FULL APPLICATION COVER PAGE

Last updated: 08/15/2018

PROPOSED CHARTER SCHOOL NAME: Academy of Health Sciences Charter School

1.My applicant group is best described as: 1) *a new operator* applying to establish a new charter school or 2) *an existing BOR-authorized education corporation*/*management company seeking to replicate or add to a network* of existing charter schools?

New Operator Applying to Establish a New Charter School

1a. If applicable, what is the name of the proposed management company or network that the proposed school seeks to contract with? (No response)

2. If applicable, what is (are) the name(s) of the proposed Partner Organization(s)? (No response)

3. Proposed Board Chair and Public Contact information

	Proposed Board Chair Name	Email Address	Phone Number
	Warren Hern	[redacted]	

	Public Contact Name	Email Address	Phone Number
	Jennifer Piper	[redacted]	

4. District/Community School District of Location

	Preferred District/CSD	2nd Choice	3rd Choice
	Rochester CSD		

5. Charter schools authorized by the Board of Regents in June or November 2018 should plan to open for instruction in 2019. If issued a charter, the initial 5 year charter term begins on the first day the school opens for instruction and ends on June 30, 2024 of 5th year of operation.

Start date of initial term (1st day of school) 08/19/2019

End date of initial charter term

06/30/2024

6. Projected Enrollment Table Over the Charter Term

(Leave unused cells blank)

	Ages	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K						
1st						
2nd						
3rd						
4th						
5th	10-11	100	100	100	100	125
6th	11-12		100	100	100	100
7th	12-13			100	100	100
8th	13-14				100	100
9th						
10th						
11th						
12th						
Ungraded						
Total		100.0	200.0	300.0	400.0	425.0

7. Mission Statement

A school’s mission statement provides the foundation for the entire charter application and for the full term of the school’s charter. All elements of the school design should align with and support achievement of the proposed mission. Schools must also determine how they will evaluate and be held accountable for achievement of their mission. Schools must present the goals they intend to use to measure student achievement, the overall educational program, and the key components of the school design in alignment with the mission.

The mission of Academy of Health Sciences Charter School (AHS) is to provide a supportive learning environment focused on academic achievement in preparation for college, careers, and lives of service in the health sciences.

To achieve this mission, the Academy of Health Sciences Charter School applicant group has developed a school model that will employ a new and positive approach to teaching and learning in the urban core of Rochester. The overarching goal of the school is to provide students with the foundational skills to graduate high school, gain acceptance into a higher education institution of their choice, persist and graduate, and achieve professionally and as a citizen. While this goal is ostensibly shared across all schools, these skills are particularly critical to providing traditionally underserved youth the opportunity to access career paths that will break the cycle of poverty, as the majority of students in the RCSD qualify for Free/Reduced Lunch (91%). A recent, large-scale study from Stanford University shows Rochester-area primary schools place dead last among the 200 largest cities in the country for academic growth.[1] During the 2017-18 school year, NYSED's School Accountability Office named RCSD as a Re-Identified Focus District due to its schools' low academic performance on the Grades 3-8 ELA and Math exams, and low graduation rates for certain groups of students, such as those who are economically disadvantaged, students with disabilities, and English language learners. AHS will recruit/retain its students from these failing or chronically underperforming schools, and expects to enroll similar percentages of economically disadvantaged youth (90%), those with limited English proficiency (15%), and students with disabilities (21%) as the RCSD. All AHS students will come to understand that a strong basis in reading and literacy is the key to nearly any life success; value and embrace diversity and equity; commit to hard work and restorative practices and thrive in an environment that supports and maximizes academic and social-emotional development. AHS will provide all students with a safe, supportive, and challenging atmosphere that inspires every student to accept responsibility for their academic growth and achievement. Academic performance will be realized through a strategic combination of trauma-informed, culturally relevant pedagogy, a positive school-wide culture founded on the values of community and efficacy, and a whole-child approach to addressing students' individual needs. The overall culture will be nurtured and sustained through meaningful, authentic relationships between the adults, students, and their families. Beginning with an intensive, responsive, and unique grade 5 program, AHS will grow slowly; adding one grade per year through grade 8 in its first charter term. Grade 5 will emphasize the mastery of prerequisite skills necessary for a successful transition to grades 6-8. Grades 6-8 will generate "high school ready" 9th graders prepared to launch themselves into academic achievement, service learning, internships, and leadership experiences. The program will be consistently supported and implemented by highly-effective teachers, staff, and through with notable healthcare and life sciences organizations. The AHS educational program is committed to making a difference in the lives of students who participate to be able to choose a career- a pathway- whether it is college, a certificate program or a job right out of high school. This unique learning program has adopted the health sciences theme, based on the careers available in healthcare, the fastest growth sector in the greater Rochester area, currently underrepresented by the city's traditionally underserved populations. AHS has thoughtfully defined the following key design elements, displayed in abbreviated form below. Collectively, these innovative and unique components will reinforce each other to operationalize the school's mission and goals and meet the needs of all students.

Each key design element is core to the proposed design and critical to its success. **(1) Culture of Collective Efficacy: Establishing a culture of collective efficacy, growth, and leadership for**

[1] https://cepa.stanford.edu/sites/default/files/wp17-12-v201712.pdf

students, families, and staff. The leadership team, instructional coaches, staff, and teachers will be provided with the training, tools and the time necessary to establish, track, and meet clear and specific achievement goals. Their collaboration and commitment will ensure the design, implementation and regular evaluation of a variety of research-based processes to help students overcome various academic, social and emotional challenges, particularly those students who may be experiencing or have experienced trauma. **(2)Positive School Culture: Establishment of a healthy community and safe, supportive learning environments for all students.** AHS will establish a culture through authentic relationship building that supports personal and mutual respect, equity, and efficacy aimed at building critical hope to transform trajectories of continued poverty into opportunity for success. The culturally-relevant learning environment will provide students of every race, ethnicity, religion or socioeconomic status an opportunity to thrive while learning from the differences in others. **(3)College and Career Readiness: A NYSLS/CCLS-based college and career ready curriculum based on the Health Sciences and STEAM priorities.** AHS will creatively integrate multiple aspects of college and career readiness into the NYSLS/CCLS-based curriculum beginning in grade 5. Students will learn how to develop good study habits and understand the high academic expectations needed to prepare them for high school and post-graduation. Communication and workplace skills will be reflected throughout the education plan and will be scaffolded in a manner that ensures students have the ability to generate and accomplish personal and professional goals. **(4)Middle School Preparation Starting in Grade 5: A New Beginning for Academic Excellence.** After deep and thorough analysis of current achievement data, the applicant group realized a unique opportunity existed in our target community to open a school at grade 5. Grade 5 will focus on critical social, emotional, and academic transitions from elementary to middle school through a nurturing approach based on building authentic relationships that set the foundation for the achievement of high expectations. **(5)Data and Student-Driven Instruction: Evidence-based tiered Response to Intervention (RTI) supports for all students.** To diminish the historic power of low expectations based on unaddressed behavioral needs and an inadequate assessment of true academic potential, the school will implement an effective process of collecting and analyzing valid and individualized data based on strengths and areas of growth to drive planning and decision-making. This will ensure that when applicable, all students will have access to equitable behavioral and academic interventions; they will be supported in various ways and intensities based on their evolving needs. (**6)Effective Teaching Strategies: Thoughtful planning and delivery of engaging, culturally relevant, and effective pedagogy.** Teachers will elicit high levels of engagement, creativity, commitment and intellectual processing necessary for success in future health sciences careers. The AHS leadership team will provide robust professional development workshops that focus on guided and deliberate practice of effective pedagogical strategies that reflect the Thoughtful Classroom Teacher Effectiveness Framework (Silver, 2016) and optimize learning of the NYSLS/CCLS with 21st Century Skills, Gradual Release of Responsibility Framework (Fisher & Frey, 2013), Culturally Responsive Teaching and The Brain (Hammond, 2014) and EngageNY/Expeditionary Learning Student Engagement Protocols (2014). **(7) Extended and Enhanced Learning: A longer school day and year provides access to enhanced educational experiences, including a summer bridge program.** Instructional time of at least 300 more hours than the conventional district calendar is one of the strongest predictors of higher achievement (Fryer, 2011). AHS will provide a rigorous after school and summer program. enrichment program.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name:	Academy of Health Sciences Charter School
Proposed School Locations (District):	Rochester CSD
Name of Exiting Ed. Corporation (If applicable):	N/A

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

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

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), 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; [2]

[1] N.Y. Education Law § 2854(2)(a)
[2] 20 USC § 7221b(b)(3)(J)

- 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;[3] 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.[4]
- That the school will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED.

I, *Enter name of Proposed Board Chair*, hereby certify that the information submitted in this Full Application to establish *Enter Name of Proposed Charter School* is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.
Signature of Proposed BOT Chair: Warren Ham
Date: August 13, 2018

[3] 20 USC § 7221b (b)(3)(K)
[4] 20 USC § 7221b (b)(3)(N)

Section I: Mission, Key Design Elements, Enrollment, and Community	
A. Mission, Objectives and Goals	**2**
B. Key Design Elements	**5**
C. Community and Students to be Served	**8**
D. Applicant Group History and Capacity	**12**
E. Public Outreach	**15**
F. Enrollment, Recruitment, Retention	**16**
G. Programmatic and Fiscal	**19**
Section II: Educational Plan	
A. Educational Philosophy	**20**
B. Curriculum	**22**
C. Instruction	**28**
D. Special Student Populations and Related Services	**31**
E. Assessment Systems	**36**
F. Performance, Promotion, Graduation Standards	**40**
G. School Culture and Climate	**41**
H. School Schedule and Calendar	**48**
Section III: Organization and Fiscal Plan	
A. Organizational Structure	**52**
B. Board of Trustees and Governance	**53**
C. Management and Staffing	**61**
D. Staff Supervision and Development	**61**
E. Evaluation	**64**
F. Facilities	**66**
G. Insurance	**66**
H. Non-Academic Operations	**68**
I. Family and Community	**70**
J. Fiscal Management	**71**
K. Budget and Cash Flow	**73**
L. Pre-Opening Plan	**74**
M. Dissolution Plan	**74**

A. MISSION STATEMENT, OBJECTIVES, AND GOALS

"The mission of Academy of Health Sciences Charter School (AHS) is to provide a supportive learning environment focused on academic achievement in preparation for college, careers, and lives of service in the health sciences."

AHS's mission and objectives will materially further each of the objectives articulated in Education Law §2850(2), as described in detail below:

1) ***Improve student learning and achievement/provide increased learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure:*** Based on the current student population of the Rochester City School District (RCSD), a majority of the AHS student population will be at-risk for, or already experiencing, academic failure. AHS's grade 5 program will provide students with a year of intensive remediation as a foundation for rigorous coursework. This will include maximizing instructional time for all students, with double blocks of math and ELA, advisory periods, and individualized interventions that complement and reinforce classroom instruction. In grade 6 and beyond, AHS's college and career readiness focus will use innovative STEAM projects to increase learning opportunities and student engagement. The school will utilize performance data from its multiple diagnostic and progress monitoring assessments to address the ongoing individual needs of students as they progress through the school.
2) ***Encourage the use of different and innovative teaching methods:*** The unique health sciences focus and STEAM curriculum will enable teachers to utilize multiple innovative teaching methods informed by students' needs and high expectations for achievement. Continuous professional development will ensure instructional methods are implemented through elements of culturally-relevant and trauma-informed pedagogy. As demonstrated below, STEAM supports the creation and implementation of a robust horizontal and vertically linked curriculum dependent on rigorous NYSLS/CCLS-based tasks and health sciences-based fieldwork.
3) ***Create new professional opportunities for teachers, administrators and all school personnel:*** AHS will provide staff with the consistent and meaningful opportunities to develop unique relationships with the area's largest employers that will provide first-hand knowledge of skills and content required by the industry. Collaborative programming with higher education partners such as St. John Fisher College will provide staff with new leadership and administrative certification and degree opportunities, development of unique professional development activities, and participation in community-wide initiatives serving the targeted student population.
4) ***Provide parents and students with expanded educational choices***: AHS will offer parents and students new opportunities to develop transferable skills that establish a foundation for future personal and professional success. Mutually beneficial collaboration between school staff, students, and parents will ensure parent and

student input is utilized and maximized to ensure the overall success of initiatives that foster 21st Century Skills such as critical thinking and problem solving, communication, and collaboration, and real-world experiences with employers. Through its innovative curriculum, culture, and field experiences AHS will provide expanded opportunities for students into Rochester's number one industry and employer; the health and sciences sectors.

The AHS applicant group has developed a school model that will employ a new and positive approach to teaching and learning in the urban core of Rochester. The overarching goal of the school is to provide students with the foundational skills to graduate high school, gain acceptance into a higher education institution of their choice, persist and graduate, and achieve professionally and as a citizen.

While this goal is ostensibly shared across all schools, these skills are particularly critical to providing traditionally underserved youth with the opportunity to access career paths that will break the cycle of poverty, as a majority of the student population in the RCSD qualifies for Free/Reduced Lunch (91%). AHS will provide students with a safe, supportive, and challenging learning environment that inspires every student to accept responsibility for their academic growth and achievement. Academic performance will be realized through a strategic combination of trauma-informed, culturally relevant pedagogy, a positive school-wide culture founded on the values of community and efficacy, and a whole-child approach to addressing students' individual needs. The overall culture will be nurtured and sustained through meaningful, authentic relationships between the adults, students, and their families.

Beginning with its intensive, responsive, and unique grade 5 program, AHS will grow slowly; adding one grade per year through grade 8 in its first charter term. Grade 5 will emphasize the mastery of prerequisite skills necessary for a successful transition to grades 6-8. Grades 6-8 will generate "high school ready" 9th graders prepared to launch themselves into academic achievement, service learning, internships, and leadership experiences. The program will be consistently supported and implemented by highly-effective teachers, staff, and through collaborative partnerships with notable healthcare and life sciences organizations in Rochester. After a demonstrated track record of stability, success, and demand has been established, the board may seek permission to expand to serve its students through grade 12 in a future charter term.

With roots deep throughout the Rochester community, the proposed AHS Board of Trustees (the board) recognizes the urgency and magnitude of the challenges facing the district's students- and is confident that the proposed school program will support students in becoming academically successful and goal-oriented, thereby breaking the oppressive chains of poverty for them and their families. The board will leverage representatives from their extensive networks within higher-education, local healthcare institutions, funders, community-based organizations and others to drive change, create opportunities for its students at an accelerated rate and offer new pathways for educational and employment endeavors in the health sciences and STEM-related employment sectors currently underrepresented by traditionally underserved populations.

This ambitious theory of action will be accomplished through the board's commitment to achieving the following objectives:

1.) Developing a school culture that celebrates diversity, efficacy, and instills a strong sense of community for families, students, staff and industry partners;
2.) Hiring and retaining committed staff qualified and excited to address the learning, social, emotional, and psychological needs of urban youth;
3.) Supporting staff in the development and delivery of a relevant and engaging STEAM curriculum that ensures academic growth and mastery of 21st Century Skills;
4.) Providing students with academic and extracurricular enrichment and wrap-around services critical to a successful transition into grade 5, middle school, and high school;
5.) Engaging the local healthcare community and higher education partners in the development of college and career readiness programming that inspires students to consider multiple career and professional pathways; and
6.) Building on the multicultural strengths of the Rochester community to enhance students' cultural experiences through relevant programing and partnerships.

Using the NYSED Charter School Performance Framework Indicators and Measures for Student Performance as the north star for AHS, the following goals and measures will be used to evaluate academic progress and attainment of grade level standards. In light of the chronic and severe academic underperformance across the RCSD, AHS has developed comprehensive supports to effectively raise student achievement to the ambitious levels below.

ELA GOALS	
Absolute	Each year, 75% of tested students attending AHS for two or more years will be proficient on New York State English Language Arts Exam for grades 5-8.
Absolute	At least 50% of all students attending AHS for two or more years will read at or above grade level as defined by performance on the Fountas and Pinnell (F&P) benchmark assessment. At least 65% will read at or above grade level after year three.
Growth	Each year, the Median Growth Percentile for students in grades 5 – 8 will be at least 60% in ELA.
Growth	Average annual cohort increases on NWEA MAP or other nationally normed-referenced test will average at least five percentiles of growth per year, until average percentile score exceeds 80%.
Comparative	Students who are enrolled in at least their second year at AHS will outperform the RCSD on ELA proficiency by at least 15%.
MATH GOALS	
Absolute	Each year, 75% of tested students attending AHS for two or more years will be proficient on New York State Mathematics Exam for grades 5-8.
Absolute	75% of students in grade 8 who take the Common Core-aligned Algebra Regents exam will pass with a college ready score of 70 or higher.

Growth	Each year, the Median Growth Percentile for students in grades 5 – 8 will be at least 70% in math.
Growth	Average annual cohort increases on NWEA MAP or other nationally normed-referenced test will average at least five percentiles of growth per year, until average percentile score exceeds 80%.
Comparative	Students who are enrolled in at least their second year at AHS will outperform the RCSD on Math proficiency by at least 15%.
SCIENCE GOALS	
Absolute	Each year, 75% of tested students attending AHS for two or more years will be proficient on New York State Science Exam for grade 8.
Absolute	75% of students in grade 8 who take the Common Core-aligned Living Environment Regents exam will pass with a college ready score of 70 or higher.

B. KEY DESIGN ELEMENTS

AHS has thoughtfully defined the following key design elements. Collectively, these innovative and unique components will reinforce each other to operationalize the school's mission and goals; each key design element is core to the proposed design and critical to its success.

a. **Culture of Collective Efficacy: Establishing a culture of collective efficacy, growth, and leadership for students, families, and staff.** A culture of collective teacher and staff efficacy will contribute significantly to the school's level of academic success and is a crucial factor influencing student achievement (Hattie, 2016). The leadership team, instructional coaches, staff, and teachers will be provided with the training, tools and the time necessary to establish, track, and meet clear and specific achievement goals. Their collaboration and commitment will ensure the design, implementation and regular evaluation of a variety of research-based processes to help students overcome various academic, social and emotional challenges. AHS will establish, through collective efficacy and professional development workshops, a compassionate, responsive school community that embraces trauma-informed learning and teaching for those students who may be experiencing or have experienced trauma. In addition to staff efficacy, families and students will be inspired to express self-efficacy. This will be accomplished by building a foundation of the school-home relationship with home visits (or outside location chosen by family). Teachers and staff will establish relationships with families built on a student's assets, strengths, and on the mutual goals of school, student, and family. Effective learning and teaching occurs when teachers see learning through the eyes of students and help them become their own teachers and develop high expectations for themselves (Hattie, 2008).

b. **Positive School Culture: Establishment of a healthy community and safe, supportive learning environments for all students.** AHS will establish a culture through authentic relationship building that supports personal and mutual respect, equity, and efficacy aimed at building critical hope to transform trajectories of continued poverty into opportunity for success. The culturally-relevant learning environment will provide

students of every race, ethnicity, religion or socioeconomic status an opportunity to thrive while learning from the differences in others. The creation a healthy school community and culture of learning will proudly demonstrate a sincere belief in and value for the distinctive creative potential and strengths of all students. The school will also assist with the needs generated by situations of poverty or trauma. As a center of support, AHS will provide direct assistance and/or linkages to health and human services, legal counseling, etc., and be administered by community partners who will work closely with the Student Support Team. This will reflect an overall sense of community, celebrate the diverse nature of families and students through a variety of activities, and strategically align the resources available in the community for students and families.

c. **College and Career Readiness: A NYSLS/CCLS-based college and career ready curriculum based on the Health Sciences and STEAM priorities.** AHS will creatively integrate multiple aspects of college and career readiness into the NYSLS/CCLS-based curriculum beginning in grade 5. Students will learn how to develop good study habits and understand the high academic expectations needed to prepare them for high school and post-graduation. Communication and workplace skills will be reflected throughout the education plan and will be scaffolded in a manner that ensures students have a solid foundation for their career choice and the ability to generate personal and professional goals. The school's culture will also emphasize the importance of both personal and community health and wellness to ensure students embrace their roles as potential future healthcare professionals. The school will partner with local colleges and universities to expose students to higher education, familiarize them with the campus environment, academic requirements for specific career pathways, and the opportunities available to them. AHS will value the journey and process of learning as much as the end result. We will embrace risk taking, trying multiple ideas and forming multiple theories. These values will form the foundation for students to build their STEAM knowledge base rooted in the NYSLS/CCLS and directly applicable to future college majors and innovative careers in the health sciences. All teachers will use STEAM practices and assign STEAM tasks that catalyze meaningful collaboration around reality-based problem-solving projects. Core subjects and enrichment classes will be linked horizontally and vertically in terms of content, but also in terms of STEAM specific skills.

d. **Middle School Preparation Starting in Grade 5: A New Beginning for Academic Excellence.** After deep and thorough analysis of current achievement data, the applicant group realized a unique opportunity existed in our target community to open a school with grade 5. As a response to that analysis, we will onboard incoming grade 5 students to new and innovative approaches in regards to the NYS Learning Standards and Common Core Learning Standards. These approaches to learning will build on an effective learning environment through implementation of highly-effective instructional practices and engagement protocols, intensive and individualized academic support, an individualized, student-driven recovery program, extended learning time, a college and career readiness curriculum, and a shared sense of student and teacher-efficacy. Grade 5 will focus on critical social, emotional, and academic transitions from elementary to

middle school through a nurturing approach based on building authentic relationships that set the foundation for the achievement of high expectations.

e. **Data and Student-Driven Instruction: Evidence-based tiered Response to Intervention (RTI) supports for all students.** To diminish the historic power of low expectations based on unaddressed behavioral needs and an inadequate assessment of true academic potential, the school will implement an effective process of collecting and analyzing valid and individualized data based on strengths and areas of growth to drive planning and decision-making. This includes capturing student voice, feedback, and input as a critical data source. Aligned and relevant formative and summative assessments will be utilized and analyzed using input from content specialists, second-language acquisition and special education staff. This will ensure that when applicable, all students will have access to equitable behavioral and academic interventions. Students will not be tracked. Instead, they will be supported in various ways and intensities based on their changing needs. In addition, AHS will support and encourage self- directed learning by engaging all students in activities such as student-led report card and portfolio conferences, student self-assessment of learning targets, student-led professional development workshops, student-assisted creation of backwards-mapped assessments and involving students in the planning and facilitation of fieldwork excursions. Students will initiate, execute and control processes that were previously unavailable to them. As a result, AHS students will enjoy transformative ownership and agency over their learning.

f. **Effective Teaching Strategies: Thoughtful planning and delivery of engaging, culturally relevant, and effective pedagogy.** Teachers will elicit high levels of engagement, creativity, commitment and intellectual processing necessary for success in future health sciences careers. Our teaching team will engage in robust professional development workshops that focus on guided and deliberate practice of effective pedagogical strategies that reflect dimensions 1-9 of the Thoughtful Classroom Teacher Effectiveness Framework (Silver, 2016) and optimize learning of the NYSLS/CCLS with 21st Century Skills, Gradual Release of Responsibility Framework (Fisher & Frey, 2013), Culturally Responsive Teaching and The Brain (Hammond, 2014) and EngageNY/Expeditionary Learning Student Engagement Protocols (2014).

g. **Extended and Enhanced Learning: A longer school day and year provides access to enhanced educational experiences, including a summer bridge program.** Instructional time of at least 300 more hours than the conventional district calendar is one of the strongest predictors of higher achievement (Fryer, 2011). AHS will work with partnering organizations to provide a rigorous after school enrichment program that includes individualized instruction and tutoring in English language arts and mathematics, instruction in music and fine/performing arts and extra time for students to collaborate to work on STEAM projects and Health Science field experiences. In addition, summer programming will provide students with a safe, structured, and fun learning environment. It will ensure both students and their families remain engaged with the school, maintain the high level of academic growth established during the school year and avoid the need for remedial work in the fall while building excitement and investment in the school's mission and every student's future goals.

C. COMMUNITY AND STUDENTS TO BE SERVED

AHS plans to draw its students from the City of Rochester, the urban core of Monroe County. Together, the City and County serve as a hub for a five-county metropolitan statistical area with a total population exceeding 1 million as of the most recent US Census information.[1] The City of Rochester encompasses a land area of just under 36 square miles with a total estimated population of 210,745. From 1980-2010, the city's minority population increased from 32.3% to 62.4%, with 2015 ACS data indicating that 72.3% of Rochester's population currently identifying as Black/African American, Hispanic/Latino, Asian, Native American, "other," or "more than one" race.

Economically, the data show a median household income of $30,960, which is significantly lower than both Monroe County ($52,553) and New York State ($59,269). Poverty rate is 33.5% across the city, which is more than double the 15.2% rate of the county. Worse, children living in poverty total 51.6% for those under age 18 and 52.8% for children under age 5 alone. That means over 50,000 children ages 0-18 residing in Rochester live below the poverty level. Of those children, 76.5% are youth of color. The city's child poverty rate is the second-highest among U.S. cities with a population of 200,000 or more, just behind Detroit, a *Democrat and Chronicle* analysis found.[2] "Because nationally the decline in childhood poverty is being attributed to the growth in full-time jobs, full-time employment, you can look at this as likely reflecting the opposite," said Jennifer Leonard, president and CEO of the Rochester Area Community Foundation. "We have to do more to generate jobs ... and connect job training to job placement to job retention."[3] Adult educational attainment also contributes to challenges in Rochester. Specifically, a persistently low graduation rate has been, and continues to be, a major socioeconomic issue for the community. This is of particular concern because it is predicted that the nation's shifting economy and employment base will continue to require increasing base levels of education and training and public schools in challenged urban districts are, by and large, simply not providing adequate preparation for students to meet these new baseline expectations. Nationally, by 2020, it is expected that 43.1% of all jobs will require an Associate's degree (AA) or higher and in the Rochester metro area 51% will require an AA or higher. But, based on ACS estimates, a total of only 33.4% of current city residents hold an AA or above and, when disaggregated by race/ethnicity and nativity, a far more challenging picture emerges: in Rochester, only 19% of U.S.-born Black residents and 16% of U.S. born Hispanic/Latino residents have AA degrees.

But, before even considering matriculation to postsecondary education, youth must successfully graduate from high school or obtain equivalency credentials. The NYS Education Department District Report Card (2016-17) shows an overall graduation rate of only 52% for the 2012 cohort (June, 4-year), compared to the statewide average of 80%.

A recent, large-scale study from Stanford University shows Rochester-area primary schools are

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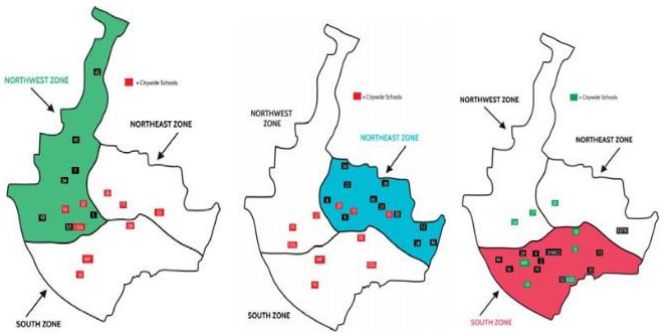
[1] US Census Bureau, American Community Survey 2010-2015 data estimates used as available for consistency, accessed at https://www.census.gov/quickfacts/ and https://factfinder.census.gov.

[2] https://www.democratandchronicle.com/story/news/2014/09/18/rochesters-children-live-poverty/15856493/

[3] Ibid.

dead last among the 200 largest cities in the country for academic growth.[4] During the 2017-18 school year, NYSED's School Accountability Office named RCSD as a Re-Identified Focus District due to its schools' low academic performance on the Grades 3-8 ELA and Math exams, and low graduation rates for certain groups of students, such as those who are economically disadvantaged, students with disabilities, and English language learners. Further, of the facilities captured in these accountability assessments, the 2017-18 report shows ten schools in Good Standing, 13 designated as Focus Schools (six of which are re- identified), 26 as Priority Schools (ten of which are re-identified). In summary, only 10 of the facilities with accountability status listings (49 in SY 2017-18) were in good standing and the balance of more than 80% were moderately deficient (focus schools report low academic performance that is not improving) or severely deficient (priority Schools are schools with the overall lowest student academic performance on state assessments and persistently low graduation rates), based on the accountability assessment calculations. Further, over 50% of schools are in the severely deficient category of "priority."

Complicating this situation further, the distribution of schools, elementary in particular, and the zone-based enrollment/city-wide lottery system in place, removes choice from parents and caregivers if they reside in certain zones. For instance, elementary schools in "good standing" designated as "neighborhood" or "zone-specific" total five enrolling in grades PK-6; one in Northwest (NW), one in Northeast (NE), and three in South (S). Again, that is one single elementary school in good standing dedicated for two-thirds of the district. Of course, parents may choose to enroll in a citywide elementary school via lottery; there are currently three in good standing. The other schools that begin at PK or K and go through grade 6 or 8 (typically) are all listed as either focus or priority schools. This limited choice and poor outcomes documented for most available elementary schools led the AHS applicant group to propose a grade 5 start for the school which assumes a mandatory and intensive "catch-up" period to establish a pattern of success that will carry through to middle and high school. Please see the zone maps.

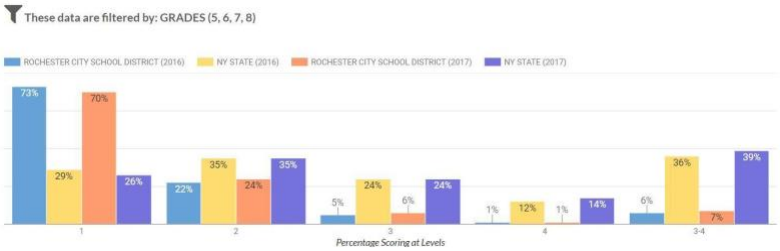


Despite significant positive momentum in recent years with respect to economic development, Rochester still has challenges that seem nearly insurmountable – poverty, poor educational attainment, high unemployment among targeted population, severely underperforming schools, community health risks, and environmental hazards. As detailed above, the RCSD is a

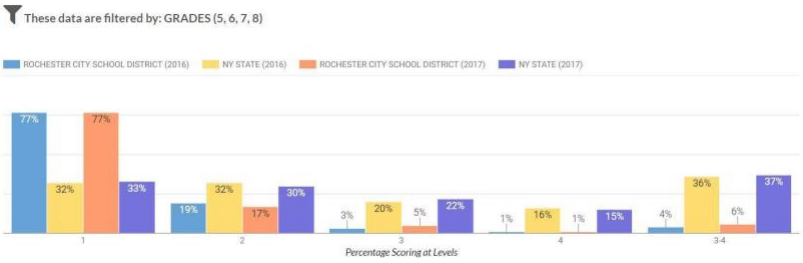
[4] https://cepa.stanford.edu/sites/default/files/wp17-12-v201712.pdf

high-need, urban school district at the heart of a challenged region and city.

In 2016-17, only 8% of RCSD students tested proficient on the NYS ELA assessment – *92% did not meet this milestone. In* comparison, 35% of Monroe County and 40% of students statewide met the grade level proficiency standard. Further, disaggregated data show that while 19% of white students were deemed proficient, results for children of color results are consistently concerning: only 7% of Black students, 6% of Hispanic/Latino children, and 7% of multiracial students tested proficient. English language learners only achieved 1% proficiency. And, possibly most telling, children designated as not- economically disadvantaged scored proficient at a rate of 18%, but those meeting the economically disadvantaged criteria for the district were at 7%.



Similarly, in 2016- 17, only 8% of students tested proficient with a level 3 or level 4 on the NYS Math assessment – 92% did not meet this milestone. In comparison, 39% of Monroe County and 40% of students statewide were proficient.



AHS intends to recruit/retain its students from failing or chronically underperforming schools in the RCSD. The AHS applicant group expects to enroll similar percentages of economically disadvantaged youth (90%), those with limited English proficiency (15%), and students with disabilities (21%) as the district[5], but also anticipates that the majority of students who enroll at AHS will demonstrate the need for academic remediation even if they do not have a formal designation. The proposed curriculum, instructional methodologies, intervention supports, and staffing plan each reflect AHS's commitment to serving this target population.

[5] https://data.nysed.gov/profile.php?instid=800000050065

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
3,886	15%	5,512	21%	24,082	90%

Ultimately, Rochester's students need to graduate high school ready to pursue college and career, and they require support throughout the educational pipeline to achieve this. This should begin with a high-quality early education and significant funding has been targeted to early learning programs. However, without adequate quality choices for early grades, the emphasis on early childhood could simply be wasted resources. A second area of funding and emphasis has often focused on secondary completion. Again, this is a critical component of the educational pipeline and worthy of investment. Unfortunately, the same influx of resources has not been allocated to the "middle grades" – roughly 5-8 – a heavily tested pressure period, which is now considered by some researchers as the "make or break" point for high school persistence and readiness for postsecondary enrollment and success.

More specifically, the population of students that AHS intends to recruit/retain are those that want to move from failing or chronically underperforming schools. They will: understand that a strong basis in reading and literacy is a key to nearly any life success; value and embrace diversity and equity; commit to hard work and restorative practices and will thrive in an environment that embeds a targeted universalism approach to ensure appropriate incremental gains for all students. The AHS applicant group expects to enroll similar percentages of youth with ELL needs and diagnosed disabilities as the RCSD.

The AHS educational program is committed to making a difference in the lives of students who participate to be able to choose a career- a pathway- whether it is college, a certificate program or a job right out of high school. This unique learning program has adopted the health sciences theme, based on the careers available in healthcare, the fastest growth sector in the greater Rochester area.

According to the data source, Burning Glass Labor/Insight, in 2017, there is an annual demand of 5,295 job openings for trained workers in healthcare jobs with only 1,238 or 23.4% placements available. This suggests that in this occupational group, about 76.6% of healthcare- related jobs may go unfilled each year in the region due to an insufficient number of graduates with skills training. Of equal concern is the total workforce of 44,496, comprised in the aggregate cluster, the 10-year aging out projection is that 24.3% are approaching retirement.

The relevance of these projections is that AHS students will be positioned well, based on their exposure to high-demand and good paying healthcare jobs (e.g. radiation therapist, registered nurses, medical and clinical laboratory technologists and technicians, dental hygienists, biomedical engineering, radiologic and surgical technologists, ophthalmic medical technicians, licensed practice and vocational nurses, home health and personal care aides) to become successful in both college and a career. Other entry-level, median and high-wage opportunities will also be available to them in basic patient care occupations that include:

medical support, emergency and intensive care, general medicine, people management, advanced patient care, health care procedures and regulation, patient education and support, quality assurance and control, patient reception, teaching, scheduling, and medical records.

AHS will enhance and expand educational options, particularly for the neediest students in Rochester, by providing a high quality, tuition free, public charter school designed to raise student achievement and support social-emotional development for traditionally marginalized populations so that they can successfully complete their schooling and access a variety of stable careers in the health sciences. Through the proposed rigorous curriculum, targeted instructional and intervention strategies, culturally relevant and trauma-informed perspectives, and a significant increase of instructional time through the school's extended school day and year, AHS will offer a program that will redress many of the persistent challenges the RCSD has not yet been able to solve. Moreover, AHS's focus on preparing students for college and careers will shine a spotlight on the efficacy of dynamic efforts to foster early career awareness among students as a means of establishing and maintaining high levels of student and family engagement.

The applicant group and proposed Board have thoroughly reviewed the two factors that perpetuate the cycle of poverty for youth in the City of Rochester: lack of educational attainment and employment. Each member of this founding group possesses relevant expertise and ongoing relationships with a wide array of industry and institutions of higher education throughout the community. The Board will leverage such relationships to provide mentoring, human resources support, teacher recruitment and hiring support, professional development, guest speakers, student field experiences at local healthcare facilities and on-site at the school, marketing support, community outreach, linkages to student health and human services for students and families through the Family Support Center, etc. The significance of this unique public/private relationship is the provision of these non-cash resources which provide the school with immense budget relief as well as another critical layer of support and participation. AHS believes such relationships will grow with the school and develop into a direct pipeline to sustainable employment in the healthcare and STEM fields. Please see ***Attachment 2c: Evidence of Community Support.***

D. APPLICANT GROUP HISTORY AND CAPACITY

Warren Hern has 40 years of experience as CFO for Park Ridge Health System and Unity Health System, CEO of Unity Health System and co-CEO of Rochester Regional Health. He currently is a board member of IUVO Biosciences, iVedix, and Empire Genomics. He also serves as a trustee of Nazareth College and the Center for Government Research, and is a board member of the Venture Jobs Foundation. Upon charter award, Mr. Hern will serve as Board President.

Michele Lawrence is Associate Vice President of Business Development for the University of Rochester Medical Center, which involves identifying and integrating Affiliated hospitals into

the URMC system and supporting their transformation to financially viable organizations through a Regional Advisory Board. Michele's extensive network of healthcare relationships allowed her to bring together the largest and most successful collection of hospitals, providers and community based organizations under the Finger Lakes Performing Provider System (FLPPS) in 2014, in order to improve the value of Medicaid for the residents of 13 counties. These connections will be instrumental in linking AHS and healthcare organizations across Upstate New York.

Wanda S. Perez is a former seven-year principal of DC Bilingual Public Charter School in Washington, DC and was also a board member of Ingenuity Prep Charter School in DC. Both schools served all students including students with special needs at all levels and English Language Learners. Both schools represent high-risk and high-needs students in under resourced neighborhoods of DC. Ms. Perez currently is a Managing Associate for CT3, a national firm that offers high-value professional development and teacher trainings that build school capacity through improved instruction, classroom management, and a positive learning culture. Ms. Perez specializes in instructional leadership, school culture, and Response to Intervention including meeting the needs of learners with individualized education plans and limited English proficiency.

Jennifer Piper is a Group Account Director at Partners + Napier in Rochester, NY. She has over two decades of advertising experience in the health and wellness and foodservice industries. Jennifer volunteered for many years with the PTA including a two-year term as President. As an AHS Board member, Jennifer will serve on the marketing committee and will focus on outreach efforts to drive awareness and enrollment.

Kevin Overton is an attorney with the Harris Beach law firm. After graduating from SUNY Cortland in 1997, he began working at the firm as a Real Estate Clerk. He returned to Harris Beach after graduating from the University of Baltimore School of Law in 2002. As a member since 2013, Kevin's clients include health care institutions, renewable energy developers, lending institutions, and educational institutions. He will be an AHS Board member.

Kevin Railey, PhD is the Provost and Vice President for Academic Affairs and Professor of English at St. John Fisher College. He has 25 years of experience working with teachers and teacher educators, has provided professional development workshops for urban teachers and has developed curriculum for urban education degrees in higher education. He has a strong commitment to urban education and supporting positive outcomes for urban youth and families. As an AHS Board member, he will serve on the academic committee where his contributions will center on curriculum development and professional development for teachers and administrators. Kevin is also a certified NYS teacher, English 7-12, has taught English Education at the university level, and has worked with urban educators in a variety of capacities throughout his career.

Joseph Searles is Chief Diversity Officer for Excellus Blue Cross Blue Shield in Rochester. He is a board member of Urban League of Rochester and Leadership Rochester. Formerly, he served on

the boards of the Rochester Education Foundation, Mary M. Gooley Hemophilia Center, Gay Alliance of the Genesee Valley, Rochester Gay Men's Chorus and Family Service of Rochester. He is a youth mentor for the Rochester School District. He will be an AHS Board member.

Dr. Bradley M. Turner is board certified in Anatomic/Clinical Pathology and Family Medicine. In 2010, Dr. Turner joined the University of Rochester's breast and gynecologic pathology subspecialty services in the Dept. of Pathology and Laboratory Medicine. He is an Associate Pathologist at Highland Hospital and provides direct patient care services at WNY Immediate Care and Rochester Regional Immediate Care. He will be an AHS Board member.

Louise Vella is the Director of Human Resources for the Rochester Regional Health I Unity Health System. She serves as a Human Resource Business Partner for leadership teams and employees within Behavioral Health, ElderONE, Home Care, and Adult Day Services at over 20 campuses within the Greater Rochester area and 60 medical office practices within Monroe County. She is also a member of the Diversity/Inclusion Advisory Board where she creates programs to promote an inclusive work environment where diversity is viewed in the broadest sense - including but not limited to: age, ethnicity, gender, race, physical abilities, religion, sexual orientation, thinking styles and life experiences. She will be an AHS Board member.

Erika Dooley is the English as a Second Language teacher and coordinator at a Rochester charter school. She has been teaching English as a Second Language for eight years in charter schools, district schools, and also internationally. Prior to teaching, she empowered parents to make informed decisions about school choice as a program manager at a non-profit in Washington, DC. She is a Rochester city resident and parent who is highly involved in parent groups and community organizations.

Seeking to establish new and high-performing charter schools in Rochester, NY, representatives from the Max and Marian Farash Foundation, whose founders cared deeply about their religious and civic communities and greatly valued the importance of education and entrepreneurship, explored models of learning and investigated the major role Western New York healthcare institutions could play in the establishment and success of a public charter school.

Keenly aware of the need for additional programming to prepare youth for employment in the growing healthcare industry in Rochester, combined with high academic standards, supportive culture and sense of community, the Farash Foundation spearheaded an assessment of industry and community leaders to explore the interest in establishing a like-school in Rochester. Beginning in September, 2016, the Foundation invited 40+ community leaders, representing healthcare, higher education, business, government, K-12 education, and community-based organizations etc., to a series of informational meetings to glean their support for a similar school and to also identify their interest in potentially serving as an applicant group and/or board member of a focused health sciences charter school in their community. This extensive outreach convened a diverse applicant group with the skills, expertise, passion for serving children, and the commitment to work together to develop a thoughtful and strategic letter of

intent and full charter application to NYSED. This body, representing diversity in ethnicity, gender, age and professional skills, has been meeting monthly since January, 2017. Nearly all visited met with a principal, administrators, board members and students of a charter school to gain a thorough understanding of starting a new school, expectations of board members, and the critical industry and community partnerships required in order to establish a successful college and career readiness school. Applicant group members continue to seek out technical information, lessons learned, and best practices on an ongoing basis. Collectively, the proposed applicant group has participated in developing the mission and all aspects of the LOI and full application. They fully understand the time commitment (monthly Board meetings and standing committees) required to oversee the building of a successful charter. Individually, they have expressed commitment to share knowledge and professional experiences, and to leverage their networks on behalf of the school and its students and staff. Please refer to **Table 1 Applicant Group Information.**

The applicants, in conjunction with Grant Builders, Inc., selected by the Farash Foundation, to assist in developing a charter submission to NYSED, have participated in development meetings, conference calls, email communications, regular committee meetings (finance, outreach, facilities, and academic), and community outreach. Since the group's initial submission, they have sought additional professional expertise and feedback to strengthen the school's academic programming through North East Charter School Network consultants. For its follow up submission, the applicant group engaged highly qualified educational and charter school expert, Heather Wendling.

E. PUBLIC OUTREACH

Since the founding of the applicant group in October 2016, AHS has thoughtfully engaged the community to not only educate them regarding the proposed school but to garner their perspective on the proposed grade levels, health sciences focus, college and career readiness model, summer/afterschool programs, potential location in the city of Rochester, etc. Direct communication and feedback was secured from 924 interested persons, including parents, business leaders, community leaders, the philanthropic community, Board of Regents' members and representatives from the Charter School office. In accordance with the mandate outlined in Education Law § 2852(9- a)(b)(ii), this vital feedback was attained via personal meetings with healthcare organizations, community leaders and prospective partners, hosting information sessions, presentations to peer groups and faith-based organizations, online surveys, athletic events, and most importantly, seeking the voice and perspective of parents.

Partnering with the community is a priority and as such will be a regular mechanism to continue to learn, listen, and glean support. We also expect and are committed to continued outreach as a foundational element of AHS throughout its existence. The lessons learned from this extensive 22-month outreach are many; but the overwhelming response from prospective parents to begin the school in grade 5, with a focus on 21st Century Skills and career pathways, a summer and afterschool program, and longer school day were at the forefront of planning de cisions made by the applicant group. It is clear that parents districtwide also sense the urgency

for school choice as enrollment numbers confirm – children and parents are increasingly choosi ng charter schools over traditional public options. According to 2016-17 NYSED Report Card, the 2019-20 grade 5 cohort will consist of 2,344 students. Maximum enrollment of 100 AHS students in grade 5 is only 4.2% of total students eligible for enrollment. With the knowledge that many charters serving this grade level have wait lists and more than half of RCSD schools are priority or focus schools, coupled with parent feedback to date, this is an attainable enrollment figure. Upon authorization and hiring of the Principal, the school will establish working relationships with other charter leaders in Rochester, including participation in the common charter application process. Please see Table 2 and attachment 2b for additional information on the AHS public outreach campaign and public review process.

F. ENROLLMENT, RECRUITMENT, AND RETENTION

Projected Enrollment Table Over the Charter Term[6]						
Grades	**Ages**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
K	5-6					
1st	6-7					
2nd	7-8					
3rd	8-9					
4th	9-10					
5th	10-11	100	100	100	100	125
6th	11-12		100	100	100	100
7th	12-13			100	100	100
8th	13-14				100	100
9th	14-15					
10th	15-16					
11th	16-17					
12th	17-18					
Ungraded						

[6] N.Y. Education Law § 2851(2)(p)

Totals		100	200	300	400	425

The AHS 5th-8th grade middle school model is designed to to meet the existing and urgent need for a change of paths for middle school children in Rochester. NYS Testing Program data for school year 2015-2016 in grade 5 classrooms across the district revealed an increase of level one scores on six of seven metrics in ELA and seven of seven metrics in math, overall 3-4 proficiency rates hovering between 5% and 8% in both core academic areas, and scores that continued to decrease over the past two academic years. Very few local public schools have the proposed grade configuration; most local schools either end or begin in grade 6. During the group's community outreach efforts, many parents have expressed frustration with this for various reasons: their grade 6 student was the oldest in the building and was no longer engaged or was the youngest in the building and had not adequately supported to smoothly transition to middle school structure. Parents have been very supportive of and interested in the AHS grade 5 model that will provide students with a fresh start, new and strategic focus on personal and academic growth, preparation for success in middle and high school, and exposure to attractive, local career options.

As indicated, recruitment efforts have been underway in the form of community outreach and will increase dramatically once authorized. AHS is planning to publicize/host additional new events, as well participate in as many public events as possible - farmer's markets, festivals, family events, etc. to inform families about the school's admissions policy, mission and vision. School representatives will go door-to-door in the neighborhood(s) the school may locate in, visit local retail establishments, apartment complexes, and public housing. School leadership will reach out to local schools, CBOs, businesses, and religious organizations to raise community awareness. AHS will conduct an open house as soon as a facility is identified and will continue to disseminate materials and hold information sessions at after-school programs, block clubs, churches, and youth and recreation centers. Parent outreach and recruitment activities will be conducted in multiple languages. All information distributed about AHS will reinforce the fact that ALL students are welcome, and outline services provided to ELL students and students with disabilities. Academy of Health Sciences will also participate in Rochester's Common Charter Lottery Enrollment process.

Based on AHS's strategic opening plan, the lengthy waitlists for charter schools in Rochester, and the responses from the applicants' outreach efforts to date, the group is optimistic that AHS will meet its maximum enrollment target of 100 students in grade 5. This will ensure a small class size of 20 students that will contribute to the development of a supportive, intimate learning environment and community-minded school culture, as well as enable teachers to provide individualized attention to students. This initial team of students and teachers will then have the responsibility and opportunity to mentor each new cohort of students and teachers and indoctrinate them into the unique school culture, support network and expectations. This enrollment figure also will enable the school to deliver an effective educational program in a fiscally responsible manner.

In Year 4 the school will have the capacity to slightly increase enrollment to 125 in grade 5 moving forward. During this year, AHS will discuss the addition of grades 9-12 with NYSED when it applies for initial charter renewal to ensure future student cohorts have the opportunity to

continue their exploration of career pathways and academic rigor. Please see additional detail on each of the following requests in Attachment 1: Admissions Policy and Procedures.

AHS will admit eligible students who submits an application by April 1, unless the number of applications exceed the capacity of the student's requested grade level; in that case, a public lottery will be held.

Applications must be hand-delivered, mailed, faxed, or emailed, and received no later than the admission period deadline listed on the form. The school will provide via e-mail and/or return postcard confirmation of applications received by the deadline. Siblings of enrolled students will receive a lottery preference.

Maximum enrollment for Year 1-3 will be 100 students per grade level. Vacancies will be filled during the school year from the waitlist (if applicable). Due to the extensive student academic supports and interventions AHS will offer, and the board's commitment to serving as many students as possible, the school will backfill all open seats throughout the school year at all grade levels.

Enrollment and Retention Targets		
	Enrollment # / %	**Retention # / %**
Economically Disadvantaged	90.6%	94.7%
Students with Disabilities	19.4%	94.5%
English language learners	12.0%	93.6%

The school will recruit, enroll and retain a diverse population of students and families that seek a new, supportive learning environment and school culture. AHS firmly believes in the potential of all students and will establish an environment that enables each child to set and achieve challenging and attainable personal goals. School representatives will continue to implement ongoing targeted community outreach and recruitment strategies focused on student populations similar to the current demographics of the RCSD. They will host community meetings to discuss how the school will focus on each child's individual talents and academic needs, the unique college and career readiness model that will prepare children for future success and financial stability, and, to emphasize the importance of communication with parents.

AHS is planning to attend parent meetings and to connect more directly with resettlement agencies and the families they represent. Continued outreach and recruitment will also be conducted through a variety of venues and partners: (e.g. local churches, recreation centers, organizations serving children with special needs, resettlement agencies, cultural and community-based institutions such as Ibero-American Action League, block club meetings, Rochester Black Physicians Network, St. John Fisher College, Urban League, Rochester fairs and

community events, Facebook and Twitter, and local health centers. All information will be translated in Spanish, and additional native languages as needed.

Once students are enrolled at AHS, the school will implement the following student retention strategies:

- Establishing a school community/culture based on mutual respect that celebrates diversity;
- Offering consistent professional development supporting the implementation of collective efficacy, trauma-informed instruction, and student engagement strategies;
- Hiring/retaining exceptional special education and ENL (English as a New Language) teachers with experience working in an urban setting and demonstrable success in meeting the needs of all learners, especially those with IEPs or 504 Plans, and preparing qualifying ELL students for the annual NYSESLAT assessment;
- Individualized instruction and one-on-one tutoring with a high sense of urgency;
- Frequent and dynamic assessments that result in a data-driven culture and consistent student growth;
- Providing the best possible curriculum and learning environment, with a multitude of activities that result in unique access to learning and acceleration, to prepare students for future careers in the health sciences;
- Fieldwork opportunities in which students are afforded the opportunity to be successful outside of the traditional classroom and school setting;
- Daily advisory period that establishes an academic and social/emotional student support network;
- Active Family Support Center and wrap-around services for students/families, as needed;
- Student-generated and managed tracking system for character development and behavior; and
- A toolbox of effective, research-based academic and behavioral interventions and a common intervention tracking system.

