying or threatening violence, injury or harm to another or others</p> <p>3.9. Engaging in behavior on the school bus which creates a substantial risk of or results in injury</p> <p>3.10. Making sexually suggestive comments innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature</p> <p>3.11. Possessing controlled substances without appropriate authorization, illegal drugs, drug paraphernalia, and/or alcohol.</p>	<ul style="list-style-type: none"> <li>• Short-Term in School Suspension (5 days or less)</li>   <li>• Short-Term Out-of-School Suspension (5 days or less)</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention by social worker</li> <li>• Individual/group counseling</li> <li>• Peer mediation</li> <li>• Mentoring Program</li> <li>• Conflict resolution</li> <li>• Development of individual behavior contract</li> <li>• Short-term behavioral progress reports</li> <li>• Referral to CST (Child Study Team)</li> <li>• Referral to counseling services for youth relationship abuse or sexual violence</li> </ul>

*Note: 3 Level 3 offenses may result in initiation of Level 4 consequences*

**LEVEL 4 OFFENSES: Engaging in Threatening Conduct**

<b>Behavior</b>	<b>Range of Consequences</b>	<b>Range of Supplemental Interventions</b>
<p>4.1 Making a bomb threat</p> <p>4.2 Causing a serious injury by engaging in reckless behavior</p> <p>4.3 Starting a fire</p> <p>4.4 Inciting/causing a riot</p> <p>4.5 Selling or distributing illegal drugs or controlled substances</p> <p>4.6 Possession of a weapon</p> <p>4.7 Using any weapon to inflict injury upon school personnel, students, or others</p>	<ul style="list-style-type: none"> <li>• Long Term out of school Suspension (more than five days)</li> <li>• Make Police contact</li> <li>• One year Expulsion</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention by Social Worker</li> <li>• Individual/group counseling</li> <li>• Mentoring Program</li> <li>• Development of individual behavior contract</li> <li>• Short-term behavioral progress reports</li> <li>• Referral to CST (Child Study Team)</li> <li>• Referral to counseling services for youth relationship abuse or sexual violence</li> <li>• Referral to counseling services for biased-based bullying, intimidation, or harassment</li> </ul>

<b>School Trustee Background Information</b>
--

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

**Name:** Peter Obe

**Charter School Name:** Rockland Academy of Excellence Charter School

**Charter School Address:** East Ramapo Central School District

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.): **President**

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 was contacted by a community member who informed me that a charter school planning team was being formed. I expressed my interest in joining the team and was subsequently introduced to Ms. Olamiju.

5. Please explain why you wish to serve on the board. I wish to serve on the board of Rockland Academy of Excellence Charter School because I believe very strongly in the design of the school. I know that the students who are currently struggling in the traditional public school district will succeed in our school. The academic design of is geared to the underserved population.
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.

X  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.

X  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.

X  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.

X  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.

X  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. X  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.  
X  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 would report my suspicion to the Board and convene a meeting to resolve this matter.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. The mission of Rockland Academy is to provide quality education to our students that will prepare them for college and career readiness.
19. Please explain your understanding of the educational program of the charter school. The education program of Rockland Academy is designed to meet the needs of the children of the East Ramapo community. The important aspects of the school design are the utilization of data to drive instruction, intense focus on literacy in all subjects 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. I believe the characteristics of a successful charter school include ongoing analysis of data to ensure that the school is on track to achieving stated goals as well as hiring a staff with the capacity to provide quality instruction for our students. Ongoing professional development is another extremely important characteristic of a successful charter school

### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. The role of a board member is to support the school to ensure that it is able to meet all stated mission, goals and objectives.
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 have read.

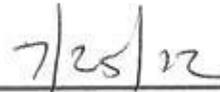
23. Please provide any other information that you feel is pertinent to the Department's review.

The board of Rockland Academy of Excellence Charter School is committed to ensuring that this charter school is successful. We firmly believe in the mission of this school and will collaboratively ensure that every action of the school is aligned with its mission.

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

## STATEMENT OF ASSURANCE

I, Peter Obe 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 2<sup>nd</sup> 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 Telephone:** [REDACTED]

**Business Address:** [REDACTED]

**E-Mail Address:** [REDACTED]

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL  
FULL APPLICATION

PETER A. OBE

Mechanical engineer, software developer and entrepreneur with background experience in the oil exploration & contact center industries spanning over 18yrs. (DOB July 26, 1965). Currently also serving on the Zoning board (Village of Pomona) for the past 2 years.

**EXPERIENCE:**

**12/1995 to now, president/chief software architect, Cacti Inc, US**

Chief developer of solutions for the Contact Center market that specifically enhance performance and productivity.

**10/1999 to 12/2002, sales support engineer, Stevens Communications Inc, US**

Sales Engineer for Eastern USA and Canada. Specialized in Contact center voice recording solutions.

**7/1995 – 8/1999, sales support engineer, Racal Recorders Inc, US**

Sales Engineer for Eastern USA and Canada. Specialized in Contact center voice recording solutions.

**8/1986 to 12/1991, Schlumberger Wireline Services:**

**6/1991-12/1991, senior field engineer, Schlumberger Nig. Ltd, Nigeria**

Operated oil exploration data acquisition equipment on land, off-shore and swamp. Equipment included nuclear, ultra-sound, resistivity and microwave logging systems as well as explosives for well casing production perforation.

**4/1988-5/1991, senior field engineer/Acting EngineerInCharge, Schlumberger Overseas SA (Middle East & Asia), India**

Operated same equipment as above on land/offshore locations in India (Assam, Bombay off-shore).

**8/1986-3/1988, field engineer, Flopetrol Schlumberger Nig. Ltd, Nigeria.**

Developed first software based post well-testing data processing/analysis system, resulting in marked increase of Schlumberger market share in West Africa.

**EDUCATION:**

\* CNA (Certified Netware Administrator), Novell Inc. USA, 2/1995

\* Certification, Technique & Operation of oil exploration logging, completion and perforation Services, Schlumberger Overseas (SA), Egypt, 04/1988-08/1988.

\* B.Sc. (Hon) Mechanical Engineering, University of Lagos, Nigeria, 1981-1986

<b>School Trustee Background Information</b>
--

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

**Name:** Doris F. Ulman

**Charter School Name:** Rockland Academy of Excellence Charter School

**Charter School Address:** \_\_\_\_\_

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

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.

X  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.

X  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.

X  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.

X  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. X  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.

X  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. See attached

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. See attached
19. Please explain your understanding of the educational program of the charter school. See attached
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. See attached

### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. See attached
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. See attached
23. Please provide any other information that you feel is pertinent to the Department's review.

ADDENDUM TO SCHOOL TRUSTEE BACKGROUND  
INFORMATION

Name of Prospective Board Member: Doris F. Ulman

Charter School Name: Rockland Academy of Excellence Charter School

Item 4:

I became aware of the charter school and was asked to become a member of the School Board by Mr. Peter Obe, one of the founders of the charter school. Mr. Obe and I serve on other community boards associated with the Village of Pomona.

Item 5:

I want to serve on the board because I believe in the mission of the charter school and I want to help the school achieve its objectives.

Item 6:

I do not and have never served on a board of a school district, non-public school or not-for-profit corporation. However, I believe my experience serving as attorney for many municipalities has provided me with the knowledge and skills that will greatly benefit the charter school. For example, I am familiar with State requirements for operating and capital budgets, audits, codes of ethics, open meetings and public access to records, among other things. As a board member, I can help guide the charter school to successful compliance with State regulations and procedures.

Item 9:

As stated above, I know Mr. Peter Obe, having served with him on other boards. In addition, I have met Ms. Dionne Olamiju and prospective members of the board at various meetings during which we discussed the mission of the charter school and our respective roles in achieving the goals of the school.

Item 10:

As stated in Item 9 above, I met Ms. Olamiju, who is a prospective employee of the charter school, at various meetings held in preparation for the charter school.

Item 17:

If a member of the board is working for his/her own benefit or that of a friend or relative and placing that interest above the interest of the charter school, I would recommend that the board member resign or be voted off the board. If the board member's benefit is limited in scope such as obtaining a vendor contract, I would recommend that the board member not sit as a member during discussions of the specific contract nor vote on the contract.

Item 18:

The mission of the charter school is to provide students with the academic, emotional and social skills that will enable them to succeed in college and in their career endeavors. To me this means that each child will be evaluated and nurtured as an individual, focusing on development of his/her strengths while addressing and attempting to overcome any deficiencies.

Item 19:

It is my understanding that the educational program of the charter school will be highly structured with high academic and behavioral standards. The content area teacher and ESL/special ed teachers will work together to plan, deliver and evaluate the program for each student. Instruction will focus on core subject areas with specific emphasis on English Language Arts, math, social studies and science.