G. PROGRAMMATIC AND FISCAL IMPACT

AHS's projected programmatic and fiscal impact on the RCSD is minimal. According to the 2016-17 NYSED District Report Card, RCSD served 26,687 students at 27 traditional elementary (Pre-K-6 or K-6), fourteen K-8 or K-12 (existing or building out), 25 secondary, one Montessori, and one Young Mothers Program (reportable). At scale, AHS's maximum enrollment will be 450 students- only 1.7% of the total enrollment of the district. AHS will also likely have little to no impact on the 10 local private and parochial schools located in Rochester, due to the fact that tuition of such schools makes it cost prohibitive for the AHS target population. Based on current NYSED data, beginning in school year 2019-20, and each subsequent year, the RCSD will reimburse AHS approximately $13,090 per pupil as well as minimal reimbursement for special education services. The projected fiscal impact on the District remains well below 1% of their total operating budget even with AHS at full capacity in its fifth year of operation.

Projected Fiscal Impact upon District of Location

Year	Number of Enrolled Students	Charter School Basic Per Pupil Tuition Rate	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District (e.g. SPED funds)	Total Projected Funding from District	Total District General Fund Budget[7]	Projected Impact on District Budget
2019-20	100	$13,090	$1,309,000	$160,000	$1,469,000	$994,072,047	.15%
2020-21	200	$13,090	$2,618,000	$320,000	$2,938,000	$1,025,334,910	.28%
2021-22	300	$13,090	$3,927,000	$480,000	$4,407,000	$1,025,334,910	.43%
2022-23	425	$13,090	$5,563,250	$680,000	$6,243,250	$1,025,334,910	.61%
2023-24	450	$13,090	$5,890,500	$720,000	$6,610,500	$1,025,334,910	.64%

II. EDUCATIONAL PLAN

A. EDUCATION PHILOSOPHY

The proposed Board firmly believes that all students can learn[8]: regardless of race, socioeconomic status, gender, disability status, primary language, or ZIP code, and that all students are capable of high academic performance and unlimited achievement when given the opportunity to study and grow in a supportive, 21st Century Skills[9] based environment. Pursuant to extensive research and outreach across Rochester, community consensus supports that students enrolled in AHS will significantly benefit from an equitable, culturally-responsive approach to learning and teaching that places greater emphasis on educating the whole child[10] and preparing teachers to do so skillfully and thoughtfully.[11] Research theories that substantiate this philosophy, and the subsequent curriculum and instructional choices that will operationalize it, are further referenced throughout this section.

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[7] RCSD 2017-18 District-wide Summary Budget from 2017-18 Proposed Budget for Years 1-2. While it is anticipated the RCSD budget will increase in Years 3-5, impact figures were calculated based on the budget remaining flat as is the case with the AHS per pupil reimbursement in all five years.

[8] Stoddard L. (2004). Educating for human greatness. Brandon, VT: Holistic Education Press.

[9] Saphier, J., Haley-Speca, M. A., & Gower, R. R. (2008). *The skillful teacher: Building your teaching skills*. Acton, MA: Research for Better Teaching, Inc.

[10] © 2014 by Silver Strong & Associates. Accessed via www.ThoughtfulClassroom.com

[11] Jackson, Y. (2015). *Pedagogy of Confidence: Inspiring High Intellectual Performance in Urban Schools*. New York: Teachers College Press.

AHS students will receive a responsive education with robust behavioral/academic interventions and supports to catalyze their academic/social-emotional development. They will engage in a dynamic curriculum enriched with STEAM-based learning projects with a health science focus. To accomplish this, AHS has identified a selection of best practices from successful charter schools in NYS, and the most innovative 5th-8th grade learning standards and curricula currently available to create a challenging, equitable, and engaging educational program that supports and assesses multiple measures of middle and high school, college, civic, and- ultimately- career readiness. AHS will fuel a refocus on career exposure and preparation in Rochester schools by shining a spotlight on efforts to foster early career awareness among students as a means of maintaining high levels of student engagement and motivation.[12]

To engage all students in meaningful and rigorous learning tasks throughout their school experience, AHS will skillfully strike a balance between whole group, small group, and individual learning time. This will include the use of an Advisory e-Portfolio for evaluating students' own growth over time, accepting increased responsibility in advocating for their learning, and communicating and collaborating with peers, teachers, and families in learning conferences. Students will become engaged, rigorous evaluators of their own progress and teachers support by providing continuous, growth-oriented, specific, and helpful feedback. Moreover, to engage all kinds of minds in our most challenging instructional courses, horizontal alignment maps (as seen in Attachment 3b) will provide a way in and/or option for all students to succeed in producing visible learning linked to the major topic of study.

Grade 5 Advisory* ELA Math Social Studies Science Music Art Physical Education Reading Club Intervention Support *Career Development & Occupational Studies	***Grade 6*** Advisory* ELA Math Social Studies Science Music Art Physical Education Reading Club Intervention Support Home and Career Skills Spanish
Grade 7 Advisory* ELA Math	***Grade 8*** Advisory* ELA Math

[12] https://www.newamerica.org/education-policy/edcentral/step-right-direction-career-exploration-middle-school/

Social Studies Science Music Art Physical Education Reading Club Intervention Support Home and Career Skills Spanish Home & Career Skills Technology Health	Social Studies Science Music Art Physical Education Reading Club Intervention Support Spanish Home & Career Skills Technology Health

B. CURRICULUM

Curriculum and instruction at AHS are directly linked to the school's mission and key design elements in order to assure a supportive learning environment focused on preparation for college, careers, and lives of service in the health sciences. The applicant group's initial evaluation of curriculum materials and teaching and learning frameworks has been based on thorough research of existing programs utilized in the RCSD, students' academic performance over time, the degree of equity present in current curricula, feedback from community stakeholders, input from partnering organizations, the CCLS, NYSLS, NYSED ESSA Plan and a researched-based evaluative model[13] that includes the following criteria:

(1) Historical success of program;
(2) Focus of program;
(3) Measures of assessment that are used;
(4) Setting of programs;
(5) Classifications of program,
(6) Participant numbers; and
(7) Program costs.

Health science careers typically require individuals to frequently engage in critical thinking, analysis, problem solving, and collaboration through integrating taught processes and concepts into the real-world contexts of science, technology, engineering, art, and mathematics. The applicant group prioritized commercially available curriculum materials that would provide a strong foundation in the above, while still allowing for teachers' customization to meet the needs of his/her class and students. Students must also possess a solid foundation in reading and writing to succeed in the higher-level science and mathematics coursework that is generally a precursor to health science career options. Building upon the curricular selections below, AHS will also regularly expose all students to a balance of informational text and non-informational texts on a variety of health science related topics throughout their coursework to provide daily opportunities to build background knowledge and critical literacy skills. The applicant group

[13]Assouline, S. G., & Lupkowski-Shoplik, A. (2003). *Developing mathematical talent: A guide for challenging and educating gifted students*. Waco, Tex: Prufrock.

ultimately identified the research-based EngageNY curriculum as the foundation for ELA and math instruction during the school's initial charter term because of its clear alignment to grade level standards, coherence in linking topics and thinking across grade levels, and high level of rigor driving deep conceptual understanding, acquisition of procedural skills and fluency, and application with equal intensity. EngageNY curriculum provides students with rigorous and evidence-based lessons that will help them perform, meet, and exceed the required grade level proficiency expectations. Engage NY is now one of the most widely used curriculum in the country, particularly in math,[14] so it is likely that newly hired AHS teachers will possess some level of familiarity and facility with these materials. The latter is an important benefit, as teachers will be responsible for tailoring EngageNY lessons and projects to connect learning to real-world issues and STEAM concepts. Each module focuses on a theme, further supporting the teacher's ability to engage students with related learning outside of the classroom. Another benefit of utilizing open educational resources (OER)[15] as the basis for the AHS curriculum program is cost efficiency and full digital accessibility; although AHS will offer to have EngageNY materials printed and bound for teachers if they prefer that format.

AHS will implement Full Options Science Systems (FOSS) and kits as the foundation program for its science curriculum. FOSS is a researched, rigorous, standards- and inquiry-based science curriculum that maximizes student learning and engagement and provides meaningful science education for middle school students. In addition, the FOSS program provides hands-on activities and readings in science. Students will apply the scientific method, conduct experiments of their own design, and present their findings and expand their science knowledge, strengthen their thinking skills through investigations, the use of technology, science centered language development, outdoor studies, and engineering problems. As no existing middle school science curriculum adequately explores a full complement of health science topics,[16] AHS staff will supplement FOSS materials with a variety of modules and experiences to expose students to areas of interest. For example, funds are included in the budget to invest in *Explore Learning* Gizmos, NASA App, Nova Elements and CUNY HSE Curriculum Framework (for students in need of acceleration).

AHS will implement TCI's History Alive! as its core social studies program because the focus of this curriculum is on multifaceted learning experiences. History Alive! lessons start with the essential question (a big idea) and incorporate graphic notetaking, group work, and step-by-step discovery into learning activities. Students are the center of instruction and lessons incorporate a variety of learning styles, allowing students of all abilities and modalities to learn and succeed. In accordance with the school's focus and key design elements, AHS teachers will collaborate while creating social studies and science instructional plans to draw connections between the content areas.

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[14] https://s3.greatminds.org/documents/attachments/000/000/261/original/Eureka_Tops_in_US_for_Usage_and_Quality_May_2016.pdf?1466774190

[15] https://www.rand.org/pubs/research_reports/RR1773.html

[16] https://www.aeseducation.com/blog/2014/05/health-science-curriculum-middle-school

AHS will utilize Houghton Mifflin's *¡Avancemos!* for Spanish instruction in 6th grade- 8th grades. This curriculum will undergird standards-based instruction that integrates vocabulary, grammar, communication, culture, and digital learning. Lessons will utilize authentic resources and real-world-based activities. Over the three-year course, students will develop proficiency in speaking basic Spanish and explore new cultural experiences through project-based activities at the core of each unit. Students will also utilize the online curricular components to further experience Spanish and Hispanic culture through videos and articles, increasing their intercultural understanding.

Physical and health education will be an important part of the total educational program at AHS. Research conclusively demonstrates that daily physical education plays a crucial and unique role in the cognitive, psychological, and physical development of adolescent students.[17] Physical education also helps develop knowledge, understanding, and positive attitudes concerning human movement and physical activity. In physical education courses, students will learn the importance of leading physically active lifestyles that promote health and fitness. AHS will expose students to behaviors that will help them lead healthy and active lifestyles as adults. The physical and health education curriculum will be comprised of teacher created units covering personal wellness, mental and emotional health, nutrition, substance abuse, violence and prevention, and human sexuality, and will be mutually reinforced by and with the school's science and ELA instruction.

AHS leadership will establish a culture of collective teacher efficacy and coaching with a robust professional development calendar and daily common planning periods in which teachers will collaborate to design, facilitate, and plan the implementation of innovative curriculum. The Principal will work closely with each grade level group of teachers at least weekly throughout the school year to craft, review, and align curriculum, both horizontally and vertically. With a consistent focus on students' growth in strengthening their foundational base of skills, including consistent work-based learning vocabulary and 21st Century skills, all instructional staff will participate in regular and ongoing review of interim assessment data, classroom observations, annual evaluations, etc. to make timely curricular refinements that enable all students to succeed regardless of their starting point. At least quarterly, the Principal will also work closely with the board's Academic Committee to ensure the curriculum stays true to the school's educational philosophy and enables the school to meet and exceed its performance framework goals.

Elements of the Universal Design for Learning (UDL)[18], a scientifically-based framework, will provide a backdrop of neuroscience research to guide the creation and implementation of curricular materials, including yearlong scope and sequence documents, pacing calendars, unit plans, and daily lesson plans. This highly responsive and elastic approach to instructional design

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[17] Bencraft, C. Edwin. 1999. "Relationship between Physical Activity, Brain Development and Cognitive Performance." *Brain Research and Physical Activity: Maryland Physical Education Study Group Report. SPEAK Kit*, Vol. 2.

[18] http://www.udlcenter.org/

will be used to address the diverse needs, interests, and strengths of our students, particularly English language learners and those with special needs.

Using the EngageNY materials as a solid foundation upon which to build and refine, the AHS principal will lead staff to begin in-depth curriculum development during summer professional development and continue at weekly and monthly intervals over the course of the school year. Initially, teachers will collaborate to review and ensure baseline familiarity with the September 2017 New York Next Generation Learning Standards as well as analyze available data about incoming students and/or their sending district schools to extrapolate needs and deficiencies. With this information in mind, teachers will select specific units from within EngageNY's wealth of material for core subjects and begin creating customizable pacing guides for ELA and Math to serve as a roadmap for instruction as well as to provide a clear path of standards-based skills progression over the course of the academic year. The pacing guides will consist of targeted units of study, specific skills to teach, and the academic standards students should master each week- with multiple and varied opportunities to do so.

During weekly planning meetings, and with the guidance and oversight of the school's principal, AHS instructional staff will approach unit and daily lesson design by first considering the learning goals of the lesson or unit. Learning goals will encompass the knowledge and skills the students must learn to master the lesson or course or successfully complete a project. After the learning goal has been established, educators will select or create the assessment- the driving force for the creation of the lesson or unit to teach. Instructional strategies and delivery methods are selected based on what the student will be asked to do on the assessment to demonstrate mastery. Overall, this approach raises the level of intentionality in classroom teaching and prepares students for a rigorous curriculum- defines at AHS as a set of purposefully aligned lessons with clear learning outcomes, matching assessments (formative and summative), engaging learning experiences, and instructional strategies that are organized into increasingly challenging sequenced units of study.

AHS teachers will prepare daily lesson using a schoolwide template and will refine curricular plans with their specific students' needs and abilities in mind. This template will require teachers to document guiding questions, assign students for reteach groupings, and identify the strategies and activities employed in those groupings. Teachers will include specific differentiation strategies for at-risk students, ELLs, and students with disabilities in each lesson plan as well as any necessary student accommodations or modifications. To ensure high quality, engaging lessons and a consistent level of rigor across classrooms and grade levels, all AHS teachers will submit weekly lesson plans the week prior to planned implementation to the Principal in Year 1 and to their instructional coach in all future years, for constructive criticism.

Many of the school's curriculum materials will be OER, as discussed above, and accessed primarily over the internet. Some of the selections, such as FOSS kits, feature tangible materials for teachers to use in hands on activities. As staff identify their selections for novel studies in ELA and other instructional needs that may require additional purchases, they will alert the

school Principal who will review and approve all requests for supplemental curriculum or artifacts for use in the classroom.

In order to achieve the school's mission and embody the applicant group's philosophy that all students- regardless of how challenged or under resourced they may be- can and will experience academic success when given sufficient supports, AHS leadership and staff will engage in purposeful, data driven planning and deliver engaging instruction. AHS will utilize the UDL approach in combination with the Thoughtful Classroom Teacher Effectiveness Framework (TCTEF) to guide the creation of professional development workshops, design and systematic modification of unit and lesson plans, and rubrics and evidence-gathering tools to support teacher observation and evaluation to consistently improve pedagogical quality and student outcomes. The TCTEF rubric synthesizes a wide body of research on instructional design and teacher effectiveness, as well as insight from over 250 teachers and administrators from around the country. The ultimate goal of the TCTEF is to create a common language for talking about high-quality teaching and how classroom practice can be improved.[19]

The unique and innovative elements of the AHS plan lie at least partially in its high expectations for its students; by implementing a rigorous CCLS, NYSLS and Next Generation Standards based college and career ready curriculum and creating infrastructures and fieldwork opportunities that enable students to collaborate with local colleges and universities to expose them to higher education standards, familiarize them with the campus environment, the breadth of careers in the health sciences industry, and the opportunities available to them through the partnering organizations affiliated with AHS. Collectively, the group's firsthand knowledge of the challenges of the RCSD and the city at large, their subsequent target student population, careful consideration of all curriculum and instructional choices, and focus on college and career readiness within a high growth industry in Rochester will not only further the school's mission and key design elements: this combination will ultimately support and encourage students' self-directed learning, self-actualization, and self-transcendence.

As mentioned earlier, AHS's choice to use the EngageNY modules for ELA and math is supported by the overwhelming adoption of these curricula nationwide, and subsequent student growth since 2013.[20] Most important to the applicant group is the EngageNY materials' strong alignment to the CCLS. EdReports.org, an organization that provides school operators and educators with objective information on high-quality, Common Core-aligned instructional materials released findings from its initial reviews of twenty digital and print-based K–8 curricular programs.[21] EdReports found that EngageNY's alignment to the Common Core is generally strong, selected texts are high-quality and appropriately rigorous, and the programs

[19] https://www.thoughtfulclassroom.com/PDFs/TCTEF/TCTEF_Basic_Rubric.pdf

[20] https://s3.greatminds.org/documents/attachments/000/000/261/original/Eureka_Tops_in_US_for_Usage_and_Quality_May_2016.pdf?1466774190

[21] EdReports.org, a new organization with a mission to provide educators with information on high-quality, Common Core-aligned instructional materials via free, online, *Consumer Reports*-style reviews, recently came to a similar conclusion. In March 2015, it released findings from its initial reviews of twenty digital and print-based K–8 math series.

allow educators greater flexibility than other scripted programs. Particularly with regards to EngageNY's math curriculum (also known as Eureka Math), it is the only curriculum that meets all CCLS at every grade level (please see additional detail in Attachment 3b).

Selection and development of all instructional practices, frameworks, curriculum, assessments, organizational charts, school calendars, student schedules and all other aspects of the 5th-8th grades model have been designed to meet and exceed Benchmark 1 indicators and to support the school's mission. AHS will meet Benchmark 1 by implementing the processes, practices and programmatic elements detailed above to ensure that students make significant academic progress each year. In addition to NYS math and ELA assessments, the e-Portfolio will be a critical vehicle to measure and analyze student growth. Within the e-Portfolio, students will also take ownership and collaborate with the AHS team to set/monitor SMART achievement goals for academic proficiency in core and arts area subjects and gather/analyze data relating to college and career readiness in terms of the CCLS, NYSLS and Next Generation standards.

At AHS, all students, including those at risk for academic failure, those with disabilities, English Language Learners (ELLs), and advanced or gifted learners will have access to a high-quality educational experience. Struggling students and students with learning exceptionalities at will benefit from project-based learning activities, a variety of supporting curricula that provide active and interactive educational opportunities, flexible grouping, an ADA-accessible learning environment, and meaningful connections to the greater community and future career paths. The opportunities to interact with peers at many levels will also encourage confidence and a positive classroom attitude.

To ensure that at-risk students catch up and remain on track towards grade level expectations and are given meaningful access to all instructional activities, AHS will provide teachers will an array of supplemental instructional tools to reteach content through different modalities or provide limitless practice. These may include: Leveled readers such as Scholastic Guided Reading materials, Lucy Calkin's Units of Study, Writing Process Handbooks, Newsela, Wordly Wise, and Accelerated Reader in ELA; elements of Agile Mind Middle School Mathematics, Singapore Math, Khan Academy, Mathalicious, and the CUNY HSE Framework in math; Explore Learning Gizmos, NASA App, and Nova Elements in science; and, Teaching Tolerance, Smithsonian Tween Tribune, Flocabulary and Geo Walk HD in social studies. With the support and oversight of the school principal, teachers will have autonomy in selecting the most appropriate supplements for their students and will track their effectiveness.

Please see specific information on the AHS advisory program, which will serve the dual purposes of small group academic as well as social-emotional support for each AHS student, in Response G.

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Attachments:

- ☒ **Required Attachment 3: Course Descriptions**
- ☒ **Required Attachment 3a: Student and Teacher "Day in the Life"**

C. INSTRUCTION

The Principal, and eventually an Assistant Principal when hired, will be responsible for the oversight and implementation of the Thoughtful Classroom Teacher Effectiveness Framework (TCTEF) to provide a comprehensive system for designing, observing, evaluating, and refining classroom instructional practice. Through the TCTEF, AHS will create a common language for high-quality teaching, visible learning, and ways in which to improve classroom practice to increase student achievement. Per Silver and Strong, the TCTEF "allows for assessment according to 10 dimensions of teaching, outlining a set of observable teaching indicators within each dimension and relevant student behaviors associated with effective instruction."[22] During professional development summer workshops, AHS will design and implement trainings in dimensions 1-9 of the TCTEF. Throughout the year, TCTEF rubrics, as the main data gathering tool, will be used to observe classrooms and conduct formal/informal observations, using the notes and scripts during pre- and post- observation meetings to discuss evidence and provide teachers with a stream of specific and helpful feedback. The TCTEF will also frame deeper conversations on specific elements of lesson design and implementation and diagnoses of areas for further deliberate practice and creative problem solving during daily Professional Learning Communities (PLCs). Teachers will meet regularly in their PLCs during common planning time, after school, and/or regularly scheduled times throughout the year. In addition, data review days will be integrated into the annual schedule to provide them with time to design action plans to address skill deficits and inform instruction.

Ultimately all instructional decisions will be grounded in student data. AHS will collect student achievement data on a daily basis and utilize an online data system, such as Schoology, to consolidate and share that information. Daily review of these data points will allow teachers to make effective decisions about modifying lesson plans and which students need immediate remediation, to ensure all students' needs are being addressed promptly.

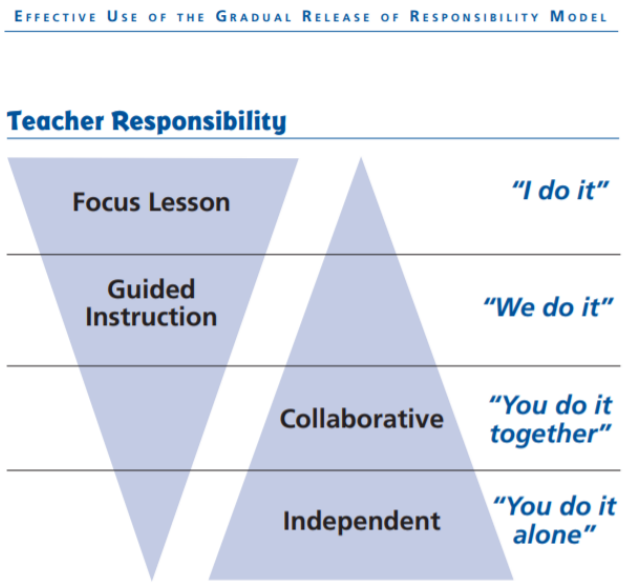
Teachers will be trained and supported in utilizing a variety of proven instructional methods based on student learning needs and content area, though the school's primary pedagogical methodology will be the Gradual Release of Responsibility from teachers to students. AHS teachers will use the Gradual Release of Responsibility Framework (GRR)[23] including Focused and Guided Instruction along with Collaborative and Independent Learning workshops to introduce new topics or to review or re-teach foundational skills or concepts in small group settings with engaging hooks, 15 minutes (or fewer) mini-lessons, and a variety of checks for understanding and interventions used during a workshop period. AHS will employ the GRR model because research confirms it provides teachers with an instructional framework for

[22] © 2014 by Silver Strong & Associates. Accessed via www.ThoughtfulClassroom.com

[23] Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility*. ASCD.

moving from teacher knowledge to student understanding and application and ensures that students are supported in their acquisition of the skills and strategies necessary for success.[24]

To maximize the effectiveness of GRR, objective and standards-aligned Do Now and Exit Tickets will be used as instructional pre and post- assessments for every lesson in order to ensure academic impact of the instruction and to inform next steps for re-teaching or increases in rigor and/or scaffolding.



Other instructional methods that will be used regularly to maximize the effectiveness of AHS curriculum will include Close Reading.[25] The Partnership for Assessment of Readiness for College and Careers (PARCC) emphasizes the importance of close, analytical reading as a tool for academic success. "The Model Content Frameworks highlight the importance of focusing on the close, sustained analysis of complex text. A significant body of research links the close reading of complex text — whether the student is a struggling reader or advanced — to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness.[26] By providing ample time to read and reread text, understand overt and deeper meaning of passages, and build vocabulary and facility with literary devices, AHS will strengthen students' literacy foundations to successfully position them for success in high schools, college, and careers.

As AHS intends to serve a student population that historically has gaps in abilities to read and do math on grade level, teachers will use small group instruction daily to support reading, math, and remediation during classes and advisory periods. This will allow additional opportunities for high-dosage tutoring and differentiated material for students who have varied learning needs.

[24] Fisher, D. and N. Frey, Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, Association for Supervision and Curriculum Development, Alexandria, Virginia, 2008.
[25] https://nieonline.com/tbtimes/downloads/CCSS_reading.pdf
[26] Partnership for Assessment of Readiness for College and Careers. www.parcconline.org/files/131/MCF%20K2%20Published%20Frameworks/258/PARCCMCFELALiteracyAugust2012_FINAL.pdf.

Teachers will also utilize blended learning, an integrated combination of traditional learning with web based on-line approaches[27] at AHS in a variety of ways across all subject areas. Initially, teachers will receive training in Schoology and be expected to infuse lessons with tech-based learning tools and links to e-learning platforms such as Newsela, Wordly Wise, Accelerated Reader, Cool Math, Khan Academy and Mathalicious. As tech literacy at AHS develops, blended and e-learning platforms will give students increased control over the time and pace of their individual learning, whether they need additional support or opportunities for acceleration.

An innovative aspect of the school's instructional approach will be the influence of Culturally Relevant Pedagogy[28] principles to ensure the effective teaching and learning of all students by supporting students to connect to their own experience and context. By paying attention to historical trends and encouraging students to critique society and engage in critical dialogue, Culturally Relevant Pedagogy honors and affirms cultural background and knowledge and uses interests and culture as a vehicle for learning which grows pride in culture and heritage. Teachers who are informed by culturally relevant pedagogy and implement culturally responsive teaching practices set high expectations for all students, build confidence, self-efficacy through academic press, support, and authentic relationship building that channels students' assets into academic and socio-emotional strengths. In recent years, Culturally Relevant Pedagogy has also evolved to include an understanding of both brain-based teaching and trauma-informed teaching resulting in Culturally Responsive Teaching[29] that addresses the needs of whole child. AHS's curriculum and pedagogical choices will integrate the research-based practices that ensure a truly relevant, responsive, and therapeutic experience for all learners.

As a framework for instructional practices, the TCTEF will ensure that all ongoing professional development is aligned to the nine dimensions of the rubric, with greatest emphasis placed on the "Cornerstones" of Effective Teaching during our summer institute and ongoing development and emphasis in daily PLCs during the school year focusing on the dimensions within the Instructional Design and Delivery component. The Universal Design for Learning and other applicable neuroscience research will guide the creation/implementation of differentiated components of our units of instruction across the curriculum. The three primary principles of the UDL will provide the underlying framework for our design and implementation of individualized learning opportunities for all students, including all special populations. With the UDL and TCTEF as the overall framework, individual and daily lessons will be designed using a combination of instructional techniques and practices from the tenets of direct instruction and blended learning.

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[27] Oliver, Martin, & Trigwell, Keith (January 01, 2005). *Can 'Blended Learning' Be Redeemed? E-learning, 2,* 1, 17.

[28] 28 Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into practice*, *34*(3), 159-165.

[29] Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.

D. SPECIAL STUDENT POPULATIONS AND RELATED SERVICES

AHS believes that every child is a learner with strengths to be leveraged, and growth areas to be supported. Led by a Student Support team comprised of a School Counselor, Dean of Students, Nurse, Social Worker, Special Educators and ELL teachers, faculty and staff will collaboratively design and implement supports that capitalize on the strengths of students who are at-risk, or who have documented learning differences. AHS believes that with high quality instruction and individualized supports, every student can participate in its diverse and welcoming community, its rigorous academic program, and its creative problem-solving opportunities. Each student at AHS will receive an array of academic supports throughout the school day to enable them to meet or exceed grade level standards. As the vast majority of incoming students will likely have significant academic deficits, AHS has planned and invested significant resources into its programs to serve the diverse needs of its student population, including students with disabilities, ELLs, those at-risk for academic failure and those entitled to accommodations under Section 504.

Students At-risk of Academic Failure

To serve students who require remediation but do not have an identified disability, AHS will utilize a Response to Intervention (RTI) protocol that clearly delegates responsibilities to key staff and articulates various channels of communication with the RCSD CSE to ensure that all students can realize their academic potential. AHS's formal Response to Intervention (RTI) program will identify and assess at-risk students to provide remediation and supports to help them achieve academic success. School leaders and teachers will analyze student assessment data weekly during grade level team meetings to group and serve students through a tiered approach.

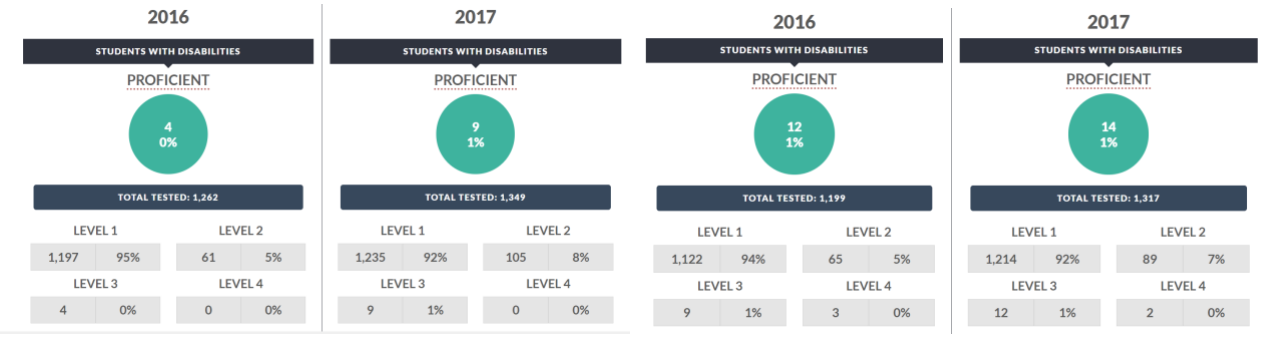
- Tier 1— Students performing at or around grade level benchmarks will receive differentiated support as needed during core Instruction within the classroom;
- Tier 2— Students performing more than one year below grade level benchmarks will receive strategic interventions inside and outside of the classroom with specialized staff;
- Tier 3—Students performing more than two years below grade level benchmarks will receive Intensive Interventions, both inside and outside of the classroom with specialized staff, on an accelerated frequency, and the school may also suggest wrap around supports with community partner organizations as appropriate.

Teachers will set performance goals for all students receiving RTI supports, provide research-based interventions, and regularly monitor progress to evaluate the adequacy of the supports. AHS will monitor the academic progress of all students regularly through IXL assessments as well as classroom and schoolwide tests, and use this data to assess ongoing growth. If the student does not demonstrate sufficient growth progress, the team will re-examine what might be preventing the student from making adequate progress and consider making a referral to the CSE for an evaluation. In addition, a parent/guardian may refer their child for special education evaluation to determine if they qualify for special education services at any time.

Students with Disabilities

AHS intends to offer a variety of supportive instructional settings services to fulfill students' IEP mandates, such as special education teacher support services (SETSS), an integrated co-taught classroom (ICT) at each grade level, and district-provided services for occupational, physical, and speech therapy as needed. AHS will follow Child Find procedures to identify students entitled to special education services so that regularly scheduled interventions and targeted staff supports can begin promptly in August. The AHS student enrollment form will have a clear notation for parents to indicate if their child has an IEP or has received services in the past. School leaders will refer to IEP Direct to ensure accuracy of records, and the school will implement the RTI procedure described above to identify any students who may have unmet special needs.

Once a student is identified, the design/implementation of principles/practices, used to prepare students with disabilities for success, will also be framed by the NYS Education Department's 2015 Blueprint for Improved Results for Students with Disabilities (NYSED Blueprint).[30] In combining the Blueprint with the UDL to design rigorous instruction for students with disabilities, AHS will remain consistent with the mission of the NYSED Office of Special Education to ensure students with disabilities have the opportunities to benefit from high quality instruction, reach the same standards as all students, and to leave school prepared to successfully transition to post-school learning, living and employment. According to the NYSED public data site, an initial analysis of NYS Testing Program achievement data demonstrate that only 1% of RCSD students with disabilities in grades 5-8 demonstrated grade level proficiency in ELA (below, left) and math (below, right).



As rigor and expectations for all students in NYS have increased, especially with the implementation of the NYS ESSA Plan (2017) and Next Generation Learning Standards (2017)[31] and policies and practices consistent with electronic and blended learning platforms, AHS will strive to innovatively support students with disabilities and facilitate their growth and progress in meeting these new challenges. In unison with our educational philosophy, mission, and key design elements, we will engage all students in programs such as Design Thinking and Restorative Practices, two of our chosen frameworks for academic, social, and emotional

[30] http://www.p12.nysed.gov/specialed/publications/2015-memos/documents/blueprint-students-disabilities-special-education.pdf

[31] http://www.nysed.gov/next-generation-learning-standards

learning. A combination of the advisory sessions and the development of e-Portfolios will promote self-advocacy and leadership over one's own learning as all students will track their academic growth data with the formative and summative assessments described in Section D. To ensure the AHS model will result in improved results and college and career readiness and success for students with disabilities, it will be reviewed twice yearly and assessed with the NYSED Blueprint self-assessment tool.[32]

English Language Learner Students

To identify students who require English language acquisition support, all incoming families will be asked to complete a Home Language Questionnaire.[33] Students with a home language other than English and whose English proficiency has not been previously assessed (by normed assessments in earlier grades while enrolled elsewhere, for example), will be informally interviewed in their native language (if feasible) and in English. If the student speaks little or no English, the school will administer the New York State Identification Test for English Language Learners (NYSITELL). If results identify a student as Limited English Proficient (LEP) / ELL, staff will schedule regular language acquisition supports and track their progress towards fluency. ELL students will take the New York State English as a Second Language Achievement Test (NYSESLAT) annually until they demonstrate proficiency; this test determines if they require further language support. The school's ELL teacher will manage the process of communicating with parents and keeping them updated on results from assessments and next steps.

At AHS, development and support for ELLs will be integrated into all aspects of the school's curriculum, with targeted support for a portion of the day- such as explicit instruction on cross-curricular vocabulary and academic terminology. AHS's program will comply with all regulations and laws related to LEP/ELLs, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and Castaneda v. Pickard (1981). The school will ensure that no student will be discriminated against or denied equal access to services or programs at AHS because of the language s/he speaks at home.

AHS will utilize The Sheltered Instruction Observation Protocol (SIOP)[34] to ensure instruction is effective in general education and specialized instruction settings. The SIOP Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. The SIOP Model consists of eight interrelated components which align to effective pedagogical practice for all students. Specific strategies from SIOP include building adequate background, ensuring comprehensible input, embedding significant verbal and visual interaction, and effective practice and application of content and processes. The AHS founding team has determined this approach to be the most appropriate for its intended student population given the persistent low performance of RCSD students in ELA; all students will benefit from additional focus on the skills listed above.

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[32] Ibid.

[33] http://www.nysed.gov/bilingual-ed/ell-identification-placementhome-language-questionnaire

[34] http://www.cal.org/siop/about/

Given that the AHS school day and school year extend instruction across all subjects, ELL students will benefit from additional hours of instruction to allow for increased remediation, and ultimately growth, over the course of the school year. Research findings released by the National Center on Time and Learning finds that extended day school models, such as the one AHS proposes, have significant positive effects on growth and achievement of ELLs.[35] The study details the most effective strategies for supporting ELLs:

(1) Extended Literacy Blocks,
(2) Designated Academic Intervention,
(3) Continual Support, and
(4) Teacher collaboration, planning and professional development.[36]

Gifted and Advanced Students

AHS teachers will use performance and classroom observation data to identify advanced or gifted students who need enrichment opportunities in order to maintain high levels of engagement with school. Teachers will collaboratively plan cross-curricular learning opportunities that are tailored to each advanced student and monitored through advisory. As students mature into the upper middle school grades, students may also be matched with community partners for additional and extracurricular enrichment activities. Over the course of the school day, the AHS instructional structure also provides regular differentiation such as small groups, individualized mentorship time, and an array of supplemental curricular materials, including blended learning.

As discussed earlier, each of the AHS applicant group and board share the philosophy that all students can learn and achieve at high levels when given the appropriate supports and environment. At AHS, students with disabilities will receive the Free and Appropriate Public Education (FAPE) to which they are entitled and educated in the Least Restrictive Environment (LRE). AHS will comply with all applicable state and federal statutes, including the Americans with Disability Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973. AHS will not discriminate in our admission or enrollment policies against students who have disabilities or learning exceptionalities and looks forward to productive collaboration with the RCSD Committee on Special Education (CSE) to ensure we are providing all appropriate services to all students.

In alignment with NYSED, and its educational philosophy that all students can and will learn with the appropriate supports, AHS will ensure that all instructional staff receive professional development to ensure the use of highly-effective practices in all learning environments. This includes ensuring every teacher is prepared to differentiate content to reach at-risk students and those with disabilities or learning exceptionalities, teach social as well as academic language and challenging content to all students, including students identified as ELLs and those with advanced academic abilities.

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[35] https://www.timeandlearning.org/sites/default/files/resources/ell_report_12.14.15.pdf
[36] Ibid.

While there are many components of the curriculum that are important for students with disabilities and their families, AHS will purposefully infuse the seven core principles and practices put forth by the NYSED Blueprint into all teaching and learning at the school:

- *Students will engage in selfadvocacy and be involved in determining their own educational goals and plan.*
- *Parents and other family members are engaged as meaningful partners in the special education process and in the education of their child.*
- *Teachers will design, provide, and assess the effectiveness of specially designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.*
- *Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.*
- *Schools provide multi-tiered systems of behavioral and academic support.*
- *Schools provide high-quality inclusive programs and activities.*
- *Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.*

To ensure consistent and comprehensive support for all students, all AHS teachers will be trained and subsequently responsible for accessing and interpreting students' individualized education programs (IEPs), providing required accommodations and modifications, and monitoring progress towards IEP goals through classroom instruction and learning activities. Further, AHS will aggressively recruit and hire highly-qualified special education teachers with urban experience and a proven record of past results to ensure all students with disabilities receive required accommodations, modifications, and individualized instruction as documented on their IEPs. Each grade level team will include two NY State special educators, one with a literacy background and one with a mathematics and/or STEM background. They will function as Special Education Co-Coordinators and be responsible for ensuring full legal compliance, facilitating ongoing professional development, development and implementation of IEPs, and creating methods to frequently communicate and partner with families. In Year 1 the school will hire a Dean of Students and in Year 2 an Assistant Principal whose responsibilities will include coordinating with CSEs, providing information to and obtaining information from CSEs as needed throughout the year, determining if entering students have IEPs; and working with CSEs and the RCSD to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the AHS setting. The school will employ certified special education teachers in number that ensure proper implementation of student IEPs.

Similarly, all teachers will be skilled in how to support ELLs as they acquire content knowledge while also progressing towards English proficiency. AHS will seek/hire highly-qualified ENL (English as a New Language) professionals as needed in order to ensure the academic growth and English proficiency of all students identified as in need of ESL instruction while ensuring all general and special educators are also ready and able to address the needs of ELL students.

The AHS master schedule will provide dedicated time every week for teachers to share and modify lesson plans and strategies across general and special program staff and classrooms; this will facilitate ongoing progress monitoring and dissemination of effective instructional practices between teachers and staff to best meet the needs of all AHS students. Special education and ESL teachers will coordinate with general education teachers to ensure that the instruction, modifications and accommodations for, and inclusion of students fully meets their needs. As required (outside of the classroom) tutoring, counseling, physical, occupational, speech and language therapy services will be provided by RCSD staff and/or specifically contracted and licensed professionals.

The AHS board is in the process of establishing informal and formal relationships with community organizations for potential partnerships to benefit its student population, ranging from health services, counseling, and extracurricular activities. The board anticipates formalizing these arrangements post-authorization.

In order to ensure that the special programs at AHS are achieving the desired results, leaders will conduct an annual evaluation that disaggregates sub-population data in multiple ways. To determine if any programmatic modifications are necessary, such as increasing staffing to support at-risk students, students with disabilities, and ELLs, the school will evaluate the progress of its special program students on standardized assessments and non-standardized assessments against that of the general education students.

E. ASSESSMENT SYSTEM

AHS will measure progress towards achieving its mission and performance framework goals through a variety of assessments, including the school's e-Portfolio and a rigorous array of formative, summative, academic, and performance-based evaluative tools. To accomplish the goal of preparing students for academic success throughout middle school as well as in high school and college, AHS will maintain a high sense of urgency for knowing exactly how each student is performing academically in order to support their growth accordingly and inform curricular and instructional adjustments and improvements. DDI and Creative Problem-Solving data collection and analysis protocols will harvest the real-time formative data points from the assessments listed below to track and innovatively plan for growth and increased academic performance annually. AHS's proposed assessment system complies with requirements applicable to all public and charter schools consistent with NYS law and relevant policies of the NYSED Board of Regents, including the NYS Testing Program.

The school's Principal will collaborate with the board's academic committee to establish an annual assessment protocol, such as that listed below. In future years, teachers will be consulted for suggestions on pacing and additional assessment tools or methodologies. The school will also monitor the frequency and amount of assessments, to carefully balance its need for timely data on student growth and need, while ensuring that students and teachers have adequate learning time.

ASSESSMENT	PURPOSE	TIMING/ FREQUENCY
Home Language Survey	Identify students in need of language support services.	Upon enrollment at AHS.
NYSITELL	Standard Diagnostic: Determine level of proficiency in the English language/ eligibility for ESL.	Upon enrollment at AHS, as needed based on HLS results.
IXL	Computerized content specific and continuous diagnostic tool for grade level reading, math, science, social studies, and Spanish. Math is NYS standards aligned. Diagnostic results determine intervention path for individual, small group, and whole group instruction. Computerized and adaptive intervention responds to students growth during every session and tailors the right next step. Teacher data reports ensure teachers aligns intervention instruction to gained skills and existing gaps in real time.	Beginning of the year and ongoing. Students engage daily and teachers review assessment reports weekly.
NWEA MAP (ELA & Math)	Nationally normed assessments in ELA and math from Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) to track students' academic progress and provide intervention and enrichment as appropriate.	September, January, June.
Fountas & Pinnell Leveled Literacy Intervention (LLI)	Using individualized literacy achievement data teachers will identify students who are not achieving grade-level expectations and provide targeted interventions to small groups and individuals in the areas of oral reading, accuracy, self-correction, fluency, and comprehension.	September, November, January, March, May, August.

Portfolio Artifacts	Both Formative and Summative: Student driven, teacher facilitated. To determine student progress toward meeting individual goals, benchmarks and NYSLS. Performance assessment is easily aligned to the standards in a real-world context.	Twice annually after 2nd and 4th quarters.
In the Moment Assessments/Checks for Understanding	Diagnostic and/or in the moment formative assessment techniques will be used by classroom teachers to foster visible learning and provide the instant, individualized and qualitative feedback and data needed to adjust their instruction to increase intellectual performance.	Multiple times daily, during each lesson.
Do Now Entrance/Exit Tickets	Entrance tickets will be used to assess prior knowledge and/or retention prior to the lesson and determine individual/ whole class understanding/ mastery of daily learning targets. Both will be created internally while backwards mapping within instructional units. This will result in individualized and qualitative feedback and data needed to adjust instruction to increase intellectual performance.	Daily.
Curriculum-based assessments	Curriculum based assessment (such as unit tests) to gauge mastery of content or skills.	Weekly and/or monthly.
NYS Assessments * ELA *Math *Grade 8 Science	Summative Assessment Determine a student's level of proficiency in meeting grade level standards.	Annually in April/May.
NYSESLAT	The NYS English as a Second Language Achievement Test to annually assess the English language proficiency of all ELLs.	April.

All staff will be trained in consistent and reliable testing procedures during professional development. While the majority of assessments utilized at the school will be norm-referenced

or included in published curriculum, teacher created quizzes will be supported and vetted by principal prior to administration for validity and consistency.

At AHS, the Principal will be responsible for collecting, analyzing, storing, and disseminating school-wide assessment data in the school's first year of operation. S/he will establish and codify processes, procedures, and protocols for all teachers and instructional staff to implement and support them in the interpretation and application of student data to inform instruction in strategic and purposeful ways. During the planning year, the Principal will draft a school assessment calendar to drive a staggered administration of diagnostic, formative, interim, and summative assessments, including NYS exams. As needed, the Principal may revise the assessment calendar by adding additional assessment tools or removing tools that did not generate valid or predictive data.

As a public charter school that is committed to the performance expectations memorialized in its contract with its authorizer, every member of the AHS community will use of data within their respective role. Specifically, the board will monitor the school's progress towards goal achievement and adjust priorities or resource allocation accordingly. The Principal will use it to drive both teacher and student support, including curriculum scope, design, and implementation; tracking various cohorts; and evaluating teachers and the efficacy of PD and methodologies. S/he ensures all staff has access to, and the ability to navigate, assessment data; and facilitates teacher collaboration in interpreting and acting on data. Teachers will use data to drive instruction and student achievement within their classrooms, by identifying topics for reteaching and/or remediation or acceleration. Families and students will use the data through their e-portfolios and report cards to track individual achievement and seek out additional remediation or acceleration opportunities.
AHS teachers, teaching teams, and leadership will use student data to inform decision-making daily, weekly, quarterly, and annually at all levels including at the individual student, student cohort, teacher cohort, and school wide level. Decision-making areas include daily instruction, unit planning, Response to Intervention, family collaboration and communication, and whole-school strategic planning. Whole school strategic planning decisions will impact the overall culture, curriculum, and overarching pedagogy. Daily Do Now and Exit Ticket data will be used by teachers and leadership to assess lesson mastery. This data informs pedagogical decisions during instruction and for the next lesson. Individual Do Now and Exit Ticket data also provides progress monitoring for curriculum alignment. Teachers will ask,the following questions five key questions when looking at data of any type:

1. How well did my students master today's learning?
2. What do my students know or are able to do now compared to before the lesson?
3. What are the common misconceptions and how can they best be address?
4. How do I need to adapt my curriculum or pedagogy to address students' needs while building on their current knowledge?
5. How can I ensure my students continue to apply this knowledge and skills? Daily data is then compared to performance on weekly assessments directly aligned to daily instruction.

Student cohort data will be used to assess growth compared to same grade level peers each week, quarter, annually, and across years. This is key to assessing teacher effectiveness as well. For example, if two teachers are both teaching ELA and the starting level of mastery is similar for two groups of students, but one teacher facilitates growth at a faster rate; both teachers and leadership must assess the differences in each teacher's instruction and provide additional coaching to strengthen his/her pedagogical skills. School wide results will be analyzed by leadership and teachers on a weekly, quarterly, and annual basis.

Weekly assessments aligned to daily Do Now and Exit Ticket questions provide a critical snapshot of the effectiveness of teaching and learning each week, and data collected will inform goal-setting. For example, in order for students to show growth on quarterly and annual assessments, 80% or more of students across the school must master 80% or more of the questions on every weekly assessment. School-wide data will be used to assess the overall growth in student learning based on rigor of the overall curriculum and the school's ability to establish and implement high academic expectations for all students. School leadership and teachers will encourage students to exercise agency over tracking goals.

At the conclusion of the second and fourth quarters, student-led conferences will be held and attended by the student, parent/guardian, advisory leader, and other students and adults the student would like present. The parent will be provided with a conference primer, but the student will take the lead in presenting the material in his/her e-Portfolio. The student's goal is to present evidence of significant growth over time toward mastery of both academic (content/skill) and character (habits of work) learning targets. Mid-year conferences will be informal and serve as a parent check-in and organizational aid. End of year conferences will be formally, thoroughly, and thoughtfully prepared by the student and his/her advisor well in advance of the conference. Students will justify their growth and achievement by leading their families through their e-Portfolio of assignments harvested from their classes. Students may reference specific assignments, projects, and/or tests/quizzes that show their mastery of the learning targets, share reflections about their performance in each class and explain areas of strength, areas in need of improvement, and possible action steps to overcome areas of improvement. The tone of the conference is positive with a strength-based academic focus on what can be done to ensure success in the future as opposed to what has been done poorly in the past. In addition to student-led conferences, AHS will also distribute traditional report cards four times per year.

F. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS

At the end of each grade, AHS students will use demonstrable, visible artifacts of learning in an e-Portfolio to demonstrate growth and mastery of the AHS Exit Standards, which mirror the performance standards and assessment requirements established by the Regents for students in public schools (please see Attachment 3c). Promotional standards for each grade will be ultimately provided in the Parent Handbook for transparency and ease of reference.

Teachers will grade students using a 100-point scale and corresponding letter grades. For grade-level promotion, students must receive a 70% or higher in their classes. 70% or higher in

a content area class will earn a passing grade of a "C" or above. A score below 70% is an "F" or failing grade. As an additional safety net, the minimum grade for a trimester is 55%. Students who receive lower than a 70% final average in any two of their core courses (ELA, History, Math, and Science) are eligible for retention.

Families will be informed regularly of their child's academic progress, and will be notified of and involved in decisions regarding their child's promotion. If a student's promotion is in doubt, parents will be informed during the school year no later than February 1st. Teachers will use a system such as Schoology to provide immediate feedback and assessment results to students as well as passwords to parents that will allow them to access/review the same data and communicate directly with teacher.

The DDI process will identify often and early students who may be at risk for retention. In this case, a collaboratively-designed action plan, with specific academic interventions, will be implemented to support the student in achieving success will be created. The action plan will be approved in a meeting with the student, their parent/guardian, and the Principal; according to the AHS RTI protocol the student will receive progressively accelerated supports to maximize their attainment of promotional standards.

Any student who receives lower than a 70% final average in ELA or math will be required to attend the summer program and may recover credit with the completion of coursework from the school year and the passing of a NYS mock assessment. The student must pass the exam(s) with a score of 70% or higher to receive credit for the course. Students with IEPs will be held to standard promotional criteria unless their IEP indicates modified promotional criteria. Teachers will regularly assess individual students' progress towards meeting their IEP goals. To ensure their academic needs are met, students with IEPs will receive extended time and differentiated work as mandated by the specifics in their IEP.

If, upon evaluation of all contextual factors and performance data, the AHS principal ultimately determines retention is in the best interests of a student, parents will be notified in writing by regular mail in early June, and then his/her classroom teacher(s), school Principal, and family will meet to discuss how the upcoming year can offer the student additional supports to ensure success.