Item 20:

The charter school will be successful if the board and the administrators continue to focus on the mission and objectives of the school. This means that the academic, emotional and social needs of each individual child must take precedence over outside or other pressures that board members or staff may be subjected to. In addition, board members and staff must be above reproach with respect to finances, procedures and transparency. If our students are successful and accomplish their goals, the charter school will also be successful.

Item 21:

The role of the charter school board member is to establish and oversee policies and procedures, prepare budgets and oversee the finances of the charter school. Although the board members should not micro-manage the day to day operation of the school, they are ultimately responsible for the success of their policies and the financial health of the school.

Item 22:

I affirm that I have read and understand the application of the Rockland Academy of Excellence Charter School, its by-laws and all proposed policies.

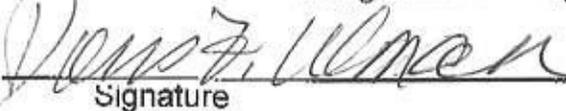


Doris F. Ulman

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

## STATEMENT OF ASSURANCE

I, Doris F. Ulman (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 2<sup>nd</sup> Degree, a Class A MISDEMEANOR.

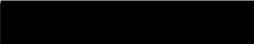


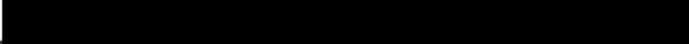
July 20, 2012

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: n/a

Home Telephone: 

Home Address: 

Doris F. Ulman

Profession: Attorney

Experience:

- 2003 - present - Village Attorney, Village of Pomona
- 1988 - present - Village Attorney, Village of Grand View-On-Hudson
- 1987 - present - Village Attorney, Village of Chestnut Ridge
- 1983 - present - Assistant Village Attorney, Village of Wesley Hills
- 1988 - 2001 - Attorney for South Nyack/Grand View Police Administration Board
- 1988 - 1999 - Village Attorney, Village of South Nyack
- 1983 - 2002 - Assistant Village Attorney, then Village Attorney, Village of New Hempstead
- 1970 - 1979 - Assistant Village Attorney, then Village Attorney, Village of Spring Valley
- 1961 - 1965 - Associate Counsel, Board of Statutory Consolidation of the City of New York
- Special Counsel to Villages of New Square, Suffern and West Haverstraw on an as-needed basis
- 1979 - 1999 - Attorney for Hickory House Tenants Corp., a housing cooperative in Spring Valley
- 1980 - 1995 - Attorney for Ramapo Towers Owners Corp., a housing cooperative in Spring Valley
- 1970 - present - private practice of law in Rockland County

Pro Bono Work:

Founding member and first Counsel to the Rockland Municipal Planning Federation

Founding member and attorney-adviser of Return to Normalcy Committee of the American Cancer Society, Rockland County Unit

Attorney for the League of Women Voters of Clarkstown/Orangetown in the Rockland County Reapportionment case known as Abate et al. v. Mundt et al. (challenging the Rockland County Board of Supervisors on the basis of one person/one vote)

Education:

1957 - LLB - New York University School of Law

1954 - B.A. - Hunter College of the City of New York

Admitted to the practice of law in New York State in 1958

Admitted to practice before the United States Supreme Court in 1970

## School Trustee Background Information

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

**Name:** S. Allan Dubow

**Charter School Name:** Rockland Academy of Excellence Charter School ("Rockland Academy")

**Charter School Address:** The proposed location of the school is in the East Ramapo Central School District.

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, Finance Committee

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 concerned citizen of**

**my community and wish to participate in advancing educational opportunities for our children.**

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

**I have many years of experience in working with Not for Profit Organizations and Boards, with emphasis on compliance, governance and financial matters.**

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: **They are my neighbors**

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:  
**They are my neighbors and colleagues.**
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. **A clear conflict of interest and violation of fiduciary responsibilities. Immediate removal from the board with potential legal sanctions and remedies.**

### Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **To develop college and career readiness in all of our students, and an intensive focus on instruction in core subject areas is required in order to have the kind of significant impact we envision.**
19. Please explain your understanding of the educational program of the charter school. **High academic and behavioral standards will be set for every student, reflective of our belief that each student, no matter what his or her background, is capable of high academic achievement and success in life when provided with the right set of supports and opportunities. Coupled with these high expectations, Rockland Academy will provide a structured and supportive environment that will foster in our students the intrinsic D.R.I.V.E to succeed; Determination, Responsibility, Integrity, Vision and Excellence in all endeavors**
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. **Consistent with our mission of adhering to a standard of academic excellence for all of our students, we will support our special education students and ELLs through a full inclusion, collaborative team-teaching (CTT) model. In this model, each content area teacher will work in conjunction with a either a certified special education teacher or a certified ESL teacher to implement instruction that is differentiated to meet the needs of each student. The general and**

**special educators will share responsibility for planning, delivery and evaluation of instruction for a heterogeneous group of students..**

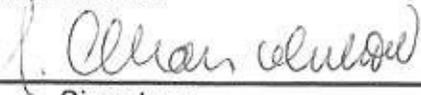
**Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. **Fiduciary and moral responsibility towards the children of our community coupled with an expertise in furthering the development and operation of the Charter School is paramount in the role of Board member.**
  22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. **Affirmed!**
  23. Please provide any other information that you feel is pertinent to the Department's review.
-

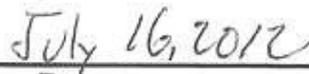
A Statement of Assurance must be signed by and submitted for each proposed Board Member.

## STATEMENT OF ASSURANCE

I, S. Allan Dubow (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 2<sup>nd</sup> 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 Telephone: 

Business Address: \_\_\_\_\_

E-Mail Address: 

Home Telephone: 

Home Address: 

## S. ALLAN DUBOW, CPA/PFS, CFP



July 2007 to  
April 2011

**American Friends of Magen David Adom**  
Chief Financial Officer (Acting CEO –Jan 2010-Nov 2010)

The American Friends of Magen David Adom is a US registered 501(c)(3) not –for–profit, public organization, which raises funds for Magen David Adom in Israel. It is the “Red Cross” of Israel and its raison d’être pure and simple is to save lives in Israel—all lives. It represents the first responders to all emergencies within the country and maintains the national blood bank without any government subsidies.

**Responsibilities:**

- Responsible for the creation and implementation of computerized record keeping systems and the integration of worldwide budgets and controls.
- Hired and coordinated staff, implemented staff training programs, implemented internal control procedures and industry best practices.
- Solicited, reviewed and selected Not for Profit auditors to audit the records and procedures of AFMDA.
- Negotiated leases and contract terms with various vendors and suppliers.
- Investigated and installed security and communication systems.
- Investigated and reviewed retirement and employee benefit programs.
- Responsible for all treasury functions of the organization, including domestic and international investments, currency hedges, insurance, and cash flows.
- Liaise with the Board of Directors and all lay sub committees.

March, 2005 to  
March, 2006

**World Jewish Congress**  
Director of Finance and Administration

The World Jewish Congress is the international federation of Jewish communities representing Jewish communities around the world. The WJC serves as the diplomatic arm of the Jewish people to world governments and international organizations.

March, 2003 to  
April, 2004

**Museum of Jewish Heritage: A Living Memorial to the Holocaust**  
Chief Financial Officer

August, 1999 to  
March, 2003

**birthright Israel USA, Inc.** (A Not-For Profit, Voluntary Health and Welfare Organization) Chief Financial Officer

birthright Israel is a unique partnership between the people of Israel through their government, local Jewish communities, and leading Jewish philanthropists,. birthright Israel provides a gift of first time, peer group, educational trips to Israel for young adults ages 18 to 26. The founders of birthright Israel created the initial five-year, \$210 million project to send 100,000 young adult Jews from all over the world to Israel as a gift in order to strengthen the sense of solidarity between young Israelis and Diaspora Jews through the world; to increase the number of return visits to Israel; and to promote the role of Israel as a powerful resource in Jewish learning.

Fiscal Manager

---Responsible for the over-all fiscal operations of birthright israel USA, Inc., including the investigation and development of its systems, procedures and instructions, and the implementation of its accounting policies and programs.

S. ALLAN DUBOW, CPA/PFS, CFP

---Responsible for managing and protecting birthright israel's assets and liquidating it liabilities; maintaining overall responsibility over management information and management control systems and methods. Emphasis is also placed on the fiduciary and stewardship responsibilities, with the ultimate objective being to meet the socially desirable needs of birthright israel USA, Inc.

Systems Design

---Advised in the design, installation, implementation, and management of the Fund's data processing and computer operations.

Financial Advisor

---Advise contributors and assist them in defining the method and purpose of making charitable donations, including consultation and guidance with respect to deferred giving programs, the establishment of Trust arrangements, Bargain sales, bequests, non-cash gifts, and other means of providing favorable charitable contributions.

Compliance

---Responsible for birthright israel USA, Inc.'s compliance and adherence to Federal, State, and local regulatory agencies requirements and the protection of its tax exempt status.

Liaison

---Coordinated financial program services with birthright iisrael international abroad by serving as an international connecting link with members of the birthright israel international staff, in Israel and in the United States through a thorough knowledge of Israel, her language, people and customs

---Serve as liaison to outside auditors, legal counsel, and governmental agencies.

---Advise and provide support to the Board of Directors' committees and sub-committees

May, 1985 to  
August, 1999

**Jewish Communal Fund** (A Not-For-Profit, Voluntary Health and Welfare Organization) Vice President –Finance and Administration

---As a tax exempt publicly supported charity, the Jewish Communal Fund receives charitable contributions from donors, administers the funds and distributes them as grants to qualified charitable organizations. JCF serves a broad spectrum of philanthropic objectives, including the fields of health, education, welfare, science, culture and religious affairs. As of June 1999, fund balances exceeded \$552,000,000.

March, 1978  
April, 1985

**American Committee for the Weizmann Institute of Science, Inc.** (A Not-For Profit, Voluntary Health and Welfare Organization) Comptroller and Chief Fiscal Officer

---The American Committee has been engaged in fund raising and educational activities on behalf of the Weizmann Institute of Science, Israel's primary scientific research center for more than 70 years. It was chartered to "broaden knowledge" of the Institute's purposes and to "raising funds for its development". These activities are coordinated by its offices in major cities across the country and accounts for the largest share of overseas contributions that help sustain the research work and operation of the Institute.

June 1976  
-March 1978

**Council of Jewish Federations** ( A Not-For-Profit, Voluntary Health and Welfare Organization) Controller

---The CJF is an association of more than 200 autonomous local Federations in the United States and Canada whose purpose is to strengthen the North American Jewish Community by acting as a central coordinator, information gatherer, consultant and initiator for the Federations, to meet the needs of Jewish people.

S. ALLAN DUBOW, CPA/PFS, CFP

April 1973  
-June 1976

**American Society for Technion-Israel Institute of Technology, Inc** (A Not-For-Profit, Voluntary, Health and Welfare Organization) Comptroller

EDUCATIONAL &  
PROFESSIONAL  
AFFILIATIONS

Undergraduate studies-University of Cincinnati--Accounting; Graduate studies-City University of New York-Bernard Baruch College--Finance & Economics

Certified Public Accountant (CPA) Personal Financial Specialist (PFS)  
Certified Financial Planner (CFP)

Member-American Institute of Certified Public Accountants  
Member-New York State Society of Certified Public Accountants  
Associate member-Israel Institute of Certified Public Accountants

OTHER ACTIVITIES  
AND INTERESTS

Member of the New York State Society of CPAs Committee on Accounting for Non-Profit Organizations

Former member of the New York State Society of CPAs Committee on Personal Financial Planning

Lecturer and speaker at numerous Not-For-Profit organization conferences and seminars

Former Treasurer and member of the Executive Committee of the Board of Histadruth Ivrit of America (Hebrew Language and Culture Association)--A public charity responsible for the dissemination of Hebrew writings, through the publication of "Hadoar", "Lamispacha", and "Tov L'ctov". Sponsors of programs and events to promote the continuity of the Hebrew language and its culture.

Former Member of the Board of Directors of the Board of Jewish Education of Greater New York-Chairman of the Audit Committee and member of the Finance Committee

FAA licensed instrument rated private pilot

Member of the Village of Pomona Zoning Board of Appeals

Financial and Audit Committee Chair of the Rockland Academy of Excellence Charter School

<b>School Trustee Background Information</b>
--

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

**Name: Paul Weiner**

**Charter School Name: Rockland Charter School of Excellence**

**Charter School Address: TBD**

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. X  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. 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.  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 received phone communication from existing Board member indicating the need for a consultant/Board member with expertise in charter school data management.

5. Please explain why you wish to serve on the board.  
I have spent many years helping charter schools in New York City establish accurate data and reporting, and was eager to help this new endeavor in Rockland County
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.  
 X 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.  
 X 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.

XI / 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.

XI / 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.

XI / 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.

XI / 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.  XThis 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.

XNone  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.

Behavior of this sort would be reported to the board member/s responsible for the oversight of the organization. Records of emails, phone calls, and hand-written communications would be maintained. I would provide follow-up communications in short order.

### **Educational Philosophy**

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

This school is being established in order to provide the community with an alternative to the surrounding public schools, many of which are perceived as not fulfilling their educational responsibilities to the children. The mission of the school is to provide the parents/community with an educational institution whose sole aim is to provide this experience without outside influence, and to make the student the most important factor in this educational process.

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

Our school will provide all the required educational needs required by New York State, plus offer additional educational access in the form of extended days, weekend classes, and strong parent/community cooperation.

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.

Charter schools should provide an educational alternative. In order to successfully educate students, there must be strong relationships among those responsible for this process. This includes parents, students, school staff, and the surrounding community. In order to insure that the school maintains the highest standards, periodic reviews must be used to evaluate the successful procedures, and change those that need improvement. A static school cannot be successful. A constantly developing school is the only way to insure success.

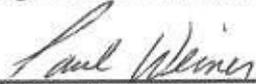
### Other

21. Please explain your understanding of the appropriate role of a public charter school board member.  
A board member must participate to the fullest in his/her designated roll. Lack of commitment creates a gap in the structure. Board members must maintain the highest levels of concern and participation.
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 have read and understand the by-laws and 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, Paul Weiner (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.



Signature

7.25.12

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:** 

## Paul R. Weiner

### General Background:

Forty-five years of increasing educational, managerial, and supervisory experience. Have been instrumental in the implementation of new educational programs, have aided in the establishment of innovative Board of Education special projects, and have been given increasing responsibilities in many areas of personnel and educational management. My excellent work record and highly motivated attitude make me an excellent choice for managerial, pedagogical, and supervisory positions.

### Work Experience:

**2010 – May – Aug** – Consultant – Promotion Helpdesk at Central Board - DOE

**2007 – on-going** – Consultant to NYC Charter Schools – training on all ATS procedures

**2007 – on-going** – Consultant – Technical Writer for NYCDOE – 3-month project creating documentation for web-based ATS help screens – created ATS WIKI for Web.

**2006 – 2008** – Consultant – NYCDOE – Computerized Special Ed. Project – training for CAP Placement

**2002 - 2006** – Consultant/Adjunct Professor for Queens College – City University of New York – Teaching Fellows

**2001 – 2002** – Consultant to NYCDOE for Tempforce Employment – New York City

**1998 – 1999:** Appointed Adjunct Professor, Katherine Gibbs College – Office Systems and Procedures

**1994 - 1998:** Appointed Adjunct Professor, Berkely College, N.Y. Teaching two courses:

Educational Office Procedures

Advanced Educational Computing

**1992 -** Appointed Coordinator of Staff Development for the Automate The Schools Project for the New York City Public Schools. Charged with administering and supervising all training activities for this project involving 1,000 Public Schools with a combined registration of over 1,000,000 students. Responsible for the performance of pedagogical, civil service, and hourly employees throughout the city. Duties also include the planning and implementation of on-going changes occurring within the project. Directly responsible for approximately 60 Board of Education employees.

**1988 - 1992:** Appointed Staff Development Specialist for the Automate the Schools Project - New York City Public Schools. Duties included conducting training sessions throughout the city. I was responsible for training Principals, Assistant Principals, Guidance Counselors, Special Education Supervisors, District Office personnel, and Community Superintendents as part of the A.T.S. Project. I was extremely successful in this position, and contributed greatly to the Project's ongoing success.

**1986 - 1987:** Adjunct Professor, Long Island University, Brooklyn, and N.Y. Taught courses for the Graduate Division on the use of computers for Special Education students.

**1975 - 1988:** Appointed Computer Coordinator for Public School 11, District 13, Brooklyn. I was responsible for the design, content, implementation, and evaluation of this school's Computer Curriculum. Responsibilities also included assisting other Public Schools in District 13 in designing and implementing their Computer Curricula.