Required Attachment:

- ☒ **Attachment 3c: Exit Standards**

G. SCHOOL CULTURE AND CLIMATE

Throughout the school design process, the AHS applicant group heard repeatedly that establishing a strong and positive middle school culture is of critical importance,[37] as "…young adolescents are not simply older elementary school students nor younger high school students,

[37] Tonissen, J. Crew. The Hunt Institute. 2015. "The Importance of Trust: Why School Culture Matters." Retrieved from http://www.hunt-institute.org/resources/2015/08/the-importance-of-trust-why-school-culture-matters/.

but that there are dramatic changes that occur during this time of life requiring a radically different and unique approach to education."[38] In order to ensure the proposed middle school would serve students in developmentally appropriate ways, the group consulted research findings on best practices and determined the following considerations would inform its schoolwide programming:

- *Easing students' transition from elementary to middle school;*
- *Implementing an advisory program to support social-emotional learning;*
- *Maintaining high levels of student engagement through hands-on activities in all classes and subject areas;*
- *Maximizing family involvement; and*
- *Leveraging a restorative and responsive approach to student discipline to minimize exclusionary consequences.*

AHS students, families, and staff will clearly articulate and reinforce the school's values of mutual respect, diversity, efficacy, achievement, and service through its design, implementation, and participation in community routines. Such community routines will include daily advisory meetings that support peer and community building, weekly whole-school community meetings, and quarterly growth and achievement celebrations. Teachers, leaders, and staff will intentionally build authentic relationships with students that foster a sense of trust and respect. Authentic relationships begin with transparent, yet appropriate sharing of self and learning about students on an academic and socio-emotional level. Relationships will also be based on the effective practice of adults as *Warm Demanders*[39]. This type of relationship ensures that students receive adequate nurturing and are also held to high expectations that stem from the adult's own growth mindset. A culture of 100% engagement, 100% of the time in the classroom will be achieved through the founding and building of authentic relationships supported by Culturally Relevant Pedagogy that maximizes student voice. Research also shows that a school and classroom culture built on authentic, nurturing relationships that also ensure high expectations helps to *Build Sanctuary*[40] for students who have been impacted by trauma. Building spaces and cultures of sanctuary contributes positively to the healing of trauma and aligns with trauma-informed practices, including the examples below:

- *Giving students positive alternatives and options*
- *Acknowledging/rewarding grit, effort and good behavior*
- *When children follow rules because they are discussed and agreed upon*
- *Consistent, firm guidance*
- *Positive, respectful of the student*
- *Physically and verbally non-violent*

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[38] Armstrong, Thomas. The Best Schools: How Human Development Research Should Inform Educational Practice. Retrieved from http://www.ascd.org/publications/books/106044/chapters/Middle-Schools@-Social,-Emotional,-and-Metacognitive-Growth.aspx.

[39] Bondy, E., & Ross, D. D. (2008). The teacher as warm demander. *Educational Leadership*, *66*(1), 54-58.

[40] 38 Bloom, S. (2013). The sanctuary model. *Treating complex traumatic stress disorders in children and adolescents:*
Scientific foundations and therapeutic models, 277-294.

- *Consequences are named prior to being applied and are consistently applied to each infraction and every student*
- *When children must make amends or reparation when their behavior negatively affects someone else or someone else's property*
- *Understanding individual abilities, needs, circumstances and developmental stages*
- *Teaching children to internalize self-discipline*
- *Listening and modeling*
- *Using mistakes as learning opportunities*
- *Assigning consequences directed at the student's behavior, never the student*

Students' internalization of these positive thinking and behavioral processes will prove to be highly advantageous in school, future college programs, and healthcare careers.

The rise in popularity of restorative approaches to school discipline has been driven largely by the growing realization that the zero-tolerance policies popular during the 1980s–1990s have had a negative impact on students and schools (e.g., Losen, 2014). Further, a preponderance of research indicates critical disparities among students who receive exclusionary punishments such as suspension and expulsion. For example, a 2014 report on a prior study (Fabelo et al., 2011) found African American students were 26.2 percent more likely to receive out-of-school suspension for their first offense than White students. Data from other studies also indicate the disproportionate use of punishment for minorities and students with disabilities (Losen, 2014).[41] Restorative, responsive, and positive disciplinary methodologies are viewed as remedies to both the negative consequences of exclusionary punishment and its disproportionate application. The AHS applicant group sees discipline as an issue of equity for the student population it aims to serve, and also a logistical one: to achieve the school's ambitious mission and goals, students need to be in attendance and on task every day that school is in session. Voluminous data demonstrate that exclusionary discipline (removal from the classroom environment, suspension, and/or expulsion) has a strongly negative correlation with rates of student academic performance and ultimately, high school graduation[42]- particularly for students who have experienced trauma.

Although the relative nascence of these approaches inherently limits the longitudinal research available to demonstrate their effectiveness, empirical data across schools nationally shows a general reduction in exclusionary consequences and incidences of harmful behavior (such as bullying and physical violence) after implementing a restorative disciplinary approach. For example, Armour (2013) reported an 84% drop in out-of-school suspensions among sixth graders in one Texas school during the first year, and a 19% drop in all suspensions. In addition, Denver schools that implemented restorative circles and conferencing reported a 44% reduction in out-of-school suspensions and an overall decrease in expulsions across the three-year post-implementation period (Baker, 2009). In Oakland, Cole Middle School experienced an

[41] https://jprc.wested.org/wp-content/uploads/2016/02/RJ_Literature-Review_20160217.pdf

[42] http://wvde.state.wv.us/research/reports2014/TheAssociationBetweenSchoolDisciplineandMathematicsPerformance2014.pdf

87% drop in suspensions across the first two years of implementation compared to the prior three years; expulsions were eliminated entirely (Sumner et al., 2010; Davis, 2014).[43]

AHS will hire a Dean of Students in year one to oversee discipline and reinforce the mission and supportive school culture throughout all student programming and services. This will be especially important in the school's first year of operation during a time of adolescent transition to a new school and the middle school years. He/she will work with the Board, staff, and partner organizations to establish an ongoing network of wrap-around services that adds value to the welcoming student-centered environment. He/she will also manage non-instructional staff such as the Nurse, School Counselors, Social Workers, and Family Support Center partners.

In addition to the goals and methods articulated in previous sections, advisory meetings will help develop and sustain the desired AHS culture by providing a safe space and daily opportunities for students and staff to build strong relationships that include pushing productive struggle and celebration of growth. Advisory will meet or a minimum of one period per day with options to expand this time as needs arise within the flexible block schedule during morning and afternoon homeroom/check-In and check-out. Advisories will eventually be multi-grade groups, and advisors will loop with their advisory for two years. Ideally, advisory size will not exceed 12 students and all 5-8 staff and faculty members will become advisory leaders, including the instructional coaches, special area teachers, support staff and school administrators.

The guiding principles of AHS Advisory are as follows:	**The goals[44] of AHS Advisory are to:**
• The social-emotional curriculum is as important as the academic curriculum; • How children learn is as important as what children learn (AHS has layered into our program select guiding principles from Restorative Justice and Responsive Classroom to coincide with the AHS Code of Student Conduct and Support and better fit the needs of our incoming grade 5 students); • The greatest cognitive growth occurs through social interaction;	• Reinforce the positive power of the AHS community; • Support a feeling of belonging and significance; • Connect, and build relationships, with students and their families; • Model and practice executive functioning skills; • Merge social, emotional, and academic learning; and • Have fun.

[43] https://jprc.wested.org/wp-content/uploads/2016/02/RJ_Literature-Review_20160217.pdf

[44] The goals of AHS Advisory were developed based on feedback from prospective students and parents gathered during outreach in the Rochester community.

• There is a set of social skills that children need to be successful academically and socially; • That knowing the children we teach is as important as knowing the content we teach; • Knowing the parents of the children we teach is as important as knowing the children; and • Teachers and administrators must model the social and academic skills which they wish to teach students.	

Further, in advisory, students will be expected to participate in group and individual service learning projects that will be tied to the health sciences. With guidance from their Advisor and the school counselor, students will identify needs in the school and surrounding community, put forward their ideas, create a plan, and implement to address those needs. These activities will reinforce and complement the mission and the community-minded school culture.

Aside from advisory, whole-school meetings will be another means of providing opportunities for students and staff to generate a collective sense of belonging and identity as a school community. This will solidify common values and goals through encouragement, restorative practices, and celebration of success both in areas of service and academic achievement. Meetings will be a collaboration of staff and student leadership with the goal of increased student voice and independence as leaders of their own community. Families benefit greatly and are always welcomed to attend weekly meetings. Quarterly celebrations will take place to celebrate the growth and achievement of students. Key community members, partners, families, students, and staff will join to celebrate the accomplishments and to further support the overall mission of AHS.

AHS will utilize a restorative and learning focused approach to student discipline. The school's culture will reflect a holistic student-centered approach to supportive academic, behavioral, and social/emotional growth, treating each as critically important. A key component supporting the implementation of this community-minded culture of the school is its Student Discipline Policy. The overarching goal of the AHS Discipline Policy is to ensure the right of all students to a high-quality education in a safe, civil, caring, and equitable environment. It is based upon the school's key elements and current educational laws and policies that are meant to ensure access to education and due process rights for all. The Discipline Policy recognizes that AHS is a public place of learning that must balance individual student rights with broader civic responsibilities that make it possible to learn in a safe, open and democratic school environment.

The Board and Principal will provide a clear vision of productive school citizenship and a variety of proactive, responsive, and restorative tools for:

- Helping students and families understand and appreciate the school's AHS Discipline Policy;
- Promoting positive behavior within our school community with positive incentives;
- Helping students develop self-discipline and social and emotional intelligence;
- Enabling students to self-advocate, improve and correct inappropriate, unacceptable, and unskillful behaviors that detract from a high intellectual environment.

AHS will employ proactive, responsive and restorative disciplinary measures, and avoid punitive or exclusionary punishment as much as possible. Discipline is the practice of teaching a student to live by a set of expectations or a code of behavior in a variety of school settings. While punishment is a means to control a student's behavior, discipline is meant to develop a student's behavior, especially in matters of self-discipline. AHS will also provide supports/interventions to enable students to self-correct, problem solve, make amends and repair harm in relevant ways, learn new behaviors, and restore their good standing within the community. The goals for students are to understand their own behavior, take initiative, be responsible for their choices, and respect and advocate for themselves and others. A preponderance of recent research has solidly proven that middle school students respond better to positive approaches, including proactive, restorative, and responsive practices and systems of rewards, rather than punishment.

Through its schoolwide culture but specifically operationalized through AHS's advisory program, staff will implement a defined framework for Social and Emotional Learning. Studies of children living in poor inner-city neighborhoods document extremely high rates of exposure to trauma (70-100%).[45] Many children growing up in urban poverty exhibit distress, including symptoms affecting attention, concentration, and memory; these children often experience disruptions in academic learning and skill development.[46]

Knowing that many urban youths in the Rochester community will have experienced some form of trauma prior to entering AHS, multiple support services will be in place for staff, families, and students. Teachers and staff will receive extensive training in order to better understand the impact of trauma on a student and their ability to learn. Addressing the impact trauma has on students will be one of the foundational elements of the school's culture and climate. Staff and teachers will be prepared to address circumstances that have a tremendous impact on a child's ability to learn. One example of the manner in which trauma is addressed will be the implementation of a Restorative Practices[47] framework. Teachers and students will work together to develop empathy through reflection, insight and learning, enhance responsibility and accountability, and then build a culture of mutual responsibility to promote positive behavioral change. This will engage the administration, teachers, students, and parents in a

[45] https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2700237/
[46] Ibid.
[47] http://www.pbis.serc.co/docs/PBIS%20and%20%20Restorative%20Practices%20final.pdf

collaborative approach that is firm and respectful, incorporates a fair process, and integrates character education at both the classroom and school community level. It will also develop a healthy sense of coexistence and acting together where harm is repaired, issues are addressed with a sense of urgency, relationships are strengthened through sincere dialogue, and a safer and supportive environment is created. As mentioned above, this will contribute to fewer classroom removals/suspensions, as well as increased student engagement and enhanced parental involvement.

> *"The use of school exclusion as a disciplinary tool appears to carry with it substantial risk for both short- and long-term negative outcomes. At the school level, rates of out-of-school suspension and expulsion have consistently been found to be associated with perc eptions of a more negative school climate, especially for students of color."*[48]

The AHS Discipline Policy is designed to keep all students in the classroom, as removal or suspension does not improve school climate or outcomes for students. Students are more likely to do the right thing when they understand the positive behaviors that are expected of them and have proactive supports that help them enact these behaviors; they feel that staff members are responsive, care about them as individuals, and will help them learn and grow in important ways; all school staff consistently uses a shared language of restorative practices; and all staff provide positive recognition and feedback for behaving appropriately, displaying grit and effort and are completing high-quality work.

The Student Discipline Policy and eventual development of the Student Handbook (please see Attachment 4) will drive consistency in terms of the use of discipline supports and interventions and address the rights listed below. These policies will be implemented collaboratively with staff, students and their families. The school will provide interventions to students, when needed, and will thoroughly track the process. The student and classroom teacher automatically will create a behavioral intervention folder the first time a student is provided with a Level 1 intervention as a result of displaying a Level 1 behavior. The undesired behavior will be described objectively with a focus on the behavior, not the student, notes on the scope and type of intervention provided will be added, as well as notes on resulting outcomes and parent contact information.

[48] From Parsing Disciplinary Disproportionality: Contributions of Infraction, Student, and School Characteristics to Out-of-School Suspension and Expulsion. Skiba, Russel J. et. al. (2014).

For incidents that require a high level of response due to a risk to/or endangerment of student safety, the AHS discipline code provides a tiered hierarchy of infractions and options for restorative intervention that are research and practice based. The AHS Discipline policy includes a description of due process for students with disabilities and suspensions from school in compliance with the Dignity for All Students Act. Before any disciplinary responses are imposed upon a student with a disability, the Dean of Students will collaborate with the Principal and Special Education teacher(s) to considers any relevant mandate from the student's IEP. If none exist, the Dean of Students and Special Education teacher(s) will consider creating a Behavior Intervention Plan before imposing a disciplinary response.

AHS leadership and board will continually review school culture and student discipline data to evaluate its level of adherence to the school's mission, student and parental satisfaction, and rates of behavioral incidents/ disciplinary action to take action as necessary. Satisfaction data in particular will be measured via survey at least once annually.

Required Attachment:

X Attachment 4: **Student Discipline Policy;**

<u>H. SCHOOL SCHEDULE AND CALENDAR</u>

As demonstrated in the school calendar and weekly student/teacher schedules, multiple opportunities for academic, social, emotional and psychological supports will ensure a successful transition into both a new school and grade 5. With 216 instructional days over four quarters (including a four-week summer program to ensure students and families remain engaged, avoid the summer slide, and provide teachers and students with the opportunity to participate in fun STEAM activities with industry and community partners) and a daily after school program, teachers will have the time needed to deliver the content required and the ability to provide students with the class time necessary for questions, review and reinforcement. On a parallel path, more instructional days can be devoted to engaging and hands-on activities that complement classroom instruction and excite students about academic

achievement and the health sciences. AHS students will receive 20% more days of instruction than those attending RCSD schools- which amounts to an additional month of school.

A typical school day will always include tangible and intangible elements, both critical to student success. AHS courses will meet all NYSED core class requirements and exceed expectations for 21st Century Skills and career development for students in grades 5-8. The daily schedule will demonstrate a scaffolded progression in content and mastery, growth in 21st Century Skills, and the evolution from career exploration to career awareness. Double blocks of ELA and math and self-sustained reading will provide students and teachers with ample time for core subject academic instruction and needed interventions on an individual level. Science will be incorporated into math and social studies will be incorporated into ELA time in grades 5 and 6. In addition, PLCs/teachers will work with the Academic Committee to infuse consistent work-based learning language into their daily lessons. This will provide students with a unique understanding of the school's mission early on and lay the foundation for the development of their own personal academic and career goals. All teachers will incorporate 21st Century Skills into every course in a consistent manner, providing students with critical leadership, communication, study habits, time management, and workplace habits such as being on time, organization skills, conflict resolution, etc. ESL and SPED teachers will provide small group and individual instruction in the classroom based on individual student needs. They will also work with students during advisory time when needed. Grades 5 and 6 will classes will consist of 20 students each, with two classroom aides moving between the rooms throughout the day based on teacher needs.

The student weekly schedule format will provide time for individualized attention for each student during Silent Sustained Reading, advisory and/or AIS time slots. An advisory/community meeting time during homeroom at the beginning and end of the day will provide each student with a 1:1 relationship with an adult advisor at the school, as well as a consistent small-scale peer community.

In addition to the homeroom advisory time, all students will participate in full period of Silent Sustained Reading, advisory, and/or AIS. AHS advisory will have a strong academic focus on the goal of developing Next Generation readers. This goal, while primarily addressed in academic classes, will have a special home in advisory as advisory time will often be used for literature circles and structured discussions based on short text, current events, or high interest literature. Advisors will utilize readers' workshops techniques and other practices that hone students' ability to apply reading comprehension strategies to progressively more challenging texts. Independent reading is also monitored in advisory, often through book chats that also enhance the relationship between advisory leader and individual students. The yearly exit standards outline the minimum independent reading and writing requirements for each school year. Advisors will confer with students as they read, encourage exploration of new genres, and monitor student progress in meeting the reading log requirement.

AHS's weekly schedule for teachers has been designed to provide students with the robust academic, career readiness, and social-emotional programming outlined above. To accomplish

this, all teachers will have five planning time periods per week to plan or refine instruction, collaborate with colleagues and instructional leaders, review and analyze performance data, or prepare lesson materials, manipulatives or hands-on activities for the week, in addition to five PLC periods per week. Teachers will be asked to cover additional duties, such as lunchroom supervision, on a staggered basis.

On a daily basis, teachers will arrive at school around 8:00 a.m. and greet students in their homeroom. They will use the short advisory time to check in with students regarding anything of concern or interest, review academic progress and assignments if necessary or discuss individual needs. Once students are dismissed from homeroom, a grade 5 teacher will begin his/her double block of instruction. The 90-minute timeframe allows for core subject academic instruction and needed interventions on an individualized level. The following period will provide essential planning time prior to possible lunch duty, depending on the day. Teachers will play an integral role in Advisory, AIS and SSR time throughout the day. Teachers' additional planning and common meeting time will be scheduled during other subject area double blocks, as well as Physical Education and Family and Consumer Sciences class times. All teachers will remain in their classroom for the last 30-minute advisory/enrichment period of the day. AHS advisors will monitor and support student progress through with the e-Portfolio process, serve as the student's advocate in difficult academic and social situations, and act as the primary contact point between parents and the school. Advisory meetings are frequently used for team building exercises and for group discussions on topical issues to help establish advisory identity and a positive school culture.

Once the student academic day has concluded, teachers and staff will participate in individual professional tasks such as contacting students' parents/guardians by phone or email to celebrate and problem solve as partners and organizing their classroom environment. As professional learning community members, staff will also meet to: Review and refine unit plans that align with scope and sequence using data collected that day; Lead content level planning sessions; Meet with administrators for instructional coaching; and, participate in committee meetings relevant to school culture, testing administration, RTI and/or Special Education. Teachers will complete their work day by 4:15 p.m. if not staffing afterschool activities.

"Common sense tells us that when it comes to learning, time matters."[49] A preponderance of research confirms the correlation between increased instructional time and a positive effect on students' academic achievement. The evidence suggests three distinct, though interdependent, benefits to both students and teachers,[50] including:

1. More engaged time in academic classes, allowing broader and deeper coverage of curricula, as well as more individualized learning support;
2. More dedicated time for teacher collaboration and embedded professional development that enable educators to strengthen instruction and develop a shared commitment to upholding high expectations; and

[49] https://www.timeandlearning.org/sites/default/files/resources/caseformorelearningtime.pdf
[50] Ibid.

3. More time devoted to enrichment classes and activities that expand students' educational experiences and boost engagement in school.

Further, Harvard economist Roland Fryer examined New York charter schools to identify the that produced the most profound impact on academic outcomes. Fryer determined that instructional time of at least 300 more hours than the conventional district calendar is one of the strongest predictors of higher achievement (along with high-dosage tutoring, consistent feedback to teachers, use of data, and high expectations). Meanwhile, traditional factors presumed to have a positive impact on student achievement like smaller class size and advanced teacher qualifications were found to have minimal effect.[51] The AHS applicant group also carefully considered the start time for students' instructional day, in light of research findings that early school starts are incompatible with adolescent biology.[52] By delaying the first instructional block until 8:40 a.m., students will be more alert and attentive during class and also reap health and academic benefits.[53]

Required Attachments:

- ☒ **Attachment 4a**: **Sample Weekly Student Schedule**
- ☒ **Attachment 4b: Sample Weekly Teacher Schedule**
- ☒ **Attachment 4c: Proposed First Year Calendar**

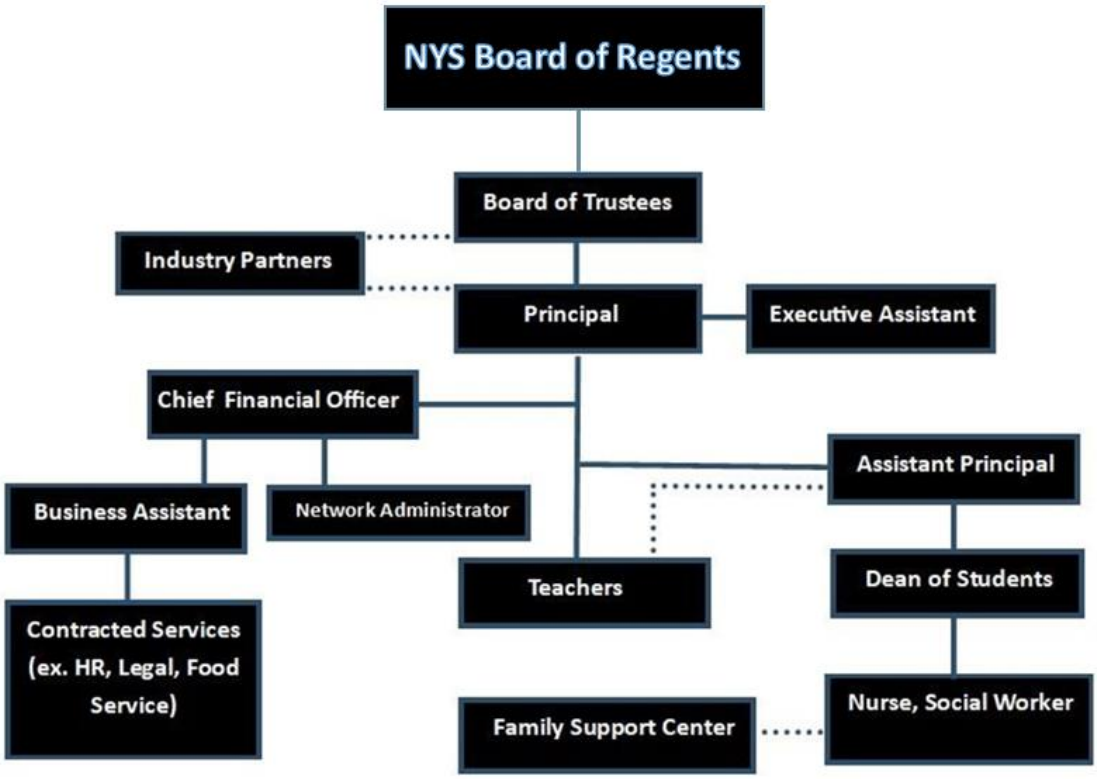
[51] http://www.nber.org/papers/w17632.pdf "GETTING BENEATH THE VEIL OF EFFECTIVE SCHOOLS: EVIDENCE FROM NEW YORK CITY"

[52] https://www.forbes.com/sites/chentim/2017/08/31/why-school-days-need-to-start-later/#3e7c95c23050

[53] https://www.cdc.gov/mmwr/preview/mmwrhtml/mm6430a1.htm

III. ORGANIZATIONAL AND FISCAL PLAN

A. ORGANIZATIONAL STRUCTURE



AHS has developed an agile organizational structure that will ensure the successful implementation of an innovative, distinctive and an engaging academic program from the school's startup period through maturity. Defining appropriate roles that will allow individuals to focus their attention and energy fully on instruction or operations, and the recruitment and retention of a qualified high-performing staff that embraces the school's mission and purpose to fill those roles, are both critical. The organizational structure provided above will ensure transparent, unfettered lines of reporting between school leadership and the Board to maintain ongoing communication. The thoughtful delegation of management and oversight responsibilities will provide key stakeholders with clear and consistent goals and the support needed to pursue excellence in teaching and learning, delivery of relevant services, and the development and integration of collaborative relationships with healthcare and community partners. As the school's enrollment and staffing grows concomitantly, management responsibilities will be delegated amongst leaders to maintain a sustainable workload and allow for adequate individualized supports for the teaching staff; for instance, the Assistant Principal will assume some teacher oversight and coaching responsibilities when hired in year 2.

B. BOARD OF TRUSTEES AND GOVERNANCE

As the holders of the charter itself, the members of the proposed Board thoroughly understand and embrace their role as the school's oversight and policymaking body. All decisions will be guided by the school's charter agreement with the Board of Regents in furtherance of Performance Framework expectations. The primary responsibilities of the Board and officers are to:

- Promote the school's mission and educational philosophy;
- Provide oversight functions, remain objective, and not be directly involved in operational activities;
- Develop/maintain an innovative strategic plan;
- Lead planning and policymaking consistent with NYS education laws;
- Design/implement a resource development initiative to provide cash/non-cash resources to support/ implement educational program;
- Ensure programs/operations comply with the charter, is financially solvent, complies with statutory/ regulatory requirements, has competent professional staff, and a successful academic program;
- Complete required reports such as: annual report to NYSED; 990 submissions (upon receipt of 501c3 status); annual audit (prepared by independent auditor).

In order to successfully undertake these responsibilities, the Board will organize, manage, and assess itself in an efficient, business-like manner. Qualifications for candidates to serve on the Board include: (1) Experience and expertise in a field that can be utilized by the Board and school staff to effectively provide Rochester-area youth with an academically challenging and rewarding learning environment; (2) Belief in, and support of the mission of the school; (3) Demonstrated commitment to high quality educational opportunities for youth; and (4) Must be at least 18 years of age.

The Board will meet monthly at the school on the same day/time of each month, in compliance with the provisions of the "Open Public Meetings Act." Public notice of meetings/location will be posted on the school's website at least one-week prior with an invitation to parents and public to attend. Agendas will be posted on the website 48 hours prior to the meeting date. Minutes from Board meetings will also be posted on the website.

Board members, school staff, families and community leaders will collectively develop a family engagement plan during the planning year prior to the school's opening. Multiple opportunities for parent involvement will be outlined in the plan, including:

- One board seat will be filled by a parent of an enrolled student. They will work with the Principal on select projects (e.g. student handbook, parent and family satisfaction surveys, speakers/field trips, family fun-events, etc.);
- A Parent Association (PA) will meet regularly with Principal regarding policies/procedures, how best to communicate/provide information to parents, school events and critical teacher/parent communication strategies;
- AHS faculty will participate in an annual review of the Code of Conduct, Employee Handbook, Safety Plan etc., and progress towards key elements and Benchmarks.

As stated in the by-laws, the Board will be comprised of no fewer than five and no more than 20 members and will include the following officer positions: President, Vice President, Secretary, and Treasurer. All Board members approved by the NYSED will be voting members. Please see Attachment 5b for additional information.

Much of the Board's work will be conducted in committees. Initially, there will be six standing committees, each consisting of at least three members, except for the Executive Committee, which will include the four officers. Standing committees will be: Executive, Academic, Facilities, Finance, Marketing and Personnel. It is expected that faculty, parents, and community and industry leaders will be included on committees, as appropriate. The Executive and Finance Committees will meet monthly, and the remaining committees as needed. The Board will annually review the goals set forth in the charter and assign committees relevant goals with regards to their area of accountability. Per the bylaws, Board terms will be three years, except for a parent member, whose term will be elected annually.

The need for additional Board members may arise due to numerous reasons to fill vacancies, meet by-law requirements and/or to enhance the Board's diversity. Once the need for a new board member is identified, a board committee will solicit input from Board, Principal, parents and other sources to identify candidates. The committee will review the Board's skills matrix to identify gaps (e.g. finance, facilities, human resources, legal, education, marketing/communications, healthcare administration etc.) needed to complement the existing Board. Qualified candidates will be interviewed to glean interest. Upon Board approval, the school will facilitate NYSED's process to be seated on the Board. A parent representative will be added during first year of instruction.

In order for new Board members to become fully engaged in the school, existing trustees will conduct a trustee orientation process by which they will be introduced to the charter, its expectations for success, and duties and responsibilities of serving on the Board. Critical to this process will be time spent on-site at the school with students and staff in order to experience the school's unique culture first-hand.

The AHS Board will meet with the Health Sciences Charter School Board to garner 'lessons learned' in launching and governing a successful school. In addition, the board has budgeted funds for professional board training to develop effective governance practices, set realistic goals that focus on improving the quality of the Board and school, and to foster a cycle of continuous improvement.

Proposed Board members include Warren Hern (President), Michelle Lawrence, Wanda Perez, Jennifer Piper, Kevin Overton, Kevin Railey, Joseph Searles, Dr. Bradley Turner, Louise Vella, and Erika Dooley. Brief biographical statements for each proposed trustee are available in Section 1d of this application. While the current board possesses a variety of relevant skills and expertise with which to effectively govern the school, AHS may seek additional individuals with special education and development backgrounds.

The AHS board will retain ultimate responsibility for oversight of the school such that it meets its Performance Framework and charter agreement goals, including specific responsibilities such as hiring and evaluating the school's Principal. However, the board is mindful of its role and will not engage in day to day management of the school; it will delegate those responsibilities to the Principal and his/her support staff.

The Board is tasked with direct responsibility for holding school management accountable for achieving the school's mission and goals. Most imminently, they will bear responsibility for officially selecting, working with, supporting, and evaluating the AHS Principal. To ensure the school is on a positive trajectory towards meeting its mission and Performance Framework goals from its first day of operation, the Board will be proactive in holding the Principal accountable for using data to inform instruction decision-making and providing robust supports to all staff to ensure high quality programming. Please see additional detail on how the Board will evaluate the Principal in Section III.E.1.

C. MANAGEMENT AND STAFFING

Positions	Average Starting Salary	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	$125,000	1	1	1	1	1
Chief Financial Officer	$85,000	1	1	1	1	1
Executive Assistant	$40,000	1	1	1	1	1
Assistant Principal	$75,000	0	1	1	1	1
Dean of Students	$60,000	1	2	3	4	4
Student Services Assistant	$40,000	0	1	1	1	1
Business Manager	$40,000	0	0	1	1	1
Math teacher	$48,000	2	4	6	8	8
ELA teacher	$48,000	2	4	6	8	8
Social Studies teacher	$48,000	0	1	2	3	3
Science teacher	$48,000	0	1	2	3	3
Physical Education teacher	$48,000	1	1	1	1	1
Music teacher	$48,000	.5	.5	1	1	1
SPED teacher	$48,000	2	2	3	4	4
ESL teacher	$48,000	1	1	2	2	2
Art teacher	$48,000	.5	.5	1	1	1
Spanish teacher	$48,000	0	1	1	1	1
Home & Career Skills teacher	$48,000	0	1	1	1	1
CDOS teacher	$48,000	0	0	0	1	1
Technology teacher	$48,000	0	0	0	1	1
School Counselor	$48,000	1	1	1	1	1

Classroom Aide	$30,000	2	2	3	4	4
Social Worker	$45,000	0	1	1	1	1
Math Coach	$60,000	0	0	1	1	1
ELA Coach	$60,000	0	0	1	1	1

Planning Year. The Principal, Chief Financial Officer (CFO) and Executive Assistant (EA) will be hired during the planning period to ensure the building is fully equipped, infrastructure and systems are in place, curriculum development is ongoing towards completion, and teaching staff is hired and fully prepared for the first year of instruction. The Principal position will be filled first in order to allow that individual to contribute to the recruitment and identification of the administrative team (CFO and Dean of Students). During this timeframe, new staff will work with the Board, families, students and local partners to develop policies and procedures and begin to lay the foundation for the school's culture that will be supportive of all student needs.

Year 1. The Principal will be responsible for all staff oversight. The EA will support the Principal and CFO until year 3, when the Business Assistant is hired. In year 1, the EA will also work in front office to collect attendance and student information. The CFO will oversee all aspects of the facility, work closely with the Board's Finance Committee, implement all financial systems, and develop contractual/financial relationships with vendors (e.g. food service, IT, human resources, auditors, etc. The Dean of Students will be hired to oversee discipline and reinforce the mission and supportive school culture throughout all student services, which is especially important in the school's first year of operation during a time of transition to a new school and the middle school years. He/she will work with the Board, staff, and partner organizations to establish an ongoing network of wrap-around services that adds value to the welcoming student-centered environment. He/she will also manage non-instructional staff such as the Nurse, School Counselors, Social Workers, and Family Support Center partners. Year 1 hires also include: 2 classroom aides, 10 teachers (3 Math, 2 ELA, 1 Physical Education, 1 Music, 2 Special Education, 1 ESL), and 1 School Counselor).

Year 2. The Assistant Principal will be hired and assume administrative responsibility over the Dean of Students, student discipline, and assist the Principal with supervision and evaluation of teaching staff, and professional development activities. He/she will coordinate with Home & Careers and CDOS teachers to support the infusion of workplace readiness skills throughout the core subjects. The Principal will continue to maintain relationships with partner agencies and primary evaluation of staff. An Administrative Assistant to the student services staff will be hired and report to the Assistant Principal, work in the front office, support student data collection and oversee support activities. New grade 6 staff will include 2 classroom aides and 9 teachers (2 Math, 3 ELA, 1 Special Education, 1 Art, 1 Spanish, and 1 Home & Careers).

Year 3. A Business Assistant will be hired and report to the CFO. He/she will work with vendors such as human resources, benefits and payroll. New grade 7 staff will include the addition of 10 teachers (1 Math, 1 ELA, 1 Social Studies, 1 Science, 1 Physical Education, 1 Special Education, 1

ESL, 1 Art, 1 Spanish, 1 Work-based learning/CDOS), and 1 School Counselor. A Network Administrator will also be hired and report to the CFO to maintain the school's wireless network, develop and administer professional development and provide classroom teachers and staff with ongoing technology support. A full-time Social Worker and Math and ELA Coach will also be hired and will report to the Principal.

Year 4. With increased enrollment in grade 5, 1 classroom aide and 1 full-time Math and ELA teacher are added. New grade 8 staff will add 7 teachers (1 Math, 1 ELA, 1 Social Studies, 1 Science, 2 Special Education, and 1 Technology).

Year 5. Due to increased enrollment, full-time teacher hires for grade 6 will include 1 classroom aide, 1 Math, and 1 ELA teacher.

As demonstrated in the organizational chart above, the Principal will report directly to the Board and will be responsible for the overall administration and operation of the school. The CFO, Assistant Principal, EA and all instructional staff will report directly to the Principal. The Dean of Students will report to the Assistant Principal and focus on student services with supervision responsibilities for the Nurse and Social Worker.

The Principal will regularly update the Board regarding all aspects of the school through reports, presentations, briefings, committee meetings, and regular contact by phone or e-mail. The Board will develop annual goals tied to each Benchmark during the annual board retreat, the first of which will occur one month following the charter award. The role of each staff member in achieving these goals will be outlined in an annual Accountability Plan. It will be the responsibility of the Principal to communicate these priorities with the staff and require their input regarding progress via Professional Learning Community meetings, evaluation of data, attendance records, etc.

The Principal and his/her administrative team will report on progress towards set goals at monthly board meetings, including identified issues/areas of need. Based on the area of need, the Board may recommend discussion and follow-up at a committee level and/or request the Principal to develop an action plan by the next meeting.

Qualifications applicable for all AHS staff include: (1) Strong academic preparation; (2) High degree of competence; (3) Intellectual rigor; (4) Emotional maturity; (5) Enthusiastic and professional attitude: (6) Knowledge of job related practices; and (7) Ability to further the goals of AHS. Successful candidates will understand and be committed to the mission, goals, philosophy and activities of AHS, as described in the school's charter. Special attention will be given to the candidate's academic records, previous relevant experiences, and understanding of the needs of urban youth. Successful candidates will also demonstrate a commitment to continuous improvement through professional development. This is especially important for the school's primary leader.

Principal

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the AHS, as described in the school's charter;
- Minimum of three years working in a school environment as a principal or administrator, preferably in an urban setting;
- Minimum of Master's Degree, or higher degree, in Education;
- Demonstrated and successful record of prior employment in educational environments;
- Knowledge of and experience with assessments and relevant technologies, as well as understanding of and experience in using student assessment data in instruction;
- Understanding of, and documented experience working with children with special needs and their families;
- Experience working with academic and operational staff and with diverse populations of students, parents and families;
- Understanding of relevant laws/regulations and experiences in legal/regulatory compliance;
- Demonstrated ability to work with nonprofit organizations and government agencies;
- Experience in curriculum design and/or educational research;
- Knowledge of relevant laws, regulations and charter authorizer requirements;
- NYS Certification as a School Building Leader or equivalent preferred but not required.

The AHS board has identified Wanda Perez to serve as the school's founding Principal once the school is approved by the NYS Board of Regents. Ms. Perez will remain as an ex-officio board member. Ms. Perez served as the principal of a Washington, DC charter school from 2007-2014. In the position of principal, Ms. Perez has established all school systems for curriculum, human resources, fiscal responsibility, safety, community involvement, and parent empowerment. Her strengths include work with special populations, teacher development, and closing the achievement gap. She currently works as a respected educational consultant with school culture and pedagogy expertise for a national consulting firm. Ms. Perez was recently published in California's Leadership magazine with a piece on trauma-informed teaching. Please also see Ms. Perez's full resume in Attachment 8b.

Please see the key qualifications AHS has identified for administrative roles below; each of these skills will be integral for success in achieving academic, organizational, and fiscal performance. More detailed information on specific roles and responsibilities appears in Attachment 8a.

Chief Financial Officer (CFO)

- Understanding of and commitment to the mission, goals, educational philosophy and activities of AHS, as described in the school's charter;
- Demonstrated record of leadership, management and interpersonal skills;
- Bachelor's Degree or higher, in Business/Public Administration/Nonprofit Management or related field;
- Demonstrated and successful record of prior employment as an operations manager and/or financial manager in an educational environment or nonprofit setting;

- Experience with preparing budgets, financial statements and quantitative analysis;
- Knowledge of and experience with school facilities and relevant technologies;
- Knowledge of relevant laws, regulations and charter authorizer requirements.

Assistant Principal

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the AHS, as described in the school's charter;
- Minimum of three years working in a school environment as an assistant principal or academic dean or instructional coach, preferably in an urban setting;
- Minimum of Master's Degree, or higher degree, in Education;
- Demonstrated and successful record of prior employment in educational environments;
- Knowledge of and experience with assessments and relevant technologies, as well as understanding of and experience in using student assessment data in instruction;
- Understanding of, and documented experience working with children with special needs and their families;
- Experience working with academic and operational staff and with diverse populations of students, parents and families;
- Understanding of relevant laws/regulations and experiences in legal/regulatory compliance;
- Demonstrated ability to work with nonprofit organizations and government agencies;
- Experience in curriculum design and/or educational research;
- Knowledge of relevant laws, regulations and charter authorizer requirements;
- NYS Certification as a School Building Leader or equivalent preferred but not required.

Dean of Students

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the AHS, as described in the school's charter;
- Mental or behavioral health experience preferred;
- Minimum three years working in a school environment, preferably in urban setting;
- Master's Degree, or higher degree, in Education or MSW;
- Demonstrated and successful record of prior employment in educational environments;
- Knowledge of and experience with assessments and relevant technologies, as well as understanding of and experience in using student assessment data in instruction;
- Experience working with academic and operational staff and with diverse populations of students, parents and families;
- Understanding of relevant laws and regulations and experience in legal/regulatory compliance, especially those related to children with special needs;
- Demonstrated ability to work with nonprofit organizations and government agencies;
- Experience in curriculum design and/or educational research;
- Knowledge of relevant laws, regulations and charter authorizer requirements.

Teaching Staff

- Fulfillment of all ESSA "highly qualified" requirements;

- Minimum of one year working in an elementary or secondary environment as a teacher or in other relevant educational positions (e.g. Teach for America, AmeriCorps members);
- Bachelor's Degree, or higher degree, in Education;
- Appropriate New York State certifications, "appropriate" meaning the certification meets the NYS requirements for the specific teaching position in question;
- Demonstrated and successful record of prior employment in educational environments;
- Knowledge of and experience with assessments and relevant technologies;
- Experience working with diverse populations of students, parents and families;
- Experience working with students at-risk of educational failure;
- Appropriate education and experiences for reading teachers, physical education teachers, arts teachers and teachers working with English language learners.

The year 1 staffing plan was designed to secure sufficient staff to accommodate a significant number of at-risk students from underperforming RCSD schools, including a projected 13% English language learners and 20% Special Education students based on current district enrollment statistics. The number of positions dedicated to serving at-risk students will increase annually as the number of students with specific needs grow. Staff will work with the Principal, PLCs, and the Dean of Students to address specific academic/social/cultural needs and will provide families with relevant information to advocate for their children as they prepare for high school, college, and the workplace. Staff will develop relationships with community organizations that work with special education populations, speak the students' native language, and/or to provide translation services when appropriate. The overarching goal of each staff member will be to understand the unique nature of a student's circumstance, their specific needs, and to develop a plan that supports them as a member of a diverse and welcoming school community.

The AHS Board and staff will partner with local colleges/universities to identify/recruit quality teacher candidates. They will reach out to institutions such as Teachers College at Columbia University and also aspiring teachers from historically Black Colleges and Universities. Candidates must meet the minimum requirements listed above as well as demonstrate true understanding of and commitment to the school's mission, community-minded environment, and needs of a diverse student body. Dr. Martin Haberman's Characteristics of Successful Teachers will be incorporated into the screening and interview process**.** His research reveals that not just anyone can or should teach in high-poverty schools. Selection of the right teacher is more important, and a bigger predictor of success, than training. He states that *"hiring the right people is essential, because for children and youth in poverty from diverse cultural backgrounds, who attend urban schools, having effective teachers is a matter of life and death."*

Strategies for retaining high quality teachers will include:

- Competitive salaries and benefits packages with annual increases,
- Teacher leader stipends,
- Discretionary education awards/ tuition assistance,
- Greater flexibility in development of content and delivery,

- Relevant professional development opportunities,
- Innovative college and career readiness programming,
- Industry partnerships to support classroom content, and
- Potential to develop and disseminate best practices.

Also, the community-minded culture will provide teachers with a positive, rewarding work environment in which they feel valued and have a voice in program development, decision-making and may also have the opportunity to work with a partner healthcare organization over the summer conducting research or developing curriculum utilizing state-of-the-art equipment while learning transferable and relevant industry standards and practices.

Base salaries will be dependent upon educational attainment and experience. Each employee will be eligible for an annual increase, based on achievement of annual goals. In addition, administrators and teachers will be encouraged to apply for teacher leader positions. The Principal will also be eligible for an annual incentive package, based on meeting or exceeding goals set forth by the Board. A performance-based compensation program will be established in a joint effort by the Board, Principal and teachers. The details of the program will be focused on student achievement, individual teacher summative evaluations, support of the school vision, and other components approved by the Board.

AHS recognizes that many charter schools face human resource challenges as they grow to scale. Over the course of the charter term, sustaining and growing talent will be the most critical factor to ensure operational and programmatic success. The school will require human resources capacity and systems to recruit, develop, and retain talent at all levels. In the planning year, both the Board and Principal will collectively develop personnel policies that not only serve and benefit the teachers and staff but will become the framework that will push accountability, provide incentives and foster academic success for students and capacity-building for the school.

C.1. CHARTER MANAGEMENT ORGANIZATION -This request is not applicable to AHS.

C.2. PARTNER ORGANIZATION(S) - This request is not applicable to AHS.

C.3. NETWORKED SCHOOLS - This request is not applicable to AHS.

D. STAFF SUPERVISION AND DEVELOPMENT

The Principal and Leadership Team will immediately establish a culture of mutual respect and collegiality amongst staff and place a great value on continuous learning and improved pedagogy, contributing to the staff's investment in the school's community-minded culture and retention. This includes clarity of expectations, opportunities for teacher-leadership, and inquiry-based scholar-practitioner problem solving that ensures capacity building for all staff. Teacher leaders will provide the Professional Learning Community with cross-curricular training and the opportunities to develop and integrate innovative teaching methods and activities in their classroom. They will also ensure ongoing and consistent communication regarding

individualized student needs, lead case studies during PLC time to address overarching issues, and invite partner agencies in to provide training on an as-needed basis.

As previously stated, talented, dedicated, effective, and culturally-sensitive teachers, who feel valued and are invested in the school's mission, are essential to the success of the AHS. Thus, professional development (PD) will be strategic and provide teachers with ongoing opportunities to improve their practice through a culture of coaching, professional collaboration, and the application of expert professional development. PD will be designed to support: (1) Implementation of the school's mission and college and career readiness focus on the health sciences industry, (2) Curriculum planning, review and assessment strategies leading to student growth; (3) Development of a community-minded culture that embraces diversity and culturally relevant and trauma-impacted pedagogy; (4) Continuous improvement of teaching and leadership qualities of AHS staff and teachers. Professional development will be delivered primarily through the Professional Learning Community (PLC) structures that maximize collaboration and the application of effective, evidence-based practice, as well as through individual teacher coaching.

Professional development will be delivered by the school principal and leadership team in collaboration with teacher leaders and outside experts contracted by the school with a specific purpose and outcome. Differentiation for teachers will occur through individual coaching. Individual coaching also provides support, follow up, and accountability after whole staff professional development sessions. The following calendar outlines PD themes by month. Per the weekly schedule, teachers will participate in one, 80 minute coaching cycle per week that includes a baseline observation, pre-conference, in-the-moment coaching in the classroom, and a post-conference reflection to solidify the learning and next steps. During year one the AHS principal will provide the coaching and in year two the assistant principal will assist in coaching. In year 3 of the school AHS will employ a dedicated math and ELA coach. The coaches and administrators will all support ongoing professional development and will provide opportunities for teachers to lead PD sessions and provide peer feedback aligned to PD priorities and themes. Weekly PD sessions of the Professional Learning Community sessions will be planned and facilitated by the leadership team in response to teachers' strengths and areas of growth aligned with the selected themes below. Each session will include the use of research, student achievement data, video reflection, and practice, role-play, and action planning for accountability.

AHS Year 1 PD Calendar *Themes for Each of Month of PD*	**Aug 2019** *Effective Relationship Building and Establishing a Community of Learners for 100%*	**Sept 2019** *Establishing a Gradual Release of Responsibility for Learning and Culturally Responsive*	**Oct 2019** *Using Data to Inform Daily Instruction and Monitoring Interventions*	**Nov 2019** *Identifying Needs and Collaborating Around the Needs of All Learners*	**Dec 2019** *Increasing Joy and Productive Struggle in Teaching and Learning*

	Student Engagement	*Teaching*			
Jan 2020 *Moving from Student Engagement to Empowermen t*	**Feb 2020** *Promoting Student Voice and Reflection in Teaching and Learning*	**March 2020** *Going Deeper in Gradual Release for Project Based Learning and Blended Learning*	**April 2020** *Going Deeper in Culturally Responsive Teaching*	**May 2020** *Moving from Student Empowermen t to Achievement*	**June 2020** *Preparing Students for Productive Summer Learning*

Prior to the school's opening, PD will focus heavily on establishing a positive school culture and learning environment for all stakeholders. The Principal and Board will identify community partners that have extensive knowledge of the social-emotional needs of children during adolescence and the transition into middle school. All teachers will receive PD including coaching on effective practices for communicating with and teaching students identified as at-risk of academic failure, English language learners, and students with disabilities. ELL and Special Education teachers will provide classroom teachers with daily support and interventions to ensure they are properly prepared to address specific student needs in their classroom. The Principal will contract with community partners that provide specialized services to both the ELL and Special Education population and will provide additional PD to teachers, as-needed. To ensure all staff members are sufficiently well versed in health sciences and therefore able to integrate this content in a cross-curricular and project-based way, community partners will provide an overview of the robust health science career sector in Rochester and link teachers to relevant materials.

St. John Fisher College currently provides relevant and engaging training to most Rochester charter schools and will collaborate with AHS leadership to determine priority topics to provide AHS staff and teachers with PD that supports teaching and instruction and the overarching student needs that must be met in order to truly achieve academic growth. Training topics will include lesson planning, use of technology in the classroom, understanding the underlying causes of student behavior, classroom management, and the role teachers play in addressing the needs of the whole child. The school's partnership with St. John Fisher will continuously evolve to meet ongoing training needs of AHS staff, the development of new collaborative community partnerships, and to provide a variety of opportunities in leadership and administrative training funded by a mutual philanthropy partner, the Farash Foundation. All PD activity will be evaluated for effectiveness through the use of staff surveys to gauge satisfaction and relevancy, and by subsequent classroom observations to assess transfer of skill and content into instruction.

PD will be conducted during PLC periods on a weekly basis, through release time/outside of the normal school day on a monthly basis, and during the summer for one-week prior to the start of the school year. This frequency will ensure teachers have the support and opportunities they need to continuously improve their craft, contributing to higher satisfaction in the workplace and ultimately retention. In addition, teachers and staff will receive one on one evidence-based coaching to address adult learning needs especially in the areas of pedagogy, content delivery, and the fostering of effective classroom culture based on transformative student-teacher relationships. The AHS Principal will utilize these individualized opportunities to ensure each teacher's experience level, strengths, and weaknesses are taken into account.

To demonstrate its commitment to its teachers' development and deep belief in the power of professional thought partnership, AHS has included daily planning periods for teachers as well as a PLC period four days per week into the standard teacher schedule; this provides up to nine hours of dedicated collaboration time per week.

E. EVALUATION

The Board will engage in an annual self-evaluation to assess its own capacity and performance, with the assistance of a professional governance expert. The process will include: (1) Self-assessment by each individual member of his/her performance; (2) Evaluation of each individual Board member by the Board President through review of an annual member "Board Report Card"; (3) Self-evaluation of the Board's collective performance. The Executive Committee will provide each Board member with survey instruments designed to achieve a comprehensive assessment of self and the Board. The results of this evaluation will impact potential reconfigurations of committees and/or recruitment of additional board members with diverse skill sets to support the school.

The Board will use the VAL-ED instrument (Vanderbilt Assessment of Leadership in Education) tool to evaluate the Principal's annual performance. The VAL-ED consists of 72 items that comprise 6 core component subscales and 6 process subscales. There are 2 parallel forms (A and C) of the assessment to facilitate measuring growth over time. In this 360-degree evidenced-based assessment of leadership behaviors, each respondent rates the Principal's effectiveness on a six-point scale after having first indicated the sources of evidence on which the effectiveness is rated. The results of this evaluation will inform the Principal's annual goals, cite areas for improvement with specific deadlines, and determine his/her eligibility for salary increases.

The Principal will conduct annual evaluations of the Assistant Principal, CFO (in cooperation with the Finance Committee) and Dean of Students. He/she will use applicable components of the VAL-ED instrument and achievement of annual goals with the Principal that tie directly to the NYSED Performance Framework and Benchmarks to evaluate administrators.

The school's annual teacher evaluation system will take into account student growth and attainment (from both locally derived and NYSED assessments) and teacher performance in the classroom utilizing one of the NYSED approved evaluation models such as the Danielson

Framework for Teaching Evaluation Instrument, the Thoughtful Classroom Teacher Effectiveness Framework, or Marzano Teacher Evaluation frameworks. The Principal (with support from the Assistant Principal) will perform all teacher evaluations. All staff will meet with the Principal to develop annual goals that tie directly to the Performance Framework, Benchmarks, and Accountability Plan. The Assistant Principal and Dean of Students will conduct secondary observations to ensure inter-rater reliability. Teachers that do not demonstrate growth and are deemed ineffective will develop an improvement plan with the Principal with clear action steps and deadlines for demonstrated improvement; if sufficient progress is not made, such teachers may be dismissed or not asked to return to the school in subsequent years.

Independent audits will be performed annually. The function of the audit is to express an opinion regarding the financial statements prepared by management, with Board oversight, are fairly represented in all material respects, in conformity with U.S. generally-accepted accounting principles. Planning and performance of the audit will consider internal controls over financial reporting, in efforts to determine the appropriate auditing procedure. Although the audits will not provide 100% assurance of all internal controls, sufficient evidence will be collected to provide reasonable assurance that all controls are in place and being implemented properly. Uses of the audited financial statements include: (1) Board/management oversight; (2) NYSED compliance reporting; (3) Federal, State, and/or local grant compliance; (4) Investment endeavors; (5) Fiscal undertakings. Annual program reports will be prepared by the school and will include: Annual Report to NYSED, 990 Submission (upon receipt of 501c3 status), and Annual Audit (prepared by the independent auditor).

The Principal, with the administrative team, will review data on academics, teaching, culture, student behavior, family engagement, and finances weekly to ensure the school is in compliance with its annual goals. Action plans and timeframes will be developed to rectify any outstanding issues. Monthly board reports will be developed by the Principal and administrative team regarding academics, culture (attendance, behavior, etc.), and finances. The administrative team will hold quarterly meetings to review data and the school's progress towards annual goals and Benchmarks.

At the end of the school year, the Principal will work with administrators and staff to conduct a year-end review, gathering data in regards to academics, attendance, enrollment, student behavior, promotion rate, family engagement, teacher attrition, governance, and finances. The report will be presented to the Board and will be the basis for completion of the required annual report to NYSED. It will include progress towards Benchmarks, annual goals and any areas in need of improvement. Parents and families will be invited to a year-end presentation that outlines the school's progress, as depicted in the annual report. The annual report will be posted on the website and highlights will be included in the Principal's August newsletter to the parents.

The ten Benchmarks in the Performance Framework will be measured utilizing a variety of evaluation tools. An Accountability Plan tracking tool will be designed by the Principal and

faculty and approved and updated by the Board annually. It will outline the goals for each Benchmark, measurement tool for each goal, staff responsible, results, and the process for follow-up, based on progress made towards each goal.

AHS will begin tracking student attainment and growth at the outset of the school year. State average Math and ELA scores in grades 3-8 will be used as a baseline for measurement. Interim assessments will monitor growth and inform instruction throughout the year. This data will be used by classroom teachers to differentiate instruction and/or develop new methods to best address the learning needs of their students, PLCs to share best practices and address common problems as a team, and Administrative staff to develop professional development that best supports teacher needs. NYS assessments will provide final data for the school year.

In addition to traditional academic assessments, AHS will collect data to measure the value-add of work-based learning experiences through student surveys and Home & Careers/CDOS classroom assessments. In order to truly measure the long-term impact of the school's unique college and career readiness programming, a student alumni association will be established to track academic achievement in college, types of career pathways pursued, and employment obtained and sustained.

The school will assess family and student satisfaction using strategies such as student and parent satisfaction surveys at the end of each academic quarter and feedback sessions after each family night. The school (all staff) will consider results when making school-wide decisions. The school will openly community the next steps and decisions influenced by student and parent feedback. The Principal will communicate and inquire about satisfaction by hosting focus groups, attending all PA meetings, and having an open-door policy with students and parents throughout the year. The administrative team will use the findings of every inquiry opportunity to continually update and improve the school's community engagement initiatives.

The school will evaluate family and community involvement first through participation logs and meeting minutes from family nights, parent conferences, community forums, and family and community volunteer experiences. Community forums will be facilitated to establish partnerships with community agencies, businesses, and other stakeholders to the mutual benefit of the overall school community and the needs of students and the greater community. Annual involvement goals will be set and progress monitored quarterly to ensure progress towards increased involvement and stakeholder representation within the life of the school.

F. FACILITIES

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
General Education Classrooms	4	10	16	22	24
Special Education Classrooms	1	1	2	2	2
Counseling/Guidance Offices	1	2	2	2	2
Administrative Offices	4	6	6	6	6

Cafeteria	1	1	1	1	1
Gymnasium	1	1	1	1	1
Auditorium	1	1	1	1	1
Conference Rooms	2	2	2	2	2
Speciality Classrooms	3	5	7	7	7
Family Support Center	1	1	1	1	1
Student Resource Media Center	1	1	1	1	1
Teacher Professional Center	1	1	1	1	1

To enable the school to commit the majority of its funds to teaching and learning, the board estimates an initial space of 17,000 sq. ft. at $10.50/sq. ft., based on market rates, to accommodate 200 students and staff. At a minimum, this will include six classrooms, gym, cafeteria, bathrooms, office space for six staff and outdoor green space in Year 1. It is estimated that a permanent facility of around 50,000 sq. ft. will be needed when the school is at full capacity.

AHS has identified a potential facility within the City of Rochester. It has obtained preliminary term sheets for the space. It consists of two upper floors of a former parochial school and includes shared space with an existing elementary school currently occupying the two lower floors. The upper floors space is currently being used as an incubator and temporary space for a well established Rochester charter school that is awaiting full renovation of their permanent space to be completed in Fall 2018. The owners and property managers of the identified space have found the Academy of Health Sciences Charter School proposal to be an ideal arrangement given the space capacity, improvements already made to the space as extremely viable for another school. Only minor cleaning, conditioning of the space is required for moving in and opening of the school. This requires no more than a 30-day timeline. In addition to the short timeline and excellent condition of the space, the location also offers the benefit of the surrounding community which is largely residential and reflects the demographics of the city overall including students with learning needs and language learners.

AHS will be located in the City of Rochester. Applicant Group members are currently working with local developers that have experience with charter schools to identify a location that is easily accessible by staff and families, provides appropriate space for instruction and staff needs, is ADA compliant, meets all safety requirements, and is economically feasible for the first few years of instruction. Multiple sites will be explored over the next three months and a facility will be identified by charter award. An ideal facility will be near educational and industry partners, and within a neighborhood in which students and families are within walking distance and/or accessible by public transportation. It is anticipated that the original space could be temporary to ensure fiscal stability, but at the same time could be extended if necessary and appropriate.

As charter schools in Rochester do not receive rental assistance or any other form of facilities support, the board has allotted sufficient funds in its budget to cover lease payments, utilities, and maintenance. Any necessary renovations will be negotiated with the facility owner or developer prior to executing a lease agreement to ensure affordability.

G. INSURANCE

The school anticipates leasing a facility in the first years of operation. Thus, insurance coverage provided by the landlord will include liability, property loss and personal injury insurance. The school will maintain insurance coverage for workers compensation, liability, property loss, and personal injury of students as well as any other appropriate coverages identified by the Board. For planning purposes, general quotes were obtained from Walsh Insurance, who provides coverage for nine charter schools in Buffalo, and has an office in Rochester. In year one, a $1 million limit of liability Directors and Officers (~$5,500 with future years in the ~$3,000 range); General and Professional Liability for 19 staff (~$6,500); Workers Compensation using an estimated $1 million payroll (~$10,000) and Property Coverage for furniture, computers, desks etc., with an estimated value of $200K (~$1,500) will be secured. Once chartered, the Board will obtain official quotes and approve a contract for services.

H. NON-ACADEMIC OPERATIONS

AHS will have a part-time school nurse on staff that is mandated and provided by the RCSD. The proposed Board will pursue additional nursing services from a partner healthcare agency upon charter award. Both of these part-time professionals will be responsible for supervising the disbursement of medication, treating students who are sick or injured, and maintaining records and correspondence in secure facilities in accordance with §2853(4)(a) and §912 of the Education Law. All students will be required to have a certificate of immunization that complies with §2164 of the Public Health Law at the time of registration or within the acceptable time frame -- within 14 days of attendance.

AHS is committed to develop a coordinated school health program with the nurse, healthcare partners, and staff that will include: health education, physical education, health services, nutrition services, counseling and psychological services (with an outside licensed provider), healthy school environment, health promotion for staff and family/community involvement. The nurse will act as a link between home and school with respect to health-related issues. He/she will work with parents and teachers regarding student health issues and will instruct students, families and staff about the importance of health and wellness. He/she will also provide emergency care for students who are injured at school and require first aid and will screen for illnesses of students in-school. They will also facilitate vision, hearing and color perception screenings, maintain documentation of immunizations, dispense medication that accompanies a doctor's order and parental permission in writing, and ensure students have a physical from their family doctor or licensed clinic.

Prior to the first day of school, health services and wellness policies will be written in compliance with NYSED guidelines. The nurse will also be trained in Opioid Prevention Measures, as defined by the NYSED and the NYS Department of Health. Students with specific

health issues, physical or emotional, will be free to consult with the school nurse. Students and families will be referred to outside agencies, if the nurse is unable to meet the needs of the student.

AHS staff will receive training regarding school health policies and procedures, including policies on the storage and administration of students' medications, first aid provisions, and protocols for health emergencies. All faculty and staff will have access to first aid resources with at least two staff members certified in First Aid and cardiopulmonary resuscitation. The school will also maintain appropriate access to automated external defibrillators as required by Education Law §917 and ensure that at least two staff members are certified in their operation and use. Prior to beginning each school year, AHS staff will secure parental consent to identify students with health risks and provide accommodations to faculty and staff, when appropriate. All information contained in education records, including health records maintained by the school will be compliant with federal law under the Family Educational Rights and Privacy Act (FERPA). Any information released from education records to an outside entity, where parent/guardian consent would normally be required, will be documented in the student's education record as required by FERPA.

AHS will engage with a well-established healthy school food service program to provide breakfast, lunch and an afternoon snack. The AHS facility will include a cafeteria and kitchen equipment, as needed. The school will be responsible for proper maintenance and cleaning of the kitchen. AHS will participate in the Federal free- and reduced-price breakfast, lunch and snack programs administered by the USDA will adhere to all applicable requirements including, but not limited to: meal pricing, nutritional value, determination of eligibility and reporting requirements. Upon completion of year 1 the Board will review staff and student input on the food service program and make any necessary adjustments prior to year 2. As a health science focused school, the Board will work with partner organizations to infuse healthy choices, nutrition, and fitness into the food services program through guest speakers at lunch, Cooking Club, special meals that reflect the diverse cultures of the student body, and complementary lessons during health class.

The school will work with the RCSD to provide morning and afternoon transportation for all eligible students. It is anticipated that a majority of the students will reside within the RCSD, therefore enrolled students living further than the eligible 15-mile radius of the school will be responsible or their own transportation. The school will work with the RCSD to provide special transportation and accommodations that are included in a student's IEP or 504 plan.

The school will manage all non-academic operations through organized collaboration and clear role definition of tasks and responsibilities between the Board of Directors, the principal, the CFO, and the administrative assistant. For example, the CFO will prepare and present a weekly update report for the principal on all aspects of financial, facilities, and technology management within the school entity at the weekly operations meeting. Meeting minutes will be sent to the Board of Directors chair and a summary will be shared at each board meeting. In addition, the principal will prepare a similar report to be shared weekly in regarding staff

management, resources, and any procedures that impact students and staff. Clear protocols for decision making will be established between the CFO, principal, and board chair for procurement. Any required compliance actions will be clearly assigned and monitored by the administrative team through clear meeting and accountability protocols.

I. FAMILY AND COMMUNITY INVOLVEMENT

The Board profoundly believes and is committed to a robust family and community engagement program that celebrates the school's culture and is a contributing factor to student success. It also sets the stage for a positive bond between the home and school. In addition to the Board, the Principal and his/her administrative team will or already has reached out to parents, community leaders, Health Sciences Charter School, higher education, community-based organizations and healthcare organizations etc. to seek their perspective, identify needs and recruit their involvement in the AHS school. Upon charter award, these identified individuals and others will be invited to serve on board committees, participate in after-school programs, and provide learning experiences and opportunities for students.

AHS will communicate with parents regularly to ensure engagement and clarity. Already, outreach has been significant to parents, the Latino, healthcare and faith communities, and especially those institutions that currently serve underrepresented minority populations. To develop a consistent system of communication, AHS will conduct semi-monthly phone calls from teachers to parents to discuss academic progress and character growth; achievement conferences, and monthly newsletters that communicate school-wide information, in addition to quarterly formal reports on academic performance.

Teachers and staff will invite families to engage in home visits as a relationship and partnership building strategy for a strong school culture. Visits will take place where most comfortable for the family; in the home, a local library, community center or other appropriate public establishment. As the school opens, families will be invited to attend both formal and informal school events regularly, such as monthly Family Nights, and AHS leadership will fully support and collaborate with the establishment of a parents' association.

The school will house a Family Support Center to work with students and families, as needed, to assist with any trauma issues they may face. Integrated into the center will be multiple community agencies to support any interventions needed. The school will also recruit community leaders, parents, nonprofit organizations, faith leaders and funders to offer insight into the strategies required to recognize and prioritize the importance of authentic community engagement. Their role will be to establish an infrastructure to implement family and community engagement; organize parents and community volunteers; and identify or set aside resources to prepare parents and community members to become advocates for the school.

Based on the commitment and determination of the Board and a growing community network, AHS has already developed collaborative relationships with the Health Sciences Charter School in Buffalo, NY, Rochester Black Physician's Network at the University of Rochester Medical Center, Urban League of Rochester, Farash Foundation, St. John Fisher College, Excellus Blue

Cross Blue Shield, and Rochester Spanish Church. Many of the aforementioned collaborative relationships have been engaged over the last eight months and will have representatives serving on the Board. AHS also intends to partner with other higher education, healthcare and community-based organizations.

The Applicant Group and proposed Board members reached out to the Health Sciences Charter School in Buffalo, NY with regards to family engagement and learned first-hand the importance of establishing community partners who can assist the school with culture, student recruitment, internships, clubs and after-school programs, and cash and non-cash resources.

AHS is extremely interested and intentional about partnering with other public schools including district and charter schools regarding practices and innovations. The first of two key steps toward partnering is to establish a once a month principal's dinner for the purposes of sharing practices and to sponsor collaborative professional development opportunities for staff. The second step will be to co-sponsor a shared teacher professional development opportunity in collaboration with other school leaders where intentional peer relationship building and networking can take place. Professional development opportunities to share teaching videos and do classroom peer observations will also be sponsored in order to build a community of learners across schools not just within AHS.

J. FINANCIAL MANAGEMENT

The proposed AHS Board understands that charter schools are multimillion dollar organizations responsible for the appropriate and effective use of public funds, and their obligation to maintain the financial viability of the school over the entire charter term.

The Board and Board Treasurer are responsible for annual budgeting, and subsequent budget oversight and management in concert with the Finance Committee, on a day-to-day basis, the CFO maintains oversight responsibilities for the school's financial management and is responsible for the protection of the school's financial records with direct oversight from the Board Finance Committee. The CFO is supported in drafting mission aligned budgets, implementing all financial matters, and preparing reports by the Board Treasurer and Finance Committee. The NYSED Fiscal Oversight guidebook for charter schools will be used to guide the school's financial management. This team will begin developing a budget each January and prepare annual draft operating and capital budgets, cash flow projections, and profit and loss statements after working together to identify and prioritize needs. The Board Treasurer and/or CFP will prepare monthly budget presentations, including updated annual budget information, monthly budget information, monthly actuals against budget, and projected year end against budgeted year end estimates. The Board will adopt the final annual budget in May of each year.

The AHS Board of Trustees will develop and oversee all fiscal policies, procedures, and systems, such as purchasing practices. The Principal and CFO will implement such policies set forth by the Board and may delegate portions of this function when appropriate to the Business Assistant and/or Administrative Assistant(s). AHS will obtain quotes and competitive pricing for most orders and also makes purchases through vendors offering New York State Contract

Pricing. Requisitions will be generated for all purchases and must be approved by the Principal and CFO.

The Board of Trustees will develop final accounting and internal control policies during the planning year. During this development, it is understood that Internal Controls are essential to the success of our school's accounting and reporting operations. It is also understood that a primary responsibility of the CFO is to ensure the accountability of the school's finances to the Board of Trustees and governmental regulators. Procedures will be updated periodically to ensure proper alignment of its policies with Audit reports findings and ongoing required Disclosure reports. The goal of such procedures will be to communicate development of:

- Control Environment – Timely submission of reports and documents for review and approval by the Finance Committee;
- Control Activities – An approved set of established policies and procedures providing directives to be reviewed and/or performed by the accounting staff; and,
- Monitoring Control – To ensure transparency of the school's financial reports. Such reports will be prepared in a clear and concise manner that Board members and users can easily interpret. AHS will hire a CFO to perform daily fiscal and accounting functions for the school, with complete oversight provided by the School Principal and the Board of Trustees. Internal controls within the accounting functions will include specific procedures for accounts payable, accounts receivable, payroll, and financial reports.

The CFO will produce monthly financial reports to include: Balance Sheet, Income Statement, and Cash Flow Statement. These reports, along with monthly Check Registers, will be produced from the school's accounting software and submitted for review by the Finance Committee and Board of Trustees. These ongoing reviews will ensure sufficient checks and balances.

AHS will contract annually with an Independent Auditing Firm to conduct required annual audits and preparation of the school's final Financial Reports. Reporting, with notes, will include: (1) Audited Balance Sheet; (2) Statement of Activities; (3) Statement of Cash Flows; (4) Schedule of Expenses; and, Schedule of Federal Awards (if applicable). Components of the annual audit will include an assessment of the school's internal controls related to the financial statements and compliance with laws, regulations, and provisions of contracts and any grant agreements. Tests of controls will also be performed.

The EA will provide administrative support to the Principal and CFO to track the student enrollment and attendance data , as well as other necessary student information such as eligibility for free or reduced price lunch, to facilitate accurate billing, reimbursement requests, and financial record keeping. During the school's first year, the Principal will assume Title I coordination tasks, including ensuring all relevant data are collected and maintained for accuracy in program reporting and reimbursement requests. The Principal is ultimately responsible for the protection of student records, although he/she may delegate tasks to support the execution and maintenance of those systems.

Special education co-coordinators will be responsible for maintaining and securing all service records and IEPs, as well as submitting all required reporting to the appropriate agencies including necessary reporting for special education reimbursement. AHS will fully comply with the Family Educational Rights and Privacy Act and will follow all appropriate procedures to comply fully with the NYS Freedom of Information Law (Article 6 of the NY Public Officers Law).

Independent audits will be performed annually. The function of the audit is to express an opinion regarding the financial statements prepared by management, with Board oversight, are fairly represented in all material respects, in conformity with U.S. generally-accepted accounting principles.
Planning and performance of the audit will consider internal controls over financial reporting, in efforts to determine the appropriate auditing procedure. Although the audits will not provide 100% assurance of all internal controls, sufficient evidence will be collected to provide reasonable assurance that all controls are in place and being implemented properly. Uses of the audited financial statements include: (1) Board/management oversight; (2) NYSED compliance reporting; (3) Federal, State, and/or local grant compliance; (4) Investment endeavors; (5) Fiscal undertakings. Annual program reports will be prepared by the school and will include: Annual Report to NYSED, 990 Submission (upon receipt of 501c3 status), and Annual Audit (prepared by the independent auditor).

K. BUDGET AND CASH FLOW

The AHS board has prepared the proposed budget and fiscal plan in accordance with NY Education Law §2851(2)(e) and presents a conservative budget that demonstrates fiscal responsibility over the course of the five year charter term. To illustrate this conservative approach, the budget reflects the current RCSD per pupil revenue rate of $13,090 for all five years. The board assumes Special Education Revenue for 20% of the student body, based on current local charter and District rates. Special education revenue will be based on individual student needs each year, but for budgeting purposes has been estimated that 15% of students will require 20-60% services and 5% will require greater than 60%, averaging $8,000/year per student. Title I funds are calculated at $500/student, estimating 90% of total enrollment annually will qualify for the free or reduced-price lunch program.

AHS has included the assumption of $550,000 in Charter School Program funds, plus an additional $250,000 based on meeting the criteria of Design Priority 4. AHS has predicted the school's entire budget to be sustainable on per pupil funding and the CSP grant award.

ASH's primary investment will be in its staff. The school's Year 1 personnel costs, including taxes and benefits, account for 57% of total expenditures, with 6% set aside for contracted services. School operations account for 15%, and facility operations account for 16% of annual expenditures. By Year 5, personnel costs, including taxes and benefits, will account for 65% of total expenditures. Please see the budget template for additional detail on key expenditures that will support the incubation, growth, and success of the school over the charter term. The table includes the cash flow adjustments found in attachment 9.

Summary Budget *Includes beginning cash balance						
Budget	Pre-opening	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue	$265,000	$2,154,387	$2,897,990	$4,482,377	$5,976,764	$6,350,361
Expenses	$207,439	$2,078,972	$2,991,484	$4,587,862	$5,604,201	$5,719,886
Net Income*	$57,561	$131,976	$128,482	$22,997	$395,560	$1,026,035

The proposed budget supports the implementation of the key design elements in multiple ways. It enables the school to continuously recruit students and maintain enrollment figures, maximizing annual revenue and funding available for staff, training, and critical academic and social-emotional interventions for students. In Years 2 to 5, the staff steadily increases to provide robust academic programming of students. As AHS students progress through their middle school years, the facility's offerings and accompanying classrooms will grow along with them and mirror multiple industry settings, providing them with hands-on instruction and exposure to the skills they will need in college and health science careers. The budget also reflects a commitment to children with special needs-a cadre of classroom aides, Special Education and ESL staff, School Counselors and Social Workers will work closely to coordinate services and monitor each student's progress toward their individual goals. AHS has also budgeted to ensure families remain engaged and play an integral role in their children's education through a four-week summer program, Family Support Center, and monthly Family Nights.

The proposed Board of trustees does not anticipate cash flow challenges or budget shortfalls, and its conservative approach to budgeting provides a level of insulation from minor cash flow fluctuations such as enrollment variances. However, in the instance of any significant, unforeseen financial challenges, the school will identify what programmatic elements could be pared down or delayed without sacrificing instructional quality, reduce the percentage of salary increases for school leadership and staff, and/or pursue a line of credit with their bank or a local foundation.

L. Pre-Opening Plan Please see Attachment 11: Pre-Opening Plan.
M. Dissolution Plan Please see Attachment 12: Dissolution Plan.

Attachment 1. Admissions Policies and Procedures

As a public charter school, AHS is committed to employing transparent and equitable admission policies and practices. In the school's first year of operation (2019-20), 100 fifth grade seats will be available and open to all New York students. The school will not intentionally or otherwise limit the admission of any student on the basis of actual or perceived disability, gender, nationality, race or ethnicity, religion, ancestry, sexual orientation, athletic ability, or prior academic achievement record. Enrollment preference is granted to students returning to the charter school in any subsequent year of operation, siblings of students already enrolled in the school, and students residing in the RCSD. AHS will likely use the New York State Education Department (NYSED) Weighted Lottery Generator if outreach determines additional preferences are necessary for the school to achieve parity with the district's enrollment of at-risk students.

AHS will disseminate information about the charter school admissions policy to the community at large through all forms of conventional media, publicly held meetings, mass mailings and other forms of community outreach in both English and Spanish. AHS will also disseminate information about the charter school throughout its trustees' professional and personal networks throughout the community. Student recruitment materials will be thoughtfully designed to ensure that the school's student body includes significant numbers of ELLs, SWDs and economically disadvantaged students. Informational materials will inform families that AHS offers a tuition-free education, as well as emphasize the school's focus on high quality academic programming, inclusive socio-emotional and trauma-informed supports for all students, and health science sector exploration.

In accordance with the New York Charter Schools Act, AHS will accept applications from January 1st through April 1st of each year. Prior to opening, applications will be available for pick up at various community sites, via mail by request, for download from the school's website, and from the school's Facebook page. After the first operational year, applications will be available in the main office of the school and on the school's website.

AHS has no admissions criteria for its incoming students and will administer no tests or interviews to student applicants during the application process. Parents and guardians will be able to complete applications in person at the school site, with assistance as necessary, or submit completed applications by fax, mail, or email. AHS staff will date all completed and received applications to indicate receipt and record the initials of the staff member accepting the application. For applications received by email, school staff will send dated return e-mails acknowledging receipt.

If the number of applicants exceeds available seats, each applicant will be entered into a random selection lottery process to be conducted on or about April 15, but no earlier than April 1. The lottery will be conducted by the AHS Principal, a Board member, and a third adult who

has no affiliation with the school. AHS will publicize the date and time of the lottery once the application deadline date has passed, and the actual lottery process will be open to the public.

Admission preferences will be provided according to the following order:

- Returning students;
- Siblings of currently enrolled AHS students;
- Applicants residing in the RCSD; and then
- All other applicants.

AHS will maintain detailed lottery records to document its process. The school will make lottery results available, as required by the Commissioner's regulations. AHS will utilize the NYSED Weighted Lottery Generator once annually and will obtain NYSED approval to use the Weighted Lottery Generator in the event that the school's enrollment policy or preferences change.

AHS will develop a waiting list from the list of students who did not gain admission through the lottery on an annual basis, with each student on the waiting list ranked in the order in which his or her name appeared on the Weighted Lottery Generator-produced final admissions list. For applications received after the April 1 deadline, those students will be added to the waitlist in the order they are submitted. The waitlist will expire annually at the lottery drawing for the next school year. When a seat becomes available at any point during the academic year, families will be contacted, in order, by phone and/or in person by a representative of the school. Several (two or more) attempts will be made to contact the family of the student on the top of the waiting list and to obtain confirmation that the student is still interested in enrolling at AHS before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents are unsuccessful, or if a family does not respond within 48 hours from the time of the second contact, AHS will remove the student from the waitlist. Documentation of the attempts made to contact the parents of any student removed from the waitlist will be maintained by the school. Waiting lists will not be carried over from year to year. Instead, the annual admissions lottery will be used to create a new waiting list. The school will send a new admissions application directly to the parents of each child on the prior year's wait list.

Once a student has been admitted to AHS, his/her parents or guardians will be notified by letter via first class mail and also an email. This notification will include a list of forms that need to be completed, including proof of age, immunization records (prior to entering school) and proof of address. Each admitted student is automatically guaranteed a seat at AHS for all subsequent grade-levels, unless that student withdraws from the school. At the end of each school year, parents and guardians will be asked to submit a letter to confirm their intent to re-enroll their child in the school for the following year.

Parents and guardians may elect to withdraw their child from AHS at any time for any reason by completing a withdrawal form available in the school's main office. Signed withdrawal forms must be returned to the main office and officially logged for records purposes and AHS's billing

for the student will cease. If a parent/guardian's signature cannot be obtained, then the student will be considered officially withdrawn at the latest after enrollment at the new school is confirmed. Once the student is officially withdrawn, the student's file will be moved from the current student file cabinet to a withdrawn student file cabinet. Withdrawn student files will be maintained in a locked cabinet in the main office and filed by the year of withdrawal.

In the case that returning students do not attend school regularly, they are subject to the same rules that apply to students absent during the school year as set forth in NY Education Law §3202(1-a). Following students' first absence, AHS will call home. If the student does not report to school within the 20 consecutive day statutory timeframe, the returning student and parent(s) will be notified in writing of the right to attend a conference and re-enter the school. If the student or parent(s) fail to attend the conference after reasonable notice, the school may drop the student from enrollment. A final notice to the student must inform the student of the student's right to enroll in a district school.

Table 2: Public Outreach Information

Dates of Outreach (mm/dd/yy)	**Target Stakeholder Group**	**Description of the Outreach**	**Location of Outreach**	**Input Obtained**	**Action Taken on Input**	**Number of Attendees**
September 30, 2016 Meeting Date	Farash Foundation staff and Health Sciences' students, administrators, staff and board members.	Representatives from the Farash Foundation in Rochester, NY visited the Health Sciences Charter School in Buffalo, NY to learn and access rationale for a health sciences focused school in Rochester.	Health Sciences Charter School, 1140 Ellicott Street, Buffalo, NY 14209	Great need for health sciences focused school in Rochester given #1 Industry in Rochester.	Farash Foundation will assemble a group of community leaders to glean interest and commitment to establish a health sciences school in Rochester, charted via the NYSED.	6
October 28, 2016 Meeting Date	Influencers, prospective applicant group and/or board of trustee members.	Farash Foundation hosted community leaders to introduce and solicit feedback on a college and career focused health sciences charter school in Rochester. Health Sciences' Principal and board members presented their model and lessons learned.	Farash Foundation 255 East Avenue Rochester, NY 14604	Consider beginning with a middle school vs. high school. Vital that the school secure healthcare partners able to provide resources to students and families.	Foundation will follow up with attendees to determine interest in serving on applicant group (AG). Coordinating tour to Health Sciences Buffalo for potential AG members. . .	15

November 11, 2016 Meeting Date	Influencers, prospective applicant group and/or board of trustee members.	Farash Foundation hosted community leaders to introduce and solicit feedback on a college and career focused health sciences charter school in Rochester.	Farash Foundation 255 East Avenue Rochester, NY 14604	The following organizations were in attendance and supportive of the proposed school: · Monroe Community College · Nazareth College · Excellus BlueCross BlueShield · E3 Rochester · Greater Rochester Health Foundation · Great Schools for All · St. John Fisher College · Rochester Urban League · Rochester Institute of Technology	Foundation will follow up with attendees to determine interest in serving on applicant group (AG). Bill Clarke, Executive Director for Urban League Rochester desires exploring how their programs can be integrated (e.g. Advantage After School Program) into proposed school.	17

December 2, 2016 Meeting Date	Influencers, prospective applicant group and/or board of trustee members.	Farash Foundation hosted community leaders to introduce and solicit feedback on a college and career focused health sciences charter school in Rochester.	Farash Foundation 255 East Avenue Rochester, NY 14604	Individuals associated with the following were in attendance and supportive of concept. · City Council of Rochester · Wegman's · University of Rochester Medical Center · Finger Lakes Performing Provider System · Great Schools for All · Current Charter School Teacher · Former Charter School Principal(s) · Board of Regents	Personal follow up calls will be made to all persons who attended an information session to determine their interest in serving on the AG and/or board of trustees, upon charter award.	15

December 11, 2016	AG Members Consultants	AG Meeting	Farash Foundation 255 East Avenue Rochester, NY 14604	Based on skills inventory of current AG, it was determined they need to add technology, healthcare professional(s), and human resources.	Need to develop white paper / fact sheet to conduct outreach. Distribute charter law for AG members to review.	9
March 3, 2017	AG Members Consultants	AG Meeting	First Presbyterian Church	Mission Statement. Grades Served. Pros/cons of economically diverse student population discussed.	Great Schools for All to share research with AG. Mission Statement finalized. Committees will meet Friday mornings (budget, curriculum, outreach, facilities).	9

April 5, 2017	AG Members Consultants	AG Meeting	Oak Hill Country Club, Rochester, NY	Pros/cons of economically diverse student population discussed. Reviewed outreach plan.	Students residing in Rochester will be the target audience. Mission / Vision Statements finalized. Fact Sheet translated to Spanish.	9
May 1, 2017	Applicant Group Members	AG Meeting	University of Rochester Medical Center	Outreach. Plan presented for discussion. Critical to the process is data collection.	Build survey monkey. Schedule outreach events and collect data. Meet with parents, community leaders, prospective partners and collaborators.	6

May 25, 2017	Dr. Turner is excited to join the board and to partner with the proposed school. Has presented concept to his peers.	Joseph Searles, AG member, met with Dr. Bradley Turner, Founder of the Black Physicians Network at University of Rochester Medical Center.	Excellus, BlueCross Blue Shield, Rochester, NY	Black Physicians Network is interested in becoming a strategic partner with the school.	Dr. Turner invited to join proposed Board of Trustees. Will be attending the June 5 AG Member.	2
May 31, 2017	Peggy Quackenbush, President / CEO of Hochstein School of Music and Dance	Meeting to discuss possible role of Hochstein School of Music and Dance.	50 N. Plymouth Ave. Rochester, NY 14614	Interested in continuing a dialog to determine potential role.	Follow up for possible full-time position housed at the future school.	3
June 5, 2017	Presented potential role of Excellus.	Joseph Searles, AG member, met with Excellus BlueCross BlueShield administration.	Excellus, BlueCross BlueShield, Rochester, NY	Excellus will provide personnel, upon request, to provide exploration opportunities for students.	Upon charter award, board will engage Excellus.	2
June 5, 2017	Applicant Group Members	Applicant Group Meeting	St. John Fisher College, Pittsford, NY	Dr. Bradley Turner joined AG to determine the potential role of the Black Physicians Network at Rochester Medical Center.	Dr. Turner will join AG and is consider a board position.	9

June 10, 2017	Students	AG member met with Monroe Community College regarding which high schools most of their students in the pre-nursing program come from.	Monroe Community College, Rochester, NY	Pre-nursing program is very competitive, only ~10 HS students are accepted each year. Students come from a mix of area HSs, mostly suburban.	Shared information with Applicant Group.	2
June 12, 2017	Students, community organizer / leader and access to health sciences experiences.	Michele Lawrence, potential board member, met with representatives from Jordan Health, a large FQHC in Rochester.	Jordan Health 214 C Lake Avenue Rochester, NY 14605	Invited Michele to attend future Community Engagement Table to discuss proposed school.	AG member will attend a future Community Engagement Table to discuss AHS with community leaders.	3
June 12, 2017	Able to target multiple audiences in both English and Spanish.	Joseph Searles engaged IBERA-American Action League, to brief her on proposed school for urban youth.	IBERA-American Action League, Inc. Rochester, NY	Positive response to both the need and theme of school.	IBERO will distribute flyer for the June 19 Parent Meeting.	3
June 16, 2017	STEM Volunteer Teacher	AG Member met with retired Xerox executive with strong STEM background. Also, volunteer teacher in Fairport District.	Local Meeting	Interested in volunteering once school receives their charter.	AG member will introduce person to Principal, upon award.	2

June 19, 2017	Families of English and Spanish-speaking students living in the City of Rochester	Sent invitation flyer (English/Spanish) to attend a parent meeting.	Rochester Spanish Church 99 Stonewood Ave. Rochester, NY 14616	Parents were very interested in a safe campus with a focus on future health sciences careers. They expressed a need for an inclusive education that meets the needs of all learners. They also expressed support for an extended day and summer program.	Ms. Perez will provide advocacy and application details to interested parents.	8

May – June 2017	David Klein, former President/CEO, Excellus BlueCross BlueShield; Michele Grazulis, President, Rochester Regional Health Foundations; Michael Nazar, MD, Family Practitioner; Gary Tebor, MD., Orthopedic Surgeon; Dustin Riccio, MD, President, Newark Wayne and Clifton Springs Hospitals; Timothy McCormick former President/CEO, Unity Health System; Michael Goonan, former CFO, URMC; Faheem Masood, President/CEO ESL Federal Credit Union; David Fiedler, Trustee, ESL	Warren Hern, AG member, linked with higher education, healthcare and community leaders to solicit input regarding the need for a focused health sciences college and career school in Rochester.	Various venues and locations in Rochester, NY	Collective interest in the proposed school that will not only have a strong governance model, but will be part of the larger economic and workforce needs of Rochester. Offered support and connections to potential partnerships.	Mr. Hern will continue to stay engaged with said individuals to follow up on student and school opportunities.	20+

	Foundation;Steve DePerrior, Principal, Burke Group; Dan Braveman, President, Nazareth College; Ben Burton, President, Iuvo Bioscience;Mary Richardson, PhD Chief Scientific Officer, Iuvo Bioscience; Mario Urso, Senior Partner, Bonadio & Co.; Dan Ornt, Dean, Institute of Health Sciences at Rochester Institute of Technology; Dennis DeLeo, President, Venture Jobs Foundation; Ed White, Corporate Executive, SUNY Polytechnic Institute, AIM Photonics; Tom Crilly Executive VP / CFO Rochester Regional Health and					

	Chairman, Aquinas Institute Board of Directors.					

April – June 2017	Branch Manager, BayView YMCA; Pre-K / Elementary School teacher with experience in daycare and charter schools.	AG member, Michele Lawrence, had discussions with a number of individuals to solicit input on the school as well as gather advice, to the extent they have experience with middle schools, public and charter schools.	Various venues and locations in Rochester, NY	Wants to learn more. May be interested in a leadership or teaching role.		4
June 20, 2017	Board Governance. Common application with other Rochester Charter Schools.	AG member, Michele Lawrence, met with real estate developer and current board member of Rochester Charter School.	Lunch Meeting	Believes there needs to be investment in high-performing charter schools to provide multiple options for families.	Will introduce Michele to Rochester Prep Charter School.	2
June 21, 2017	Personnel / Human Resources Support for Principal and Board.	AG member, Michele Lawrence, met with HR Professional in Information Systems Industry.	Lunch Meeting	Interested in supporting Principal and Board on hiring practices.	AG Member will stay engaged.	2

June 21, 2017	Student Recruitment	AG member, Michele Lawrence, connected with City resident and Deacon at Spiritus Christi Church in Rochester.	Email exchange	Vital community partner with linkages to parents / families interested in good schools for their children.	AG Member will stay engaged.	2
June 21, 2017	Student Recruitment	AG member met with city resident and member of the Jehovah's Witnesses community in Rochester.	One on one meeting	Vital community partner with linkages to parents / families interested in good schools for their children.	AG Member will stay engaged.	2

March – July 2017	Senior Pastor, Third Presbyterian Church; Associate Pastor for Outreach and Evangelism, Third Presbyterian Church; Principal, Center for Governmental Research; Retired Assistant Dean, University of Rochester; Retired Reporter, Rochester Democrat & Chronicle; CEO, The Children's Agenda; and, CEO, True Insights Consulting, former Vice President of Human Resources, Bausch & Lomb, and Cobbs Hill Consulting	Mark Forester, AG member, linked with higher education, healthcare and community leaders to solicit input regarding the need for a focused health sciences college and career school in Rochester.	Various venues and locations throughout Rochester, NY	Collective interest in the proposed school. Offered ongoing support and connections to potential partnerships, mentors that will be beneficial to students in the years to come.	AG Member will stay engaged.	9

March – June 2017	Student Recruitment. Community support for proposed school.	AG Member and former charter school principal, conducted outreach to parents and community via social media.	Face Book w/3,661 followers	Feedback includes, the need for: · Art Program · Social / hygiene skills · Financial Literacy · Public Speaking · Community-based projects · Time management · Technology · Health and Wellness · Vocational training · American Sign Language · Spanish · Civic engagement · Sports · STEAM · Certificate programs · Health education · After school program	Dialog will continue throughout the application and opening of the school process.	200+

				· Summer program · Community volunteers · Mentoring · Affective and relevant education · Commonplace values and courtesies · Academic choices · Personal goals · Performing arts · African American male teachers · Onsite mental health services · Media Literacy · Consumer Literacy · Parents involved in decision-making · Racially and socioeconomically integrated		

				· Mentor program for parents · Hold parents accountable · Respect taught and demonstrated · Mindset to learn despite life challenges · Mindfulness skills (eg. yoga and meditation) · Basic auto mechanics · Carpentry skills · Small class sizes · Interdisciplinary courses · Electives, based on student's interest · Nutrition · Pros / cons of cell phones · Drug education · Gang education		

				· Best possible teachers who love children · Team building · Outdoor time · Exposure to visual and performing arts · Personalized learning · Global thinking · Safe and clean environment		

April 2017	Glean perspective on the proposed school.	AG member, Michele Lawrence, reached out to a national Montessori school leader.	Spoke with Montessori School Principal in Colorado	Pleased to hear that this type of school was being proposed.	AG member will stay connected.	2

June-December 2017	Student Recruitment Assessment of Community / Parent interest	Posted by AG member.	Survey Monkey	95% of respondents were interested in new education options for children. College and career readiness middle school, focused on the health sciences, meets a need. School should also incorporate life skills, financial planning and credit awareness. Academic enrichment activities. Career exploration Character and leadership development. Safe and supportive	Link to post available until 1/1/18.	52

				learning environment.		

July 6, 2017	Potential school leaders, teachers, counselors, students and more.	AG Member, Michele Lawrence met with local university representative.	Personal Meeting	Identified potential connections to target stakeholders and white papers / research on lessons learned.	Michele will schedule meetings with all contacts referenced.	2
August 3, 2017	Student Recruitment Potential Support and Partnership Opportunities w/AHS	AG Member, Warren Hern, met with E-3 Chairman and E-3 Executive Director.	Personal Meeting	E-3 expressed interest in assisting AHS with budgeting, student recruitment, and facility identification.	AG Member will stay engaged.	3
August 10, 2017	Teacher, Head of School Student Recruitment	AG Member met with current charter school teachers.	Personal Meeting(s)	Expressed support for the proposed school, 5th grade start and college and career readiness model.	AG Member will stay engaged.	5
September 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, met with Physical Therapist and Neurology APP.	Personal Meeting(s)	Expressed interest in learning more as to the role they could play once the AHS was chartered.	AG Member will stay engaged.	2

September 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, met with former 5th grade teacher to discuss teaching, support, and extending extra-curricular program she currently hosts for Fairport 5th graders on government.	Personal Meeting	Potential for creative and new opportunities for after-school programming.	AG Member will stay engaged.	2
November 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, met with UR Real estate professionals to discuss possible facility options in the city.	Personal Meeting	A number of prospective buildings that could be adapted for use by the proposed AHS were identified.	AG Member will stay engaged. Facilities committee will explore.	2
October 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, met with former CFO about his interest and the interest of others in his personal network, particularly in regards to skills gaps on AHS board.	Personal Meeting	Individual expressed interest in learning more.	AG Member will stay engaged.	2

September 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, met with local Human Resources professional about lending his assistance with personnel committee.	Personal Meeting	No commitment made to date.	AG Member will stay engaged.	2
September 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, met with UR Innovation Institute regarding the ability to connect students with innovative experiences at UR (e.g. simulation lab).	Personal Meeting	Excellent meeting; Follow up will take place post charter award.	AG Member will stay engaged.	2
October 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, met with Rochester Prep / True North Charter School leader to discuss recruitment, curriculum, operations, and common application.	Personal Meeting	Identified potential opportunities for post charter award.	AG Member will stay engaged.	2

October 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, met with former COO of Loyola Recovery Foundation and national thought leader on substance abuse.	Personal Meeting	Potential opportunities for professionals to provide education-related opportunities for AHS students.	AG Member will stay engaged.	2
November 3, 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, former elementary school teacher in Irondequoit and local philanthropist.	Personal Meeting	Concept well received.	AG Member will stay engaged.	3
November 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, met with ESL Marketing and CISCO ISD.	Personal Meeting	Interested in learning more.	AG Member will stay engaged.	4
November 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, met with HP Service.	Personal Meeting	Good meeting; interested in concept and how she might be able to help.	AG Member will stay engaged.	2

November 2017 – January 2018	Potential Support and Partnership Opportunities w/AHS	Prospective AG Board conducted multiple outreach efforts with peers, educators, property owners, corporate and healthcare leaders, and local charitable foundations.	Series of personal meetings, AG meetings, tours, and discussions regarding student recruitment, curriculum and student services	All meetings have been met with enthusiasm for this new opportunity for students.	AG Members will stay engaged. Update and student recruitment materials will be distributed as appropriate.	40+
January 4, 2018	Lessons learned from successful partnerships with K-8 charter school in Buffalo	AG Board member met with Westminster Foundation to glean information on the role of corporate sponsors in a charter school.	Personal Meeting	Value of partnerships is invaluable to both the school and its students	AG Member will stay engaged.	2

January – February 2018	Potential Support and Partnership opportunities with higher education and healthcare	AG Board member conducted information sharing with 25+ members of the University of Rochester faculty in order to build support for a health sciences charter school that would prepare students for jobs in healthcare.	Series of personal meetings	Interested in learning more regarding the future needs of the school.	AG Member will stay engaged and provide regular updates regarding how the University might contribute to student opportunities, post charter award by the NYSED.	30
January 2018	Advocate for choice opportunities for students	Prospective AG Board member met with parent who was sending their children to Parochial schools to avoid having to send them to the RCSD.	Personal Meeting	Many other like-parents will be pleased to learn of the opportunity the school presents for their children.	AG Member will facilitate meeting with prospective parents, upon charter award.	2
January 2018	Founding Principal candidates	41 individuals submitted an application for the position.	23 applicants were from the Rochester market	Great interest in the proposed school.	Broadened the knowledge of the proposed school with teachers, administrators and principals.	41+

April 3, 2018	City Recreational Center Director	Meeting with Avenue D Recreation Center Director	Avenue D Rec Center 200 Ave D, Rochester, NY 14621	Center Director is highly supportive of school	Applicant group will follow up for engaging parents at the center	2
June 2018	Parents and Community Members	Launched Facebook Page	Facebook.com	Making connections to parent organizations in Rochester	Page added to informational flyers distributed to potential parents and community members, provides an immediate forum for stakeholders to ask questions and provide feedback	Public forum
July 2018	Parents and Community Members	Distribution of information flyers at key locations and community events	Avenue D Rec Center	Building relationships with potential parents in the target neighborhood	Parents and community are open to learning more once school is approved and enrollment opens	150 flyers to date
July 21, 2018	Rochester Charter School Fair	Met 14 parents looking for a charter school	Vertus Public Charter School	Making connections with parents and family members	Parents were extremely interested in the health sciences aspect of AHS but also strong school culture filled with support.	Petition Signatures and Conversations with 14 parents
Aug 6, 2018	Facebook Group	Provided information about the school and offer a forum for community members to ask questions and learn more	Online Facebook	Widening the scope of people who know about and are interested in AHS	Interested parents have shared the page with others and are asking for specifics about the school	10 interactions, Page announcements seen by over 1900

July 28 and August 4, 2018	Petition Signatures for AHS at the Rochester Public Markets	Connected with 227 community members and potential parents	Rochester Public Market	Gathering community support and identifying potential new parents	Overwhelming support for school choice, better schools and AHS specifically. Some parents explained they have a hard time getting the needs of their child met in their current school.	227 Signatures and info flyers distributed
August 9-11, 2018	Notice about AHS and Invitation to Parent and Community Mtg	Mailed 1000 post-cards to homes with children in the immediate two zip codes where a the school would be located	Rochester Spanish Church of the Nazarene	Seeking community engagement and voice as well as alerting potential parents	There are many families with children in the area near the school.	1000 Post-cards mailed

Academy of Health Sciences Charter School
Grades 5-8

NOTE: this fact sheet was distributed to the community in various settings as documented in Table .

Proposed School Mission

The mission of the Academy of Health Sciences Charter School (AHS) is to provide a learning environment that ensures academic achievement while preparing students for college and career readiness and lives of service in the health sciences.

Grade Level

The initial charter term will serve Grades 5-8 with the intent of the school expanding up to Grade 12.

Model

The planning team assembled to build the AHS has embarked on a comprehensive journey to develop a choice school for those looking for a step-by-step path to future careers in healthcare and the life sciences. Beginning with a Grade 5 program, opening in August 2019, AHS will expand by one grade level each year. Grade 5 will emphasize acquiring the pre-requisite skills necessary for a successful transition to Grades 6-8 that will be designed to generate "high school ready" ninth graders prepared to launch themselves into academic, service, internship, and leadership experiences supported by collaborative partnerships with notable healthcare and life sciences organizations in Rochester, NY.

AHS Will Offer:

- An intensive year of middle school preparation and individualized academic supports in Literacy and Math
- Rigorous academics, utilizing a STEAM (Science, Technology, Engineering, Arts and Mathematics) curriculum, that incorporates support systems tailored to individual student needs
- High standards and expectations for student achievement, innovative teaching strategies, rigorous student assessment and a commitment to continuous improvement
- Safe learning environment that emphasizes high achievement and character development
- Exposure to career pathways, employability and technical skills in the health sciences
- Array of enrichment opportunities, access to cutting-edge technology and extensive after-school programs
- School culture that values accountability, compassion, integrity, tolerance and leadership
- Community service projects
- Commitment to a drug-free, gang-free, bully-free, truancy-free, and crime-free school
- Strong school identity-building design, uniforms

Important to Know about Charter Schools:

- Charter schools are public schools
- Tuition-free and open to all (utilizing a lottery system for enrollment)
- Non-sectarian, they do not discriminate on any basis
- Publicly funded, based on enrollment
- Accountable to NYS Learning Standards
- Must meet NYS established benchmarks in order to be approved and obtain renewals from the Board of Regents

Location

- TBD in the City of Rochester

Contact Person for More Information [redacted]

[redacted]

March 31 ·

Are you looking for a good school for your kids to go to? We need to talk. I have the data on every school in Rochester. Since the road is already difficult, it's important that our youth are placed on the path of least resistance. Please message me and ask questions. Tell me your child's grade and current school. I'll send you what I know about all the schools available. RCSD & Charter. Matter of fact, let's meet. I'll make some calls and get applications for every school....

If we are going to make Rochester better, it starts with our schools. Then jobs, then social consciousness, then home ownership, then...

REMEMBER: Put your children around the right people. If you hang with 9 broke friends, you're bound to be the 10th one... **#thanksmom**

182 16 Comments 21 Shares

Like Comment Share

[redacted]

March 29 ·

AT&T LTE 9:59 AM 89%

[redacted]

[redacted]

March 21 ·

9 469 Views

Like Comment Share

[redacted]

March 20 ·

Let's start a school... Everyone THINKS they have the answers to urban education anyway... Why not let the people we serve, create the school they want!!? As long as the school includes sports, I'm in! Today **#wetakeownershipofourselves**

238 78 Comments 7 Shares

AT&T LTE 10:25 AM 87%

[redacted]

54 27 Comments 5 Shares

Like Comment Share

[redacted]

February 23 ·

Feeling inspired today... PLUS, my work is all about finding and researching excellent public schools in Rochester. A spin off of this work, is a collection of great practices that can be implemented in a school to come. What should that school include? Don't hold back...

95 68 Comments 4 Shares

Like Comment Share

[redacted]

February 14 ·

[redacted] Social Media Outreach:

March 31, 2017 – [redacted] Facebook post:

Are you looking for a good school for your kids to go to? We need to talk. I have the data on every school in Rochester. Since the road is already difficult, it's important that our youth are placed on the path of least resistance. Please message me and ask questions. Tell me your child's grade and current school. I'll send you what I know about all the schools available. RCSD & Charter. Matter of fact, let's meet. I'll make some calls and get applications for every school....

If we are going to make Rochester better, it starts with our schools. Then jobs, then social consciousness, then home ownership, then...

REMEMBER: Put your children around the right people. If you hang with 9 broke friends, you're bound to be the 10th one... #thanksmom

March 20, 2017 – [redacted] Facebook post:

Let's start a school... Everyone THINKS they have the answers to urban education anyway... Why not let the people we serve, create the school they want!!? As long as the school includes sports, I'm in! Today #wetakeownershipofourselves

February 23, 2017 – [redacted] Facebook post:

Feeling inspired today... PLUS, my work is all about finding and researching excellent public schools in Rochester. A spin off of this work, is a collection of great practices that can be implemented in a school to come. What should that school include? Don't hold back...