**1968 - 1975:** Teacher of Common Branches, N.Y.C. Board of Education, Brooklyn, N.Y.

### Education:

**1990 - 1993:** 6th Year Certificate in Administration and Supervision - Hunter College,  
City University of N.Y.

**1972 - 1974:** Master of Arts (Interdisciplinary) - Manhattanville College, Purchase, N.Y.

**1970 - 1972:** 21 credits in Industrial Psychology, Baruch College, City University of N.Y.

**1964 - 1968:** Bachelor of Arts (Sociology and Economics) - Queens College, City University of N.Y.

### Academic and Professional Associations:

Mensa

United Federation of Teachers

American Federation of Teachers

Association of Computer Educators

### Licenses Held:

S.A.S. (School District Administrator - New York State)

Principal - Elementary Schools

Assistant Principal - Elementary, Intermediate, Middle Schools

<b>School Trustee Background Information</b>
--

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

**Name:** \_\_\_Rodney Merkley

**Charter School Name:** \_Rockland Academy of Excellence Charter School

**Charter School Address:** \_\_East Ramapo Central School District

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 was made aware of the charter school by Peter Obe. I became instantly interested when I heard about the school design.

5. Please explain why you wish to serve on the board. I wish to serve on the board because I believe that more needs to be done for the children of the East Ramapo School District to prepare them for college and careers.
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 would definitely report it to the board so they could address it.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. The mission of our school is to provide our students the skills to succeed academically, socially and emotionally.
19. Please explain your understanding of the educational program of the charter school. The educational program of our school is designed to meet the needs of the children whose needs are not currently being met. The collaborative team approach, data driven instruction, the emphasis on literacy and the extended day are all research based design elements.
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. I believe that successful charter schools utilize data to measure the soundness of the school and they have a team of relentless, caring and dedicated staff who work tirelessly to ensure success for every child.

### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. The responsibility of a school board member is to ensure that the school is fiscally viable and to ensure that the school is meeting its academic goals.
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 have.
23. Please provide any other information that you feel is pertinent to the Department's review.

We have grown has a team through this process and we are even more committed in our mission to raise expectations for the children in the East Ramapo Central School District.

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

### STATEMENT OF ASSURANCE

I, RODNEY MERKLEY (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

[Signature] Signature 2/26/12 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: [Redacted]  
Business Address: [Redacted]  
E-Mail Address: [Redacted]  
Home Telephone: [Redacted]  
Home Address: [Redacted]

## Rodney Merkley

### Summary

- Custom Home Builder since 1973
- Currently Project Manager and partner for Little Tor Homes, New City, NY
- Construction Management
- Site Developer for all homes built

### Building – Custom Homes Experience

- Stony Point and Tomkins Cove NY – 85 Homes Built
- New City, NY – 25 Homes Built
- Tuxedo, NY – 35 Homes Built
- Orangeburg and Blauvelt NY – 40 Homes Built
- Sparkill and Pearl River NY – 10 Homes
- West Nyack NY – 5 Homes
- Wesley Hills NY – 1 Home
- Airmont NY – 3 Homes
- Pomona, NY – 25 Homes Built

### Community Service

- Served on the Union State Bank Advisory Board
- Volunteer for the Tuxedo Fire Department
- Volunteer for the Tuxedo Fire-Police Department
- Volunteer for the Rockland County Fire-Police Association
- Volunteer for the Rockland County Sheriff's Department

### Other Building Experiences

- Tarrytown, NY – Condominium Job Building 30 Units
- Stony Point, NY – Medical offices
- Pomona, NY – Renovation Pomona Village Hall
- Newburgh NY – Renovation Dr.'s Office
- Middletown NY – Residential Renovation/Addition

<b>School Trustee Background Information</b>
--

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

**Name:** Kalu N. Agwu, MD

**Charter School Name:** Rockland Academy of Excellence

**Charter School Address:** Spring Valley, NY

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 became aware of the charter school proposal when I was contacted by Ms. Olamiju who expressed her desire to create a charter school planning team.

5. Please explain why you wish to serve on the board. I would like to serve on the board because I believe there should be greater accountability in our school system because the majority of our children are not where they ought to be academically and socially.
  
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.

X  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.

X  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.

X  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.

X  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. X  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.  
X  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 would bring it to the attention of the board for their consideration and resolution.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. The mission of Rockland Academy is to provide quality education for all of our students by providing instruction that is geared to addressing their needs and also to utilize data to measure our students' strengths and weaknesses on an ongoing basis.
19. Please explain your understanding of the educational program of the charter school. Rockland Academy of Excellence Charter School will provide instruction using the CTT. Not only will our students have a low student to teacher ratio but they will have additional time on English Language Arts and Math. Also the school environment will be small and structured to optimize student achievement.
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. Successful charters hold the board, the administration, the students and their parents to high standards and accountability. Additionally successful charters schools are relentless in their efforts to ensure that all of their students succeed.

### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. A public school board member is responsible for providing appropriate oversight over the school to ensure that all student learning objectives are achieved and to provide support to the school
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 have.

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

This charter school was especially created to meet the needs of the underserved children in the district. We would love the opportunity to improve their chances for a successful future.



ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL  
FULL APPLICATION

RESUME

*KALU NDU AGWU, MD*

**EDUCATION:**

**7/1/06-Present:** Geriatric Psychiatry Fellowship, PGY V at State University of New York, Downstate Medical Ctr, Brooklyn, New York

**7/1/02-6/30/06:** General Adult Psychiatry Residency, Columbia University College of Physician and Surgeons, Harlem Hospital, New York

**9/1981-7/1987:** University of Nigeria College of Medicine, Enugu, Nigeria

**9/1976-6/1981:** Federal Government College of Nigeria

**PROFESSIONAL TRAINING & EXPERIENCE**

**7/1/2007-Present:** Attending Psychiatrist II, New York State Office of Mental Health, Manhattan Psychiatric Center, Wards Island, New York: Involves attending to chronic, mentally ill patients, teaching and supervision of medical students and residents and doing Electroconvulsive therapy.

**7/1/06-Present: Assistant Clinical professor of Psychiatry,** Columbia University College of Physician & Surgeons, Harlem Hospital, New York. Involves doing Psychiatry assessment, disposing of patients, teaching and supervision of residents and physician assistants and consultation services in medical emergency room and in patients.

**07//1/06:**Geriatric Psychiatry Fellowship, PGY V at State University of New York, Downstate Medical Ctr, Brooklyn, New York .Rotating through Dementia /Memory Clinic, Geropsychiatry clinic and acute inpatient unit, Long term State Psychiatry Hospital and Consultation in Emergency Room, Nursing Homes and in patient Hospital. Involved in teaching and supervision of medical students and residents.

**7/1/02-6/30/06:** General Adult Psychiatry Residency, Columbia University College of Physician and Surgeons, Harlem Hospital, New York  
Chief Resident in PGY IV, Exceptional performance in **PRITE EXAMS** (91st percentile among peers in general Psychiatry and 99<sup>th</sup> percentile in Neurology in 2004)  
Involved in administrative duties, Teaching and supervision of Physician Assistants students and residents

**9/1995-5/2002:** Registrar, Rand Memorial Hospital, Freeport, Grand Bahama, Bahamas. Involved in General medical practice, block rotations in departments of Medicine, Surgery, OB/Gyn, Emergency Medicine, Pediatrics and Surgery.

ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL  
FULL APPLICATION

RESUME  
*KALU NDU AGWU, MD*

**12/1994-8/1995:** Medical Officer ,J.N. F General Hospital, Basseterre, St Kitts & Nevis, West Indies.

**10/1991-11-1994:** Physician –in-charge, Mainland Hospital, Ekwe, Isu LGA, Imo State of Nigeria

**7/1989-9/1991:** Senior Medical Officer, Umuaka Community Hospital, Umuaka, Isu LGA, Imo State, Nigeria

**7/1988-6/1989:** National Youth Service Corp Doctor, Police Clinic, Akwa Ibom State, Nigeria.

**7/187-6/1988:** Internship, (House officer), Abia State University Teaching Hospital. Involved block rotations in Departments of Medicine, Surgery, Pediatrics, OB/GYN and Emergency Medicine

**9/1981-7/1987:** University of Nigeria College of Medicine, Enugu, Nigeria

**9/1976-6/1981:** Federal Government College of Nigeria

**CERTIFICATES & DIPLOMAS**

Diplomate, American Board of Psychiatry and Neurology.

Diploma, Geriatric Psychiatry fellowship, SUNY, Downstate, New York

Diploma, Adult Psychiatry Residency, Columbia University-Harlem Hospital, New York

USMLE Steps 1, 2 and 3

ECFMG Standard Certificate, indefinite expiration 9/1997

MBBS, University of Nigeria, 7/1987

**LICENSES**

State of New York Medical Board Physician License 9/6/05

State of Connecticut Medical Board Physician License 9/3/2004

Bahamas Medical Council 9/1995

St Kitts & Nevis Medical Board 12/1994

Nigeria Medical Council 8/1988

<b>School Trustee Background Information</b>
--

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

**Name:** Philomina Nortey

**Charter School Name:** Rockland Academy of Excellence Charter School

**Charter School Address:** East Ramapo

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. X  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. 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 to serve as a member of its board. I became aware of the charter school through word of mouth and then being invited to attend a meeting to hear more about the aspirations and vision of the founding members.

5. Please explain why you wish to serve on the board. I wish to serve on the board because I share in the vision of the Rockland academy of Excellence charter school to develop, nurture and provide academic skills for the children of the East Ramapo School District. Furthermore, as an educator, I know and understand the need to prepare our youth with skills that are essential for college and career readiness.
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. X  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. X  Yes.  
If your answer is yes, please indicate the precise nature of your relationship here: We met at a Parent Association meeting when our children were in elementary school several years ago.

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
X  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.  
X  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.  
X  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.  
X  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.  
X  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 would confer with the board and ensure that there is a resolution.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. My understanding of the charter school's philosophy is that it wants to offer quality education for the children of the East Ramapo School District. Furthermore, the charter school wants to provide its students with the essential skills needed for college and beyond.
19. Please explain your understanding of the educational program of the charter school. The educational program of the charter school will serve all of its students based on their individual needs. The Collaborative Team Teacher model reinforces the understanding that the needs of the students will be met through effective collaboration, planning and 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. I believe that a successful charter school stays true to its vision and mission that in turn will meet the needs of the population that it services. In addition, the board will serve as the governing body to ensure that the mission of the schools is carried out accordingly as well as the hiring of the appropriate staff to meet the needs of all of its student population.

### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. My understanding of a public charter school board member is that as a member my commitment is to ensure that the mission of the school is being adhered to. In addition, as a member, my

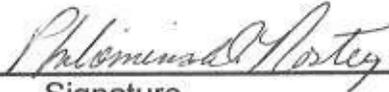
participation on the board must not create any conflict of interest that would affect my involvement with the charter school.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. Yes, I have read and understand the charter school application, its board's by-laws and its proposed policies.
23. Please provide any other information that you feel is pertinent to the Department's review. As an educator, I understand the importance that all of our children must receive a quality education that will prepare them with essential skills needed for college and beyond. In addition, I understand the passion behind the thinking of the founding members. Their commitment and passion have not wavered in their pursuit to establish a charter school in the East Ramapo District which will give opportunities to all of its children to succeed.

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

## STATEMENT OF ASSURANCE

I, Philomina Nortey (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 2<sup>nd</sup> 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 Telephone:** \_\_\_\_\_

**Business Address:** [REDACTED]

**E-Mail Address:** [REDACTED]

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL  
FULL APPLICATION

**Philomina D. Nortey**

**Administrative and Leadership Experience**

**Assistant Principal, PS 103, The Hector Fontanez School, Bronx, NY** Present

- Supervisor of instruction for Grades 4 and 5
- Instructional Leader responsible for compliance issues for students with IEP (K-5)
- Promote the implementation of best practices in education through Professional Development
- Use data to develop and implement programs to support student learning aligned with state standards
- Collaboratively work with staff, students and parents in a multicultural environment

**Assistant Director/Educational Coordinator, Bronx, NY** 2/08- 6/08

Young Achievers - Mosholu Montefiore After School Program,

- Served as the Assistant to the Program Director
- Developed and supervised the delivery of the educational curriculum within the after school program
- Provided staff development and the implementation of programmatic activities

***Academic Intervention Supervisor, Seton Falls, Bronx, NY***

***Winter Recess-2/08***

- Planned and developed the math tutorial curriculum
- Supervised the curriculum for the math tutorial program in accordance to New York State standards
- Administered attendance of staff and students in accordance to building regulations

***After School Homework Program, Supervisor, Seton Falls, Bronx, NY*** 9/07-10/07

- *Supervised the After School Homework Program*
- Provided tutorial assistance to students in Kindergarten through Grade Five
- Responsible for prompt placement of students
- Managed attendance of staff and students in accordance to building regulations

**Administrative Internship, Duke Ellington School, New York, NY** 2005-2006

ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL  
FULL APPLICATION

- Participated in the daily functions of operating a successful summer program and managing a school building as a whole
- Participated in curriculum planning that aligned students' learning with the school's Comprehensive Education Plan
- Proactively demonstrated skills needed to be an effective administrator
- Applied theories, research, acquired knowledge, and personal skills in daily activities

**Fifth Grade Liaison, Seton Falls Elementary, Bronx, NY** 2005-6/08

- Mentored teachers in aligning curricula to address the needs of students
- Promoted parental involvement through various school activities
- Turn keyed important information to teachers regarding the curriculum

***Inquiry Team, Member, Seton Falls Elementary, Bronx, NY***  
2005-6/08

- Conference weekly with administrative staff, and selected teachers, regarding curriculum and standard based activities to enhance students' achievement in accordance to the school's Comprehensive Educational Plan
- Monitored the use of teaching methodologies, strategies and resources needed to implement curriculum
- Planned and implemented professional development that reflected school's vision and mission
- Led professional Book Talks on current educational issues with staff

**Child Study Team, Member, Seton Falls Elementary, Bronx, NY** 2005-6/08

- Collaborated with outside and school based services and resources that supported individual students
- Met regularly to discuss and review students' progress

**Honor Society Facilitator, Seton Falls Elementary, Bronx, NY** 2003-6/08

- Planned, implemented and organized activities that emphasized character, scholarship, citizenship, service and leadership to motivate exemplary students to further excel
- Expanded students' community service experience by participating in an inter generational program in senior facilities in the vicinity of the school

**Teaching Experience**

**Academic Intervention Specialist, Seton Falls Elementary, Bronx, NY** 2006-6/08

- Supported a standard based education design to enable "at risk students" to attain promotional standards
- Used computerized student data to address areas of academic needs
- Provided additional tutoring and small group instruction that supported General Education and English Language Learners to achieve academic success
- Conference and recommended proven strategies to parents and teachers to further support students, academically

ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL  
FULL APPLICATION

**Social Studies Coordinator/Teacher**, Seton Falls Elementary, Bronx, NY 2000-6/08

- Provided on going workshops and Professional Development on New York State Core Curriculum and standards for staff and parents
- Worked with staff in developing and implementing a school wide Social Studies instructional plan to promote student learning
- Served as District liaison and turned keyed pertinent information on the school level

**Teacher**, PS 26, Bronx, N.Y 1989-2000

- Assumed responsibility for the overall instructional program
- Assessed students' needs and used data to provide appropriate intervention and or strategies to meet needs
- Implemented effective classroom management strategies

## **Awards**

### ***Thurgood Marshall Educators Award***

National Association for the Advancement of Colored People (NAACP) and the National Council of Negro Women, Bronx, New York, May 2004

## **Additional Training/Professional Development**

Lehman College History Department/ Region 2 Annual Social Studies Conference, Bronx, New York, November 2003-2006

Celebrating Teaching Seminar, Channel 13, New York, New York, February 2006

## **Presentations**

Nortey, P (February 2006). Co- presenter, *Infusing Technology into the Curriculum*. Presentation at Region 2, Network 8 Principal's Conference, Seton Falls Elementary School, Bronx, New York

Nortey, P (March 2006). *Integrating The Arts to Enhance the Social Studies Curriculum*. Presentation Tier III Meeting, Seton Falls Elementary School, Bronx, New York

## School Trustee Background Information

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

**Name:** \_\_\_\_\_ **Surendra K. Bansal**

**Charter School Name:** \_\_\_\_\_ **Rockland Academy of Charter School**

**Charter School Address:** To be located in East Ramapo Central School District

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.): **Board Member: member of Technology and infrastructure subcommittee, and Executive subcommittee**

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. *As a long time resident of Rockland county, and having our children graduated from East Ramapo Central School district, we knew Dionne Olamiju. When she approached us to attend one of the first meetings, we were delighted to do so. During that meeting, I felt her*

### 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 would raise a question at the board meeting and demand an explanation.*

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. *Provide a competitive but supporting environment in partnership with the parents for the better education of children of Rockland County so that they would become future good students of college education. Providing a strong educational base to the students through rigorous and structured program is our mission and philosophy.*
19. Please explain your understanding of the educational program of the charter school. *The school will serve grades 6 through 8 and prepare students to meet or excel the New York State's rigorous educational standards.*
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. *It is important that the school teachers and principal are under strict surveillance and are accountable to the School Board and the parents of the students. There should be periodic written evaluation of the students prepared by the teachers and administrators which should become the basis of student's progress throughout the year. It should not be only at the end of the year that the parents know of the progress of their children. A successful*