Comments/Feedback/Input from community members on February 23 Facebook post:

- Debate--in all disciplines! Why not show kids that no subject is static? There are controversies in math and art, science and literature, and these controversies can spark innovation. Interdisciplinary projects, so students can make connections across curricula. Opportunities to solve real-world problems. A maker space. The possibilities are endless!
- Meditation!!!
- Classes based on different learning styles, some get it when looking at an overhead or board, others are visual learners and need things put in front of them to understand
- Economics taught at a very early age. Money, government and structure.
- 1.The arts... all of them
  2. Social skills= personal hygiene, self respect, social respect, common courtesy (things every person should know to be self reliant in most situations)
  3. Public speaking/making a good public impression
  4. Community based projects showing the importance of community and inclusion.
  5. Banking/savings how to manage money and budgeting and the importance of good credit
  6. Learning how each subject is used and applied in everyday life...(how many times do we say "I never use trigonometry in everyday situations" or any other subject...show kids where and when they will need what is being learned)

The things I've learned outside of school like credit/courtesy/respect/hard work etc were hard lessons because I learned by trial and error especially where credit is applicable.... these are things I wish I'd learned in school. And with more parents being single and struggling it's harder to learn at home.
7. Time management and professionalism
8. Technology overload and the addictive effects our tech-savvy kids deal with regarding health diet and obesity.
9. Morality and it's effect on mortality

- Vocational training like Electrical, Woodshop, Masonry. Lots of writing and applied mathematics (such as business math or architectural design) in addition to the regular math sequence. Huge-------- MEDIA LITERACY!!!
- Research skills, arts, civic engagement, character development, and strong ELA,Math/Science with an emphasis on computation, soft skills, and career readiness.
- You have to have some type of advisory period to help students connect with one another and with their teachers.
- Oh.... language.... huge.... more than half of this country speaks Spanish, and Chinese... sign language is huge as well. I went to school learning Spanish from kindergarten up...
- All of the above are great ideas. I'd love to see alternatives to degree programs. Not all kids are meant to go to college and we shouldn't force it on them if they have no interest. Offer vocational training for kids like this (welding, masonry, carpentry, plumbing, electric, etc)
- Family engagement strategies that incorporate wrap around services.
- S.T.E.A.M.... Give students the opportunities to solve problems creatively
- What I have found is that many are lacking life skills and health edu!!!!
- Lots of hands on science in real world topics.
- I was a school bus driver for 16 years and the biggest thing I recognized was the need for social skills.... Kids are not being taught please and thank you and courtesy and hygiene. Single parents are working hard and usually not too available to them or not in a predicament to teach these things.... we are losing commonplace values and courtesies and rules of engagement with each generation. Body language alone speaks volumes
- Mentoring
- Mentor program for home based learning. Some kids struggle with attendance this can be independent studies with mentor support and checking in at school a couple times a week. Let them come in for gym, etc
- Head Strong mentorship program. Affective education. Technology/trade education with job internships, a strong literacy focus, social workers who are highly trained in family systems, substance abuse, dealing with trauma, community volunteers-lots of them! I'm retiring after next year-will be happy to volunteer my time and energy!
- A sense of purpose for students based on their academic choices and goals
- Separate kids based on career choice!
- After school programs
- Wrestling mat
- Giving students a sense of purpose and pride in their education. Being the solution instead of the problem (teachers, parents, and students).
- African American Male teachers

- On site Mental Health for students and families
- On site agencies, advocates and support services. financial literacy/media literacy/ consumer literacy.
- American Sign Language. Rochester has one of the largest Deaf populations.
- The first this is exactly what you're doing. Involving the parents in the decision making process. Holding the students and the families as a whole unit, accountable for the child's education. Mentor programs for the kids as well as the parents. Also, a partnership with an adult program to offer the parents a high school as well as higher education.
- Racially and socioeconomically integrated where students work on community problems as part of their curriculum.
- RESPECT! Taught, demonstrated, lived, from all and for all.
- The students need the mindset that they want to learn and succeed despite life challenges. Nothing wrong with the teachers. I know so many that are so dedicated. A lot of students have given up and it's hard to motivate them.
- You as the Leader to ensure that doing what's best for youth is always at the forefront of all the decision making.
- Mindfulness skills (ex: yoga, and meditation) An opportunity for students to develop their EQ.
- Every high school kid should take basic auto mechanics (oil change, brake pads change, tire change), basic carpentry skills (how to find studs, hang a shelf, fix a hole), basic plumbing and basic electrical skills.... We all know these are skills most folks need as we likely will all own a car and a residence at some point. And introducing those basic skills might spark an interest.
- Student centered learning, small class sizes, start foreign languages early, interdisciplinary courses, electives based on student interests/ choice.
- Teaching Sociology, psychology, practical urban economics, entrepreneurship, life skills, success coaching, goal planning. Classes like these would help our children tremendously at any age.
- NUTRITION! What is actually good for you and why. What junk food does to your cells. How eating properly can keep you off of medications. I could go on, but you get it.
- Team building... I met you and all of your kids playing LAX. I don't know how much they benefited from that experience but getting to know those kids certainly had an impact on me. Team building, especially when the participants (think) they have less in common to start but all share a common goal. By the time a good team achieves that final goal, they find, along the way, how much they have common all along. That's a life lesson; finding what we all share instead of only seeing why we are different.
- I think that student centered learning and content delivery methods are important, along with something to help students build and maintain positive attitudes about learning and about their own abilities.
- People (teachers,mentors ect.) that not only are committed to the youth in the school but the youth in the community. Have to be about a bigger change and showing our youth we not only care about their learning in school but we care about them as a person and who they can become.
- Add help with school supplies, food, backpacks…Get rid of impediments to going to school and feeling good about it, wherever you are able.
- I truly believe we should teach nutrition but hands on. Teach them to cook. Teach them to garden that is science and it would allow for them to learn about fresh vegetables. Honestly I

still remember that day we walked all the way to the Public market with the kids. That interactive learning is where it's at. Do you remember how many had no idea about our public market?

- I could go on all day and I know you're the man to make it happen. We need to teach confidence, hope and community. Confidence not swag and hope to where they believe they can succeed despite the previous statistics. Community starts with holding people accountable and being good citizens. Volunteering is a great way to do that. Just think of all that is learned while volunteering. Habitat for humanity you would learn real skills about building and even smaller but necessary skills such as landscaping and painting. So many other opportunities. I don't know what you're up to but I'm excited.
- Outdoor time!!! Rain or shine!! Definitely for little kids but also for big kids like middle school boys. Less is more. Less time at the desk but more efficient work. I've been looking at private schools for my kids and that's my first question, "do they have daily, outdoor recess and for how long?" Sadly, even most private schools don't have enough outdoor time but I'll take what I can get.
- Having class outside also, gardening, building, planting/maintaining trees, etc, exercise, meditation.
- Music!!!!!
- Agree with all of above. One idea... Teachers as well as students need inspiration. I don't know where I got this idea, but have found if you do not "feed" the teachers, they eat the children. That is everyone connected with the school needs to foster an attitude of respect for each other, the children and families and create and learning, loving community. I could and may write a book about my experiences, both in good and not so good learning environments
- Visual and performance arts are vital to the education of the whole child. Students need to have quality arts programming. In order for students to be prepared for Global-thinking and careers, visual literacy is at the center and connects to all other disciplines/ studies.
- A place where children can learn the basics but explore their creativity while interacting with children of other ethnicities and cultures with parents assisting the teachers with their children's lesson plans.
- Man I'm loving the concept of personalized learning more and more as I learn about it. It can make any student well rounded and help push them to reach their academic potential while still keeping material fresh and relevant. Personalized learning!

NOTE: Based on Facebook input, a Survey Monkey parent survey was also posted to solicit direct feedback. The survey and an example of a response follows.

1. Parent Interest Survey

Thank you for your interest in the proposed Academy of Health Sciences Charter School in Rochester, NY. If awarded a charter by the New York State Education Department, the school will open in August 2018 for 5th and 6th grade and will add 7th and 8th grade each year after. The school's mission is to provide a learning environment that ensures academic achievement while preparing students for college and career readiness and lives of service in the health sciences.

1. What grade is your child in?

2. Are you a resident of the City of Rochester?

- ◯ Yes
- ◯ No

3. Do you feel a college and career readiness middle school focused on the health sciences would meet an unmet need in the City of Rochester?

- ◯ Yes
- ◯ No

4. Would you like new educational options for your child?

- ◯ Yes
- ◯ No

5. What's the number 1 service a new school should offer?

- ◯ Academic Enrichment Activities
- ◯ After School Programs
- ◯ Career Exploration
- ◯ Character and Leadership Development
- ◯ Community Service Projects
- ◯ Family Support Center
- ◯ High Academic Standards
- ◯ Longer School Day
- ◯ Longer School Year
- ◯ Multiple Opportunities for Parent Involvement
- ◯ Safe and Supportive Learning Environment
- ◯ Summer Programs
- ◯ Other (please specify)

6. Would you be interested in sending your child to the Academy of Health Sciences Charter School in 2018-19?

7. Please list any thoughts or questions you have about the school below:

8. Name and Contact Information (optional)

9. Date

#15

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, June 30, 2017 10:01:37 PM
Last Modified: Friday, June 30, 2017 10:04:01 PM
Time Spent: 00:02:24
IP Address: 72.230.180.52

PAGE 1: Parent Interest Survey

Q1: **What grade is your child in?**	4
Q2: **Are you a resident of the City of Rochester?**	Yes
Q3: **Do you feel a college and career readiness middle school focused on the health sciences would meet an unmet need in the City of Rochester?**	Yes
Q4: **Would you like new educational options for your child?**	Yes
Q5: **What's the number 1 service a new school should offer?**	Safe and Supportive Learning Environment

Q6: **Would you be interested in sending your child to the Academy of Health Sciences Charter School in 2018-19?**

Yes

Q7: **Please list any thoughts or questions you have about the school below:**

So many of #5 options are important but we can't grow a community without keeping them alive and safe!

Q8: Name and Contact Information (optional)	*Respondent skipped this question*
Q9: **Date**	6.30.2017

JUNE 19, 2017 %

6:30-7:30PM %

We need your voice as a parent!!

This meeting is to hear from you, Rochester Parents. Are you interested in having another public school option for your child?

The **Academy of Health Sciences Charter School** might be the school for you! Come and learn more about this NEW school being planned now for opening with 5th grade in August 2018!

PARENTS & COMMUNITY MEETING!

NEW SCHOOL OPTION!

A head start for your child in the health field, medicine, or science.

Afterschool, Athletic, and Culture Programs Planned

Rochester Spanish Church

99 Stonewood Ave

Rochester, NY 14616

Need more info call

410-227-2828

Reunión de comunidad y padres

Nueva opción de escuela

Un inicio de avance para sus hijos en el campo de la salud, la medicina y la ciencia.

Actividades atléticas y programa culturales planeados para después de las clases.

19 DE JUNIO, 2017

6:30-7:30PM

¡Padres, nos gustaría su opinión!)

Esta reunión es para escuchar de usted, padres de Rochester. ¿Está interesado en tener otra opción de escuela pública para su hijo?

Academy of Health Sciences Charter School podría ser la escuela para usted! ¡Venga y aprenda más sobre esta NUEVA escuela que está siendo planeada ahora para la apertura, empezando con el 5to grado en agosto de 2018

Rochester Spanish Church

99 Stonewood Ave

Rochester, NY 14616

Si, necesita más información

410-227-2828

We need your voice as a parent or community member!

Are you interested in having another, better public school option for your child in 2019?

Academy of Health Sciences Charter School

Learn more about this *NEW FREE PUBLIC* school being planned now for opening with 5th grade in **August 2019**!

SATURDAY, AUGUST 11Th from 11:00-12:30pm

99 Stonewood Ave

Rochester, NY 14616

PARENTS & COMMUNITY

NEW SCHOOL OPTION!

A head start for your child in the health field, medicine, or science.

Afterschool, Athletic, and Culture Programs

410 227 2828

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¡Padres, nos gustaría su opinión!

¿Está interesado en tener otra opción de escuela pública para su hijo?

Academy of Health Sciences Charter School

¡Venga y aprenda más sobre esta NUEVA escuela que es gratis y PÚBLICA y está siendo planeada ahora para la apertura, empezando con el 5to grado en agosto de 2019!

Sabado, AUGUSTO 11Th de 11:00-12:30pm

99 Stonewood Ave

Rochester, NY 14616

Comunidad y padres

Nueva opción de escuela

Un inicio de avance para sus hijos en el campo de la salud, la medicina y la ciencia.

Actividades atléticas y programa culturales planeados para después de las clases.

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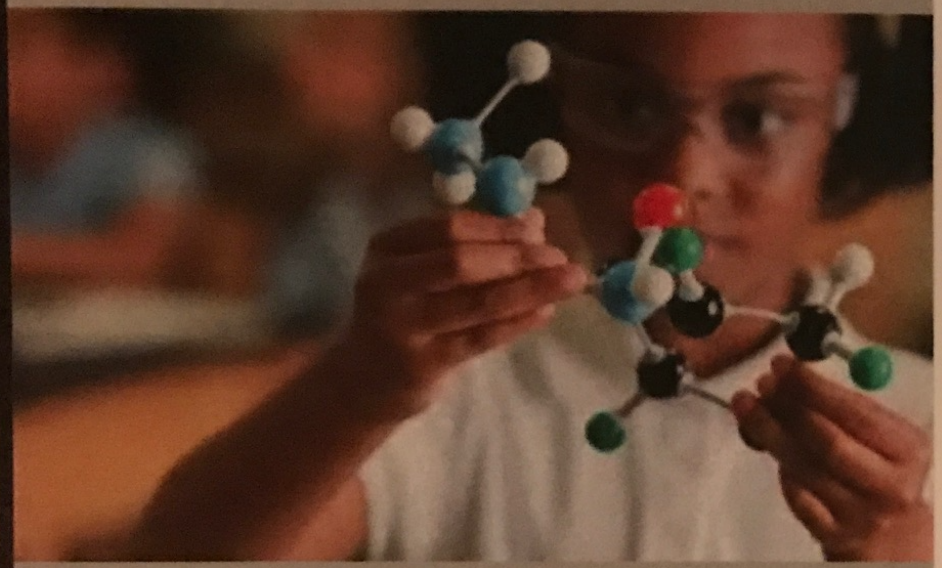

Academy of Health Sciences Charter School

We need your voice!

Come learn about a new PUBLIC school for your child and tell us what you want to see in a great school!

Find us on Facebook @ahscharter or call for more information!
410-227-2828

INFO SESSION
August 11, 2018
11:00am
Drop by!

Meeting Location: 99 Stonewood Road, Rochester, NY 14616

Applicant Group Members speaking to community members and parents about AHS at the Rochester Public Market on July 28t hand August 4$^{t\ h}$.

ROCHESTER REGIONAL HEALTH | FOUNDATIONS
100 Kings Highway South | Suite 2300
Rochester, NY 14617 | P 585.922.4800

March 9, 2018

Warren Hern
[redacted]

Re: Support for Academy of Health Sciences Charter School

Dear Mr. Hern:

It is my sincere pleasure to offer my support for the development of a new and innovative charter school in Rochester. From what I've learned, the unique design of the proposed Academy of Health Sciences Charter School will provide Rochester's youth with an opportunity to establish and achieve personal and professional goals in a supportive and nurturing environment.

As we all know, Rochester is home to some of the poorest families in New York State. It appears that the holistic approach envisioned by the AHS model has the potential to address the many challenges faced by urban youth today and will provide hundreds of families with hope for a new future and the foundational skills to pursue college and sustainable careers.

As the second largest employer in Monroe County and an organization committed to providing exceptional healthcare across the communities we serve, we believe in the value of educating tomorrow's workforce for careers in health sciences. The current demand for employees with interest, education and experience in the health sciences is outpacing the supply, and we support finding new and innovative ways to engage young people in considering careers in healthcare.

Sincerely,

Michele Grazulis
President
Rochester Regional Health Foundations

IBERO
AMERICAN ACTION LEAGUE, INC.
817 East Main Street Rochester, NY 14605-2722

March 13, 2018

Hilda Rosario Escher
President &
Chief Executive Officer

Warren Hern
[redacted]

Re: Support for Academy of Health Sciences Charter School

Dear Mr. Hern:

It is my sincere pleasure to offer my support for the development of a new and innovative charter school in Rochester. The unique design of the proposed Academy of Health Sciences Charter School will provide our youth with the opportunity to establish and achieve personal and professional goals in a supportive and nurturing environment.

As we all know, Rochester is home to some of the poorest families in New York State. The holistic approach of the AHS model will have the ability to address the many challenges faced by urban youth today and will provide hundreds of families with hope for a new future and the foundational skills to pursue college and sustainable careers.

It's crucial to Rochester families and children to have access to opportunities for school choice. I have no doubt the Academy of Health Sciences Charter School will provide a healthy environment, which is conducive to student learning and growth. Students are looking to prepare for the jobs of the future. Careers in Science and Health are expected to continue to grow at a high rate. Locally, we have seen the University of Rochester Medical Center become the number one employer. We need a school that will focus on preparing students to enter into this rewarding field. I fully support the development of the Academy of Health Science Charter School.

Sincerely,

Hilda R. Escher

President & CEO

United Way
Community Partner

Phone (585) 256-8900
Fax (585) 442-0683
E-mail: information@iaal.org
Website: www.iaal.org

Ronald McDonald House Charities®
Rochester, NY

Keeping families close™

Warren Hern

[redacted]

March 9, 2018

Dear Mr. Hern:

It is my sincere pleasure to offer my support for the development of a new and innovative charter school in Rochester. The unique design of the proposed Academy of Health Sciences (AHS) Charter School will provide our youth with the opportunity to establish and achieve personal and professional goals in a supportive and nurturing environment.

As we all know, Rochester is home to some of the poorest families in New York State. The holistic approach of the AHS model will have the ability to address the many challenges faced by urban youth today, and will provide hundreds of families with hope for a new future and the foundational skills to pursue college and sustainable careers.

Ronald McDonald House Charities of Rochester is on the front lines of supporting families during the most difficult of circumstances. We understand and support the criticality of a safe environment for children in our community. Historically, Rochester has been a unique and innovative model for delivering solutions within the health and wellness space—the AHS model is an ideal opportunity to honor and accelerate this rich tradition.

As a highly regarded employer in the Rochester community, nothing is more important to the future of RMHC and our mission of serving families than investing in our future talent. This of course begins at the earliest of ages—Investing in our high school students and offering choice is paramount to the future of Rochester. With our ever-changing economy, health sciences is perfectly aligned to support growth and investment throughout our region.

I look forward to watching the faces of students as they witness the school opening in 2019.

Sincerely,

Kelly McCormick-Sullivan

Kelly McCormick-Sullivan

President

iuvo bioscience
Partner Research Organization

March 12, 2018

iuvo BioScience
[redacted]

Warren Hern
[redacted]

Re: Support for Academy of Health Sciences Charter School

Dear Mr. Hern:

It is my sincere pleasure to offer my support for the development of a new and innovative charter school in Rochester. The unique design of the proposed Academy of Health Sciences Charter School will provide our youth with the opportunity to establish and achieve personal and professional goals in a supportive and nurturing environment.

As we all know, Rochester is home to some of the poorest families in New York State. The holistic approach of the AHS model will have the ability to address the many challenges faced by urban youth today and will provide hundreds of families with hope for a new future and the foundational skills to pursue college and sustainable careers.

As the population continues to age, the marketplace for strong technical talent in the health sciences industry will continue to expand for years to come. The more preparation students receive before and through high school will position them to take advantage of these opportunities. And the prognosis of training Rochester youth to fill Rochester health services jobs is an exciting mission that I see embodied by the AHS Charter School.

I look forward to this school opening in 2019.

Sincerely,

Benjamin L. Burton

President & CEO

iuvo BioScience

partners + napier

Partners + Napier
[redacted]

3/9/18

Warren Hern
[redacted]

Re: Support for Academy of Health Sciences Charter School

Dear Mr. Hern:

I fully support the development of a new and innovative charter school in Rochester. The unique design of the proposed Academy of Health Sciences Charter School will provide kids with the opportunity to reach personal and professional goals in an entirely supportive environment.

As we all know, Rochester is home to some of the poorest families in New York State. The holistic approach of the AHS model will address the many challenges faced by this community today and will provide hundreds of families with hope for a new future and the foundational skills to pursue college and sustainable careers.

As a mom of two young kids myself, I believe in providing children not only a safe environment, but teachers and staff who are dedicated to supporting their students. For the Rochester community, it's important that families have choices for their education and the proposed Academy of Health Sciences Charter will do just that.

I look forward to this school opening in 2019.

Sincerely,

Courtney Cotrupe
President, Partners + Napier

Erika Dooley
English as a Second Language Teacher, Coordinator of ESL Services
[redacted]

March 8, 2018

Warren Hern
[redacted]

Re: Support for Academy of Health Sciences Charter School

Dear Mr. Hern:

I am thrilled to support Academy of Health Sciences Charter School in Rochester. Over the last year I have come to know the dedication and thoughtful planning you all have put into designing a successful, innovative school - you have my enthusiastic support. The unique design of this school will equip our students in Rochester with the skills and tools they will need to lead lives of value and service to their communities.

As we all know, many of our students in Rochester come from some of the poorest neighborhoods in New York State. The holistic approach of the AHS model will give families in Rochester hope for bright futures for their children. The academic plan is carefully crafted to address students' individual needs with rigor and will also inspire them to set attainable goals toward meaningful careers. Our families in Rochester need a successful school they can trust that sets high expectations for their children. This will be that school.

Our top employers in Rochester are consistently health-related businesses and agencies. AHS will prepare students with the skills, passion and drive they will need in order to become competitive candidates for career in this industry.

The innovative design of this school, along with the natural fit into Rochester's employment landscape gives me full confidence that Academy of Health Sciences will be successful! I look forward to this school opening in 2019.

Sincerely,

Erika Dooley

Venture Jobs
FOUNDATION

March 6, 2018

Warren Hern
[redacted]

Re: Support for Academy of Health Sciences Charter School

Dear Mr. Hern:

It is my sincere pleasure to offer my support for the development of a new and innovative charter school in Rochester. The unique design of the proposed Academy of Health Sciences Charter School will provide our youth with the opportunity to establish and achieve personal and professional goals in a supportive and nurturing environment.

The health sciences sector occupies a very large segment of domestic gross national product and, with current population aging trends, will be an area of stable growth that will support employment at many levels for years to come. This will include lower skill jobs with a path to growth.

As we all know, Rochester is home to some of the poorest families in New York State. The holistic approach of the AHS model will have the ability to address the many challenges faced by urban youth today and will provide hundreds of families with hope for a new future and the foundational skills to pursue college and sustainable careers.

The obvious dedication of the organizers for this unique school will bring academic choice to join a career sector with significant job availability and growth, unfortunately not a focus of our current public schools – particularly in urban systems. We have nothing remotely like this approach in Rochester. Hopefully, the launch and success of the Academy of Health Sciences Charter School will demonstrate the leverage of schools aligned with other growth markets in which entry level positions can lead to increasing responsibilities and attractive compensation.

Also, we have a very large medical and health science community in Rochester. Job requisitions go unfilled, partly based on the lack or programs that prepare newer workers for related positions. I can't imagine a better place to start. A new charter school in the health science sector may generate interest in like institutions targeting emerging domestic market sectors that will be sources of new jobs in the future.

I endorse this effort enthusiastically! Good luck in moving the initiative forward.

Sincerely,

Dennis M. DeLeo, President

[redacted]

Iglesia Evangelica Del Nazareno
Rev. Raul Perez
[redacted]

March 10, 2018

Warren Hern
[redacted]

Re: Support for Academy of Health Sciences Charter School

Dear Mr. Hern:

It is my sincere pleasure to offer my support for the development of a new and innovative charter school in Rochester. The unique design of the proposed Academy of Health Sciences Charter School will provide our youth with the opportunity to establish and achieve personal and professional goals in a supportive and nurturing environment.

I work to support families in the Latino community every day and am very interested in the well-being of children both academically and socially. I believe that the proposed Academy of Health Sciences Charter School will support our children.

As we all know, Rochester is home to some of the poorest families in New York State. I see the impact of poverty and lack of educational opportunities daily. The holistic approach of the AHS model will have the ability to address the many challenges faced by urban youth today and will provide hundreds of families with hope for a new future and the foundational skills to pursue college and sustainable careers.

I look forward to this school opening in 2019.

Sincerely,

Reverend Raul Perez

Scanned by CamScanner

HealthSciences
CHARTER SCHOOL

March 1, 2018

Mr. Warren Hern
[redacted]

Re: Health Sciences Charter School's Support for the Academic of Health Sciences Charter School

Dear Warren and Applicant Group Members,

On behalf of the Health Sciences Charter School in Buffalo and its Board of Trustees, it gives me great pleasure to add my support for the proposed Academy of Health Sciences Charter School in Rochester, New York.

I can tell you from experience that starting a charter school is a big job; and for certain, it is not for the faint of heart.

I have followed your progress over the last eighteen months and salute you and your team for embarking on this important journey to create a school based on your ideals of what education can and should be.

I am especially pleased that you have chosen to mirror the health sciences focus of our school in Buffalo. It has proven to be a game-changer for many of our students. We are especially proud of our 2017 graduation rate of 87% and members of our first graduating class who are now enrolled in medical school.

As the school's founding Board President, a position I still hold today, I hope you and/or your new Head of School will call upon me and/or members of our Board to share lessons learned over the past ten years. It has not always been easy, but nothing I have ever done in my career has been as rewarding.

I wish you only good luck and look forward to following your progress.

Sincerely,

David A. Palmer
President, Board of Trustees

cc: Board of Trustees

Attachment 3: AHS Course Descriptions

All AHS students will complete the NYSED Program Requirements below for Middle Grades by the end of grade 8 and be high school ready.

Grades 5 and 6: All students shall receive instruction that is designed to facilitate their attainment of the State intermediate learning standards in the seven general curriculum areas: mathematics, including arithmetic, science, and technology; English language arts, including reading writing, listening, and speaking; social studies, including geography and United States history; Languages other than English (pursuant to section 100.2(d) of Commissioner's Regulations); the arts, including visual arts, music, dance, and theatre; career development and occupational studies; where student need is established, bilingual education and/or English as a second language; health education, physical education and family and consumer sciences with health education pursuant to section 135.3(b) of Commissioner's Regulations and physical education pursuant to section 134.4(c)(2)(i) of Commissioner's Regulations.

Grades 7 and 8: All students shall be provided instruction designed to enable them to achieve, by the end of grade eight, State intermediate learning standards through:

- English language arts, two units of study;
- Social studies, two units of study;
- Science, two units of study;
- Mathematics, two units of study;
- Technology education, one unit of study;
- Home and career skills, three-quarters of a unit of study;
- Physical education as required by section 135.4(c)(ii) of Commissioner's Regulations (basically, every other day);
- Health education, one half unit of study as required by section 135.3(c) of Commissioner's Regulations;
- The arts, including one half unit of study in the visual arts, and one half unit of study in music;
- Library and information skills, the equivalent of one period per week in grade seven and eight;
- Languages other than English pursuant to section 100.2(d) of Commissioner's Regulations;
- Career development and occupational studies.

The AHS curriculum will be scaffolded and consistent as students move through their academic experience while maintaining high expectations and standards for both growth and overall grade-level mastery. In addition to the four core subjects, every student will participate in advisory, Self-Sustained Reading, Academic Intervention Services, Physical Education, Career Development Occupational Studies, and Home & Career Skills, tailored to their individual grade level each year. This unique combination of programming will address the individual academic needs of students and continuously engage through robust and relevant career exposure activities throughout the Rochester community.

Advisory

An advisory period at the beginning and end of the day will provide each student with a 1:1 relationship with an adult advisor at the school, as well as a consistent small-scale peer community. AHS advisors will monitor and support student progress through with the e-Portfolio, serve as the student's advocate in difficult academic and social situations, and act as the primary contact point between parents and the school. Advisory meetings will be frequently used for team building exercises and for group discussions on topical issues to help establish advisory identity and a positive school culture.

AHS students will also use advisory sessions to assemble and organize their E-Portfolio materials. Advisors will monitor portfolio progress and assess student readiness for presentation.

Activities will include:

- Setting up an online e-Portfolio;
- Understanding the scope and contents of the e-Portfolio;
- Establishing advisory portfolio work days to upload portfolio artifacts;
- Creating basic resumes;
- Writing and collecting personal letters of reference;
- Implementing a peer review protocol for e-Portfolio development;
- Preparing students for student-led e-Portfolio conferences;
- Preparing parents for e-Portfolio events.

Self-Sustained Reading (SSR)

Self-Sustained Reading will have a strong academic focus on the goal of developing Next Generation readers. This goal, while primarily addressed in academic classes, will have a special home in advisory as advisory time will often be used for literature circles and structured discussions based on short text, current events, or high interest literature. Advisors will utilize readers' workshops techniques and other practices that hone students' ability to apply reading comprehension strategies to progressively more challenging texts. Independent reading is also monitored in advisory, often through book chats that also enhance the relationship between advisory leader and individual students. Advisors will confer with students as they read, encourage exploration of new genres, and monitor student progress in meeting the reading log requirement.

Academic Intervention Services (AIS)

This period of the day will be critical to the development and implementation of individualized academic plans for each student. Students will participate in academic interventions or enrichment during this time based on their specific needs as evidenced by daily data collection and monitoring of mastery. Specialized curriculums may be used for specific academic needs. Students will participate in goal setting and monitoring of growth through effective effort and a growth mindset.

Physical Education

Physical Education at AHS will enable all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life in a global environment. Physical Education is fundamental to the development and education of each individual. Physical

Education provides a unique opportunity to develop concepts, skills and attitudes that reinforce personal wellness and the ability to manage one's life. This course will meet the three NYSED Standards for each grade level: Standard 1 - Personal Health and Fitness, Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health; Standard 2 - A Safe and Healthy Environment, Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment; and, Standard 3 - Resource Management-Students will understand and be able to manage their personal and community resources.

Unique to this course at AHS, teachers will integrate multiple aspects of the health sciences industry into regular coursework (First Aid and CPR Certification) and help students develop a personal understanding of the importance of health and wellness, the positive impact it can have on academics, and the importance of personal health as a future healthcare professional. This class will also have the opportunity to host speakers from professions in Physical and Occupational Therapy, Sports Medicine, Nutrition, EMT, etc.

CDOS/Home & Career Skills

CDOS instruction will utilize industry partners for support in field work, lunch-n-learn discussions, visits to local healthcare institutions, and research on career pathways. In-school MASH Camps will be held annually with partner organizations that provide students with hands-on learning opportunities with healthcare professionals such as working with an ekg machine, taking blood pressure, casting, measuring pulse-ox, listening to the heart, wrapping wounds, etc. Financial awareness and management, education requirements for specific careers, and academic requirements/college options for specific careers will also be incorporated into career exploration activities. Library & Information Skills will be embedded throughout the curriculum in grades 7 and 8, especially during CDOS activities.

Home & Careers will complement CDOS coursework at the school and ensure students implement all the Intermediate Level Learning Standards for Family and Consumer Sciences

Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. and Standard 3b: Career Majors Students who choose a career major skill acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

New York State Intermediate Level Learning Standards for Family and Consumer Sciences are delivered. It also focuses on the New York State Intermediate Level Learning Standards in Career Development and Occupational Studies. The Home & Career Skills course will afford students multiple opportunities to read, write, and compute in the context of real-world situations that are relevant to early adolescents.

All students will conduct teacher-guided career research twice/year during science or ELA class and be responsible for writing about a minimum of five careers, outlining what the job responsibilities are, the education required, salary range and why it is of interest to them. By the end of their middle school career, each student will have explored a minimum of forty careers in the health sciences industry. As they progress through school, the assignments will become incrementally more complex and be linked to service learning, field experiences, and mentoring for an industry professional. This progression of knowledge will be demonstrated in their e-portfolio, culminating with a project that focuses on a Rochester community member, past or present, that embodies the character and professional attributes they would like to emulate in their future career.

Healthcare partners will work with teachers to assist them in the integration of career information into lesson plans and projects. Twice/year industry professionals will present the latest needs of the industry and workplace employer needs to staff during professional development sessions, as well as introduce Science teachers to the most recent equipment and technology.

Home & Career Skills will support the development of communication, leadership, management, and thinking skills. Instruction will incorporate ten content topics: community connections, career development, clothing management, consumer resource management, family/parenting, financial management, human development, interpersonal relationships, nutrition and wellness, personal environment management. Home and Career Skills process skills and content topics will align with the National Learning Standards for Family and Consumer Sciences.

Again, AHS will provide students with a unique opportunity to explore the world of health sciences through hands-on CDOS and Home & Careers activities.

Grade 5

English Language Arts

This course will focus on NYSED Learning Standards for grade 5 ELA in reading, writing, speaking and listening, and language. Students review and reinforce basic skills in spelling, grammar, vocabulary, dictionary usage, reading and composition. Grade 5 English introduces basic research skills and the use of reference materials to aid students in writing reports. Students broaden their comprehension through a variety of novels. Through these novels, students work on characterization, plot, setting, and theme while improving comprehension and vocabulary. Students learn to edit, revise, and proofread their written work, which is based on the elements in the novels and literary genres. Students entering Middle School learn to build a relationship with the text through class discussion and annotations in the text itself. Students continue to develop skills introduced in previous grades. Students also explore the use of figurative language in writing and the basic elements of poetry.

AHS will utilize a double block of ELA in order to provide students with the instruction and review time needed. Social studies will be integrated into this time through both specific content instruction and reading and writing assignments, addressing Common Core Standards

for Literacy in History/Social Studies. History at the fifth grade level emphasizes the connections between physical geography and social, cultural, and economic factors.

Throughout the year, students learn basic geographic concepts and skills. The initial concepts include absolute and relative location, the physical and human characteristics of different places, the interaction humans have with their environment, the movement of people, goods and ideas, and how a region is defined. These concepts are consistently referred to as the students work their way through Mexico and North America. Students also examine the Maya, Aztec, and Inca civilizations. Particular attention is paid to systems of government, religion, agricultural methods and the cause of a civilization's decline. North American studies focus primarily on the major regions of the United States, combining geography, history, and the relationships between environment and culture. Grade 5 students study maps and engage in many activities that focus on latitude, longitude, hemispheres, time zones and landforms.

Recommended Reading:
O'Dell, Scott, Sing Down the Mooin, Boston: Houghton Mifflin, Harcourt. 1970. Print
Hiaasen, Carl: Hoot. New York: Alfred A. Knopf, 2002. Print. Lowry, Lois.
Number the Stars. Boston: Houghton Mifflin, 1989. Print.
Raskin, Ellen. The Westing Game. New York: Scholastic, 1978. Print.
Ryan, Pam Munoz. Esperanza Rising. New York: Scholastic, 2000. Print.
George, Jean Craighead. My Side of the Mountain. Puffin Books, 1998. Print

Math

This course will focus on NYSED Learning Standards for grade 5 Math in Operations & Algebraic thinking, Number & Operations in base Ten, Number & Operations-Fractions, Measurement & Data, and Geometry. Addition, subtraction, multiplication, and division of whole numbers, fractions, and decimals are taught. Geometry, probability, percentages, proportions, and ratios are introduced. Graphing is done as an enrichment activity, as are the Students will participate in Math Olympiads and special STEAM projects during the course of the year. Topics include: number theory, estimation and calculation; geometry exploration, fractions, decimals and percentages; collecting and working with data, division, ratios, exponential notation, coordinates, perimeter area and volume; algebra concepts and skills; and ratios, proportions, percentages; and some probability. Lessons are presented and reinforced in the classroom by using practice materials. Math games and creative activities are used as motivational and application tools to keep the students solid in their facts and interested in math as an applied discipline.

Science

AHS will utilize a double block of Math in order to provide students with the instruction and review time needed. Science will be integrated into this time through both specific content instruction and reading and writing assignments. This course will address the grade 5 Science Learning Standards (DRAFT) in Matter and Energy in organisms and Ecosystems, Structure and Properties of Matter Earth's Systems, Space Systems: Stars and the Solar System, etc.

Music

Grade 5 Music will address the NYS Learning standards for the Arts and is a hands-on class that provides students with opportunities to enhance performing and music class experience. Listening skills are developed, and the instruments of the symphonic orchestra are researched. Students learn to read, write, and perform rhythms as well as explore American music history.

Art

Art 5 will address the NYS Learning standards for the Arts and focus specifically on the basic foundations of art, allowing students the chance to cultivate the foundational tools necessary to engage in a multitude of visual art forms. Utilizing the basic principles of art and design, students will critically analyze various art forms and, through critique, learn to create their own work.

Grade 6

English Language Arts

Once again, AHS will utilize a double block of ELA and Social Studies to maximize student learning.

The grade 6 ELA course focuses on the NYS Standards across the four content areas. Each unit of study is an in-depth focus of specific elements of the reading and writing process. Students will apply the writing process to develop persuasive, descriptive, narrative, and expository writing samples. Particular attention will be placed upon developing writing that best incorporates the 6+1 Traits of Writing. The goal of instruction is to support students as they develop into independent readers, writers, listeners, and speakers, who communicate effectively for various purposes. Reading: Designed to educate and generate student interest in reading a variety of texts and genres. Students will study a variety of literary genres including realistic fiction, poetry, mystery, legends and myths, and drama. Through the study of these genres, students will also learn a variety of strategies that will help them to become lifelong readers and learners, including: Selecting books, Making personal connections, Visualization, Predict/support, Confirm/adjust, Identify confusing parts, Pause-then retell or summarize, Self-question, Self-monitor, Understand text structures (genres), Synthesize, and Main idea.

Social studies will be integrated into this time through both specific content instruction and reading and writing assignments, addressing Common Core Standards for Literacy in History/Social Studies. The grade 6 Social Studies curriculum focuses on the eastern hemisphere, early people, and ancient civilizations; including Mesopotamia, Egypt, Greece and Rome. The content will also include a study of the Middle Ages, Renaissance, Reformation and European exploration. Throughout the year students will learn and practice the tools of geography. Students will analyze maps, timelines, political cartoons and CRQ documents. Students will write a DBQ essay, compare and contrast, explain cause and effect, predict and sequence events. The ultimate goal is for students to gain a sense of empathy for other races, ethnicities, religions, and peoples of varying socio-economic backgrounds. Assessments will include mapping activities, quizzes and tests, writing prompts, lab simulations, and projects.

Math

Once again, AHS will utilize a double block of math and science to maximize student learning.

This course will focus on NYSED Learning Standards for grade 6 Math in Ratios and Proportional Relationships, The Number System, Expressions and Equations (Inequalities), Geometry, and Statistics and Probability. Grade 6 mathematics involves recognizing and using connections among mathematical ideas. Students will build upon concepts to become effective problem solvers by understanding how mathematical ideas interconnect and build upon one another. Students will learn how to understand multiple ways of representing numbers, their relationships and numbers systems. In doing this, students will comprehend the meanings of operations and procedures and how this understanding will assist them in computing problems accurately or in making accurate estimates. By using algebraic reasoning and representations, students will analyze problems and solve using algebraic models. Students will use visual and spatial relationships to develop a deep understanding of geometry, measuring objects on a coordinate plane and completing area, surface area, perimeter, and volume problems. Students will build upon their knowledge of ratios and proportions by using fractional relationships to determine percentages, decimals and rates. Statistical data will be collected, displayed and analyzed by students using the concept of sampling, measures of central tendency and interpretations of various graphs to make accurate predictions of events. The concept of probability will be further explored utilizing a variety of methods to determine the outcomes of various types of events. A scientific calculator will be used throughout the school year. Students in this class will take the NYS Math 6 Assessment in the Spring, as well as a final exam in June.

Science

Grade 6 science is the first step in the three-year New York State Science curriculum. The living things around us serve as the major subject of study including: biomes, ecology, cell life and structure, life processes, classification and organisms. These are used as a springboard for other topics including motion, energy, and measurement. This course introduces the scientific method and fosters active involvement through laboratory experiments, demonstrations and scientific inquiry. Inquiry skills at this level include various forms of measurement, organization and mathematical analysis of data, manipulation of variables in experiments, and identification of sources of experimental error.

Music

Grade 6 General Music will address the NYS Learning standards for the Arts and meet the state mandated portions of the music curriculum. Students must complete requirements in music performance, knowledge of music history, music theory, (construction and examination of written music), and practical skills needed to be a knowledgeable consumer of music. As the school grows band, orchestra and chorus options will also be introduced.

Art

Art 6 will address the NYS Learning standards for the Arts and focus specifically on the basic foundations of art, allowing students the chance to cultivate the foundational tools necessary to engage in a multitude of visual art forms. Utilizing the basic principles of art and design, students will critically analyze various art forms and, through critique, learn to create their own work.

Spanish

Students will complete a LOTE requirement in Spanish beginning in grade 6. Spanish teachers will infuse basic AHS terminology throughout the curriculum as well as require students in Grade 8 to design a presentation for the Board of Trustees in Spanish. This course will incorporate the most recent NYS Learning Standards for LOTE.

Home & Career Skills

The emphasis in sixth grade Home & Career Skills is on becoming responsible, independent, and self-reliant. Throughout the year students are involved in activities that require following directions, self-assessment, and teamwork skills, which are the foundation of the curriculum. Students practice these skills while learning key concepts in four units of study: first jobs/babysitting, hand sewing, keyboarding plus foods and nutrition. During the course students also strengthen knowledge and skills used in cross-curricular subjects. The First Jobs/Babysitting unit teaches desirable worker traits, types of developmental growth and the basics of home safety. Learners also exercise decision making skills based on babysitting dilemmas. During the Hand Sewing unit, students practice following written and diagrammed directions, eye-hand coordination, time management and problem solving. The Keyboarding unit was created to help students learn proper body alignment, fingering skills, formatting and Internet safety for success at school and in the future. Finally, the Food and Nutrition unit provides students with the basics of safe food handling and kitchen sanitation. Groups must work together to prepare recipes correctly, safely and within time limits. Students also use dietary recommendations and knowledge of nutrients as tools to evaluate food labels and make better food choices.

Grade 7

English Language Arts

In this course students develop literacy skills to support development in areas of reading, writing, speaking, and listening. Students will develop reading strategies that they will be required to apply during independent and classroom reading. The course content expects students to read and analyze texts that represent diverse world cultures in the appropriate text complexity band. Students will also develop writing skills in the three modes of writing suggested in the Common Core Learning Standards: informative, argumentative, and narrative. While still adhering to NYS ELA Standards and curriculum, students will be provided enrichment opportunities and will engage in more rigorous application of the essential concepts and content of the course. Students will be exposed to a variety of texts, including excerpts, novels, fiction and informational texts, in an effort to balance text complexity and text type. Students will also be expected to demonstrate their knowledge of basic research skills when writing a short research paper.

Social Studies

Students in grade 7 study the history and geography of the United States from Native Americans through the Civil War. Students will analyze documents and primary sources, research, and write analytical papers, document-based questions, and demonstrate preparation toward the United States History and Government Regents Examination. The course will be aligned with New York State and the National Social Studies Standards. In addition, students will receive additional enrichment opportunities to engage in more rigorous application of the essential

concepts and content of the course with an emphasis on regional history.

Math

Aligned with the NYS Math 7 curriculum and standards, topics include number sense and operations, ratio and proportions, percentages, measurement, volume, surface area, probability, statistics, equations, inequalities, and graphing. Depending on readiness, additional topics could include: Topics include variables and expressions, factoring polynomials, solving equations and inequalities, graphing, functions, geometric constructions, angles, and transformations.

Science

The course emphasizes understanding of broad concepts rather than memorization of science facts. Key topics covered include: Animal Diversity, Human Body Systems, Homeostasis and Equilibrium, Rocks, Weathering / Erosion, Volcanoes / Earthquakes, Sources and Forms of Energy, Simple Machines Heating and Cooling, and Conservation of Energy. The course is designed to be a rigorous, hands-on, science course that will prepare students for Regents level courses. The course culminates with a local exam. There is no laboratory requirement to sit for the final exam; but the course must include significant laboratory activities that incorporate scientific inquiry from Standard 1, as part of the course grade.

Art

Art 7 will address the NYS Learning standards for the Arts and focus specifically on the basic foundations of art, allowing students the chance to cultivate the foundational tools necessary to engage in a multitude of visual art forms. Utilizing the basic principles of art and design, students will critically analyze various art forms and, through critique, learn to create their own work.

Music

Music 7 will address the NYS Learning standards for the Arts and focus specifically on the basic foundations of music theory and instrumentation. Through this course students will familiarize themselves with musical notation, and selection of an instrument. Utilizing the basic principles of music theory and instrumentation, students engage in the practicing and performing of beginner level musical compositions.

Health

The Health Education curriculum includes units in mental health, decision-making, family life, substance use and abuse, and chronic and communicable diseases. It also examines critical health issues facing adolescents today. Topics include pressures of being a teenager, prejudice, teen pregnancy, personal safety and abduction, violence, STD's and drug abuse. The students will identify and practice the skills necessary to make informed decisions and solve health problems. Students will have the opportunity to request guest speakers from industry partners in their career pathway of interest throughout the year.

Spanish

This course will incorporate the most recent NYS Learning Standards for LOTE. Spanish teachers will infuse basic AHS terminology throughout the curriculum and require students to role play

as medical professionals addressing patients in Spanish.

Library & Information Skills will be embedded throughout the curriculum in grades 7 and 8, especially during CDOS activities. CDOS instruction will utilize industry partners for support in field work, lunch-n-learn discussions, visits to local healthcare institutions, and research on career pathways. In-school MASH Camps will be held annually with partner organizations that provide students with hands-on learning opportunities with healthcare professionals such as working with an EKG machine, taking blood pressure, casting, measuring pulse-ox, listening to the heart, wrapping wounds, etc. Financial awareness and management, education requirements for specific careers, and academic requirements/college options for specific careers will also be incorporated into career exploration activities.

Grade 8

English Language Arts

In this course students develop literacy skills to support development in areas of reading, writing, speaking, and listening. Students will develop reading strategies that they will be required to apply during independent and classroom reading. The course content expects students to read and analyze texts that represent diverse world cultures in the grades 6-8 text complexity band. Students will also develop writing skills in the three modes of writing suggested in the Common Core Learning Standards: informative, argumentative, and narrative. While still adhering to NYS ELA Standards and curriculum, students will receive additional enrichment opportunities and engage in more rigorous application of the essential concepts and content of the course. Students will be exposed to a variety of texts, including excerpts, novels, fiction and informational texts, in an effort to balance text complexity and text type. Students will also demonstrate their knowledge of basic research skills when writing a research paper.

Social Studies

United States History from Reconstruction through the present is the focus of grade 8 social studies. Students examine the history of the United States and the actions of the American people domestically and internationally. Students will prepare for the United States History and Government Regents examination at the conclusion of this course. An emphasis is placed on honing social studies skills with respect to the analysis of primary source documents and writing expository essays. While adhering to NYS Social Studies Standards and curriculum, students will be additional enrichment opportunities will engage in more rigorous application of the essential concepts and content of the course with an emphasis on regional history.

Math

Topics include variables and expressions, integer exponents and scientific notation, solving equations and inequalities, graphing, functions, angles, and transformations. Math 8 is critical preparation for Algebra.

Science

The course emphasizes understanding of broad concepts rather than memorization of science facts. Key topics covered include: Cells and Cell Processes, Genetics & Heredity, Evolution and

Extinction, Ecology and the Environment, The Atmosphere, The Water Cycle, Physical/Chemical Properties of Matter, Density, Physical/Chemical Changes of Matter, Law of Conservation of Mass, and Atoms & the Periodic Table. The course is designed to be a rigorous, hands-on, science course that will prepare students for Regent level courses. The course culminates with a Local exam. There is no laboratory requirement to sit for the final exam; but the course must include significant laboratory activities that incorporate scientific inquiry from Standard 1, as part of the grade.

Art

Art 8 will address the NYS Learning standards for the Arts and build upon the foundational skills cultivated in the previous year, and seeks to not only fine-tune those very skills, but integrates higher levels of creativity. Based on the understanding that foundational skills must be learned in order to engage in more exploratory visual art, students will engage in projects which provide them with opportunities to utilize their intuition as the crux of their artistic creations.

Music

Music 8 will address the NYS Learning standards for the Arts and focuses specifically on the basic foundations of music theory and instrumentation. Through this course students will expand upon their previous knowledge of music theory, and build their technical repertoire on their specified instrument. Utilizing their knowledge of music theory and instrumentation, students engage in the practicing and performing of intermediate level musical compositions

Spanish

This course will incorporate the most recent NYS Learning Standards for LOTE. Spanish teachers will infuse basic AHS terminology throughout the curriculum and require students to role play as medical professionals addressing patients in Spanish as well as require students in grade 8 to design a presentation for the Board of Trustees in Spanish.

Technology

The year-long Technology class will provide grade 8 students with hands-on engaging STEAM activities that include demonstrations and hands-on work with 3-D printers, robotic etc. Industry professionals will be regular guests in this class and field experiences will be incorporated into the curriculum at least twice per year. Grade 8 students will also be responsible for identifying lunch-n-learn topics of interest from their fellow grades 5-7 students. Once topics have been identified via word-of-mouth, students will then communicate with industry professionals directly, inviting them to the school via a formal letter of request developed in ELA class.

The grade 8 Home & Career Skills component includes units of study in Relationships and Conflict Resolution, Consumerism and Money Management, Career Exploration, Communication Skills, Sewing, and Clothing Construction. Information literacy and inquiry skills are taught through project-based learning. Units of study include: study skills techniques, the research process and related skills, information location and access, and bibliography.

Attachment 3a: Student and Teacher "Day in the Life"

As demonstrated in the school calendar and weekly student/teacher schedules, multiple opportunities for academic, social, emotional and psychological supports will ensure a successful transition into both a new school and grade 5 at Academy of Health Sciences Charter School.

The following description provides information regarding the experiences of three students with diverse needs all entering AHS (Academy of Health Sciences Charter School) as fifth grade students.

- **Student A** comes to AHS one to two grades below grade level in both reading and math is a native English speaker. She has not been diagnosed with a learning disability, speech disorder, or processing/developmental delay.
- **Student B** comes to AHS as an emerging bilingual student otherwise known as an English Language Learner (ELL). He or she is conversational but lacks the basic foundations of literacy in English including phonetic awareness and elementary sight word recognition.
- **Student C** comes to AHS two to five years below grade level in both reading and math and may or may not have a diagnosed learning disability, speech disorder, or processing/developmental delay.