*charter school should be transparent on the progress of the students throughout the year, so that remedial action can be taken before permanent damage is done.*

### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. *As provided in the answer to question 20, the school board member should ensure that the teachers and the principal of the school provide transparent data of the students periodically. The board should review and take appropriate action based on the data.*
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.  
*Yes, I affirm*
23. Please provide any other information that you feel is pertinent to the Department's review.  
*None*



ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL  
FULL APPLICATION

SURENDRA K. BANSAL

---

**Current Responsibilities** DMPK support in the research and development of new drug molecules.  
Advance Bioanalytical science and technology to enhance drug discovery and development through innovation, automation, efficiency and regulatory compliance

**POSITIONS**

1996-Present *ROCHE*, Nutley, N.J.  
**2001- Present Research Director, Non Clinical Safety**  
1997- 2001 Research Leader  
1996- 1997 Principal Scientist

1995-1996 *ONEIDA RESEARCH SVC. (Now PREVALERE, INC.)*, Whitesboro, NY  
**Associate Director of Operations**

1990-1995 *AMERICAN CYANAMID (Now WYETH)*, Pearl River, NY  
**1994-95 Manager, Bioanalytical Research & Development**  
1990-94 Group Leader, Bioanalytical Support

1988-1990 *QUAD PHARMACEUTICALS*, Indianapolis, IN  
**Associate Director, Quality Control**

1985-1988 *HUNTINGDON ANALYTICAL SERVICES*, Middleport, NY  
**Manager, Bioanalytical Services**

1979-1985 *ROSWELL PARK MEMORIAL INST.*, Buffalo, NY  
**Research Scientist**

**Education**

1979 Ph.D. (Biochemistry), University of Nebraska, Lincoln, NE.  
1988 M.S. (Computer Science), State University of New York,  
1973 M.Sc.(Chemistry), Meerut University, India  
1971 B.Sc. Delhi University, New Delhi, India

**Publications:** Over 65 articles, book chapters and abstracts in subjects related to bio - analysis, drug metabolism and analytical instrument qualification

**ATTACHMENT 5b:**  
**ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL**  
**Proposed By-Laws**

The Name of the Corporation is the Rockland Academy of Excellence Charter School (hereinafter the” **Corporation**” or “**School**”).

**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 Rockland Academy of Excellence 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 eleven 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.

(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 bimonthly 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:
  - (a) The amendment or repeal of any provision of the Charter or these By-Laws; or
  - (b) 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 minute; 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 annually 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  
(d) 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 Rockland Academy of Excellence 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.

(c) 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.

(d) 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.

(e) 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.

(f) 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 Rockland Academy of Excellence 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:**  
**ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL**  
**Proposed Code of Ethics**

**CODE OF ETHICS**

The trustees, officers, and employees of Rockland Academy of Excellence Charter School shall at all times comply with the letter and spirit of the following Code of Ethics:

1. The board of trustees shall conduct or direct the affairs of the school and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter and its bylaws. The board may delegate aspects of the management of school activities to others, so long as the affairs of the school are managed, and its powers are exercised, under the board's ultimate jurisdiction.
2. Not more than 49 percent of the people serving on the school's board of trustees may be comprised of: (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
3. Every trustee has the right to participate in the discussion and vote on all issues before the board or any board committee, except that any trustee shall be excused from the discussion and vote on any matter involving such trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that trustee uniquely; or (d) any other matter at the discretion of a majority of the trustees.
4. The board of trustees and the employees of the school shall not engage in any "self-dealing transactions," except as approved by the board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the board's general standard of care: a transaction that is part of a public or charitable program of the corporation, if the transaction (a) is approved or authorized by the board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more trustees or their families because they are in a class of persons intended to be benefited by the program.
5. Any trustee, officer or employee having an interest in a contract, other transaction or program presented to or discussed by the board of trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a director, trustee or officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

6. Any trustee, officer, or employee representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature and extent of such business propositions.
7. No trustee, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the board of trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
  - a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
  - b) Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;
  - c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.
8. In no instance shall a trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the board of trustees for the duration of such business relationship.
9. Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the board of trustees.
10. 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. If this occurs, a trustee shall write a letter disclosing all known facts prior to participating in a board discussion of these matters, and the trustee's interest in the matter will be reflected in the board minutes.
11. Trustees, officers, or employees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
12. Trustees, officers, or employees shall not use his or her position with the charter school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
13. Charter school trustees, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

**Rockland Academy of Excellence  
Charter School**

**Employee Manual**

**2013-2014**

# ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL OUR CHILDREN DESERVE THE BEST!

## Mission:

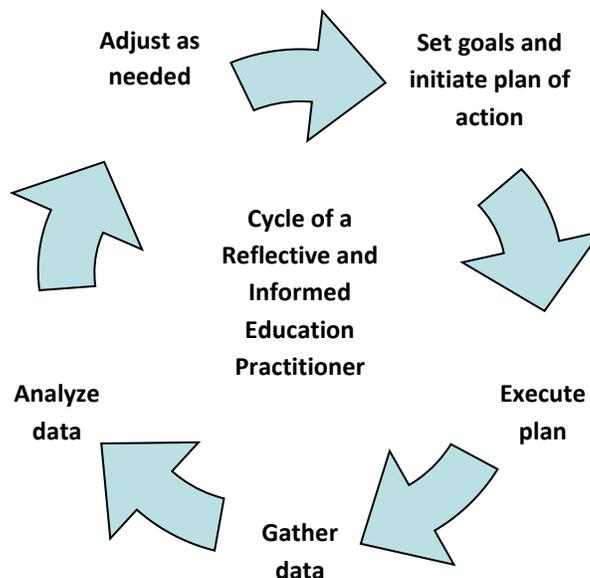
The mission of the Rockland Academy of Excellence Charter School (“Rockland Academy”) is to develop and nurture all students by providing them with the academic, emotional, and social skills essential for college and career readiness.

## Vision

Our students will be provided with the academic, emotional and social tools that will enable them to foster the intrinsic **D.R.I.V.E.** to succeed: **D**etermination, **R**esponsibility, **I**ntegrity, **V**ision and **E**xcellence in all of their endeavors. Rockland Academy of Excellence Charter School students will have access to high quality education and comprehensive student support systems in a nurturing environment. We are a tenacious school team that demands relentless execution of the mission from all in the academic community as we prepare our students in pursuit of high academic achievement.

## Objectives

- a. Meet the needs of each student through relevant, individualized, and adaptive curriculum and multiple instructional approaches.
- b. Provide extra support for all students through a longer day, more staff, and supplemental intervention programs.
- c. Use data to regularly set goals, analyze progress, and adjust targets for individual student learning and overall school performance.



ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL  
**PERSONNEL POLICIES**  
-- DRAFT--

*The following Draft Personnel Policies shall be reviewed by an attorney with Labor relations experience retained by the Board of Trustees. Funding is provided in the start up budget for Legal services, and the legal review will be performed subsequent to charter entity approval and well before staff hiring.*

## **INTRODUCTION**

All personnel and employment policies and procedures of Rockland Academy of Excellence Charter School set forth herein are presented only as a matter of information. These policies and procedures may be changed or deleted and new policies or procedures may be added by the organization at any time, subject to Article 56 of the New York Education Law and other applicable laws, rules and regulations. This manual and the policies and procedures set forth herein are not intended to create or constitute a contract between this organization and its employees or to change the nature of the employment relationship between the organization and its employees, which is at will.

## **EMPLOYMENT ADMINISTRATION**

### **I. Equal Opportunity Employer**

It is the policy of this school to seek and employ the best-qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status, or disability. It is further this school's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

### **II. Hiring**

#### **At-Will Employment**

Your employment with Rockland Academy is at-will. This means that neither you nor Rockland Academy has entered into a contract regarding the duration of your employment. You are free to terminate your employment with Rockland Academy at any time, with or without reason. Likewise, Rockland Academy has the right to terminate your employment, or otherwise discipline, transfer, or demote you at any time, with or without reason, at the discretion of Rockland Academy.

#### **Evaluation**

At Rockland Academy, we see ongoing coaching, support, and feedback as crucial to teachers' development and student achievement. Regular, formal evaluation is a crucial component of this process, and will help us recognize effective teachers and identify those not meeting expectations. Our evaluation process is composed of three distinct components: 1) Formal observation and feedback, 2) Student Achievement Data, and 3) Student/Family Satisfaction Survey Data.