8:10-8:30 GREETING & BREAKFAST	**All Students:** I am greeted by school staff. I enjoy a nutritious breakfast and join group activities at a table. My teacher joins my class during breakfast and checks in with me a few times a week about my activities and interests.	**Student A:** I discuss my goals of the day with two of my classmates and celebrate their success on IXL work yesterday.	**Student B:** Student has assigned buddy who supports navigation of English in social settings.	**Student C:** In addition to leveled reading and IXL, student meets with Special Education teacher to build relationship and check in on daily goals for socio-emotional and academic growth.	**Teacher:** **ELA or Math Teacher** My day begins with our whole staff stand up meeting for 10 minutes. During the meeting, each person shares one highlight from the previous day and one mini-goal related to our larger goals for today. It helps a lot to hear what is happening in other classrooms.
8:30-8:45 OPENING ROUNDS	I sit with my class group's spot in our community circle. I recite the chant written by me and a few	I volunteer to take responsibility for a choice I made yesterday by	I deliver a celebration I wrote in English with my teacher last week as	I am celebrated by one of my teachers for making growth on IXL in math.	**PE Teacher:** Today, I was on on greeting duty. We rotate adults who are at the door in

	other students. It represents our school's mission and how we want to be empowered as students. I listen to and participate in each part of opening rounds which includes celebrations, goals check in, community accountability speeches, and team building activities such as a "5-minute Debate Question of the Day".	describing what I learned and what I will do differently next time.	a way to practice my English.		the halls as student enter from the buses to the cafeteria. I was able to get a sense of how my students doing today and also build relationships with all students. I have learned all 100 names like this in a very short amount of time. Knowing students names is very important for building positive relationships with them.
8:48-10:20 ENGLISH LANGUAGE ARTS BLOCK	I begin my block by doing the Do Now and Exit Ticket that helps me review what I learned yesterday with one really good question and also shows me what I will learn today with one really good question that shows me what I need to be able to do by the end of the lesson.	After I complete the Do Now, my teacher begins class by sharing our data from yesterday's Exit Ticket. I see that I got both questions right and I know that I can master the objective again today so I pull out my book and notes when given the direction. I listen as my teacher models how she understood the text and what she is taking notes on for the main character analysis. I copy the notes when	During the focused instruction, my teacher uses visuals for key vocabulary to support my learning of English. I also know that my independent work will be modified to allow me to read a same-topic or genre text that is on my level.	Yesterday, in the small group section of our learning block my special education teacher met with me and a few other students in the classroom to give me a preview of today's focused instruction and to explain what this part of the story was about. Because of that I was able to understand during guided instruction when my teacher called on me and then we shared in partners our thoughts about the	**ELA:** In ELA today we connected the characters of the novel we are reading who have gone through a serious issue with an first person account from a first responder. Students benefited from my modeling of how to identify similar character traits and use those to write a conversation between the two. Students then worked in pairs using two other characters and developed their plan for presenting their work and new learning. The lesson

		given the direction. I also turn and talk to my partner when I hear the main objective question of the day. Our main objective helps us know why we are learning what we are learning. For example, today we are reading a text about how it feels to be a child with cancer who spends more time in a hospital in a school. Our teacher explained that we will learn to analyze the characters in order to both read well but also to empathize with patients. When we do internships in a few years, it will be important to try and understand the patient's thoughts and feelings.		author's motivation. During independent work today, I will listen to the rest of the text for tomorrow on tape so that I can participate. We are reading a text about how forensic scientist use their knowledge of history to interpret their findings. I will also get a targeted lesson in small group with a text on my level so that I can continue to practice the skills I need to read at a higher level.	ended with students reflecting individually on how connecting characters in different texts helps you both enjoy and understand the story better.
10:23-11:05 ENRICHMENT BLOCK	Every day I participate in a specials class that gives me an opportunity to be active or creative with my hands and mind. Today, I am in art and we are learning	I was chosen to be part of the group that is going to speak at the proposal meeting. In addition to adding a	My teacher shows us examples of murals. It was great to see people who like me in famous murals like by Diego Rivera. My	I love to draw and my team needs me to do the outline of our mural idea. I feel confident because my teacher has given	**Math:** Today during planning and coaching time, I debriefed with the principal about my in--class coaching session focused on the

	about urban murals and how they play a part in the community. In small teams, we have been working on designing a mural for a nearby clinic. We are creating several mock ups of the mural that we could present in a proposal meeting.	mockup of the mural, we are also writing our presentation using what we learned in ELA about persuasive writing.	team was open to having all types of skin colors on our mural design.	me specific feedback on my strengths and how to continue to improve.	implementation of think-pair-share pedagogy. In the past I have struggled to check for understanding and provide students a voice in the classroom. This strategy has helped me do both, but I still need to work on how to do a quick reteach in the moment if students struggled to answer the question effectively.
11:08-11:55 ADVISORY	Every day in advisory begins with a celebration and speak up circle. We give one thing that is going well and one thing that we want to change. Next our advisor shares a personal story of learning based on our theme of the month. This month we are looking closely at organization. We discuss questions like, “Why is organization? Why are some people organized and others are not? How can we use organization to help us meet big goals?” Next, we prepare our daily entry for our weekly overall goal status report which can be written or	Today in advisory, I am going to share that I have not been handing in my homework in math. I know I can share this because my advisor helped me when I was struggling to remember my backpack every day.	In advisory, I can talk about what it is like to get used to a new school. I can speak in Spanish when I don’t know a word and we all use Google translate to figure it out. Part of my goal is to learn 5 new words each week, so every day I practice a new word. Everyone supports me and some kids like learning the Spanish word. My ESL teacher helps me pick these words because she knows that I am going to	In advisory, my advisor spends time with me while others are working on their goal entries. We talk about how much time I will spend on IXL this week during afterschool and how I can stay focused during the end of the day when sometimes I want to give up. She celebrates that I was able to do more on IXL last week than any previous week.	**Music:** I appreciate the opportunity to lead an advisory group each day. I was a graduate student not too long ago, and I still remember how hard it can be to set goals and really pursue them. Leading an advisory allows me to share some of my lessons learned while facilitating critical conversations with students regarding their executive skills, character, building, and future.

	video recorded. We will share one on one with our advisor. We use what we have learned about the topic in our entry for our report. Every week it really helps to see how we have grown and we know that our advisor is pushing us and celebrating us.		see them in class the next week.		
11:58-12:45 LUNCH & RECESS	During the first 5 minutes of lunch we listen to jazz and everyone comes in and begins eating. Every week is a new artist. After 5 minutes of 100% following the rules; the assistants will take song requests (clean versions only) and as long as we remain seated and safe, we can continue to make song requests to for about 15 minutes. It is a great part of the day.	In lunch, during the last 10 minutes before our part of the group has recess in the gym, we read from our independent books and we heard a book recommendation from another student. Every day, one student volunteers to give a book recommendation.	During lunch today, I was able to request a Daddy Yankee song. It helped me not feel so lonely and everyone liked it. Recess is my favorite part of the day because we all speak the language of basketball.	My math teacher told me he wanted to check in with me during lunch, so he came and sat with me. We hadn't talked in a while because I am usually working with a small group during a big part of the math time. It was nice to know that he knew I had been doing really great on my small group exit tickets.	Our school provides me an off-duty lunch. Four days out of the week, I check in with my colleagues and share stories of success and learning personally and professionally. One day out of the week, I eat with 1-2 students that I know need to connect with me and I with them. These students sometime struggle with the expectations in the classroom, but have improved once we established a real relationship of care.
12:48-1:35 INTERVENTION	During intervention, I know that I am going to get a chance to work on specific reading skills. Reading is something we are all still working on and	I am working on understanding the author's use of figurative language. I never thought about why an author	In intervention, I am doing a computerized language program for part of the time and the other part of	During intervention, I will work on IXL for math part of the time and then my teacher pulls up the report of which skills were the	**ELA:** During intervention for the next 3 weeks, I am working with a group of 15 students who are all reading with the

	trying to get to the next level. I never knew before that there were specific skills you have to master to read at a higher level. I just thought that I was never going to really like to read.	wouldn't just say something, but now I understand it is kind of like telling a story in song. The author wants to make it more interesting for the reader. I need more practice at figuring this out in lots of different texts and my intervention teacher helps me with that by giving me a chance to ask questions.	the time, I get individual and small group teaching from the ESL teacher. She teaches us using the same themes in Language Arts but with different teaching strategies that help us understand.	most challenging for me from what I did. We work together on the one that she knows is most important for me to improve to get the next level and to understand what is going to happen in math next week. I am working on math in intervention today, but depending on how I do on my weekly English Language Arts assessment on Friday. If I need to master something I miss, we will work on that in intervention next week.	low-mid range of third grade. We have identified the top 3 skills that these students must master to go on to the next reading level. Today we worked specifically on visualizing after each sentence to comprehend and we tackled a new set of multiple meaning words. The leveled literacy program provides the specific texts, objectives, and teaching points for each skill at every grade level or reading. Students know exactly what they must master to move on to the next level which empowers them.
1:38-3:15 MATH BLOCK	During math, my teacher explained why anyone would need to use this type of problem solving. She explains to us everyday that math is a language for problem solving. So to do math, you first have to understand what problem it is trying to solve.	My teacher challenged us to think of problems that math could help us solve. Today, she presented us with a problem that I didn't even know existed but it made a lot of sense how math helped to solve this problem and I was	Sometimes it is hard to understand all of the words, but my teacher and I have started building a math vocabulary dictionary where I also put some Spanish words and pictures. Actually, she thinks it could help other kids so I	At the end of math block today, I took the exit ticket question and struggled with the new question but was able to get the review question right because I had worked on it in intervention yesterday. I think I	**ESL:** During the math block, I ensured that my 4 students learning English had the visual examples notes I prepared for them ready during the focused instruction. These examples, offer a more broken down version of the problem with small images that

		able to remember the steps to solving it because I understood what they were trying to do and why. The problem had to do with how many hospital beds would be needed in a community. Basically, we used math and statistics to figure out how to plan for the hospital beds in a new hospital.	am going to share how I use my dictionary so that others can create one too.	can start catching up and mastery both questions if I keep working during intervention and afterschool.	help them comprehend. I also prepared sentence stems for them to use during group work. They practiced them during breakfast this morning with each other.
3:18-3:30 CLOSING ROUNDS	Closing rounds is "pump up" time with music and celebrations. I used to feel kind of angry and sad at the end of a school day, but now I know that even if I have had challenges someone is going to be there telling me, "you did it, you worked hard, and it is paying off". It really helps to hear that at the end of the day.	Today another student shared in closing rounds that they read a text a higher level for the first time. It was really cool because I know how they feel.	Closing rounds is nice because I can calm my mind for a few minutes after trying to think in English for a long time.	A lot of times we only celebrate at closing rounds but this time, a teacher wanted to apologize to me in front of everyone for something that happened in class. It meant a lot to me.	**Math:** Today during closing rounds, I shared and celebrated the top best question from my classes today. Encouraging students to take a risk and ask an academic question helps to build a culture of learning and normalizes finding out what you don't know verses giving up.
3:30-4:30 Science Technology Engineering Arts Math & Sport	Each quarter we can choose a project or a sport to participate in. Projects help us learn more about science, technology, engineering, arts, or math.	This quarter I choose basketball for sports enrichment, but next quarter I am going to do an engineering project.	I love to do art in afterschool. It helps me feel better if I have had a hard day with a lot of English I don't understand.	This quarter I chose to do a recycling science project in after school. We are investigating how recycling happens and how to help	**ELA:** Today we have a professional learning community meeting focused on collaborative learning. All teachers will share

Enrichment				people recycle the right way in our community.	teaching videos they recorded and receive feedback for improvement from peers based on our teaching rubric.
4:30-5:30 Homework and Computer-Based Support	**Students:** I do my IXL computer learning that goes along with my individual plan for increasing my skills in reading and math. I also start my homework and ask for assistance on any questions that are challenging. The after-school teacher will help me use my notes to solve the homework problem or show me an example with a different problem. **Art Teacher:** During this time, I am able to support students that are struggling with math homework. It was a perfect fit for me today, because I had a group of students reviewing the concept of part to whole in fractions instruction using materials in the art room. The students gained real work application to concepts they missed in K-4 and I was able to integrate their knowledge of visual art materials.				

Attachment 3c AHS Exit Standards

Key Design Element Links to the AHS Exit Standards:-School Culture, Grade 5 Middle School Prep, Data Driven Instruction/De-tracking, Collective Efficacy, Teaching Strategies, Student-led Learning, College and Career Readiness, STEAM	
The construction and maintenance of an electronic or e-portfolio is a requirement for all grade 5-8 students attending Academy of Health Sciences. The e-portfolio is a compilation of work displaying what a student has been working on, learning to do, and mastered over the course of the school year. It contains written work, projects, art work, audio and video elements, photographs of three-dimensional constructions, and more. The purpose of the e-portfolio is to provide an ongoing record of achievement and mastery of learning targets and **exit standards**, or more specifically: 1) how the students' understanding of major concepts across the AHS curriculum has grown over time 2) how the students' range of working knowledge and applicable college and career ready skills have developed; and 3) the grit and effort--including learning target self-reflections and multiple revisions of work--that the student has applied to achieve self-generated and individualized SMART social and academic goals. In grades 5 to 8, the skills below must be mastered and reflected in their portfolio in order for a student to successfully complete the given subject.	
Subject:	**Grade 5 Exit Standards**
ELA	Students must demonstrate the ability to successfully complete the following: ● Extended Response - Literary Analysis Develop an extended response essay that analyzes a major element of an authentic literary text; clearly introduce a topic in a manner that follows logically from the task and purpose; insightful comprehension and analysis of the text(s); develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s); sustain the use of varied, relevant evidence; exhibit clear, purposeful organization; skillfully link ideas using grade appropriate words and phrases; use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary; provide a concluding statement that follows clearly from the topic and information presented; and, demonstrate grade-appropriate command of conventions, with few errors. ● Collection of Short (RASSC) Responses- Literary and Informational Text-formulate valid text based inferences and/or claims; locate and use relevant facts, definitions, concrete details, and/or other information from the text to develop a response according to the requirements of the prompt; cite a sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt; use complete sentences where errors do not impact readability. ● Profile of Self as a Reader-analyze individual strengths, weaknesses, and preferences as a reader; clarify what strategies effective readers use and highlight what strategies were most effective for them; and, use my personal reading journal to evidence their growth over time as a reader. ● Reading Log-demonstrate in-depth knowledge of one book genre, demonstrate the scope and breadth of their

	reading experience by describing the different genres and different levels of difficulty of the texts they have read this year. ● Presentation of Portfolio-creatively present information, findings, and supporting evidence from their portfolio to demonstrate growth over time in their learning; organize their presentation so its development and style are appropriate to task, purpose, and audience; make strategic use of digital media and visual displays to express information and enhance understanding of the portfolio; and, adapt their speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Math	Students must demonstrate the ability to successfully: ● Make sense of problems and persevere in solving them ● Reason abstractly and quantitatively ● Construct viable arguments and critique the reasoning of others ● Model with mathematics ● Use appropriate tools strategically ● Attend to precision ● Look for and make use of structure ● Look for and express regularity in repeated reasoning
Science	Students must demonstrate the ability to successfully: ● Ask questions and define problems ● Develop and use models ● Plan and carry out investigations ● Analyze and interpret data ● Use mathematics and computational thinking ● Construct explanations and designing solutions ● Engage in argument from evidence ● Obtain, evaluate, and communicate information

Attachment 4d - AHS Discipline Policy (for general education students)

As a college and career readiness school focusing on bring students up to grade level proficiency and exposing them to careers in the health sciences industry, excellent communication, problem solving skills, compassion, and respect are attributes the AHS community will strive to instill in students on a daily basis. The AHS Discipline Policy and Behavior Support Plan is designed to encourage positive and productive behaviors and use restorative practices to prevent and/or address unacceptable behavior in all school settings in a consistent and fair manner with the overarching goal of keeping students in the classroom learning environment.

Disciplinary interventions will explore each child's circumstances leading up to the specific behavior that may be symptomatic of more serious problems, such as the residual effects of trauma. The school's ongoing supportive community culture will be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. Restorative and responsive discipline will emphasize prevention and effective intervention, prevent disruption to students' education, and promote the development of a positive school culture.

Students and parents will be required to sign that they received this policy as well as initial that they acknowledge other policies in place that may be related to, or impact this discipline policy. AHS will maintain written records of all disciplinary interventions to identify trends and additional supports as needed.

School personnel will be trained to place an emphasis on the students' ability to grow in self-discipline and determine the level of behavior and the most effective supportive interventions. Progressive consequences will not exert punishment but will utilize the incremental interventions below to address inappropriate behavior with the ultimate goal of teaching pro-social behavior, concurrent accountability and behavioral change.

This positive approach to discipline will assist students to:

- Understand why the behavior is unacceptable and the harm it has caused;
- Understand what they could have done differently in the same situation;
- Take responsibility for their action;
- Be given the opportunity to learn pro-social strategies and skills to use in the future;
- Understand the progression of more stringent consequences if the behavior reoccurs.

Level 1 Behavior

- Behavior that disrupts others or the learning environment;
- Refusal to comply with simple discipline requests;
- Behavior that is managed with a minimal interaction and intervention by an adult present in that setting.

Level I Supports and Interventions are appropriate when the behavior is a minor infraction, the student has had no prior incidents, and/or prior individual supports and interventions have not been put in place. Examples of classroom and school-wide familial interventions include:

Classroom interventions:

1. Positive specific, positive and behavior-based feedback;
2. Positive re- directives that state and/or review expectations;
3. Create a classroom check-in-check-out plan;
4. Increased opportunity to respond during instruction;
5. Increase of teacher proximity;
6. Verbal prompt, redirection and/or correction;
7. Reminders and redirections;
8. Further develop relationship with families;
9. Use of restorative questions;
10. Restorative conference/Family-student- teacher conference;
11. Student/Teacher conference;
12. Offer of time and space;
13. Daily progress sheets on behavior;
14. Re-teaching and rehearsal of skill or procedure;
15. Incident reflection activity;
16. Reset seating and pass status;
17. Other evidence-based student specific strategies.

School wide/Familial interventions:

1. Various introspection/reflection activities;
2. Check-in-check- out with school building staff;
3. Peer mentoring and mediation;
4. Conflict resolution conference;
5. Service project in the school community;
6. Design a restitution plan.

Level 2 Behavior

- Repeated or significant incident(s) of Level One infractions;
- Disordered behavior towards another student, staff, volunteer, etc.;
- Behavior that is generally managed with direct interaction and intervention by an adult present in that setting;
- Behavior may require contact with support staff.

Level 2 Supports and Interventions will address behavior that has become persistent and has continued to negatively influence the learning of the student and others.

Classroom interventions: (In addition to Level 1 Interventions)

1. Reflection activity;
2. Conflict resolution;
3. Collect progress monitoring data about the behavior and interventions attempted;
4. Referral to staff DASA coordinator;

5. Review of cumulative folder and academic progress;
6. Create implement and monitor academic plan;
7. Collaborate with academic coaches to build on student strengths;
8. Create a literacy-based strategic plan;
9. Monitor all plans created and reevaluate every two weeks;
10. Implement restorative practice strategies;
11. Peer mediation;
12. Collaborative family conference;
13. Community conference.

School wide/Familial interventions will include:

1. Conduct root cause assessment/trauma assessment;
2. Conflict mediation;
3. Administrative and/or support team conference;
4. Individualized case management for students with 504 plans or IEPs;
5. Referral and coordination with community-based supports;
6. In-school suspension up to three days.

Level 3 Behavior

- Repeated or significant incident(s) of Level Two infractions;
- Behaviors targeted at or targeting others;
- Behaviors that result in significant harm to others or school property;
- Behaviors greatly interfering with school safety.

Level 3 Supports and Interventions may be appropriate given the seriousness of the offense and impact on the school community, and/or when documented level one and level two interventions and supports have been put in place but the behavior is escalating. At this stage, all interventions will be attempted prior to excluding the student from instruction.

Classroom interventions: (In addition to Level 1/2 Interventions) Continue to develop relationship with families; Initiate a student-centered discussion about the incident (and repair, restore and reteach expectations); Create, implement and monitor a transition plan for student returning to the classroom, restorative circle; Plan for classmates as student returns.

School/Familial/Community interventions will include:

1. Mediated conflict resolution conference;
2. Conduct causes and cures assessment/trauma assessment;
3. Family/Guardian notification of due process rights;
4. Formal conference with principal and student;
5. Family/Guardian/student/school team conference;
6. Referral to student support team for behavior evaluation;
7. Request for behavioral support specialists;
8. Team consultation for explosive/violent incident;
9. Develop functional behavioral assessment and behavior intervention plan;

10. Up to 3 day out-of-school suspension;
11. For grade 5, principal must immediately provide written notification to the principal's designee upon suspension;
12. Up to 3-day suspension from transportation.

Level 4 Behaviors

- Repeated or significant incident(s) of Level Three infractions;
- Behaviors that involve safety issues;
- Behaviors that are severe and/or dangerous.

Level 4 Supports and Interventions may be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student's behavior seriously affects the safety of others in the school and/ or educational process.

Classroom interventions: See Level 1-3 Interventions.
School/family/community interventions:

1. Family/Guardian notification of due process rights and informal conference with principal and student;
2. Up to 5 day out-of-school suspension;
3. Request for District hearing to request long-term suspension/alternative placement;
4. Develop, implement and monitor transition plan;
5. Up to long-term suspension from transportation;
6. Comprehensive student success plan meeting.

Suspension Levels that can or may be used, determined by the factors related to the infraction and the progressive guidelines in place, include: Written notice provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address; and where possible, notification by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language of mode of communication used by the parent(s) or guardian.

Short Term Suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of five or fewer days. Students may also be removed from the school's transportation system for disciplinary infractions. A student who has committed any of the infractions listed below shall be subject minimally to a short-term suspension, unless the Principal determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record.

Procedures and Due Process for Short Term Suspension:

- Principal may impose a short-term suspension, and shall follow due process procedures consistent with all Federal and State laws including the NYS Commissioner of Education's regulations. Before imposing a short-term suspension, or other, less serious discipline, the school shall provide notice to inform the student of the charges against him/her, and if the

student denies the charges, the school shall provide an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided. Before imposing a short-term suspension, the Principal shall notify the parents or guardian in writing that the student may be suspended from school.

- Parent(s) or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the Principal. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable. The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the school's complaint process, which includes an appeal to the Board of Trustees in accordance with the school's Charter. The Board president will arbitrate this hearing.

Long Term Suspension/Expulsion refers to the removal of a student for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension or expulsion, unless the Principal determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. A student may also be subject to any of the disciplinary measures outlined elsewhere in this document including a referral to the appropriate law enforcement authorities.

- Principal may also impose a long-term suspension. In extreme circumstances, the Principal may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he/she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Principal shall immediately notify the student's parent(s) or guardian(s) in writing including a factual summary.
- Students who have received a long-term suspension will only be allowed to re-enter the school after the parent or guardian, the student, and the school's leadership team have

held a formal meeting and created a plan, which may include and require outside remediation, to ensure that the student will become a safe and productive member of the AHS community.

- At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian in accordance with AHS's complaint process which includes an appeal to the Board of Trustees in accordance with the School's charter. The Board president will arbitrate this hearing.

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 Gun Free Schools Act, 20 U.S.C. § 7151 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC § 921, and includes firearms and explosives. See, New York Education Law §3214.

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 an agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen year 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 year 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: In accordance to Education Law §2854(1)(b), AHS will identify alternative instruction programs for the student to participate in while on suspension. At a minimum alternative instruction will be provided for two hours per day. AHS will ensure that alternative educational services are provided within 24 hours to a child of compulsory age 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. Instruction for suspended 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.

AHS Disciplinary Policy (for Students with Disabilities)

In addition to the discipline procedures applicable to all students, AHS shall implement the following disciplinary policy procedures with respect students with disabilities and shall comply with sections 300.519- 300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

If a student violates the AHS discipline code, has exhausted the ladder of disciplinary interventions, and is being considered for a suspension or removal, school staff must ensure the following due process protections are provided to the student and to the student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or fewer, the student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Principal and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must be provided with a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Principal or his or her designee at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the school must provide alternative education to the student during the suspension as set forth below, including any special services required by his/her IEP. Final determination on a suspension or removal of a student, following due process, shall be made by the Principal.

AHS shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE of the student's district of residence for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

AHS will work with the district to ensure that the CSE of the student's district of residence meets within 7 days of notification of any of the following:
(1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days;
(2) The commission of any infraction resulting from the student's disability;
(3) The commission of any infraction by a disabled student, regardless of whether the student

has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of 5 days.

Also, AHS will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the RCSD CSE will be immediately notified so that the CSE can meet its required obligations to:

1) Convene a CSE meeting within 10 school days to make a manifestation determination.

2) Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.

3) Provide the student's parent with a copy of their procedural due process rights.

4) Work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

Provision of Services During Removal

Those students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. AHS also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

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

During any removal for drug or weapon offenses [pursuant to 34 CFR §300.520(a)(2)] services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the

service determination.

CSE Meetings
Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement. The student's special education teacher (or coordinator) and the general classroom teacher will attend all meetings regarding the student initiated by the CSE from the student's home district.

Subsequently, if other removals occur which do not constitute a change in placement, the school will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

Due Process
If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken:
(1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and
(2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing. If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and the school agree otherwise.

Academy of Health Sciences Charter School

Year 1 - 5th Grade - 100 Students 4 Sections

Block	***Times***	***Student Section 1***	***Student Section 2***	***Student Section 3***	***Student Section 4***
Adult Entry	7:40-8:10am				
Student Entry	8:10-8:30am	Greeting & Breakfast	Greeting & Breakfast	Greeting & Breakfast	Greeting & Breakfast
Community	8:30-8:45am	Opening Rounds	Opening Rounds	Opening Rounds	Opening Rounds
1st Period	8:48-9:30am	ELA 5	ELA 5	Math	Math
2nd Period	9:33-10:20am	(Social & Health Sciences Integrated)	(Social & Health Sciences Integrated)	(Health Sciences Integrated)	(Health Sciences Integrated)
3rd Period	10:23-11:05am	M - PE T - Music W - Art TH - Home/Career Skills F - CDOS Reading Club /SSR	M - CDOS Reading Club /SSR T - PE W - Music TH - Art F - Home/Career Skills	M - Home/Career Skills T - CDOS Reading Club / SSR W - PE TH - Music F - Art	M - Art T - Home/Career Skills W - CDOS Reading Club /SSR TH - PE F - Music
4th Period	11:08-11:55am	Advisory	Advisory	Advisory	Advisory
5th Period	11:58-12:45pm	**Lunch /Recess**	**Lunch /Recess**	**Recess/Lunch**	**Recess/Lunch**
6th Period	12:48-1:35pm	Intervention	Intervention	Intervention	Intervention
7th Period	1:38-2:25pm	Math	Math	ELA 5	ELA 5
8th Period	2:28-3:15pm	(Health Sciences Integrated)	(Health Sciences Integrated)	(Social & Health Sciences Integrated)	(Social & Health Sciences Integrated)
Closing	3:18-3:30pm	Closing Rounds	Closing Rounds	Closing Rounds	Closing Rounds
Student AfterSchool Part 1	3:30-4:30pm	STEAM & Sports Enrichment (Taught and Supervised by Art, Music, PE Teachers with Afterschool Staff)			
Student AfterSchool Part 2	4:30-5:30pm	Homework and Computer-Based Support (Students Assisted by Afterschool Staff)			

Academy of Health Sciences Charter School

Year 1 - 5th Grade - 100 Students 4 Sections

Block	***Times***	***ELA Teacher***	***Math Teacher***	***PE Teacher***	***ESL or SPED Teacher***
Adult Entry	7:40-8:10am	Stand Up Meetings & Prep	Stand Up Meetings & Prep	Stand Up Meetings & Prep	Stand Up Meetings & Prep
Student Entry	8:10-8:30am	Greeting & Breakfast	Greeting & Breakfast	Greeting & Breakfast	Greeting & Breakfast
Community	8:30-8:45am	Opening Rounds	Opening Rounds	Opening Rounds	Opening Rounds
1st Period	8:48-9:30am	Instructional Block 1	Instructional Block 1	Individual Planning (3 Days) Coaching Conferences (2 Days)	Push in to Math and ELA Instructional Block 1 (split block)
2nd Period	9:33-10:20am				
3rd Period	10:23-11:05am	Individual Planning (3 Days) Coaching Conferences (2 Days)	Individual Planning (3 Days) Coaching Conferences (2 Days)	Instructional Block	Individual Planning (3 Days) Coaching Conferences (2 Days)
4th Period	11:08-11:55am	Advsiory Instruction	Advsiory Instruction	Advsiory Instruction	Advsiory Instruction
5th Period	11:58-12:45pm	**Off-Duty Lunch**	**Off-Duty Lunch**	**Support Recess**	**Off-Duty Lunch**
6th Period	12:48-1:35pm	Intervention Instruction	Intervention Instruction	Intervention Instruction	Intervention Instruction
7th Period	1:38-2:25pm	Instructional Block 2	Instructional Block 2	Off-Duty Lunch	Push in to Math and ELA Instructional Block 1 (split block)
8th Period	2:28-3:15pm				
Closing	3:18-3:30pm	Closing Rounds	Closing Rounds	Closing Rounds	Closing Rounds
Student AfterSchool Part 1	3:30-4:30pm	**Professioal Learning Community** M/TH - Whole Staff T-Grade Level Team Culture W-Response to Intervention	**Professioal Learning Community** M/TH - Whole Staff T-Grade Level Team Culture W-Response to Intervention	**Lead/Teach After School M, T, W, F** **Participate in PLC on Thursday**	**Professioal Learning Community** M/TH - Whole Staff T-Grade Level Team Culture W-Response to Intervention
Student AfterSchool Part 2	4:30-5:30pm	Lead by Afterschool Staff			

ACADEMY OF HEALTH SCIENCES CHARTER SCHOOL - INSTRUCTIONAL CALENDAR

2019-20

AUGUST

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

10 Instructional Days

SEPTEMBER

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

20 Instructional Days

OCTOBER

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

22 Instructional Days

NOVEMBER

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

17 Instructional Days

DECEMBER

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

15 Instructional Days

JANUARY

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

20 Instructional Days

FEBRUARY

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

15 Instructional Days

MARCH

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

21 Instructional Days

APRIL

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

17 Instructional Days

MAY

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

20 Instructional Days

JUNE

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

19 Instructional Days

JULY

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

20 Instructional Days

	Professional Development
	Family/Student Orientation
	No school for Students

	First Day of Instruction
	Portfolio Days
	Family Night

	Last Day of School Year
	Summer Program
	Assessments

	State Assessment Window Determined by NYS

Important Dates

August 5-12	**Staff Summer Intensive PD & Community Building**
August 13-16	**Family Orientation**
August 13-16	**Student Orientation**
August 19	**First Day of Instruction**
August 29-30	**Diagnostic Assessments**
September 2	**Labor Day**
September 18	**AHS Family Night (Career Day)**
October 14	**Columbus Day**
October 16	**AHS Family Night**
October 28-30	**ELA/Math End of Module 1 Assessment Window**
November 1	**DDI Day 1, No School for Students**
November 4	**AHS e-Portfolio Day**
November 5	**Quarter 2 Begins**
November 11	**Veteran's Day**
November 13	**AHS Family Night**
November 28-29	**Thanksgiving**
December 16-18	**ELA/Math End of Module 2 Assessment Window**
December 20	**AHS Family Night**
December 23 - January 2	**Winter Recess**
January 3	**DDI Day 2, No School for Students**
January 14	**Quarter 3 Begins**
January 14-15	**Mid-Term Portfolio Presentations**
January 20	**MLK Day**
February 12	**AHS Family Night**
February 17-21	**Mid-Winter Recess**
March 18	**AHS Family Night**
March 24-26	**ELA/Math End of Module 3 Assessment Window**
March 27	**DDI Day 3, No School for Students**
March 31	**AHS e-Portfolio Day**
April 2	**Quarter 4 Begins**
April 8	**AHS Family Night**
April 13-19	**Spring Recess**
May 13	**AHS Family Night**
May 25	**Memorial Day**
June 17-19	**ELA/Math End of Module 4 Assessment Window**
June 20	**Saturday PD-Data and Final Portfolio Reviews**
June 22-25	**End of year Portfolio Passage Conferences and Presentations**
June 26	**Last Day of School**
July 4	**Independence Day**
July 6-31	**Summer Program**
196 Days	Instructional Days
14 Days	Professional Development Days
20 Days	Summer Program
215 Days	Total Instructional Days

Table 1: Applicant Group Additions and Deletions

Last updated: 08/15/2018

Have you made any changes (additions or deletions) to the applicant group after the submission of the LOI? No

Changes to Applicant Group Information

	Name/Phone/ Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)	Change (Add or Remove?)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

New Applicant Group Member History

Has the newly added member(s) of the current applicant group ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

(No response)

Attachment 5b: By-Laws

ARTICLE I: NAME The name of the corporation is the Academy of Health Sciences Charter School, (hereinafter "Charter School" or the "Corporation"). The Charter School was formed by the issuance of a charter (the "Charter") by the New York State Board of Regents under Article 56 of the Education Law. The Corporation is an education corporation under the Education Law and a not-for-profit corporation under the Not-for-Profit Corporation Law.

ARTICLE II: MEMBERSHIP The Corporation shall have no members.

ARTICLE III: BOARD OF TRUSTEES A. Powers. The Board of Trustees (the "Board") shall manage the Corporation, subject to applicable Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. Without limiting the foregoing, the Board shall have final authority for policy and operational decisions of the Charter School and may delegate decision-making authority to officers and employees of the Charter School in accordance with the provisions of the Charter.

Without limiting the generality of the powers hereby granted to the Board, but subject to all applicable law, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers: 1. To elect and remove Trustees; 2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation; 3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations; 4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation; 5. To operate the Charter School and apply any surplus that results from such activity to the lawful activities of the Charter School; 6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust; 7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property; 8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities; 9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees The minimum number of Trustees shall be five (5) and the maximum number of Trustees of the Corporation shall be twenty (20).

C. Election of Trustees 1. Election. The Board shall elect the Trustees at its annual meeting by the vote of a majority of the Trustees then in office. Trustees-elect assume office subject to any

required approval by the Charter Entity. 2. Eligibility. The Board shall be composed of persons with one or more of the following qualifications or attributes: (a) experience in the subject areas implicit in the educational mission and goals of the Corporation, including but not limited to the healthcare field, (b) other professional experience or skills that may be beneficial to the Board, or (c) parent of a student enrolled in the charter school operated by the Corporation. 3. 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. 4. Term of Office.

a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. b. Each class of trustees shall be as nearly equal in number as possible and may be designated with such title or name as the Board may determine. The Trustees elected to such three classes shall hold office until, respectively, the first, second, and third succeeding annual meetings. Beginning with such first succeeding annual meeting, the Trustees elected to the class of Trustees whose terms then expire shall hold office until the third annual meeting thereafter. Newly created Trustees or any decrease in Trustees shall be so apportioned among the classes of Trustees as to make all classes as nearly equal in number as possible. c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized. d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action. e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action. f. No individual Trustee shall serve as a member of the Board for more than three (3) consecutive three-year terms.

D. Removal of Trustees. The Board may remove a Trustee for cause upon 66-2/3% vote of all Trustees (other than the Trustee subject to removal). Cause includes, but is not limited to, missing three (3) or more Board meetings during a single fiscal year without advance notice and approval by the Board President. In addition, a Trustee may be removed from office on examination and due proof of the truth of a written complaint by any trustee of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee. The Board may remove a Trustee without cause upon 100% vote of all Trustees (other than the Trustee subject to removal).

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board President or Secretary. The resignation is effective upon receipt of such notice or at any later date specified in the notice. The acceptance of a resignation by the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. Vacancie s. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees. The Board may act at its discretion in order to fill a vacancy.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

H. Ex-Officio Trustees. The Board of Trustees may elect or appoint individuals as non-voting, ex-officio trustees in recognition of their accomplishments in education or their service or other contributions to the Corporation, for such term as the Board may determine consistent with applicable law. Ex-officio trustees shall be entitled to notice of each meeting of the Board of Trustees, to participate in each meeting of the Board of Trustees, and to the same indemnification and other protections as officers of the Corporation; provided, however, that that they shall not be considered members of the Board of Trustees, shall not be counted toward a quorum at any meeting of the Board of Trustees, shall not have a vote at any meeting of the Board of Trustees, shall not have any fiduciary obligation or liability as a trustee of the Corporation, and shall be admitted to any executive sessions of the Board of Trustees only at the discretion of the Board of Trustees. Notwithstanding the foregoing, ex- officio trustees shall abide by any codes of ethics, conflicts-of- interest policies, and other similar requirements that are applicable to trustees and officers of the Corporation.

ARTICLE IV: OFFICES The Corporation's principal office shall be at the following address: _____ or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. The Corporation may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

ARTICLE V: MEETINGS OF THE BOARD A. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings. An Annual Meeting shall be held no later than November of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. A minimum of ten (10) Regular Meetings shall be held each Calendar year on dates determined by the Board.

D. Special Meetings. A Special Meeting shall be held at any time called by the President, or by any Trustee upon written demand of one-fifth of the entire Board.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notice s. Notice of each regular or special meeting of the Board stating the time and place thereof shall be given not less than five nor more than ten days before the meeting, by hand delivery of such notice, electronic delivery of such notice or mailing the notice, postage prepaid, addressed to each member of the Board at his or her usual address.

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

H. Public Notice . In addition to the notice requirements set forth above, public notice of any and all meeting of the Board of Trustees, and any committee or subcommittee, shall be given as required by the Open Meetings Law of the State of New York. A Trustee may participate in Board meetings by videoconference. However, the law requires that the public notice of a meeting include the location of the videoconference, namely, the location of the Trustee who will be participating in the meeting by videoconference, and a statement that the public has the right to attend the meeting at that location as well.

ARTICLE VI: ACTION BY THE BOARD A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board.

1. Actions Taken at Board Meetings. Any business may be transacted and any corporate action may be taken at any regular or special meeting of the Board of Trustees at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained. 2. Board Participation by Other Means. In all events, a quorum of Trustee must be present to lawfully conduct a Board Meeting of the Charter School. To the fullest extent permitted by law, trustees participating by

means of video-conferencing may be counted toward achieving a quorum and may vote, provided that all Trustees participating in such meeting can hear one another, and there is no objection from any Trustee and/or any person in the public audience, if any.

C. Committees. 1. Creation of Committees. The Board may create committees of the Board and committees of the Corporation for any purpose. A Board Committee will consist of not fewer than three (3) Trustees, who shall serve at the pleasure of the Board, except that any executive committee of the Board shall comprise not fewer than four (4) trustees. A committee of the Corporation shall have at least one (1) Trustee and may have non-Trustees. 2. Appointment of Committee Members. The Board shall have the following Board committees: Executive (chaired by the Board President) and Finance (Chaired by the Treasurer). The Board shall elect the members of each Committee by a majority vote of the entire Board, and the chair shall be appointed by the President with the consent of the Board. The Corporation shall have the following committees: Executive, Finance, Facilities, Marketing, Personnel, and Academic. The members of committees of the Corporation shall be elected or appointed by the Board or by the President with the consent of the Board. 3. Authority of Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:

a. The election of Trustees; b. Filling vacancies on the Board or any committee which has the authority of the Board; c. The amendment or repeal of Bylaws or the adoption of new Bylaws; and d. The appointment of other committees of the Board, or the members of the committees. Committees of the Corporation shall have only the authority specifically delegated to them and in no event shall have any authority that a Board committee may not have. 4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Committee are to be conducted. In the absence of such prescription, a Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of Committees are subject to the provisions of these Bylaws and the Open Mtgs. Law. 5. Quorum. A majority of the Committee shall constitute a quorum for the transaction of any business or of any specified item of business.

D. Standard of Care. Subject to, and not in expansion of, applicable law:

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

a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented; b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted. 3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the 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.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the 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.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any 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.

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

ARTICLE VII: OFFICERS A. Office rs. The Officers of the Corporation consist of a President (hereinafter “President”), Vice President (hereinafter “Vice President”), a Secretary and a Chief Financial Officer (hereinafter “Treasurer”). The Corporation also may have such other officers as the Board deems advisable. 1. President. Subject to Board control, the President has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the President shall preside at Board meetings. 2. Vice President. If the President is absent or disabled, the Vice President shall perform all the President’s duties and, when so acting, shall have all the President’s powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe. 3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation’s principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and all 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 Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe. 4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the 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 President 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; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Ele ction, Eligibility and Te rm of Office. 1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur. 2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the President. 3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer’s rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS A. Right of Indemnification. Each Trustee and Officer of the Corporation, whether or not then in office, and any person whose testator or intestate was such a Trustee or Officer, shall be indemnified by the Corporation for the defense of, or in connection with, any threatened, pending or completed actions or proceedings and appeals therein, whether civil, criminal, administrative or investigative, in accordance with and to the fullest extent permitted by the Not- for-Profit Corporation Law of the State of New York or other applicable law, as such law now exists or may hereafter be adopted or amended; provided, however, that the Corporation shall provide indemnification in connection with an action or proceeding (or part thereof) initiated by such a Trustee or Officer only if such action or proceeding (or part thereof) was authorized by the Board of Trustees. Notwithstanding anything to the contrary in this Article, the Corporation shall not provide any indemnification for any liability or expense of the Trustee or Officer if providing such indemnification would constitute "self-dealing" under applicable provisions of the United States Internal Revenue Code of 1986 and regulations promulgated thereunder, as such law or regulations may be amended from time to time.

B. Advancement of Expenses. Expenses incurred by a Trustee or Officer in connection with any action or proceeding as to which indemnification may be given under Section 1 of this Article may be paid by the Corporation in advance of the final disposition of such action or proceeding upon (a) the receipt of an undertaking by or on behalf of such Trustee or Officer to repay such advancement in case such Trustee or Officer is ultimately found not to be entitled to indemnification as authorized by this Article and (b) approval by the Board acting by a quorum consisting of Trustees who are not parties to such action or proceeding or, if such a quorum is not obtainable, then by vote of a majority of the entire Board.

C. Availability and Interpretation. To the extent permitted under applicable law, the rights of indemnification and to the advancement of expenses provided in this Article (a) shall be available with respect to events occurring prior to the adoption of this Article, (b) shall continue to exist after any rescission or restrictive amendment of this Article with respect to events occurring prior to such rescission or amendment, (c) shall be interpreted on the basis of applicable law in effect at the time of the occurrence of the event or events giving rise to the action or proceeding or, at the sole discretion of the director or officer, (or, if applicable, at the sole discretion of the testator or intestate of such Trustee or Officer seeking such rights), on the basis of applicable law in effect at the time of such rights are claimed and (d) shall be in the nature of contract rights that may be enforced in any court of competent jurisdiction as if the Corporation and the Trustee or Officer from whom such rights are sought were parties to a separate written agreement.

D. Exclusivity. The rights of indemnification and to the advancement of expenses provided in this Article shall not be deemed exclusive of any other rights to which any Trustee or Officer of the Corporation or other person may now or hereafter be otherwise entitled, whether contained in the certificate of incorporation, these Bylaws, a resolution of the Board or an agreement providing for such indemnification, the creation of such other rights being hereby expressly authorized. Without limiting the generality of the foregoing, the rights of indemnification and to the advancement of expenses provided in this Article shall not be deemed exclusive of any rights, pursuant to statute or otherwise, of any Trustee or Officer of the Corporation or other person in any action or proceeding to have assessed or allowed in his or her favor, against the Corporation or otherwise, his or her costs and expenses incurred therein or in connection therewith or any part thereof.

E. Satisfaction from Corporation's Assets . All judgments against the Corporation or an Indemnified Person, in respect of which such Indemnified person is entitled to indemnification, shall first be satisfied from Corporation assets before the Indemnified Person is responsible therefor.

F. Notices of Claims. Promptly after receipt by an Indemnified Person of notice of the commencement of any action or proceeding or threatened action or proceeding involving a Claim, such Indemnified Person will, if a claim for indemnification in respect thereof is to be made against the Corporation, give written notice to the Corporation of the commencement of such action; provided, however, that the failure of any Indemnified Person to give notice as provided herein shall not relieve the Corporation of its obligations under this Article VI, except to the extent that the Corporation is actually prejudiced by such failure to give notice. Each such Indemnified Person shall keep the President of the Board of Trustees and the Principal of the Charter School apprised of the progress of any such proceeding.

G. Burden of Proof. In any dispute as to indemnification between the Corporation and a person claiming indemnity, the burden of proof shall in all events, and as to all elements of any claim or defense, be on the Corporation, except as otherwise required by law.

ARTICLE X: OTHER PROVISIONS A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each calendar year and ends June 30 of the following calendar year.

B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Note s. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the President, Vice President, Secretary or Treasurer of the Board or the Principal. In the instance that that the Corporation utilizes a fiscal sponsor, check requests must be made in writing to the fiscal sponsor by those same individuals.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word “person” includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Interpretation of Charter. To the extent of any conflict between any provision of these Bylaws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XI: AMENDMENT A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Charter Entity.

CERTIFICATE OF THE SECRETARY

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

Secretary Dated:

Attachment 5c - Code of Ethics for Board Members and All Personnel

General Provisions

Pursuant to the provisions of General Municipal Law Section 806, the Board of Academy of Health Sciences ("AHS") recognizes that there are rules of ethical conduct for members of the Board and employees of AHS that must be observed. It is the purpose of this policy to promulgate these rules of ethical conduct for the Board members and employees of AHS. These rules shall serve as a guide for official conduct of the Board members and employees of AHS. The rules of ethical conduct of this policy, as adopted, shall not conflict with, but shall be in addition to any prohibition of General Municipal Law Sections 800-809 or any other general or special law relating to ethical conduct and interest in contracts of Board members and employees.

Standards of Conduct

Board members are required to complete a Conflict of Interest Statement annually. In addition, every Board member or employee of AHS shall be subject to and abide by the following standards of conduct:

Gifts

Pursuant to General Municipal Law Section 805-a, he/she shall not, directly or indirectly, solicit any gift or accept or receive any gift having a value of seventy-five dollars ($75) or more, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, under circumstances in which it could reasonably be inferred that the gift was intended or expected to influence him/her in the performance of official duties or was intended as a reward for any official action on his/her part.

Confidential Information

He/she shall not disclose confidential information acquired by him/her in the course of his/her official duties or use such information to further his/her personal interest.

Disclosure of Interest in Contracts

Any AHS officer or employee, as well as his/her spouse, who has, will have, or later acquires an interest in any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with AHS shall publicly disclose the nature and extent of such interest in writing to his/her immediate supervisor and to the Board as soon as he/she has knowledge of such actual or prospective interest.
Such written disclosure shall be made part of and set forth in the Board minutes.

Disclosure of interest in resolution

To the extent that he/she knows thereof, a member of the Board or employee of AHS, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any resolution before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other

private interest he/she has in such resolution.

Investments in conflict with official duties

He/she shall not invest or hold any investment directly or indirectly in any financial,business, commercial, or other private transaction, that creates a conflict with his/her official duties.

Private employment

He/she shall not engage in, solicit, negotiate for or promise to accept private employment or render services for private interests when such employment or service creates a conflict with or impairs the proper discharge of his/her official duties.

Future employment

He/she shall not, after the termination of service or employment with AHS, appear before any board or agency of AHS in relation to any case, proceeding, or application in which he/she personally participated during the period of his/her service or employment or which was under his/her active consideration.

Legal Remedies

AHS Officers

In accordance with the Penal Law 60.27(5), if a AHS officer is convicted of a violation against AHS under Penal Law Article 155 relating to larceny, the courts may require an amount of restitution up to the full amount of the offense or reparation up to the full amount of the actual out-of-pocket loss suffered by AHS.

Board Members and Employees

Nothing herein shall be deemed to bar or prevent the timely filing by a present or former Board member or employee of any claim, account, demand or suit against AHS, or any agency thereof on behalf of himself/herself or any member of his/her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution/Posting of Code of Ethics

The Principal of AHS shall cause a copy of this code of ethics to be distributed to every Board member and employee of AHS within thirty (30) days after the effective date of this policy. Each Board member and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his/her office or employment. The Principal shall also cause a copy of General Municipal Law Sections 800-809 to be kept posted in the AHS building in a place conspicuous to its Board members and employees.

Failure to distribute any such copy of this code of ethics or failure of any Board member or employee to receive such copy, as well as failure to post any such copy of General Municipal Law Sections 800-809, shall have no effect on the duty of

compliance with such code of ethics or General Municipal Law Sections 800-809, nor with the enforcement of provisions thereof.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of this code may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Attachment 8a – Hiring and Personnel Policies and Procedures

Hiring processes for administrators, teachers and other staff members.

The Academy of Health Sciences ("AHS") Board encourages employment of the individual best qualified to fill a given position. They also encourage recruitment of a diverse pool of qualified candidates with a wide variety of training and education who meet and exceed the qualifications of the position. It shall be their policy to attract, select, and retain staff who will successfully and positively contribute to the future development of the school.

Wherever possible, the interview and selection process will involve a panel to include the Principal and at least two members of the staff. It shall be the duty of the Principal to see that persons hired meet all qualifications of the position. Assignments of personnel shall be at the direction of the Principal or his/her designee. The employees shall be responsible for familiarizing themselves and adhering to the policies and administrative plans of AHS. Suggestions for improvement to policies and procedures shall be considered part of the responsibility of each employee within the scope of the employee's employment. Faculty shall be appointed by the AHS Board upon the recommendation of the Principal.

Employees of AHS may not be directly supervised by another AHS employee who is related by blood or marriage. All assignments and transfers shall be made in accordance with the provisions of law, Board policies, and the employee handbook.

Certified Personnel

In the event that a position requires a license or specific certification, the employee must possess the required license or certification prior to the assumption of duties. It is the responsibility of the individual to provide proof of certification and to keep all certification information updated in conformance with all rules and regulations.

All employment offers are issued in a letter outlining the terms for the stated position. Offers are contingent upon Board of Trustees approval and the satisfactory completion of a pre-employment drug test, background check, license and certification verification, fingerprinting and State Education Department check and final reference checking.

Equal Employment Opportunity

AHS can make inquiries regarding criminal records during the pre-employment stage, however, as part of Title VII of the Civil Rights Act of 1964, this information cannot be used as a basis for denying employment, unless it is determined to be due to job-related issues or business necessity.

AHS is an equal employment opportunity employer. Employment decisions are based on merit and school needs, and not on race, color, citizenship status, national origin, ancestry, gender, sexual orientation, age, weight, religion, creed, physical or mental disability, marital status, veteran status, political affiliation, or any other personal characteristic protected by law. The policy applies to all areas of employment, including recruitment, hiring, training and development, promotion, transfer, termination, layoff, compensation, benefits, social and

recreational programs and all other conditions and privileges of employment in accordance with applicable federal, state and local laws.

It is the policy of AHS to comply with all the relevant and applicable provisions of the Americans with Disabilities Act (ADA). AHS will not discriminate against any qualified employee or job applicant with respect to any terms, privileges or conditions of employment because of a person's physical or mental disability. AHS also will make reasonable accommodation wherever necessary for all faculty and staff members or applicants with disabilities provided that the individual is otherwise qualified to safely perform the duties and assignments connected with the job and provided that any accommodations made do not require significant difficulty or expense.

Equal employment opportunity notices will be posted on appropriate employee bulletin boards as required by law. The notice summarizes the rights of faculty and staff members to equal opportunity in employment and lists the names and addresses of the various government agencies that may be contacted in the event that any person believes he has been discriminated against.

ADA Amendments Act (ADAAA)
ADAAA broadened the interpretations and added to the ADA examples of "major life activities" including, but not limited to, "caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working" as well as the operation of several specified "major bodily functions."