- **Formal Observations:** Using Charlotte Danielson's *Framework for Teaching*, we have divided the complex activity of teaching into twenty-two components clustered into four domains of teaching responsibility: (1) planning and preparation, (2) the classroom environment, (3)

instruction, and (4) professional responsibilities. Each staff member will receive at least one formal observation per trimester using the Danielson framework, which will include a pre-observation conference, completion of the rubric for the observation itself, and a post-observation conference. All documentation from this process will be included in the teacher's record, and each teacher will have the opportunity to formally respond to the content of the evaluation.

- **Student Achievement Data:** We believe strongly that, for a teacher to receive a positive evaluation, his/her students must be demonstrating significant academic progress in a target area. For those content areas where NY State assessment data is available, this will be used to determine whether or not a teacher has met the achievement and growth targets laid out at the start of the year. In the cases where NY State assessment data is not available, locally selected formative assessment data will be used to measure student progress.
- **Student/Family Satisfaction Survey Data:** Rockland Academy administers an annual survey to gauge family satisfaction and gather input from students and family members. One component of this survey is an anonymous process rating teachers in their effectiveness, responsiveness, and overall support for students. Results from this survey will contribute to a teacher's formal evaluation.
- **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 student/parent surveys results (20%). The written evaluation will also include a self-assessment component, where teachers reflect on their own strengths and areas for growth, along with a manager's assessment.

During a formal performance evaluation meeting the Principal may cover the following areas:

- The quality of a teacher's instruction.
- Meeting established objectives
- Strengths and areas for improvement.
- Attitude and willingness to work.
- Initiative and teamwork.
- Attendance.
- Parent Outreach.
- Utilization of Data.
- Ongoing professional growth and development.
- Overall professionalism
- Additional areas may also be reviewed as they relate to your specific job.

The performance evaluation meeting provides a golden opportunity for collaborative, two-way communication between teachers and the Principal.

### **Paid Time Off**

#### **Holidays and Recesses**

During the school year, Rockland Academy will follow the holiday and recess schedules of the East Ramapo School District.

The Holidays include:

- New Year's Day
- Martin Luther King Day
- President's Day
- Good Friday
- Memorial Day
- Fourth of July
- Labor Day
- Rosh Hashanah
- Yom Kippur
- Columbus Day
- Veterans Day
- Thanksgiving Day
- Christmas Day
- Christmas Eve

The Recesses include:

- Thanks Giving Recess
- Winter Recess
- Spring Recess
- Summer Recess less the mandatory staff development days during the first three weeks in August.

Eligible employees will receive pay for scheduled School holiday or recess closures. If a holiday falls on a weekend, it will be recognized on the Friday before or the Monday after.

Employees must work the last scheduled day before and the first scheduled day after the holiday to be paid for the holiday, except when the employee is:

- off at Principal's approval for any reason
- off due to closure of the School because of inclement weather

Eligible employees qualify for holiday or recess pay upon employment.

Holiday pay for hourly and salaried employees will be equivalent to the pay that employees receive for their normally scheduled hours. Holiday pay will not count toward overtime. The holiday will only be treated as a paid holiday if it falls on a day you are regularly scheduled to work. Employees on leaves of absence for whatever reason will not be eligible for holiday pay.

In order to qualify for holiday pay, you must work the scheduled workday immediately before and after the holiday.

You are not eligible to receive holiday pay when you are on an unpaid leave of absence.

### **Exit Interview**

In the event of your resignation, the principal of Rockland Academy will conduct an exit interview to discuss your reasons for leaving and any other impressions that you may have about the school. During the exit interview, you can provide insights into areas for improvement that Rockland Academy can make.

In the event you would like to submit this information confidentially you may request an Exit Survey Form. Once you have completed the form it should be forwarded to Principal.

### **Return of School Property**

All Rockland Academy property issued to you, including all documents, records, data, notebooks, notes, reports, proposals, lists, correspondence, specifications, drawings, blueprints, sketches, materials, other documents or property, or reproductions of any aforementioned items, computer equipment, keys, petty cash and all other property belonging to Rockland Academy must be returned to the Principal at the time of your termination of employment. You will be asked to sign an Exit Certification Form upon termination stating that you have returned all property. You may be held responsible for any lost or damaged items.

## **EMPLOYEE RESPONSIBILITIES AND QUALIFICATIONS**

Rockland Academy of Excellence Charter School shall ensure that all personnel meet any applicable teacher certification requirements and obtain clearance from the State Education Department following a fingerprint-supported criminal background check in accordance with Article 56 of the Education law and other applicable law. It shall be the responsibility of the Director of Operations, overseen by the Principal, to ensure compliance with requirements for certification and fingerprint-supported background checks.

This Employee Manual has been prepared to inform you of Rockland Academy's employment practices, and policies, as well as the benefits provided to you as a valued employee. This Employee Manual applies to all employees and all employee classifications. Rockland Academy relies on the accuracy of information contained in the Employment Application, as well as the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any if this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

The policies in this Employee Manual are to be considered as guidelines.

Rockland Academy, at its option, may change, delete, suspend or discontinue any part or parts of the policies in this Employee Manual at any time without prior notice as business, employment legislation, and economic conditions dictate.

Any such action shall apply to existing as well as to future employees.

Employees shall not be entitled to any benefits, rights, or privileges beyond the last day worked.

No one other than the Principal upon discussion with the School's board may alter or modify any of the policies in this Employee Manual. Any alteration or modification of the policies in this Employee Manual must be in writing.

No statement or promise by a Principal, past or present, may be interpreted as a change in policy nor will it constitute an agreement with an employee.

Should any provision in this Employee Manual be found to be unenforceable and invalid, such finding does not invalidate the entire Employee Manual, but only that particular provision.

***Position:*** Principal

The Principal is the academic leader of the school and is responsible in ensuring that the school meets its academic goals and also meets its non-academic goals. The Principal will report directly to the Board. The Principal will be the person to whom the students, parents and instructional staff look to as the School Leader. The Principal will be responsible for the design and implementation of the school's educational program as well as oversee curriculum planning, student assessments, and professional development of instructional staff in accordance with policies established by the Board.

***Responsibilities***

- Develops and communicate the school's vision and create a plan to achieve that vision.
- Leads, supervises and directs instructional and non-instructional staff, including continually monitoring progress of teachers' performances.
- Accessible to students and their parents, and communicate a true sense of involvement with and concern for students' welfare.
- In collaboration with the School's team, ensure that the day-to-day operations and programs are professionally and efficiently organized and administered
- Oversees the financial management of the school; supervises the development of the School's operating and capital budgets; ensures the sound financial controls are in place, that funds are spent wisely and that cash flow is adequate
- Ensures compliance with all local, state, and federal policies and regulations (including state reports).
- Maintains communication with the Board of Trustees.
- Promotes the school in the community and media.
- Builds and maintains connections with parents, families, community members, and organizations.
- Articulates and models the school's values to students, students' families, staff, and the community.
- Manages student issues, discipline, and family relations.
- Oversees student recruitment and enrollment.
- Manages student and staff records.
- Coordinates development and implementation of the school schedule.
- Conducts regular supervision meetings with the DCI and the Director of Operations. Organizes and directs staff to accomplish the school's defined goals related to enrollment, learning gains, attendance, high stake testing scores and other related measurements.
- Is knowledgeable of and effectively communicates the school's philosophy, policy and procedures related to student learning, conduct, discipline and attendance to the school staff, students, parents, school district personnel, partners and community.
- Supervises mentors and develops all staff members to effectuate the school's mission.
- Organizes school functions for parents and family members as a method to help the school reach its goals.
- Collects and analyzes school data as the basis for improving the school's measurable outcomes and contracted goals.

- Performs all other duties as deemed necessary, which are aligned in accordance with school's policies and procedures to ensure that student educational and behavioral goals and objectives are achieved.
- Systematically assesses strengths and weaknesses of the school

***Qualifications***

- 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

***Position:*** Director of Curriculum and Instruction.

Our Director of Curriculum instruction will provide direct support to educators in order to provide the best instruction to our students. Therefore, in our DCI we seek a person who is extremely well versed on varying instructional methodologies. We also seek someone who has demonstrated the ability to align curriculum with state standards and modify pacing based on student needs. To be the most effective for our educators, the DCI must have experience generating and disaggregating data to provide instructional direction for the educators.