School Administration is primarily responsible for seeing that AHS's equal employment opportunity policies are implemented, but all faculty and staff members share in the responsibility for assuring that, by their personal actions, the policies are effective and apply uniformly to everyone.

AHS adheres to all guidelines regarding discrimination by the New York State Division of Human Rights (NYSDOHR). Discrimination under the NYSDOHR is based on age, race, creed, color, national origin, sexual orientation, military status, sex, disability, predisposing genetic characteristics, domestic violence victim status or marital status.

Any faculty or staff members, including managers, involved in discriminatory practices will be subject to disciplinary action up to and including termination of employment.

Except where expressly provided to the contrary, personnel policies apply to the staff of AHS. However, if there is a conflict between the terms of a collective bargaining agreement, if in place, and AHS policy, the terms of the collective bargaining agreement will prevail in regard to the staff covered by that agreement. When a matter is not specifically provided for in the appropriate negotiated contract, the School's policies will govern.

Related Laws, Regulations & Acts:
Age Discrimination in Employment Act, 29 United States Code (USC) Section 621 Americans With Disabilities Act, 42 United States Code (USC) Section 12101et seq.

Prohibits discrimination on the basis of disability
Genetic Information Nondiscrimination Act of 2008 (GINA) Public Law 110-233 Prohibits discrimination in the workplace based upon genetic information.
Section 504 of the Rehabilitation Act of 1973, 29 United States Code (USC) Section 794 et seq.
Title VI of the Civil Rights Act of 1964, 42 United States Code (USC) Section 2000d et seq.
Prohibits discrimination on the basis of race, color or national origin
Title VII of the Civil Rights Act of 1964, 42 United States Code (USC) Section 2000eet seq.
Prohibits discrimination on the basis of race, color, religion, sex or national origin
Title IX of the Education Amendments of 1972, 20 United States Code (USC) Section 1681et seq.
Prohibits discrimination on the basis of sex Civil Rights Law Section 40-c
Prohibits discrimination on the basis of race, creed, color, national origin, sex, sexual orientation, marital status or disability
Labor Law Section 201-f
Military Law Sections 242 and 243

Background Checks

It is the policy of AHS that prior to making an offer of employment, AHS may conduct a job-related background check consisting of: 1) prior employment verification; 2) professional reference checks; 3) educational confirmation; and/or license verification. Furthermore, to ensure the safety and welfare of AHS students, visitors, and other staff, an offer of employment may be made contingent upon the successful completion of a criminal history check. Background checks serve as an important part of the selection process at AHS. This type of information is collected as a means of promoting a safe work environment for current and future AHS employees. Background checks also help AHS obtain additional applicant related information that helps determine the applicant's overall employability, ensuring the protection of the current people, property, and information of the organization. Only information that can be collected is that pertaining to the quality and quantity of work performed by the applicant, the applicant's attendance record, education, and other issues that can impact the workplace.

Definitions

(1) "Criminal history check" means verifying that the selected applicant or employee does not have any undisclosed criminal history in every jurisdiction where the applicant or employee currently resides or has resided.

(2) "Educational confirmation" means ensuring that the selected applicant or employee possesses all educational credentials beyond high school listed on the application, resume or cover letter or otherwise cited by the candidate that qualify the individual for the position sought.

(3) "Employee" is defined as any person employed by AHS, whether full- or part-time in a Staff or Temporary position.

(4) "Employment verification" means ensuring that the selected applicant or employee actually worked in the positions listed on the application, resume, or cover letter or otherwise cited by the candidate that qualify the individual for the position sought verification should include dates of employment and reasons for leaving each position.

(5) "License or Certification verification" means ensuring that the selected applicant or employee possesses all the licenses or certifications listed on the application, resume or cover letter or

otherwise cited by the candidate that qualify the individual for the position sought and verification of any license or certification required for the position, including verification of the disposition of such licenses or certifications. This includes any motor vehicle drivers licenses required for the associated position.

Providing false or misleading information used for any of the above background checks, will be handled in accordance with applicable AHS policies and procedures, which may include corrective actions including rescission of an employment offer or termination from an existing position. AHS guarantees that all information attained from the reference and background check process will only be used as part of the employment process and kept strictly confidential.

Job descriptions, including qualifications and responsibilities, used in the hiring of school administrators, teachers and other school employees.

Qualifications applicable for all AHS staff include: (1) Strong academic preparation; (2) High degree of competence; (3) Intellectual rigor; (4) Emotional maturity; (5) Enthusiastic and professional attitude: (6) Knowledge of job related practices; and (7) Ability to further the goals of AHS. Successful candidates will understand and be committed to the mission, goals, philosophy and activities of AHS, as described in the school's charter. Special attention will be given to the candidate's academic records, previous relevant experiences, and understanding of the needs of urban youth. Successful candidates will also demonstrate a commitment to continuous improvement through professional development.

Principal

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the AHS, as described in the school's charter;
- Minimum of three years working in a school environment as a principal or administrator, preferably in an urban setting;
- Minimum of Master's Degree, or higher degree, in Education;
- Demonstrated and successful record of prior employment in educational environments;
- Knowledge of and experience with assessments and relevant technologies, as well as understanding of and experience in using student assessment data in instruction;
- Understanding of, and documented experience working with children with special needs and their families;
- Experience working with academic and operational staff and with diverse populations of students, parents and families;
- Understanding of relevant laws/regulations and experiences in legal/regulatory compliance;
- Demonstrated ability to work with nonprofit organizations and government agencies;
- Experience in curriculum design and/or educational research;
- Knowledge of relevant laws, regulations and charter authorizer requirements;
- NYS Certification as a School Building Leader or equivalent preferred but not required.

Chief Financial Officer (CFO)

- Understanding of and commitment to the mission, goals, educational philosophy and activities of AHS, as described in the school's charter;

- Demonstrated record of leadership, management and interpersonal skills;
- Bachelor's Degree or higher, in Business/Public Administration/Nonprofit Management or related field;
- Demonstrated and successful record of prior employment as an operations manager and/or financial manager in an educational environment or nonprofit setting;
- Experience with preparing budgets, financial statements and quantitative analysis;
- Knowledge of and experience with school facilities and relevant technologies;
- Knowledge of relevant laws, regulations and charter authorizer requirements.

Dean of Students

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the AHS, as described in the school's charter;
- Mental or behavioral health experience preferred;
- Minimum three years working in a school environment, preferably in urban setting;
- Master's Degree, or higher degree, in Education or MSW;
- Demonstrated and successful record of prior employment in educational environments;
- Knowledge of and experience with assessments and relevant technologies, as well as understanding of and experience in using student assessment data in instruction;
- Experience working with academic and operational staff and with diverse populations of students, parents and families;
- Understanding of relevant laws and regulations and experience in legal/regulatory compliance, especially those related to children with special needs;
- Demonstrated ability to work with nonprofit organizations and government agencies;
- Experience in curriculum design and/or educational research;
- Knowledge of relevant laws, regulations and charter authorizer requirements.

Teaching Staff

- Fulfillment of all ESSA "highly qualified" requirements;

- Minimum of one year working in an elementary or secondary environment as a teacher or in other relevant educational positions (e.g. Teach for America, AmeriCorps members);

- Bachelor's Degree, or higher degree, in Education;

- Appropriate New York State certifications, "appropriate" meaning the certification meets the NYS requirements for the specific teaching position in question;

- Demonstrated and successful record of prior employment in educational environments;

- Knowledge of and experience with assessments and relevant technologies;

- Experience working with diverse populations of students, parents and families;

- Experience working with students at-risk of educational failure;

- Appropriate education and experiences for reading teachers, physical education teachers, arts teachers and teachers working with English language learners.

Evaluation processes for administrators, teachers and other staff members

The Board will use the VAL-ED instrument (Vanderbilt Assessment of Leadership in Education) tool to evaluate the Principal's annual performance. The VAL-ED consists of 72 items that comprise six core component subscales and six process subscales. There are two parallel forms (A and C) of the assessment to facilitate measuring growth over time. In this 360 degree evidenced-based assessment of leadership behaviors, each respondent rates the Principal's effectiveness on a six-point scale after having first indicated the sources of evidence on which the effectiveness is rated.

The Principal will conduct annual evaluations of the Assistant Principal, CFO (in cooperation with the Finance Committee) and Dean of Students. He/she will use applicable components of the VAL-ED instrument and achievement of annual goals with the Principal that tie directly to the NYSED Performance Framework and Benchmarks to evaluate administrators.

The Board will also perform a self-assessment on an annual basis. The process will include: (1) Self-assessment by each individual member of his/her performance; (2) Evaluation of each individual Board member by the Board President through review of an annual member "Board Report Card"; (3) Self-evaluation of the Board's performance. The Executive Committee will provide each Board member with survey instruments designed to achieve a comprehensive assessment of self and the Board.

The school's annual teacher evaluation system will take into account student growth and attainment (from both locally derived and NYSED assessments) and teacher performance in the classroom utilizing one of the NYSED approved evaluation models such as the Danielson Framework for Teaching Evaluation Instrument, the Thoughtful Classroom Teacher Effectiveness Framework, or Marzano Teacher Evaluation frameworks. The Principal (with support from the Assistant Principal) will perform all teacher evaluations. All staff will meet with the Principal to develop annual goals that tie directly to the Performance Framework, Benchmarks, and Accountability Plan. The Assistant Principal and Dean of Students will conduct secondary observations to ensure inter-rater reliability. Teachers that do not demonstrate growth and are deemed ineffective will develop an improvement plan with the Principal.

Complaint Process for Staff

Section 2855(4) of the Charter Schools Act provides that any individual or group may bring a complaint to a charter school's board of trustees ("charter school board") alleging a violation of the Charter Schools Act, the charter school's charter, or any other provision of law relating to the management or operation of the charter school. If the individual or group determines that the charter school board has not adequately addressed the complaint, the individual or group may then present the complaint to the entity that authorized the charter school ("charter entity") which in the case of the proposed Academy of Health Sciences Charter School would be the Board of Regents.

The Board of Regents' Rule 8 NYCRR § 3.16 delegates to the Commissioner of Education ("the Commissioner") the authority to receive, investigate, and respond to complaints, and issue appropriate remedial orders on behalf of the Board of Regents. Accordingly, these guidelines generally refer to the Commissioner, as opposed to the Board of Regents.

The following guidelines, which are in the form of answers to frequently asked questions, are designed to assist those groups or individuals who wish to present their complaint to the Commissioner.

When can a complaint under Education Law § 2855(4) be presented to the Commissioner?
If the charter entity for the charter school against which the complaint is brought is the Board of Regents, the Commissioner will act on the complaint only after each of the following has occurred: (A) the complainant has brought the complaint to the charter school board; and (B) the complainant has determined that the charter school board has not adequately addressed the complaint (see question 2 below concerning the amount of time a charter school board should be provided to address the complaint). Accordingly, a group or individual should normally file an Education Law § 2855(4) complaint with the Commissioner only after the charter school board has acted on the complaint and provided a final response to the complainant. It should be noted that the Board of Regents, the Commissioner, and State Education Department have the authority to investigate and take action respecting charter schools outside of the context of an Education Law § 2855(4) complaint. For example, Education Law § 2853(2) provides that "Oversight by a charter entity and the board of regents shall be sufficient to ensure that the charter school is in compliance with all applicable laws, regulations and charter provisions." See also question 9 below concerning complaints related to students with disabilities. Each charter school, as part of its charter, has agreed to set up a process under which complaints must be reviewed by the charter school board. You have the right to be provided with a copy of that policy upon request. There is no fee for presenting a complaint to a charter school board or the Commissioner.

What if I file a complaint and the charter school board fails to act on my complaint?
If a charter school board fails to take any action on your complaint in a reasonable time, then you may present your complaint to the Commissioner. What constitutes a reasonable period of time will depend on the circumstances. You should normally wait at least 30 days and until after the next regularly scheduled board meeting. However, there may be extenuating circumstances when time is of the essence and it is reasonable for you to determine that a shorter response time is necessary. Such circumstances may include, but are not limited to, situations in which your child's safety is at risk, your child is not receiving instruction, or other situations in which timeliness may be a crucial factor. There may also be instances in which a longer response time is necessary. Such circumstances may include, but are not limited to, situations where the complaint requires an investigation that cannot be completed within 30 days.

What does my complaint need to contain?
For the Commissioner to ensure that your complaint is thoroughly and quickly reviewed, you must provide the following:

A detailed written statement of the nature of the complaint, including the names of the individuals involved and the time, date, and place the incidents and/or actions at issue occurred; what response, if any, you have received from the charter school board (a copy of any written response should be attached); what relief you are seeking; and your name, address, and telephone number. Please note that while the law does not require you to submit your complaint in any particular format, it must include at least one allegation that the charter school or board has violated a term of its charter or provision of applicable law or regulation. Where there is no such allegation (and a fair reading of the complaint does not involve any violation) the Commissioner will not investigate the complaint under Education Law § 2855(4).

Where and to whom do I submit my complaint?
Education Law § 2855(4) complaints that an individual or group wishes to present to the Commissioner (where the requirements in question 1 above have been satisfied) should be sent to:
New York State Education Department
Office of Innovative School Model
Charter School Office
Room 465 EBA
89 Washington Avenue
Albany, New York 12234

A copy of the complaint should be sent to the charter school board as well. Any complaint should be clearly marked as such.

Is there a time period after the making of the decision or the performance of the act complained of in which my complaint must be filed with the charter school board, or a time period after the charter school board responds to my complaint by which I must present my complaint to the Commissioner?

The Charter Schools Act does not set forth a time limit in which you are required to present your complaint to the charter school board or the Commissioner acting on behalf of the Board of Regents. However, you should be aware that the Commissioner may take into account any unusually long delays in filing your complaint under the legal principle of "laches." Such delays, in appropriate cases, may affect the Commissioner's decision, including any decision concerning remedial action. For example, lengthy delays in reporting a complaint could potentially hamper an investigation as a result of the availability of witnesses and documents. Moreover, delays could result in issues becoming moot, when the circumstances underlying the complaint change so that a decision would no longer have any practical effect.

If the Board of Regents is the charter entity for the charter school in question, the Commissioner would not generally consider the complaint delayed if it is presented to a charter school board within 30 days of the making of the decision or the performance of the act complained of, and presented to the Commissioner within 30 days of receiving a response from the charter school board.

These timeframes are only guidelines. Again, the Charter Schools Act does not set forth a time limit in which you are required to present your complaint.

May I be represented by an attorney in the complaint process?
Yes. If you choose to have an attorney represent you, your complaint should include the name, address, and telephone number of your attorney. All Board of Regents, Commissioner, and New York State Education Department ("SED") communications and correspondence concerning the complaint will then be directed to your attorney.

How does the Commissioner investigate and respond to complaints?
Upon receipt of a complaint, SED staff will review the complaint and all supporting materials. SED staff will then contact you in writing to confirm receipt of the complaint and, if necessary, request that additional information be supplied. SED staff will then contact the charter school board in writing and, in most cases, give the charter school board at least 30 days to respond. SED staff will conduct whatever investigation SED deems appropriate. The scope of the investigation and methods used may vary depending on the circumstances presented. Such investigation may include, but is not limited to, visiting the charter school, conducting interviews, reviewing documentation, and requesting additional information from the complainant, the charter school board, or other persons. In determining how to investigate, SED staff may take into account the investigation performed by the charter entity.
SED staff may take the initiative to facilitate a mutually acceptable resolution of the issue prior to a formal decision by the Commissioner. If such a resolution of the complaint is reached, the complaint may be voluntarily withdrawn without action by the Commissioner.
If a mutual resolution of the complaint is not reached, upon completion of SED staff investigation, the Commissioner will determine the appropriate response and remedial orders, if any. Written notification of the Commissioner's determination will be provided to the complainant and the charter school board. The Commissioner's decision will be final.

What kinds of remedial orders can the Commissioner issue?
The law leaves to the discretion of the Commissioner (acting on behalf of the Board of Regents) what is appropriate in each situation.

May a parent or guardian of a student with a disability or suspected of complaint under Education Law § 2855(4) alleging that a charter has violated the Individuals Disability Education Act?
Yes. However, parents and guardians also have the right to file a complaint alleging a violation of the Individuals with Disabilities Education Act by a charter school directly with the New York State Education Department's Office of Vocational and Educational Services for Individuals with Disabilities ("VESID"). For more information concerning this complaint process, contact VESID.

Related Laws, Regulations & Acts:
Section 2855(4) of the Charter Schools Act

Whistleblower Policy Statement

The proposed Academy of Health Sciences Charter School (AHS) is committed to high standards of ethical, moral and legal business conduct. In line with this commitment, and AHS' commitment to open communication, this policy aims to provide an avenue for Board members, employees and volunteers to raise concerns and reassurance that they will be protected from reprisals or victimization for whistleblowing. This whistleblowing policy is intended to cover protections for you if you raise concerns regarding: business procedures; community operations; personnel; students; instruction; incorrect financial reporting; unlawful activity; activity not in line with AHS financial policy; or activities, which otherwise amount to serious improper conduct.

Reporting and Investigations of Allegations

Any individual who has reason to believe that financial improprieties or wrongful conduct is occurring within the School shall disclose such information to your supervisor. In the event that the allegations of financial improprieties/fraud and/or wrongful conduct ("improprieties") concern your supervisor, you shall report to the next highest level of supervisory authority. If the chain of supervisory command is not sufficient to ensure impartial, independent investigation, or if the reporter is uncomfortable reporting in this fashion, s/he shall report allegations of improprieties to the AHS Internal Auditor (if available), or the Independent (External) Auditor, or the School Attorney, or to the Board of Trustees.

Upon receipt of an allegation of improprieties, the Board of Trustees or designated employee(s) shall conduct a thorough investigation of the claim. Based upon the results of this investigation, if AHS determines that a school employee has engaged in improprieties, appropriate disciplinary measures will be undertaken, up to and including termination of employment, in accordance with legal guidelines and/or AHS policy. The imposition of such disciplinary measures by AHS does not preclude the filing of civil and/or criminal charges as may be warranted. Rather, when school officials receive a complaint or report of alleged improprieties that may be criminal in nature, law authorities shall be immediately notified.

Prohibition of Retaliation

The Board of Trustees prohibits any retaliatory behavior directed against those individuals who, in good faith, report allegations of suspected improprieties as well as witnesses and/or any other individuals who participate in the investigation of an allegation of improprieties. Follow-up inquiries shall be made to ensure that no reprisals or retaliatory behavior has occurred to those involved in the investigation. Any act of retaliation is prohibited and a perpetrator of such conduct is subject to appropriate disciplinary action by AHS.

Knowingly Making False Accusations

Any individual who knowingly makes false accusations against another individual as to allegations of improprieties may also face appropriate disciplinary action.

Related Laws, Regulations & Acts:

New York Nonprofit Revitalization Act of 2013

Wanda S. Perez

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PROFILE

Results driven educator with a laser focus on efficacy, able to effectively implement leadership expertise and a proven instructional toolkit that fosters continuous school-wide improvement, adult learning, and success for students across diverse communities.

EXPERTISE & RESULTS

Transformational School Leadership

- Led change in curriculum, talent management, bilingual program design, and school culture resulting in a 55 point gain in math and a 32 point gain in reading from 2007-2013, the highest reading gains in DC in 2012, 80% of students scoring proficient on Science state assessment, and the percent of students scoring at below basic decreased for 6 consecutive years.

Professional Development & Training

- Trained over 1,5000 Teachers, Coaches, and Principals across the US in topics of school turnaround, student engagement, pedagogy, trauma-informed practice, and school leadership.

Strategic Partnerships

- Established and successfully managed partnerships with The Achievement Network, New Schools Venture Fund, Flamboyan Foundation, New Leaders, Urban Teacher Center, TNTP, and Fight for Children that significantly increased the human, capital, and instructional resources needed to generate change and achievement including over $1,000,000 of funding and/or in-kind services.

CAREER HISTORY

Managing Associate, CT3 •National•2014-Current

- Promoted to Lead Associate responsible for employee professional development and new hire training
- Co-authored and co-designed the Real Time Teacher Coaching for Instruction program
- Lead school-wide transformation of culture and management with partner schools
- Trained instructional coaches and teachers in Real Time Teacher Coaching in multiple cities both in public charter and district schools with an emphasis on mindset, cultural relevance, and trauma-informed practice

Board Member, Ingenuity Prep Public Charter School •Washington, DC •2013-2017

- Provided expertise and contributed to the effective governance as Education Committee Chair
- Collaboratively developed data dashboard for effective progress monitoring and decision-making

Principal, DC Bilingual Public Charter School •Washington, DC•2007-2014

- Attained Tier 1 High Quality Charter School status as designated by DC Public Charter School Board
- Led Instructional Support Team using data-driven and change management practices
- Redesigned PreK-6th bilingual program to ensure growth and achievement in both English and Spanish
- Achieved Middle States Accreditation, DC ANET School of the Year in 2014, and Fight for Children $100,000 award
- Developed and implemented school wide systems, policies, and procedures to support operational effectiveness

Resident Principal, Friendship Public Charter School •Washington, DC•2006-2007

- Led a 14 point jump in achievement and provided continuity of leadership during principal transition
- Developed teacher capacity in data-driven instruction, standards-based planning, and management
- Successfully completed New Leaders training program

Teacher-Principal Quality Team Mentor • Baltimore City School District • Baltimore, MD • 2005-2006

- Selected to participate in US Department of Education study on new teacher induction
- Mentored 11 new teachers through weekly coaching sessions using the ETS Induction Program
- Delivered strategic professional development to cohort of new teachers around curriculum development
- Received a proficient rating for instructional practice and a 100% retention rate of new teacher mentee

Resident Advisor • Baltimore City Teaching Residency •Baltimore, MD • June – August 2005

- Supervised new teachers throughout their summer student teaching experiences.
- Designed and delivered daily professional development sessions
- Met all training and program goals based on TNTP outcomes

Teacher • Baltimore City School District • Baltimore, MD • 1998-2005
Waverly Elementary Middle School #51 and Rosemont Elementary School #63

- Selected for and held various teacher-leader positions based on effectiveness in the classroom including Testing Coordinator, Summer School Principal, Third Team Leader, Spelling Bee Coordinator, and Towson University Professional Development School Liaison
- Increased student achievement as a third grade classroom teachers as measured on the Maryland State Assessment in both reading and math over 40 points from 2002-2005 and earned superior teacher rating

Lead Teacher • Rich Beginnings Day Care • Rochester, NY• 1997-1998

- Created and implemented an academic prep curriculum for 3 and 4 year olds
- Successfully trained two instructional assistants and was selected Teacher of the Year

SKILLS

- Budget Planning & Grants
- Trauma-informed Practices
- Data-driven Instruction
- Change Management
- Project Management
- Response to Intervention
- Fully Bilingual, Spanish/English
- Culturally Relevant Instruction
- Teacher Development & Coaching

EDUCATION

Northeastern University • Boston, MA • Anticipated Graduation 2019
Doctorate of Education; Curriculum, Teaching, Learning, and Leadership

Johns Hopkins University • Baltimore, MD • 2006
Post-Graduate Certificate in Supervision and Administration, GPA 4.0, ISSLC Licensure Exam 196/200

Towson University • Baltimore, MD • 2001
Masters in Elementary Education, GPA 4.0, Teachers for Tomorrow Full-Scholarship Award

Eastern Nazarene College • Quincy, MA • 1997
Bachelor of Arts in Elementary Education and Spanish, Elementary Education Outstanding Senior

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

Budget and Cash Flow Templates for the 2018 New Charter Applications

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1. - Complete ALL SIX tabs in BLUE
2. - Enter information into the GRAY cells
3. - Cells labeled in ORANGE contained guidance pertaining to that tab
4. - Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at State Aid--https://stateaid.nysed.g Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

New York State Education Department

Request for Proposals to Establish Charter Schools

Authorized by the Board of Regents

New Application Budget(s) & Cash Flow(s) Templates

	Academy of Health Sciences Charter School
Contact Name:	Warren Hern
Contact Email:	[redacted]
Contact Phone:	
District of Locati	
Pre-Opening Peri	January 1, 2019 to June 30, 2019
Operational Year	July 1, 2019 to June 30, 2020

Academy of Health Sciences Charter School

PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD

January 1, 2019 to June 30, 2019

Please Note: The student enrollment data is entered below in the Enrollment		Assumptions DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable*. For example, student enrollment would
Total Revenue	**265,000**	Charter School Program CPS Funds for Planning and Implementation and Local Foundatior
Total Expenses	**207,439**	
Net Income	**57,561**	
Actual Student Enrollment	**100**	
Total Paid Student Enrollment	**-**	

		START-UP PERIOD
REVENUE		
REVENUES FROM STATE SOURCES		
Per Pupil Revenue	**CY** Per Pupil Rate	
District of Location	-	
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
		-
Special Education Revenue		
Grants		
Stimulus		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		
Title I		
Title Funding - Other		-
School Food Service (Free Lunch)		-
Grants		

Charter School Program (CSP) Planning & Implementation	265,000	From $800,000 total, $265,000 for Pre-Operating Budget
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	265,000	
LOCAL and OTHER REVENUE		
Contributions and Donations, Fundraising		
Erate Reimbursement	-	
Interest Income, Earnings on Investments,	-	
NYC-DYCD (Department of Youth and Community Developmt.)	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	
TOTAL REVENUE	**265,000**	

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions		***description, and staff FTE"s (Full time eqiuilivalent)***
Executive Management			
Instructional Management	1.00	62,500	1, 2019 start date. Based on initial annual salary of $125,000
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	1.00	21,250	date. Based on annual starting salary of $85,000 (3 months x
Operation / Business Manager	-	-	
Administrative Staff	1.00	9,999	start date. Based on annual starting salary of $40,000 (3 months x
TOTAL ADMINISTRATIVE STAFF	3.00	93,749	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	

TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	3.00	93,749	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		9,375	Calculated at 10%
Fringe / Employee Benefits		29,062	Calculated at 31%
Retirement / Pension		4,687	Calculated at 5%
TOTAL PAYROLL TAXES AND BENEFITS		43,124	
TOTAL PERSONNEL SERVICE COSTS	3.00	136,873	
CONTRACTED SERVICES			
Accounting / Audit		5,000	To finalize Accounting policies and procedures, set up business office
Legal		5,000	application to IRS.
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		8,566	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		15,000	Stipends at $1500 for Culture Planning)
TOTAL CONTRACTED SERVICES		33,566	
SCHOOL OPERATIONS			
Board Expenses		3,500	Board Training
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks			

Supplies & Materials other	-	
Equipment / Furniture	-	
Telephone	1,000	Cell Service Reimbursement (Principal $100 a month) - Office Line ($400)
Technology	5,500	Principal, CFO, Admin Computers & Software
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	1,000	
Staff Development	1,000	
Staff Recruitment	5,000	
Student Recruitment / Marketing	10,000	
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	27,000	
FACILITY OPERATION & MAINTENANCE		
Insurance	10,000	
Janitorial	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	10,000	
DEPRECIATION & AMORTIZATION		
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	**207,439**	
NET INCOME	**57,561**	

ENROLLMENT - *School Districts Are Linked To Above Entries*

District of Location	100
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
TOTAL ENROLLMENT	**100**
REVENUE PER PUPIL	**2,650**
EXPENSES PER PUPIL	**2,074**

n Funding

Academy of Health Sciences Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
January 1, 2019 to June 30, 2019

										* This section should
Total Revenue	**44,166**	**44,166**	**44,167**	**44,167**	**44,167**	**44,167**	**265,000**	**-**	**-**	**-**
Total Expenses	**33,703**	**27,503**	**22,453**	**44,064**	**40,860**	**38,856**	**207,439**	**-**	**-**	**-**
Net Income	**10,463**	**16,663**	**21,714**	**103**	**3,307**	**5,311**	**57,561**	**-**	**-**	**-**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Net Income	**10,463**	**16,663**	**21,714**	**103**	**3,307**	**5,311**	**57,561**	**-**	**-**	**-**

	January	**February**	**March**	**April**	**May**	**June**	**TOTAL**	**July**	**August**	
REVENUE										
REVENUES FROM STATE SOURCES										
Per Pupil Revenue										
District of Location	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-	-	-	-
Grants										
Stimulus	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING										
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-
Grants										
Charter School Program (CSP) Planning & Implementation	**44,166**	**44,166**	**44,167**	**44,167**	**44,167**	**44,167**	265,000	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	44,166	44,166	44,167	44,167	44,167	44,167	265,000	-	-	-
LOCAL and OTHER REVENUE										
Contributions and Donations, Fundraising							-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,	-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	**44,166**	**44,166**	**44,167**	**44,167**	**44,167**	**44,167**	**265,000**	**-**	**-**	**-**

	No. of										
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS											
Executive Management		-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	10,417	10,417	10,417	10,417	10,416	10,416	62,500	-	-	-
Deans, Directors & Coordinators	-	-	-	-				-	-	-	-
CFO / Director of Finance	1.00	-	-	-	7,084	7,083	7,083	21,250	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	1.00	-	-	-	3,333	3,333	3,333	9,999	-	-	-
TOTAL ADMINISTRATIVE STAFF	3.00	10,417	10,417	10,417	20,834	20,832	20,832	93,749	-	-	-
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	3.00	10,417	10,417	10,417	20,834	20,832	20,832	93,749	-	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes		1,042	1,042	1,042	2,083	2,083	2,083	9,375	-	-	-
Fringe / Employee Benefits		3,229	3,229	3,229	6,458	6,458	6,459	29,062	-	-	-
Retirement / Pension		520	520	520	1,044	1,044	1,039	4,687	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		4,791	4,791	4,791	9,585	9,585	9,581	43,124	-	-	-
TOTAL PERSONNEL SERVICE COSTS	3.00	15,208	15,208	15,208	30,419	30,417	30,413	136,873	-	-	-
CONTRACTED SERVICES											
Accounting / Audit		2,500	2,500	-	-	-	-	5,000	-	-	-
Legal		2,500	2,500	-	-	-	-	5,000	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-
Payroll Services		1,427	1,427	1,428	1,428	1,428	1,428	8,566	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	5,000	5,000	5,000	15,000	-	-	-
TOTAL CONTRACTED SERVICES		6,427	6,427	1,428	6,428	6,428	6,428	33,566	-	-	-

SCHOOL OPERATIONS										
Board Expenses	2,500		1,000	-	-	-	3,500	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Telephone	200	200	150	150	150	150	1,000	-	-	-
Technology	2,500	-	-	3,000	-	-	5,500	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-
Office Expense	200		-	400	200	200	1,000	-	-	-
Staff Development	-	-	-	500	500	-	1,000	-	-	-
Staff Recruitment	2,000	1,500	1,500	-	-	-	5,000	-	-	-
Student Recruitment / Marketing	3,000	2,500	1,500	1,500	1,500	-	10,000	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	10,400	4,200	4,150	5,550	2,350	350	27,000	-	-	-
FACILITY OPERATION & MAINTENANCE										
Insurance	1,668	1,668	1,667	1,667	1,665	1,665	10,000	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	1,668	1,668	1,667	1,667	1,665	1,665	10,000	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**33,703**	**27,503**	**22,453**	**44,064**	**40,860**	**38,856**	**207,439**	**-**	**-**	**-**
NET INCOME	**10,463**	**16,663**	**21,714**	**103**	**3,307**	**5,311**	**57,561**	**-**	**-**	**-**
CASH FLOW ADJUSTMENTS										
OPERATING ACTIVITIES										
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES										
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES										
Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-

Total Financing Activities	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
NET INCOME	**10,463**	**16,663**	**21,714**	**103**	**3,307**	**5,311**	**57,561**	**-**	**-**	**-**
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	**10,463**	**16,663**	**21,714**	**103**	**3,307**	**5,311**	**57,561**	**-**	**-**	**-**

PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *

January 1, 2019 to June 30, 2019

be left blank unless and/or until the charter agreement is duly modified to include a planning year

-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-

October			January	February	March	April	May	June	TOTAL
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
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-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-

Academy of Health Sciences Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2019 to June 30, 2020

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.

Total Revenue	**1,767,587**	**261,800**	**-**	**125,000**	**-**	**2,154,387**
Total Expenses	**1,431,512**	**324,460**	**25,000**	**-**	**298,000**	**2,078,972**
Net Income	**336,075**	**(62,660)**	**(25,000)**	**125,000**	**(298,000)**	**75,415**
Actual Student Enrollment	**80**	**20**				**100**
Total Paid Student Enrollment	**-**	**-**				**-**

		PROGRAM SERVICES			**SUPPORT SERVICES**		
		EDUCATION	**EDUCATIO**	**OTHER**	**FUNDRAI**	**MANAGE**	**TOTAL**
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	**CY** Per Pupil Rate						
District of Location	13,090	1,047,200	261,800	-	-	-	1,309,000
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		1,047,200		-	-	-	1,309,000
Special Education Revenue		-	261,800	-	-	-	
Grants							
Stimulus		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		1,047,200	261,800	-	-	-	1,309,000
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	-	-	-	-	-
Title I		45,000	-	-	-	-	45,000
Title Funding - Other		3,600	-	-	-	-	3,600
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation		535,000	-	-	-	-	535,000
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		583,600	-	-	-	-	583,600

LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		-	-	-	-	-	-
Erate Reimbursement		23,715	-	-	-	-	23,715
Interest Income, Earnings on Investments,		-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Food Service (Income from meals)		108,072	-	-	-	-	108,072
Text Book		5,000	-	-	-	-	5,000
O OTHER					125,000		125,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		136,787	-	-	125,000	-	261,787
TOTAL REVENUE		**1,767,587**	**261,800**	**-**	**125,000**	**-**	**2,154,387**
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Positions						
Executive Management	-	-	-	-	-	-	-
Instructional Management	1.00	50,000	25,000	-	-	50,000	125,000
Deans, Directors & Coordinators	1.00	48,000	12,000	-	-	-	60,000
CFO / Director of Finance	1.00	28,000	17,000	-	-	40,000	85,000
Operation / Business Manager	-	-	-	-	-	-	-
Administrative Staff	1.00	40,000	-	-	-	-	40,000
TOTAL ADMINISTRATIVE STAFF	4.00	166,000	54,000	-	-	90,000	310,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	4.00	192,000	-	-	-	-	192,000
Teachers - SPED	2.00		96,000	-	-	-	96,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants		-	-	-	-	-	-
Specialty Teachers	3.00	144,000	-	-	-	-	144,000
Aides	2.00	60,000	-	-	-	-	60,000
Therapists & Counselors	1.00	48,000	-	-	-	-	48,000
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	12.00	444,000	96,000	-	-	-	540,000
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	16.00	610,000	150,000	-	-	90,000	850,000

PAYROLL TAXES AND BENEFITS							
Payroll Taxes		70,000	10,000	-	-	5,000	85,000
Fringe / Employee Benefits		190,000	70,000	-	-	3,500	263,500
Retirement / Pension		32,000	5,500	-	-	4,500	42,000
TOTAL PAYROLL TAXES AND BENEFITS		292,000	85,500	-	-	13,000	390,500
TOTAL PERSONNEL SERVICE COSTS	16.00	902,000	235,500	-	-	103,000	1,240,500
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	20,000	20,000
Legal		-	-	-	-	15,000	15,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		12,000	-	-	-	-	12,000
Payroll Services		-	-	-	-	60,000	60,000
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		22,000	7,000	-	-	-	29,000
TOTAL CONTRACTED SERVICES		34,000	7,000	-	-	95,000	136,000
SCHOOL OPERATIONS							
Board Expenses			-	-	-	1,000	1,000
Classroom / Teaching Supplies & Materials		15,000	3,000	-	-	-	18,000
Special Ed Supplies & Materials		-	5,000	-	-	-	5,000
Textbooks / Workbooks		8,000	2,000	-	-	-	10,000
Supplies & Materials other			-	-	-	-	-
Equipment / Furniture		27,200	6,800	-	-	-	34,000
Telephone		27,900	-	-	-	-	27,900
Technology		56,700		-	-	-	56,700
Student Testing & Assessment		4,800	200	-	-	-	5,000
Field Trips		3,040	760	-	-	-	3,800
Transportation (student)				-	-	-	-
Student Services - other		4,800	1,200	-	-	-	6,000
Office Expense		10,000	5,000	-	-	5,000	20,000
Staff Development		16,000	4,000	-	-	5,000	25,000
Staff Recruitment			-	-	-	2,000	2,000
Student Recruitment / Marketing				-	-	2,000	2,000
School Meals / Lunch		108,072	-	-	-	-	108,072
Travel (Staff)		-	-	-	-	-	-
Fundraising		-	-	-	-	-	-
Other		5,600	1,400	-	-	-	7,000
TOTAL SCHOOL OPERATIONS		287,112	29,360	-	-	15,000	331,472
FACILITY OPERATION & MAINTENANCE							

Insurance	-	-	-	-	21,000	21,000
Janitorial	24,000	6,000	-	-	-	30,000
Building and Land Rent / Lease	156,000	39,000	-	-	-	195,000
Repairs & Maintenance	-	-	-	-	15,000	15,000
Equipment / Furniture	28,400	7,600	-	-	2,000	38,000
Security	-	-	-	-	20,000	20,000
Utilities	-	-	-	-	27,000	27,000
TOTAL FACILITY OPERATION & MAINTENANCE	208,400	52,600	-	-	85,000	346,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	25,000	-	-	25,000
TOTAL EXPENSES	**1,431,512**	**324,460**	**25,000**	**-**	**298,000**	**2,078,972**
NET INCOME	**336,075**	**(62,660)**	**(25,000)**	**125,000**	**(298,000)**	**75,415**

ENROLLMENT - *School Districts Are Linked To Above Entries*	**EDUCATION**	**EDUCATIO**		
District of Location	80	20		100
School District 2 (Enter Name)				-
School District 3 (Enter Name)				-
School District 4 (Enter Name)				-
School District 5 (Enter Name)				-
TOTAL ENROLLMENT	**80**	**20**	**-**	**100**
REVENUE PER PUPIL	**22,095**	**13,090**	**-**	**21,544**
EXPENSES PER PUPIL	**17,894**	**16,223**	**-**	**20,790**

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable*. For

Established Cash on hand)

different eqiuilivalent)

2 ELA, 2 Math
2 SPED Teachers

1 ESL, 1 PE, .5 Art, .5 Music
2 Classroom Aides
1 School Counselor/Social Worker

Calculated at 10%
Calculated at 31%
Calculated at 5% Employer match

establish financial policies and procedures, business
policies, expedite 501c3 application

Provided by RCSD

Annual BOT retreat and training
magnetic whiteboards, camera, table, teacher supplies,
and out of the classroom
Calculated at $100/student (print and electronic)

Phys. Ed. Equipment ($2,000), 5 lunch tables
DNS - DHCP - Domain- Firewall servers - $15,000, 10
($25,000), 14 laptops for staff $800 each ($11,200), 5
Testing materials
admission fees
Provided by the District
stipends for home visits ($5,000)
and teachers
Professional Development throughout the year
Fees for recuitment services, etc.
materials, etc.
service provider

supplies budgeted at $5,000 (bandages, stethoscopes,

(~$3,000); General and Professional Liability (~$6,500);
for interior and esterio maintenance of facility not
Assumes approximately 15,000 sq. ft. at $13.00/sq. ft.
Minor annual repairs not covered by lease agreement
Copier est. $2,000
of facility
$1.80/sf for utilitities

Academy of Health Sciences Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 20XX to June 30, 20XX

Total Revenue		**179,532**	**179,532**	**179,532**	**179,532**	**179,532**	**179,532**	**179,532**	**179,532**	**179,532**	**179,532**
Total Expenses		**290,289**	**166,589**	**162,059**	**165,059**	**159,559**	**159,059**	**159,059**	**161,059**	**159,060**	**159,060**
Net Income		**(110,757)**	**12,943**	**17,473**	**14,473**	**19,973**	**20,473**	**20,473**	**18,473**	**20,472**	**20,472**
Cash Flow Adjustments		**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance		**57,561**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Net Income		**(53,196)**	**12,943**	**17,473**	**14,473**	**19,973**	**20,473**	**20,473**	**18,473**	**20,472**	**20,472**
		July	**August**	**Septemb**		**Novemb**	**Decemb**		**February**	**March**	**April**
REVENUE		*** Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Colu Budget & Assumptions'.**									
REVENUES FROM STATE SOURCES											
Per Pupil Revenue	**CY** Per Pupil Rate										
District of Location	13,090	87,267	87,267	87,267	87,267	87,267	87,267	87,267	87,267	87,267	87,267
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-		-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-
		87,267	87,267	87,267	87,267	87,267	87,267	87,267	87,267	87,267	87,267
Special Education Revenue		21,817	21,817	21,817	21,817	21,817	21,817	21,817	21,817	21,817	21,817
Grants											
Stimulus		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		109,083	109,083	109,083	109,083	109,083	109,083	109,083	109,083	109,083	109,083
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-
Title I		-	-	-	45,000	-	-	-	-	-	-
Title Funding - Other		-	-	-	3,600	-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-
Grants											
Charter School Program (CSP) Planning & Implementati		44,583	44,583	44,583	44,583	44,583	44,583	44,583	44,583	44,583	44,583

Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		44,583	44,583	44,583	93,183	44,583	44,583	44,583	44,583	44,583	44,583
LOCAL and OTHER REVENUE											
Contributions and Donations, Fundraising		-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976	1,976
Interest Income, Earnings on Investments,		-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Develop		-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		9,006	9,006	9,006	9,006	9,006	9,006	9,006	9,006	9,006	9,006
Text Book		2,500	2,500	-	-	-	-	-	-	-	-
OTHER		25,000	25,000	25,000	25,000	25,000					
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		38,482	38,482	35,982	35,982	35,982	10,982	10,982	10,982	10,982	10,982
TOTAL REVENUE		**192,149**	**192,149**	**189,649**	**238,249**	**189,649**	**164,649**	**164,649**	**164,649**	**164,649**	**164,649**
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL CO	Positions										
Executive Management	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417
Deans, Directors & Coordinators	1.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
CFO / Director of Finance	1.00	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	1.00	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
TOTAL ADMINISTRATIVE STAFF	4.00	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833	25,833
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	4.00	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000	16,000
Teachers - SPED	2.00	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	3.00	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000
Aides	2.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Therapists & Counselors	1.00	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	12.00	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000

NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	16.00	70,833	70,833	70,833	70,833	70,833	70,833	70,833	70,833	70,833	70,833	70,833
PAYROLL TAXES AND BENEFITS												
Payroll Taxes		7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083
Fringe / Employee Benefits		21,958	21,958	21,958	21,958	21,958	21,958	21,958	21,958	21,959	21,959	21,959
Retirement / Pension		3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500
TOTAL PAYROLL TAXES AND BENEFITS		32,541	32,541	32,541	32,541	32,541	32,541	32,541	32,541	32,542	32,542	32,542
TOTAL PERSONNEL SERVICE COSTS	16.00	103,375	103,375	103,375	103,375	103,375	103,375	103,375	103,375	103,376	103,376	103,376
CONTRACTED SERVICES												
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-
Legal		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Payroll Services		5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417	2,417
TOTAL CONTRACTED SERVICES		9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667
SCHOOL OPERATIONS												
Board Expenses		1,000	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		18,000	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		5,000	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		10,000	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-

Equipment / Furniture	34,000	-	-	-	-	-	-	-	-	-
Telephone	2,325	2,325	2,325	2,325	2,325	2,325	2,325	2,325	2,325	2,325
Technology	56,700	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	5,000	-	-	-	-	-	-	-	-	-
Field Trips		-	380	380	380	380	380	380	380	380
Transportation (student)	-	-	-	-	-	-	-	-	-	-
Student Services - other	500	500	500	500	500	500	500	500	500	500
Office Expense	1,800	1,800	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640
Staff Development	2,000	8,000	2,250	2,250	1,750	1,250	1,250	1,250	1,250	1,250
Staff Recruitment		-	-	-	-	-	-	2,000	-	-
Student Recruitment / Marketing	1,000	1,000	-	-	-	-	-	-	-	-
School Meals / Lunch	9,006	9,006	9,006	9,006	9,006	9,006	9,006	9,006	9,006	9,006
Travel (Staff)	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-
Other	-	-	2,000	5,000	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	146,331	22,631	18,101	21,101	15,601	15,101	15,101	17,101	15,101	15,101
FACILITY OPERATION & MAINTENANCE										
Insurance	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750
Janitorial	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
Building and Land Rent / Lease	16,250	16,250	16,250	16,250	16,250	16,250	16,250	16,250	16,250	16,250
Repairs & Maintenance	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Equipment / Furniture	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167	3,167
Security	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Utilities	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250
TOTAL FACILITY OPERATION & MAINTENANCE	28,833	28,833	28,833	28,833	28,833	28,833	28,833	28,833	28,833	28,833
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083
TOTAL EXPENSES	**290,289**	**166,589**	**162,059**	**165,059**	**159,559**	**159,059**	**159,059**	**161,059**	**159,060**	**159,060**
NET INCOME	**(98,140)**	**25,560**	**27,590**	**73,190**	**30,090**	**5,590**	**5,590**	**3,590**	**5,589**	**5,589**
CASH FLOW ADJUSTMENTS										
OPERATING ACTIVITIES										

Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES										
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES										
Example - Add Expected Proceeds from a Loan or Line of C	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
NET INCOME	**(98,140)**	**25,560**	**27,590**	**73,190**	**30,090**	**5,590**	**5,590**	**3,590**	**5,589**	**5,589**
Beginning Cash Balance	57,561	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	**(40,579)**	**25,560**	**27,590**	**73,190**	**30,090**	**5,590**	**5,590**	**3,590**	**5,589**	**5,589**

179,532	**179,532**	**2,154,387**
159,060	**179,060**	**2,078,972**
20,472	**472**	**75,415**
-	**-**	**-**
-	**-**	**-**
20,472	**472**	**132,976**

May	June	TOTAL

umn (Column N) on tab '4.) Year

87,267	87,267	1,047,200
-	-	-
-	-	-
-	-	-
-	-	-
87,267	87,267	1,047,200
21,817	21,817	261,800
-	-	-
-	-	-
-	-	-
109,083	109,083	1,309,000
-	-	-
-	-	45,000
-	-	3,600
-	-	-
44,583	44,583	535,000

-	-	-
-	-	-
44,583	44,583	583,600

-	-	-
1,976	1,976	23,715
-	-	-
-	-	-
9,006	9,006	108,072
-	-	5,000
		125,000
10,982	10,982	261,787
164,649	**164,649**	**2,154,387**

-	-	-
10,417	10,417	125,000
5,000	5,000	60,000
7,083	7,083	85,000
-	-	-
3,333	3,333	40,000
25,833	25,833	310,000

16,000	16,000	192,000
8,000	8,000	96,000
-	-	-
-	-	-
12,000	12,000	144,000
5,000	5,000	60,000
4,000	4,000	48,000
-	-	-
45,000	45,000	540,000

-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
70,833	70,833	850,000
7,083	7,083	85,000
21,959	21,959	263,500
3,500	3,500	42,000
32,542	32,542	390,500
103,376	103,376	1,240,500
	20,000	20,000
1,250	1,250	15,000
-	-	-
-	-	-
1,000	1,000	12,000
5,000	5,000	60,000
-	-	-
-	-	-
2,417	2,417	29,000
9,667	29,667	136,000
-	-	1,000
-	-	18,000
-	-	5,000
-	-	10,000
-	-	-

-	-	34,000
2,325	2,325	27,900
-	-	56,700
-	-	5,000
380	380	3,800
-	-	-
500	500	6,000
1,640	1,640	20,000
1,250	1,250	25,000
-	-	2,000
-	-	2,000
9,006	9,006	108,072
-	-	-
-	-	-
-	-	7,000
15,101	15,101	331,472

1,750	1,750	21,000
2,500	2,500	30,000
16,250	16,250	195,000
1,250	1,250	15,000
3,167	3,167	38,000
1,667	1,667	20,000
2,250	2,250	27,000
28,833	28,833	346,000

-	-	-
2,083	2,083	25,000

159,060	**179,060**	2,078,972

5,589	**(14,411)**	**75,415**

-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	**-**	**-**
5,589	**(14,411)**	**75,415**
-	-	
5,589	**(14,411)**	**132,976**

Academy of Health Sciences Charter School

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Please Note: The Student Enrollment data is entered below in the Enrollment

Total Revenue	**2,154,387**	**2,897,990**	**4,482,377**	**5,976,764**	**6,350,361**
Total Expenses	**2,101,551**	**2,991,484**	**4,587,862**	**5,604,201**	**5,719,886**
Net Income (Before Cash Flow Adjustments)	**52,836**	**(3,494)**	**(105,485)**	**372,563**	**630,475**
Actual Student Enrollment	**100**	**200**	**300**	**400**	**425**
Total Paid Student Enrollment	**-**	**-**	**-**	**-**	**-**

		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2019	**2020**	**2021**	**2022**	**2025**
		***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**				
REVENUE		**Per Pupil Revenue Percentage Increase**				
REVENUES FROM STATE SOURCES		**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Per Pupil Revenue	**CY** Per Pupil Rate					
District of Location	13,090	1,047,200	2,094,400	3,141,600	4,188,800	4,450,600
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
		1,047,200	2,094,400	3,141,600	4,188,800	4,450,600
Special Education Revenue		261,800	523,600	785,400	1,047,200	1,112,650
Grants						
Stimulus		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		1,309,000	2,618,000	3,927,000	5,236,000	5,563,250
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		-	-	-	-	-
Title I		45,000	90,000	135,000	180,000	191,250

Title Funding - Other	3,600	7,200	10,800	14,400	15,300
School Food Service (Free Lunch)	-	-	-	-	-
Grants					
Charter School Program (CSP) Planning & Implementation	535,000	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	583,600	97,200	145,800	194,400	206,550
LOCAL and OTHER REVENUE					
Contributions and Donations, Fundraising	-	-	-	-	-
Erate Reimbursement	23,715	46,350	70,065	93,780	99,709
Interest Income, Earnings on Investments,	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-
Food Service (Income from meals)	108,072	216,440	324,512	432,584	459,602
Text Book	5,000	10,000	15,000	20,000	21,250
OTHER	125,000	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	261,787	272,790	409,577	546,364	580,561
TOTAL REVENUE	**2,154,387**	**2,987,990**	**4,482,377**	**5,976,764**	**6,350,361**

EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	**Positions**					
Executive Management		-	-	-	-	-
Instructional Management	1.00	125,000	203,750	209,863	216,158	222,643
Deans, Directors & Coordinators	1.00	60,000	121,800	185,454	251,018	258,548
CFO / Director of Finance	1.00	85,000	87,550	90,177	92,882	95,668
Operation / Business Manager	-	-	-	70,000	72,100	74,263
Administrative Staff	1.00	40,000	81,200	83,636	86,145	88,729
TOTAL ADMINISTRATIVE STAFF	4.00	310,000	494,300	639,129	718,303	739,852
INSTRUCTIONAL PERSONNEL COSTS	**Positions**					
Teachers - Regular	4	192,000	485,760	788,333	1,099,983	1,132,982
Teachers - SPED	2.00	96,000	98,880	149,846	202,342	208,412
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	3.00	144,000	148,320	344,770	355,113	365,766

Aides	2.00	60,000	68,000	100,040	133,041	137,032
Therapists & Counselors	1.00	48,000	98,880	101,846	104,902	108,049
Other	-	-	-	120,000	123,600	127,308
TOTAL INSTRUCTIONAL	12.00	540,000	899,840	1,604,835	2,018,980	2,079,550
NON-INSTRUCTIONAL PERSONNEL COSTS	**Positions**					
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	16.00	850,000	1,394,140	2,243,964	2,737,283	2,819,402
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		85,000	115,000	224,396	273,728	281,940
Fringe / Employee Benefits		263,500	356,500	695,629	848,558	874,015
Retirement / Pension		42,000	57,500	112,198	136,864	140,970
TOTAL PAYROLL TAXES AND BENEFITS		390,500	529,000	1,032,224	1,259,150	1,296,925
TOTAL PERSONNEL SERVICE COSTS	16.00	1,240,500	1,923,140	3,276,188	3,996,433	4,116,326
CONTRACTED SERVICES						
Accounting / Audit		20,000	20,000	20,000	20,000	20,000
Legal		15,000	5,000	5,000	5,000	5,000
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		12,000	24,000	36,000	48,000	60,000
Payroll Services		60,000	70,000	80,000	90,000	90,000
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		29,000	35,000	45,000	55,000	60,000
TOTAL CONTRACTED SERVICES		136,000	154,000	186,000	218,000	235,000
SCHOOL OPERATIONS						
Board Expenses		1,000	1,000	1,000	1,000	1,000

Classroom / Teaching Supplies & Materials	18,000	15,000	15,000	15,000	5,000
Special Ed Supplies & Materials	5,000	7,000	10,000	10,000	10,000
Textbooks / Workbooks		-	-	-	-
Supplies & Materials other	10,000	20,000	30,000	40,000	45,000
Equipment / Furniture	34,000	20,000	20,000	20,000	10,000
Telephone	27,900	10,000	10,000	10,000	10,000
Technology	56,700	56,700	56,700	56,700	30,000
Student Testing & Assessment	5,000	10,000	15,000	20,000	22,500
Field Trips	3,800	7,600	9,880	12,844	16,697
Transportation (student)	-	-	-	-	-
Student Services - other	6,000	12,000	18,000	24,000	30,000
Office Expense	20,000	30,000	40,000	50,000	55,000
Staff Development	25,000	45,000	50,000	60,000	60,000
Staff Recruitment	2,000	2,000	2,000	2,000	2,000
Student Recruitment / Marketing	2,000	2,000	2,000	2,000	2,000
School Meals / Lunch	108,072	216,144	324,216	432,288	458,288
Travel (Staff)	-	-	-	-	-
Fundraising	-	-	-	-	-
Other	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	324,472	454,444	603,796	755,832	757,485
FACILITY OPERATION & MAINTENANCE					
Insurance	29,000	33,000	36,000	39,000	40,000
Janitorial	30,000	50,000	70,000	90,000	120,000
Building and Land Rent / Lease	195,000	198,900	202,878	206,936	211,074
Repairs & Maintenance	15,000	30,000	45,000	60,000	70,000
Equipment / Furniture	38,000	50,000	70,000	90,000	10,000
Security	20,000	40,000	60,000	80,000	90,000
Utilities	27,000	33,000	38,000	43,000	45,000
TOTAL FACILITY OPERATION & MAINTENANCE	354,000	434,900	521,878	608,936	586,074
DEPRECIATION & AMORTIZATION	25,000	25,000		25,000	25,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-
TOTAL EXPENSES	**2,079,972**	**2,991,484**	**4,587,862**	**5,604,201**	**5,719,886**
NET INCOME	**74,415**	**(3,494)**	**(105,485)**	**372,563**	**630,475**

ENROLLMENT - *School Districts Are Linked To Above Entries*					
District of Location	100	200	300	400	425
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
TOTAL ENROLLMENT	**100**	**200**	**300**	**400**	**425**
REVENUE PER PUPIL	**21,544**	**14,940**	**14,941**	**14,942**	**14,942**
EXPENSES PER PUPIL	**20,800**	**14,957**	**15,293**	**14,011**	**13,459**

CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	57,561	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	57,561	-	-	-	-
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	**57,561**	**-**	**-**	**-**	**-**
NET INCOME	**131,976**	**(3,494)**	**(105,485)**	**372,563**	**630,475**
Beginning Cash Balance	-	131,976	128,482	22,997	395,560
ENDING CASH BALANCE	**131,976**	**128,482**	**22,997**	**395,560**	**1,026,035**

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable.* For example, student enrollment would reference the page in the application that states enrollment targets.