***Responsibilities:***

- Coordinates the administration of assessments, including but not limited to New York State, value added and other local assessments
- Oversees collection, verification and timely entry of assessment data and works with leadership to produce customized reports for teachers, leadership and the board on an ongoing basis
- Based on baseline data, works with the Principal and teachers to set individual student growth targets and develop Individualized Achievement Plans for each student
- Provide ongoing support and training to teachers on how to use data to drive student achievement and makes necessary changes to instruction.
- At the direction of the Principal and in coordination with content area specialists, design and deliver targeted, high-quality professional development for new and experienced teachers across the school year for developmental purposes
- Demonstrates best practices which includes, but is not limited to, modeling instruction.
- Provides guidance in classroom and instructional planning, the gathering of instructional resources and classroom management in support of student mastery of standards
- Designs and implements curriculum
- Responsible for the implementation of software to support curriculum alignment with state standards
- Monitors curriculum maps and meets with teachers about rigor and completeness
- Oversees purchasing and maintenance of curricular materials

***Qualifications:***

- Master's degree required
- Minimum of five years teaching experience in an urban public school or charter school setting
- Proven track-record of high achievement in the classroom and commitment to accountability

***Position:*** Director of Operations

The Director of Operations of Rockland Academy of Excellence Charter School directs and manages the operational and financial affairs of our school.

***Responsibilities***

- Maintains the overall operational efficiency and the fiscal viability of Academy of Excellence Charter School
- 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 a 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.

***Position:*** Social Worker

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.
- Schedules college visitations for students to neighboring four year colleges
- 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.

***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:** Special Education Coordinator

***Responsibilities***

- Provide direct and indirect instruction;
- Long and short-term planning addressing individual needs of students;
- Evaluate students' progress;;
- Provide an inviting, exciting, innovative, learning environment;
- Establish and maintain classroom management procedures;
- Prepare written reports accurately and submit in a timely manner;
- Effectively communicate with teachers, parents, and administrators to facilitate the IEP process.
- Effective consultation with parents, students, teachers, and administration;
- Effective professional liaison between school and home when necessary;
- Serve as advisors to students;
- Remain current on rules set forth in special education law and regulations (Coordinator position only);
- Maintain privacy of student records and information (Coordinator position only);
- Serve as primary liaison with CSE of students' district of residence (Coordinator position only)
- Perform other duties, as deemed appropriate, by the Principal or the Director of Curriculum and Instruction

***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

**Position:** ESL Coordinator

**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, DCI, 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 DCI to organize faculty workshops on cultural sensitivity and awareness. (Coordinator position only)
- Collaborates with the DCI to create and review ELL curriculum (Coordinator position only)
- Perform other duties, as deemed appropriate, by the Principal or the Director of Curriculum and Instruction

**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:*** Teacher

***Responsibilities:***

- Provide an inviting, exciting, innovative, and joyful learning environment
- Participate wholeheartedly in professional development and enrich their expertise in the subject area they will teach
- Develop curriculum and lesson plans that are rigorous, clear, measurable, and aligned with New York State Standards
- Take responsibility for all children in the RAECS learning community
- Embrace planning for and teaching a diverse classroom of students with a wide variety of learning styles, needs and behaviors
- Evaluate students' progress on an ongoing, systematic basis
- Use assessment data to refine curriculum and instructional practices
- Prepare students adequately for all required assessments
- Ensure that students master grade-level standards
- Maintain and communicate high academic and personal expectations for all students and support students in meeting them
- Incorporate direct instruction, independent work, discussions, projects, and cooperative work to engage students, keep classes focused, and infuse a lasting desire to learn
- Provide structure in the classroom by developing and clearly enforcing rules and expectations for class discussion and activities
- Form meaningful relationships with families and involve parents in their children's education
- Respond to parent concerns promptly and effectively
- Participate effectively and collegially in professional development, conferences, faculty meetings, and other meetings;
- Perform other duties, as deemed appropriate, by the Principal or the Director of Curriculum and Instruction

***Qualifications:***

- Masters Degree and current certifications in specific content area or middle/high school education
- 3 years or more of teaching experience in an urban setting.

***Position:*** Nurse

Rockland Academy of Excellence Charter School 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

***Position:*** Administrative Assistant

The Administrative Assistant is the first point of contact to our parents, students, and teachers. He or she provides and/or facilitates day-to-day administrative support for the school. This person must portray an image of professionalism and integrity at all times.

***Responsibilities:***

- Maintain student files
- Answer and forward phone calls
- Sort incoming and outgoing mail
- Organize and manage school office supply inventory
- Assist the school staff with planning school events as necessary
- Welcome parents, children and guests to the school
- Monitor and maintain attendance records
- Welcome parents, children and guests to the school
- Assist in purchasing supplies, transportation, travel and field trips
- Perform scheduling duties
- Compile data for reports to assist Principal, Director of Finance and Operations, and Director of Curriculum and Instruction as appropriate
- Maintain school, student and personnel records
- Maintain school databases
- Coordinate mailings and copying
- Process student and staff applications
- Other duties as assigned by the Principal and Director of Operations

***Qualifications:***

- Experience assisting office personnel with multi-lined phones
- Experience filing, multi-tasking in a fast paced environment
- Extreme orientation to detail
- Managerial office experience (especially in an academic setting) preferred

**Confidentiality/Non-Solicitation Agreement**  
**Receipt and Acknowledgment of the Rockland Academy Charter School Employee Manual**

Please read the following statements, sign below and return to your Principal.

**Understanding and Acknowledging Receipt of the Rockland Academy Employee Manual**

I have received a copy of the Rockland Academy Employee Manual and have read, understood and agree to abide by the outlined policies. I understand that the policies and benefits described in it are subject to change at the sole discretion of Rockland Academy at any time.

**At-Will Employment**

I further understand that my employment is at-will, and neither I nor Rockland Academy has entered into a contract regarding the duration of my employment. I am free to terminate my employment with Rockland Academy at any time, with or without reason. Likewise, Rockland Academy has the right to terminate my employment, or otherwise discipline, transfer, or demote me at any time, with or without reason, at the discretion of Rockland Academy. No employee of Rockland Academy can enter into an employment contract for a specified period of time, or make any agreement contrary to this policy without the written approval from the Principal.

**Confidential Information/Non-Solicitation**

I am aware that during the course of my employment confidential information will be made available to me. I understand that this information is proprietary and critical to the success of Rockland Academy and must not be given out or used outside of Rockland Academy's premises or with non- Rockland Academy employees. In the event of termination of employment, whether voluntary or involuntary, I hereby agree not to disclose, utilize, or exploit this information with any other individual or school and will return all proprietary materials, without retaining any copies, to Rockland Academy of Excellence Charter School

**Acknowledgement**

By signing this acknowledgement, I hereby confirm my understanding and agreement to abide by the policies set forth by Rockland Academy of Excellence Charter School, regarding confidentiality and the return of any and all proprietary materials upon termination of my employment from Rockland Academy.

Employee's Printed Name: \_\_\_\_\_

Position: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**ATTACHMENT 8b:**  
**ROCKLAND ACADEMY OF EXCELLENCE CHARTER SCHOOL**  
**Resume for Proposed School Leader**

# DIONNE OLAMIJU

## Professional Experience

---

### *Assistant Principal*

*2010 - Present*

Spring Valley High School

East Ramapo Central School District

- Assist in the implementation of school wide supervision plans that establish and maintain a safe and orderly environment.
- Create a productive work climate by gaining the cooperation of staff and students
- Administer and coordinate school discipline and maintain necessary discipline records.
- Lead, supervise and direct instructional and non-instructional staff, including close monitoring of teacher performance and progress.
- Manage student issues, discipline and family relations.
- Build and maintain connections with parents, families, community members and organizations.
- Conduct frequent observations of teachers' instructional practices.
- Collect and analyze school data as the basis for improving the school's measurable goals.

### *Supervising Assistant Principal*

*2007- 2010*

Ramapo Freshman Center

East Ramapo Central School District

- Established and promoted high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Managed, evaluated and supervised effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures
- Conducted parent -school collaboration workshops
- Monitored and assessed student achievement with appropriate data collection and analysis.
- Established the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
- Supervised in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school.
- Ensured a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students

***Math Teacher***

***2001 - 2007***

**Pomona Middle School  
East Ramapo Central School District**

- Taught Math to grades 7 and 8
- Developed and Implemented Problem Based Learning Curriculum

***Co-Founder and Administrator***

***2007 – 2010***

**Summer Program: Shaping Tomorrow's Leaders Academy  
East Ramapo Central School District**

- Supervised a staff of teachers that provided academic intervention to struggling students in grades 6, 7, and 8.
- Developed character education interdisciplinary curriculum.
- Provided guidance in classroom and instructional planning, the gathering of instructional resources and classroom management in support of student mastery of standards.
- Collected and analyzed school data in order to attain the program's measurable outcomes.

**Education**

---

Ed.D. Executive Leadership, anticipated May 2013

St John Fisher College, Rochester, NY

MS.ED, Administration and Supervision, College of New Rochelle, NY

BS, Economics, Lehman College, NY