AHS Foundation Funding

List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)

State number of positions for years 2 thru 5 in assumptions if differ from year 1.

Assistant Principal Added Year 2 at 75K

2nd Dean Added Year 2, 3rd Dean in Year 3, 4th Dean in Year 4

Data Manager Added Year 3

Add Student Services Assistant in Year 2

5% increase each year across all positions, 5 Additional Positions Each Year 2, 3, 4

Add 3rd teacher in Year 3, Add 4th teacher in Year 4

Year 4(ESL, PE, 4 Art, 4 Music) 4 Positions go to Full Time in Year 3, Add Additional ESL in Year 3. Spanish

Add 1 Aide in Year 3 and another in Year 4 Add Social Worker in Year 2 Instructional Coaches, ELA & Math in Year 3	
10% 31% 5%	
425 Students in Year 5	

$4,000/yr yr 2-4; student lockers $24,000 yr 2, $16,000 yr
$100,000 Per NYSED requirements

Beginning Cash Balance Year 1; Net Income from Pre-Opening Budget

Attn.: NYSED
Subject: Academy of Health Science Charter Application

The Charter Application includes $125,000 of funding from the Academy of Health Science's Foundation. This Foundation was created in 2018 for the purpose of supporting the Academy and it Mission. Initial funding was made possible by a generous gift by the Farash Foundation.
This letter and the attached Bank Statement will serve as evidence that the funds specified in the Application are raised and available to the Academy upon it's Charter approval.

Warren Hern
President
Academy of Health Science Foundation
8/12/18

M&T Bank

FOR INQUIRIES CALL: GREECE TOWNE MALL OFFICE
(585) 720-5000

00 0 00009M NM 017

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ACADEMY OF HEALTH SCIENCE FOUNDATION
[redacted]

ACCOUNT TYPE
M&T ADVANCED BUSINESS CHECKING

ACCOUNT NUMBER	STATEMENT PERIOD
[redacted]	07/01/18 - 07/31/18

BEGINNING BALANCE	$151,398.71
DEPOSITS & CREDITS	0.00
LESS CHECKS & DEBITS	4,039.94
LESS SERVICE CHARGES	0.00
ENDING BALANCE	$147,358.77

ACCOUNT ACTIVITY

POSTING DATE	TRANSACTION DESCRIPTION	DEPOSITS & OTHER CREDITS (+)	WITHDRAWALS & OTHER DEBITS (-)	DAILY BALANCE
07/01/2018	BEGINNING BALANCE			$151,398.71
07/09/2018	CHECK NUMBER 1006		$3,750.00	147,648.71
07/20/2018	CHECK NUMBER 1007		263.00	147,385.71
07/24/2018	CHECK NUMBER 1008		26.94	147,358.77
	NUMBER OF DEPOSITS/CHECKS PAID	0	3	

CHECKS PAID SUMMARY

CHECK NO.	DATE	AMOUNT	CHECK NO.	DATE	AMOUNT	CHECK NO.	DATE	AMOUNT
1006	07/09/18	3.750.00	1007	07/20/18	263.00	1008	07/24/18	26.94

Attachment 11: Pre-Opening Plan

The AHS Board recognizes the importance of developing and implementing a strategic pre-opening plan to ensure they have addressed the critical elements of building the infrastructure and legal obligations required for operation. It also provides the opportunity for the school to demonstrate preparedness to attract highly-effective administrators and staff and also that the school is prepared to open and serve students. Assuming AHS will receive a charter in November, 2018, the following is a 9-month plan to open the school to students in August 2019.

Task	Person(s) responsible	Nov-Dec. 2018	Jan-March. 2018	April-May 2019	June-July 2019
Establish Board, ratify by-laws, elect officers, provide evidence of meetings, minutes, post meeting schedules/agendas and identify legal counsel	B	x	x		
Apply for expedited 501c3 Status	B/L	x			
Develop policies/procedures, recruitment documents for Principal/CFO, hire school leader and CFO	B	x	x	x	
Review/adopt policies, establish/assign to committees; finalize/approve contractual relationship w/accounting firm and Legal	B	x	x		
Acquire facility and purchase equipment, technology and supplies	B/L	x	x	x	x
Create plan/procedures to control access to the building and install adequate signage.	P				x
Recruit and hire Administrative Assistant	P/C			x	x
Recruit and hire teachers and aides; secure proof of certification, background checks, fingerprinted, and submit to NYSED	P/AA				x

Finalize teacher contracts/salary schedules	P/B				x
Provide orientation and PD for special education identification, nondiscrimination policies/procedures, medical/crisis management, data mgt. etc.	P/B			x	x
Finalize curriculum/align to NYS standards	P	x	x		
Purchase instructional materials; finalize calendar; identify students w/special needs/disabilities; provide Section 504 policy in compliance with regulations	P/C			x	x
Provide documentation that AHS has contacted the District's committee on Special Education seeking records of all incoming students w/disabilities	P/AA			x	x
Create student handbook/related policies, establish/implement student data/records policy, and evidence of payroll system	P/C	x	x		
Develop fiscal policies/procedures and submit to Board for approval	C/B	x	x		
Identify staff and board committee to oversee and serve as primary contact on compliance issues	B				x
Establish internal controls/fiscal policies that ensure board oversight over financials	B/C	x	x		
Finalize budget based on expected enrollment and grants	B/P	x	x	x	
Research and finalize grant applications	P/C	x	x	x	x
Provide documentation of the school's relationship with a registered nurse	C				x

Confirm all immunization records on file; students not immunized or exempted will be barred from school after 14 days	N/P			x	x
Provide agreement with food service provider, including copies of fingerprints and background checks	C/AA				x
Begin to market opening of school to students and parents	B/P	x	x	x	x
Conduct community outreach/information sessions	B/P	x	x	x	
Develop logo and school brand for outreach materials	B/P	x	x		
Identify student enrollment procedures have been documented and a student roster is available to teachers; provide a roster of students with IEPs and any information related to their settings or related known services	P				x
Provide assurance that student records have been requested/received and are in locked storage. If electronic, the system is password protected	P/C				x
Provide copy of student health records and/or assurance they were requested, Nurse will keep records in locked storage	P/AA				x
Ensure student health policies are in place	B/P		x	x	x
Develop policies relating to discipline and include in student and family handbook	B/P				x
Finalize student and family handbook and submit to Board for approval	P	x	x		
Provide assurance that student and family handbooks have been distributed	P/AA			x	x
Distribute school calendar/class schedules	P/AA				x

Provide FERPA procedures for storage/handling of student files, list persons with access, list of records maintained and confidentiality policy for school employees	P/C/AA			x	x
Provide summary of school enrollment stats including number of enrolled students and those on waiting list	P/C/AA			x	x
Identify and contract with provider to conduct board training	B	x	x	x	x

Attachment 12: Dissolution Plan

In the event of closure or dissolution of AHS, the Board shall delegate to the Principal and CFO the responsibility to manage the dissolution process in accordance with the applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any closing procedures specified by the NYSED. This process shall include notification to parents and students. Additionally, a list of students attending AHS will be sent to the RCSD. AHS shall transfer student records to the RCSD and parents of enrolled students will be notified of the records transfer. The remaining assets of AHS, after satisfaction of outstanding debts pursuant to Education §220, shall be transferred to another charter school within the RCSD. The dissolution process will begin with a meeting of the Board, Principal, CFO and the school's legal counsel. The purpose is to review and confirm a dissolution plan and timeline developed by the school's administrative staff. Upon approval, the Principal and Board will meet with the NYSED and other appropriate staff to review and finalize a dissolution plan and timeline.

Days 1-5

1. Deliver a current student enrollment list to NYSED;
2. Principal will conduct meeting with staff to discuss availability for students being displaced;
3. Principal will notify parents in writing of the closure of the school;
4. Principal will meet with students to discuss the school's closing;
5. Schedule and advertise a school-day meeting with students and an evening meeting with parents and others to discuss AHS's closing;
6. AHS will host a series of information sessions for families and students about the possible schools available and identify the assistance that will be provided during the enrollment process;
7. AHS's website will be recognized as a primary source of information about the school's closing, the dissolution process and the enrollment options for students in other public schools.

Days 6-15

1. Pupil personnel staff will prepare a written report for the Principal confirming the scheduling of enrollment meetings for each student/parent;
2. Pupil personnel staff will commence student enrollment meetings;
3. AHS will provide written notice to appropriate office departments such as transportation, food services and school safety of the closure to ensure adequate time for modifications to existing practices and procedures;
4. AHS will notify in writing school Principals in schools likely to receive enrollment applications from AHS of the closure and provide contact information for school personnel handling transfers.

Days 16-30

1. Pupil personnel staff will continue with student enrollment meetings;
2. AHS will transfer student records to the school district in which AHS is located;
3. Parents of enrolled students will be informed of the transfer of their students' records to the school district in which AHS is located and provided a copy of those records.

Transfer of Assets: The CFO will be responsible for developing a plan that will direct a smooth and efficient transfer of the assets process. The business clerk will maintain an up-to-date

inventory of the assets of the school. He/she, with cooperation from the Finance Committee, will attend to the payment of all outstanding debts. Once all debts are satisfied, a distribution of assets process will be initiated that turns over assets to the RCSD or another charter school within the district. This plan will eventually detail what assets will be dispersed to which school(s), when, how and by whom. This plan will be presented to the Executive Committee of the Board for review and approval prior to its implementation.

2018 PHASE I: Letter of Intent

Created: 07/05/2018 • Last updated: 07/09/2018

Basic Contact and Application Information

New Applicant groups and Existing Education Corporations interested in submitting an application to establish Regents-authorized charter schools are asked to complete this brief information sheet. The Department will use this information to plan and coordinate peer review panels with appropriate expertise to evaluate all application materials.

Please indicate whether a New Operator Applicant Group (which does not operate a Regents-authorized charter school or does not operate any schools currently) or an Existing Education Corporation (which operates one or more Regents-authorized charter schools) is submitting this Round 1 Letter of Intent.

New Operator Applicant Group (operating no charter schools at all or in New York or not operating Regents-authorized charter schools)

Proposed Charter School Name

(Please write out the full name of the proposed new charter school, and include the words "charter" and "school" in the naming).

Proposed School Name	Academy of Health Sciences Charter School (AHS)
Grades Served (K-5, .6-8, 9-12, etc.) During Initial 5 year Term	5-8
Max Number of Students During Initial 5 year Term	450

Proposed or Current Board Chair and Public Contact information, including mailing address, phone number, and email address.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address
Proposed/Current Board Chair	Warren Hern	[redacted]	
Public/Media Contact Person	Jennifer Piper		

List of Key Design Elements

List the key design elements which are those features of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and critical or integral to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems. Approved schools will be accountable for implementation of the key design elements included in their charter.

1	Culture of Collective Efficacy: Establishing a culture of collective efficacy, growth, and leadership for students, families, and staff. A culture of collective teacher and staff efficacy will contribute significantly to the school's level of academic success and is a crucial factor influencing student achievement (Hattie, 2016). The leadership team, instructional coaches, staff, and teachers will be provided with the training, tools and the time necessary to establish, track, and meet clear and specific achievement goals. Their collaboration and commitment will ensure the design, implementation and regular evaluation of a variety of research based processes to help students overcome various academic, social and emotional challenges. AHS will establish, through collective efficacy and professional development workshops, a compassionate, responsive school community that embraces trauma-informed learning and teaching for those students who may be experiencing or have experienced trauma. In addition to staff efficacy, families and students will be inspired to express self-efficacy. This will be accomplished by building a foundation of the school-home relationship with home visits (or outside location chosen by family). Teachers and staff will establish relationships with families built on a student's assets, strengths, and on the mutual goals of school, student, and family. Effective learning and teaching occurs when teachers see learning through the eyes of students and help them become their own teachers and develop high expectations for themselves (Hattie, 2008).
2	Positive School Culture: Establishment of a healthy community and safe, supportive learning environments for all students. AHS will establish a culture through authentic relationship building that supports personal and mutual respect, equity, and efficacy aimed at building critical hope to transform trajectories of continued poverty into opportunity for success. The culturally-relevant learning environment will provide students of every race, ethnicity, religion or socioeconomic status an opportunity to thrive while learning from the differences in others. The creation a healthy school community and culture of learning will proudly demonstrate a sincere belief in and value for the

	distinctive creative potential and strengths of all students. The school will also assist with the needs generated by situations of poverty or trauma. As a center of support AHS will provide direct assistance and/or linkages to health and human services, legal counseling, etc., and be administered by community partners who will work closely with the Student Support Team. The will reflect an overall sense of community, celebrate the diverse nature of families and students through a variety of activities, and strategically align the resources available in the community for students and families.
3	College and Career Readiness: A NYSLS/CCLS-based college and career ready curriculum based on the Health Sciences and STEAM priorities. AHS will creatively integrate multiple aspects of college and career readiness into the NYSLS/CCLS-based curriculum beginning in grade 5. Students will learn how to develop good study habits and understand the high academic expectations needed to prepare them for high school and post-graduation. Communication and workplace skills will be reflected throughout the education plan and will be scaffolded in a manner that ensures students have a solid foundation for their career choice and the ability to generate personal and professional goals. The school’s culture will also emphasize the importance of both personal and community health and wellness to ensure students embrace their roles as potential future healthcare professionals. The school will partner with local colleges and universities to expose students to higher education, familiarize them with the campus environment, academic requirements for specific career pathways, and the opportunities available to them. AHS will value the journey and process of learning as much as the end result. We will embrace risk taking, trying multiple ideas and forming multiple theories. These values will form the foundation for students to build their STEAM knowledge base rooted in the NYSLS/CCLS and directly applicable to future college majors and innovative careers in the health sciences. All teachers will use STEAM practices and assign STEAM tasks that catalyze meaningful collaboration around reality-based problem solving projects. Core subjects and enrichment classes will be linked horizontally and vertically in terms of content, but also in terms of STEAM specific skills.
4	Middle School Preparation Starting in Grade 5: A New Beginning for Academic Excellence After deep and thorough analysis of current achievement data, the applicant group realized a unique opportunity existed in our target community to open a school with grade 5. As a response to that analysis, we will onboard incoming 5th grade students to new and innovative approaches in regards to the NYS Learning Standards (NYSLS) and Common Core Learning Standards (CCLS). These approaches to learning will build on

	an effective learning environment through implementation of highly effective instructional practices and engagement protocols, intensive and individualized academic support, an individualized, student-driven recovery program, extended learning time, a college and career readiness curriculum, and a shared sense of student and teacher-efficacy. Grade 5 will focus on critical social, emotional, and academic transitions from elementary to middle school through a nurturing approach based on building authentic relationships that set the foundation for the achievement of high expectations.
5	Data and Student-Driven Instruction: Evidence-based tiered Response to Intervention (RTI) supports for all students. To diminish the historic power of low expectations based on unaddressed behavioral needs and an inadequate assessment of true academic potential, the school will implement an effective process of collecting and analyzing valid and individualized data based on strengths and areas of growth to drive planning and decision-making. This includes capturing student voice, feedback, and input as a critical data source. Aligned and relevant formative and summative assessments will be utilized and analyzed using input from content specialists, second-language acquisition and special education staff. This will ensure that when applicable, all students will have access to equitable behavioral and academic interventions. Students will not be tracked. Instead, they will be supported in various ways and intensities based on their changing needs. In addition, AHS will support and encourage self-directed learning by engaging all students in activities such as student-led report card and portfolio conferences, student self-assessment of learning targets, student-led professional development workshops, student-assisted creation of backwards-mapped assessments and involving students in the planning and facilitation of fieldwork excursions. Students will initiate, execute and control processes that were previously unavailable to them. As a result, AHS students will choice transformative ownership and agency over their learning.
6	Effective Teaching Strategies: Thoughtful planning and delivery of engaging, culturally relevant, and effective pedagogy. Teachers will elicit high levels of engagement, creativity, commitment and intellectual processing necessary for success in future health sciences careers. Our teaching team will engage in robust professional development workshops that focus on guided and deliberate practice of effective pedagogical strategies that reflect dimensions 1-9 of the Thoughtful Classroom Teacher Effectiveness Framework (Silver, 2016) and optimize learning of the NYSLS/CCLS with 21st Century Skills, Gradual Release of Responsibility Framework (Fisher & Frey, 2013), Culturally Responsive Teaching and The Brain (Hammond, 2014) and EngageNY/Expeditionary Learning Student Engagement Protocols (2014).

7	Extended and Enhanced Learning: Longer school day and year providing access to enhanced educational experiences. Instructional time of at least 300 more hours than the conventional district calendar is one of the strongest predictors of higher achievement (Fryer, 2011). AHS will also work with partner organizations to provide a rigorous after school enrichment program that includes individualized instruction and tutoring in English language arts and mathematics, instruction in music and fine/performing arts and extra time for students to collaborate to work on STEAM projects and Health Science field experiences. Summer programming will provide students with a safe, structured, and fun learning environment. It will ensure both students and their families remain engaged with the school, maintain the high level of academic growth established during the school year and avoid the need for remedial work in the fall while building excitement and investment in the school's mission and every student's future goals.

If available, please provide the URL to the website established for the proposed school or existing education corporation. (No response)

Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(Refer to the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	(No response)
Partner Organization 1	(No response)
Partner Organization 2	(No response)

Proposed Board Chair Signature

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Date 2018/07/09

Thank you for completing this form.

LETTER OF INTENT TO APPLY

I. Applicant Group Information:

a. Applicant Group Members: Please see Table 1.
b. Public Contact: Warren Hern; [redacted]
c. Application History: Warren Hern participated in the design of a new (entirely separate) charter school LOI in 2015. The LOI was not invited to proceed in the application process by NYSED. A majority of the members of the proposed Academy of Health Sciences Board of Trustees have been involved with the development of the proposed school since September 2016 and participated in the submission of an LOI on July 7, 2017. Although invited to submit a full application, the group decided to further enhance the application and submit during the 2018 cycle. The group submitted a LOI and full application to NYSED in its first RFP round of 2018, but later withdraw the proposal to strengthen the education plan.

II. Proposed Charter School Information:

a. Proposed school name: Academy of Health Sciences Charter School (AHS)
b. Proposed school mission statement: The mission of Academy of Health Sciences Charter School (AHS) is to provide a supportive learning environment focused on academic achievement in preparation for college, careers, and lives of service in the health sciences.
c. Proposed school location: City of Rochester
d. Target population/community served: AHS will welcome all students. It is anticipated that enrollment will closely reflect the demographics of the Rochester City School District (RCSD).

- 90% Economically Disadvantaged
- 15% English Language Learners
- 21% Students with Disabilities

e. Planned grades and enrollment, using the required chart below to indicate grades, ages, and enrollment for each of year of the initial charter term;

Projected Enrollment Table Over the Charter Term						
Grades	**Ages**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
5th	10-11yrs.	100	100	100	125	125
6th	11-12yrs.		100	100	100	125
7th	12-13yrs.			100	100	100
8th	13-14yrs.				100	100
Totals		100	200	300	425	450

f. Proposed management and/or partner organization(s): Not Applicable
g. Replication: Not Applicable

h. The AHS applicant group has developed a school model that will employ a new and positive approach to teaching and learning in the urban core of Rochester. The overarching goal of the school is to provide students with the foundational skills to graduate high school, gain acceptance into a higher education institution of their choice, persist and graduate, and achieve professionally and as a citizen.

AHS will provide students with a safe, supportive, and challenging learning environment that inspires every student to accept responsibility for their academic growth and achievement. Academic performance will be realized through a strategic combination of trauma-informed, culturally relevant pedagogy, a positive school-wide culture founded on the values of community and efficacy, and a whole-child approach to addressing students' individual needs. The overall culture will be nurtured and sustained through meaningful, authentic relationships between the adults, students, and their families.

Beginning with its intensive, responsive, and unique grade 5 program, AHS will grow slowly; adding one grade per year through grade 8 in its first charter term. Grade 5 will emphasize the mastery of prerequisite skills for a successful transition to grades 6-8. Grades 6-8 will generate "high school ready" 9th graders prepared to launch themselves into academic achievement, service learning, internships, and leadership experiences. The program will be consistently supported and implemented by highly-effective teachers, staff, and through collaborative partnerships with notable healthcare and life sciences organizations in Rochester. After a demonstrated track record of stability, success, and demand has been established, the board may seek permission to expand to serve its students through grade 12 in a future charter term.

With college and career readiness skills will embedded into all aspects of the school's culture and infused throughout the curriculum, students will master 21st Century Skills such as critical thinking, problem solving, communication, collaboration, creativity, civic engagement, and cultural competence. AHS will open new pathways for successful educational and employment endeavors in the health sciences and STEM-related fields and employment sectors currently underrepresented by traditionally underserved populations.

With roots deep throughout the Rochester community, the proposed AHS Board of Trustees (the board) recognizes the urgency and magnitude of the challenges facing the district's students- and is confident that the proposed school program will support students in becoming academically successful and goal-oriented, thereby breaking the oppressive chains of poverty for them and their families. The board will leverage representatives from their extensive networks within higher-education, local healthcare institutions, foundations, community-based organizations and others to drive change, create opportunities for its students at an accelerated rate.

Key Design Elements

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III. Enrollment and Retention Strategies

a. School representatives will implement a strategic enrollment strategy focused on student populations similar to the current demographics of the Rochester City School District. Recruitment will be conducted through a variety of venues and partners such as: local churches, recreation centers, organizations serving children with special needs, resettlement agencies, cultural and community-based institutions such as Ibero-American Action League, block club meetings, Rochester Black Physicians Network, St. John Fisher College, Urban League, Rochester fairs and community events, Facebook and local health centers. All information will be translated in Spanish, and additional languages as needed, to reach the entire community. School representatives will also canvass neighborhoods in high needs areas of the city with a specific focus on the neighborhoods adjacent to the proposed school location, which will ensure access to families identified as economically disadvantaged. In order to ensure the enrollment of students needing special education services and English as a second language instruction, school representatives will engage parents by partnering with areas churches and charities during the enrollment period, and school representatives will host meetings for potential parents in these settings to discuss how the school will focus on each child's individual talents and academic needs, the unique college and career readiness model that will prepare their children for future success and financial stability, and, emphasize the importance of communication with parents and families.

b. The school will implement the following retention strategies:

- Establishing a school community and culture based on mutual respect that celebrates diversity by conducting home visits and individualizing relationships with parents and families in order to continuously engage them around school attendance and decision making.
- Offering consistent professional development supporting the implementation of collective efficacy, trauma-informed instruction, and student engagement strategies;
- Hiring/retaining exceptional special education and ENL (English as a New Language) teachers with experience working in an urban setting and demonstrable success in meeting the needs of all learners, especially those with IEPs or 504 Plans, and preparing qualifying ELL students for the annual NYSESLAT assessment;
- Individualized instruction and one-on-one tutoring with a high sense of urgency;
- Frequent and dynamic assessments that result in a data-driven culture and consistent student growth;
- Providing the best possible curriculum and learning environment, with a multitude of activities that result in unique access to learning and acceleration, to prepare students for future careers in the health sciences;
- Fieldwork opportunities in which students are afforded the opportunity to be successful outside of the traditional classroom and school setting;
- Daily advisory period that establishes an academic and social/emotional student support network;
- Active Family Support Center and wrap-around services for students/families, as needed;
- Student-generated and managed tracking system for character development and behavior;
- A toolbox of effective, research-based academic and behavioral interventions and a common intervention tracking system.

IV. Public Outreach and Community Support

a. **Public Outreach Information:** Over the last year we have had thoughtful and engaging discussions with hundreds of community members and parents and developed significant relationships with community-based organizations, youth athletic programs, schools, churches, block clubs, and

parent groups to assist us with community outreach and student recruitment efforts. Outreach was conducted via Facebook, Survey Monkey, in-person meetings, community presentations, and personal communications. **See Table 2.**

b. **Assessment of Interest:** Based on the extensive outreach and community input received to date, there is a great level of interest in, and articulated need for, AHS from all stakeholder groups: students, parents, healthcare professionals, community members, and teachers. There has been overwhelming support for the college career readiness model that will focus on the health sciences, as parents were very interested in their children learning about career pathways and gaining foundational skills for the workplace, especially in a growing local industry. In addition, community members identified the need for a more diverse representation of healthcare workers in the Rochester area. Many of the key elements reflect the areas that community members and parents repeatedly expressed the need for:

- Essential programming such as: languages, the arts, health and wellness, athletics
- After school and summer program
- Civic awareness and engagement, values, leadership development, personal goal setting
- The need for good and caring teachers, especially African American male role models, mentoring services
- Career readiness skills, time management, financial literacy, as well as certifications
- Parent accountability and involvement in decision making
- A safe, clean and supportive environment
- Services and programming relevant to the challenges of urban youth: trauma, substance abuse, peer relationships, gang violence, health and wellness, teen pregnancy etc.

V. Proposed Board Chair Signature:

2/6/18

Table 1: Applicant Group Information

Last updated: 07/09/2018

Must include a minimum of 5 members proposed as Trustees

Applicant Group Information

	Name/Phone/Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)
1	Erika Dooley, [redacted]	English as a Second Language Coordinator, Discovery Charter School	ESL Curriculum, ESL Instruction, K-6 Teaching, Parent Engagement	Committee Member	Committee Member
2	Warren Hern [redacted]	Former President and CEO Unity Health, and co-CEO Rochester Regional Health Retired	Industry, Management	Trustee	Board President
3	Michele Lawrence, MBA, [redacted]	Associate VP, Regional Business Development University of Rochester Medical Center	Industry, Business	Trustee	Trustee
4	Kevin Overton [redacted]	Attorney, Harris Beach	Marketing, Human Resources	Trustee	Trustee
5	Wanda Perez, M.Ed., ABD [redacted]	Managing Associate/Educational Consultant, CT3	Curriculum, Instruction, Education Administration, Community & Parent Engagement, ESL/Bilingual Education, SPED Leadership	Trustee	Trustee
	Jennifer Piper				

6	[redacted]	Group Account Director, Partners & Napier	Marketing	Trustee	Trustee
7	Kevin Railey, PhD [redacted]	Provost, St. John Fisher College	Education Administration, K-12 Curriculum, Instruction, University Management, Marketing, Community Engagement	Trustee	Trustee
8	Joseph Searles [redacted]	Director of Diversity & Workforce Inclusion, Excellus BlueCross BlueShield	Industry, Community, Diversity and Inclusion, Cultural Competence	Trustee	Trustee
9	Bradley M. Turner, MD, MPH, MHA, FCAP, FASCP [redacted]	Assistant Professor, Pathology and Laboratory Medicine, Dept. of Pathology and Laboratory Medicine, Breast and Gynecologic Subspecialty Services, University of Rochester Medical Center, School of Medicine and Dentistry, Strong Health Highland Hospital	Medical Professional, Community Health, Mentor/Advocate for Young Professionals	Trustee	Trustee
10	Louise Vella, [redacted]	Rochester Regional Health, Manager of HR Operations	Human Resources, Health Management, Diversity, Community Engagement	Trustee	Trustee
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Application History

Identify whether any member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity’s decision; and provide a concise description of significant modifications made in this application (if applicable).

Warren Hern participated in the design of a new charter school LOI in 2015. The LOI was not invited to proceed in the application process by NYSED. This school was unrelated to the proposed Academy of Health Sciences. A majority of the members of the proposed Academy of Health Sciences Board of Trustees have been involved with the development of the school since September 2016 and participated in the submission of an LOI to NYSED on July 7, 2017. Although invited to submit a full application, the group decided to further enhance the application and submit during the 2018 cycle. The LOI was submitted for the first 2018 cycle and was approved. However, the full application was not considered for a Board of Regents vote.

Table 2: Public Outreach Information

Dates of Outreach (mm/dd/yy)	**Target Stakeholder Group**	**Description of the Outreach**	**Location of Outreach**	**Input Obtained**	**Action Taken on Input**	**Number of Attendees**
September 30, 2016 Meeting Date	Farash Foundation staff and Health Sciences' students, administrators, staff and board members.	Representatives from the Farash Foundation in Rochester, NY visited the Health Sciences Charter School in Buffalo, NY to learn and access rationale for a health sciences focused school in Rochester.	Health Sciences Charter School, 1140 Ellicott Street, Buffalo, NY 14209	Great need for health sciences focused school in Rochester given #1 Industry in Rochester.	Farash Foundation will assemble a group of community leaders to glean interest and commitment to establish a health sciences school in Rochester, charted via the NYSED.	6
October 28, 2016 Meeting Date	Influencers, prospective applicant group and/or board of trustee members.	Farash Foundation hosted community leaders to introduce and solicit feedback on a college and career focused health sciences charter school in Rochester. Health Sciences' Principal and board members presented their model and lessons learned.	Farash Foundation 255 East Avenue Rochester, NY 14604	Consider beginning with a middle school vs. high school. Vital that the school secure healthcare partners able to provide resources to students and families.	Foundation will follow up with attendees to determine interest in serving on applicant group (AG). Coordinating tour to Health Sciences Buffalo for potential AG members. . .	15

November 11, 2016 Meeting Date	Influencers, prospective applicant group and/or board of trustee members.	Farash Foundation hosted community leaders to introduce and solicit feedback on a college and career focused health sciences charter school in Rochester.	Farash Foundation 255 East Avenue Rochester, NY 14604	The following organizations were in attendance and supportive of the proposed school: · Monroe Community College · Nazareth College · Excellus BlueCross BlueShield · E3 Rochester · Greater Rochester Health Foundation · Great Schools for All · St. John Fisher College · Rochester Urban League · Rochester Institute of Technology	Foundation will follow up with attendees to determine interest in serving on applicant group (AG). Bill Clarke, Executive Director for Urban League Rochester desires exploring how their programs can be integrated (e.g. Advantage After School Program) into proposed school.	17

December 2, 2016 Meeting Date	Influencers, prospective applicant group and/or board of trustee members.	Farash Foundation hosted community leaders to introduce and solicit feedback on a college and career focused health sciences charter school in Rochester.	Farash Foundation 255 East Avenue Rochester, NY 14604	Individuals associated with the following were in attendance and supportive of concept. · City Council of Rochester · Wegman's · University of Rochester Medical Center · Finger Lakes Performing Provider System · Great Schools for All · Current Charter School Teacher · Former Charter School Principal(s) · Board of Regents	Personal follow up calls will be made to all persons who attended an information session to determine their interest in serving on the AG and/or board of trustees, upon charter award.	15

December 11, 2016	AG Members Consultants	AG Meeting	Farash Foundation 255 East Avenue Rochester, NY 14604	Based on skills inventory of current AG, it was determined they need to add technology, healthcare professional(s), and human resources.	Need to develop white paper / fact sheet to conduct outreach. Distribute charter law for AG members to review.	9
March 3, 2017	AG Members Consultants	AG Meeting	First Presbyterian Church	Mission Statement. Grades Served. Pros/cons of economically diverse student population discussed.	Great Schools for All to share research with AG. Mission Statement finalized. Committees will meet Friday mornings (budget, curriculum, outreach, facilities).	9

April 5, 2017	AG Members Consultants	AG Meeting	Oak Hill Country Club, Rochester, NY	Pros/cons of economically diverse student population discussed. Reviewed outreach plan.	Students residing in Rochester will be the target audience. Mission / Vision Statements finalized. Fact Sheet translated to Spanish.	9
May 1, 2017	Applicant Group Members	AG Meeting	University of Rochester Medical Center	Outreach. Plan presented for discussion. Critical to the process is data collection.	Build survey monkey. Schedule outreach events and collect data. Meet with parents, community leaders, prospective partners and collaborators.	6

May 25, 2017	Dr. Turner is excited to join the board and to partner with the proposed school. Has presented concept to his peers.	Joseph Searles, AG member, met with Dr. Bradley Turner, Founder of the Black Physicians Network at University of Rochester Medical Center.	Excellus, BlueCross Blue Shield, Rochester, NY	Black Physicians Network is interested in becoming a strategic partner with the school.	Dr. Turner invited to join proposed Board of Trustees. Will be attending the June 5 AG Member.	2
May 31, 2017	Peggy Quackenbush, President / CEO of Hochstein School of Music and Dance	Meeting to discuss possible role of Hochstein School of Music and Dance.	50 N. Plymouth Ave. Rochester, NY 14614	Interested in continuing a dialog to determine potential role.	Follow up for possible full-time position housed at the future school.	3
June 5, 2017	Presented potential role of Excellus.	Joseph Searles, AG member, met with Excellus BlueCross BlueShield administration.	Excellus, BlueCross BlueShield, Rochester, NY	Excellus will provide personnel, upon request, to provide exploration opportunities for students.	Upon charter award, board will engage Excellus.	2
June 5, 2017	Applicant Group Members	Applicant Group Meeting	St. John Fisher College, Pittsford, NY	Dr. Bradley Turner joined AG to determine the potential role of the Black Physicians Network at Rochester Medical Center.	Dr. Turner will join AG and is consider a board position.	9

June 10, 2017	Students	AG member met with Monroe Community College regarding which high schools most of their students in the pre-nursing program come from.	Monroe Community College, Rochester, NY	Pre-nursing program is very competitive, only ~10 HS students are accepted each year. Students come from a mix of area HSs, mostly suburban.	Shared information with Applicant Group.	2
June 12, 2017	Students, community organizer / leader and access to health sciences experiences.	Michele Lawrence, potential board member, met with representatives from Jordan Health, a large FQHC in Rochester.	Jordan Health 214 C Lake Avenue Rochester, NY 14605	Invited Michele to attend future Community Engagement Table to discuss proposed school.	AG member will attend a future Community Engagement Table to discuss AHS with community leaders.	3
June 12, 2017	Able to target multiple audiences in both English and Spanish.	Joseph Searles engaged IBERA-American Action League, to brief her on proposed school for urban youth.	IBERA-American Action League, Inc. Rochester, NY	Positive response to both the need and theme of school.	IBERO will distribute flyer for the June 19 Parent Meeting.	3

June 16, 2017	STEM Volunteer Teacher	AG Member met with retired Xerox executive with strong STEM background. Also, volunteer teacher in Fairport District.	Local Meeting	Interested in volunteering once school receives their charter.	AG member will introduce person to Principal, upon award.	2
June 19, 2017	Families of English and Spanish-speaking students living in the City of Rochester	Sent invitation flyer (English/Spanish) to attend a parent meeting.	Rochester Spanish Church 99 Stonewood Ave. Rochester, NY 14616	Parents were very interested in a safe campus with a focus on future health sciences careers. They expressed a need for an inclusive education that meets the needs of all learners. They also expressed support for an extended day and summer program.	Ms. Perez will provide advocacy and application details to interested parents.	8

May – June 2017	David Klein, former President/CEO, Excellus BlueCross BlueShield; Michele Grazulis, President, Rochester Regional Health Foundations; Michael Nazar, MD, Family Practitioner; Gary Tebor, MD., Orthopedic Surgeon; Dustin Riccio, MD, President, Newark Wayne and Clifton Springs Hospitals; Timothy McCormick former President/CEO, Unity Health System; Michael Goonan, former CFO, URMC; Faheem Masood, President/CEO ESL Federal Credit Union;	Warren Hern, AG member, linked with higher education, healthcare and community leaders to solicit input regarding the need for a focused health sciences college and career school in Rochester.	Various venues and locations in Rochester, NY	Collective interest in the proposed school that will not only have a strong governance model, but will be part of the larger economic and workforce needs of Rochester. Offered support and connections to potential partnerships.	Mr. Hern will continue to stay engaged with said individuals to follow up on student and school opportunities.	20+

	David Fiedler, Trustee, ESL Foundation;Steve DePerrior, Principal, Burke Group; Dan Braveman, President, Nazareth College; Ben Burton, President, Iuvo Bioscience;Mary Richardson, PhD Chief Scientific Officer, Iuvo Bioscience; Mario Urso, Senior Partner, Bonadio & Co.; Dan Ornt, Dean, Institute of Health Sciences at Rochester Institute of Technology; Dennis DeLeo, President, Venture Jobs Foundation; Ed White, Corporate Executive, SUNY Polytechnic Institute, AIM Photonics; Tom Crilly						

	Executive VP / CFO Rochester Regional Health and Chairman, Aquinas Institute Board of Directors.						

April – June 2017	Branch Manager, BayView YMCA; Pre-K / Elementary School teacher with experience in daycare and charter schools.	AG member, Michele Lawrence, had discussions with a number of individuals to solicit input on the school as well as gather advice, to the extent they have experience with middle schools, public and charter schools.	Various venues and locations in Rochester, NY	Wants to learn more. May be interested in a leadership or teaching role.		4
June 20, 2017	Board Governance. Common application with other Rochester Charter Schools.	AG member, Michele Lawrence, met with real estate developer and current board member of Rochester Charter School.	Lunch Meeting	Believes there needs to be investment in high-performing charter schools to provide multiple options for families.	Will introduce Michele to Rochester Prep Charter School.	2
June 21, 2017	Personnel / Human Resources Support for Principal and Board.	AG member, Michele Lawrence, met with HR Professional in Information Systems Industry.	Lunch Meeting	Interested in supporting Principal and Board on hiring practices.	AG Member will stay engaged.	2

June 21, 2017	Student Recruitment	AG member, Michele Lawrence, connected with City resident and Deacon at Spiritus Christi Church in Rochester.	Email exchange	Vital community partner with linkages to parents / families interested in good schools for their children.	AG Member will stay engaged.	2
June 21, 2017	Student Recruitment	AG member met with city resident and member of the Jehovah's Witnesses community in Rochester.	One on one meeting	Vital community partner with linkages to parents / families interested in good schools for their children.	AG Member will stay engaged.	2

March – July 2017	Senior Pastor, Third Presbyterian Church; Associate Pastor for Outreach and Evangelism, Third Presbyterian Church; Principal, Center for Governmental Research; Retired Assistant Dean, University of Rochester; Retired Reporter, Rochester Democrat & Chronicle; CEO, The Children's Agenda; and, CEO, True Insights Consulting, former Vice President of Human Resources, Bausch & Lomb, and Cobbs Hill Consulting	Mark Forester, AG member, linked with higher education, healthcare and community leaders to solicit input regarding the need for a focused health sciences college and career school in Rochester.	Various venues and locations throughout Rochester, NY	Collective interest in the proposed school. Offered ongoing support and connections to potential partnerships, mentors that will be beneficial to students in the years to come.	AG Member will stay engaged.	9

March – June 2017	Student Recruitment. Community support for proposed school.	AG Member and former charter school principal, conducted outreach to parents and community via social media.	Face Book w/3,661 followers	Feedback includes, the need for: · Art Program · Social / hygiene skills · Financial Literacy · Public Speaking · Community-based projects · Time management · Technology · Health and Wellness · Vocational training · American Sign Language · Spanish · Civic engagement · Sports · STEAM · Certificate programs · Health education · After school program	Dialog will continue throughout the application and opening of the school process.	200+

				· Summer program · Community volunteers · Mentoring · Affective and relevant education · Commonplace values and courtesies · Academic choices · Personal goals · Performing arts · African American male teachers · Onsite mental health services · Media Literacy · Consumer Literacy · Parents involved in decision-making · Racially and socioecono		

				mically integrated · Mentor program for parents · Hold parents accountable · Respect taught and demonstrated · Mindset to learn despite life challenges · Mindfulness skills (eg. yoga and meditation) · Basic auto mechanics · Carpentry skills · Small class sizes · Interdisciplinary courses · Electives, based on student's interest · Nutrition · Pros / cons of cell phones		

				· Drug education · Gang education · Best possible teachers who love children · Team building · Outdoor time · Exposure to visual and performing arts · Personalized learning · Global thinking · Safe and clean environment		

April 2017	Glean perspective on the proposed school.	AG member, Michele Lawrence, reached out to a national Montessori school leader.	Spoke with Montessori School Principal in Colorado	Pleased to hear that this type of school was being proposed.	AG member will stay connected.	2

June-December 2017	Student Recruitment Assessment of Community / Parent interest	Posted by AG member.	Survey Monkey	95% of respondents were interested in new education options for children. College and career readiness middle school, focused on the health sciences, meets a need. School should also incorporate life skills, financial planning and credit awareness. Academic enrichment activities. Career exploration Character and leadership development. Safe and supportive learning environment.	Link to post available until 1/1/18.	52

July 6, 2017	Potential school leaders, teachers, counselors, students and more.	AG Member, Michele Lawrence met with local university representative.	Personal Meeting	Identified potential connections to target stakeholders and white papers / research on lessons learned.	Michele will schedule meetings with all contacts referenced.	2
August 3, 2017	Student Recruitment Potential Support and Partnership Opportunities w/AHS	AG Member, Warren Hern, met with E-3 Chairman and E-3 Executive Director.	Personal Meeting	E-3 expressed interest in assisting AHS with budgeting, student recruitment, and facility identification.	AG Member will stay engaged.	3
August 10, 2017	Teacher, Head of School Student Recruitment	AG Member met with current charter school teachers.	Personal Meeting(s)	Expressed support for the proposed school, 5th grade start and college and career readiness model.	AG Member will stay engaged.	5
September 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, met with Physical Therapist and Neurology APP.	Personal Meeting(s)	Expressed interest in learning more as to the role they could play once the AHS was chartered.	AG Member will stay engaged.	2

September 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, met with former 5th grade teacher to discuss teaching, support, and extending extra-curricular program she currently hosts for Fairport 5th graders on government.	Personal Meeting	Potential for creative and new opportunities for after-school programming.	AG Member will stay engaged.	2
November 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, met with UR Real estate professionals to discuss possible facility options in the city.	Personal Meeting	A number of prospective buildings that could be adapted for use by the proposed AHS were identified.	AG Member will stay engaged. Facilities committee will explore.	2
October 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, met with former CFO about his interest and the interest of others in his personal network, particularly in regards to skills gaps on AHS board.	Personal Meeting	Individual expressed interest in learning more.	AG Member will stay engaged.	2

September 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, met with local Human Resources professional about lending his assistance with personnel committee.	Personal Meeting	No commitment made to date.	AG Member will stay engaged.	2
September 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, met with UR Innovation Institute regarding the ability to connect students with innovative experiences at UR (e.g. simulation lab).	Personal Meeting	Excellent meeting; Follow up will take place post charter award.	AG Member will stay engaged.	2
October 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, met with Rochester Prep / True North Charter School leader to discuss recruitment, curriculum, operations, and common application.	Personal Meeting	Identified potential opportunities for post charter award.	AG Member will stay engaged.	2

October 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, met with former COO of Loyola Recovery Foundation and national thought leader on substance abuse.	Personal Meeting	Potential opportunities for professionals to provide education-related opportunities for AHS students.	AG Member will stay engaged.	2
November 3, 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, former elementary school teacher in Irondequoit and local philanthropist.	Personal Meeting	Concept well received.	AG Member will stay engaged.	3
November 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, met with ESL Marketing and CISCO ISD.	Personal Meeting	Interested in learning more.	AG Member will stay engaged.	4
November 2017	Potential Support and Partnership Opportunities w/AHS	AG member, Michele Lawrence, met with HP Service.	Personal Meeting	Good meeting; interested in concept and how she might be able to help.	AG Member will stay engaged.	2

November 2017 – January 2018	Potential Support and Partnership Opportunities w/AHS	Prospective AG Board conducted multiple outreach efforts with peers, educators, property owners, corporate and healthcare leaders, and local charitable foundations.	Series of personal meetings, AG meetings, tours, and discussions regarding student recruitment, curriculum and student services	All meetings have been met with enthusiasm for this new opportunity for students.	AG Members will stay engaged. Update and student recruitment materials will be distributed as appropriate.	40+
January 4, 2018	Lessons learned from successful partnerships with K-8 charter school in Buffalo	AG Board member met with Westminster Foundation to glean information on the role of corporate sponsors in a charter school.	Personal Meeting	Value of partnerships is invaluable to both the school and its students	AG Member will stay engaged.	2

January – February 2018	Potential Support and Partnership opportunities with higher education and healthcare	AG Board member conducted information sharing with 25+ members of the University of Rochester faculty in order to build support for a health sciences charter school that would prepare students for jobs in healthcare.	Series of personal meetings	Interested in learning more regarding the future needs of the school.	AG Member will stay engaged and provide regular updates regarding how the University might contribute to student opportunities, post charter award by the NYSED.	30
January 2018	Advocate for choice opportunities for students	Prospective AG Board member met with parent who was sending their children to Parochial schools to avoid having to send them to the RCSD.	Personal Meeting	Many other like-parents will be pleased to learn of the opportunity the school presents for their children.	AG Member will facilitate meeting with prospective parents, upon charter award.	2
January 2018	Founding Principal candidates	41 individuals submitted an application for the position.	23 applicants were from the Rochester market	Great interest in the proposed school.	Broadened the knowledge of the proposed school with teachers, administrators and principals.	41+

April 3, 2018	City Recreational Center Director	Meeting with Avenue D Recreation Center Director	Avenue D Rec Center 200 Ave D, Rochester, NY 14621	Center Director is highly supportive of school	Applicant group will follow up for engaging parents at the center	2
June 2018	Parents and Community Members	Launched Facebook Page	Facebook.com	Making connections to parent organizations in Rochester	Page added to informational flyers distributed to potential parents and community members, provides an immediate forum for stakeholders to ask questions and provide feedback	Public forum
July 2018	Parents and Community Members	Distribution of information flyers at key locations and community events	Avenue D Rec Center	Building relationships with potential parents in the target neighborhood	Parents and community are open to learning more once school is approved and enrollment opens	150 flyers to date

We need your voice as a parent or community member!

Are you interested in having another, better public school option for your child in 2019?

Academy of Health Sciences Charter School

Learn more about this *NEW FREE PUBLIC* school being planned now for opening with 5th grade in **August 2019**!

The school will open in a nearby neighborhood and will set your child up to graduate ready for college and careers in the health sciences, medicine, or other related fields.

Learning more is as easy as a quick phone call!

CALL TODAY!

PARENTS & COMMUNITY

NEW SCHOOL OPTION!

A head start for your child in the health field, medicine, or science.

Afterschool, Athletic, and Culture Programs

410-227-2828

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¡Padres, nos gustaría su opinión!

¿Está interesado en tener otra opción de escuela pública para su hijo en el 2019?

Academy of Health Sciences Charter School

¡Venga y aprenda más sobre esta NUEVA escuela que es gratis y PÚBLICA y está siendo planeada ahora para la apertura, empezando con el 5to grado en agosto de 2019!

La escuela se abrirá en un vecindario cercano y preparará a su hijo para graduarse listo para la universidad y carreras en las ciencias de la salud, medicina u otros campos relacionados.

¡Aprender más es tan fácil, solamente una llamada rápida!

¡LLAMA HOY!

Comunidad y padres

Nueva opción de escuela

Un inicio de avance para sus hijos en el campo de la salud, la medicina y la ciencia.

Actividades atléticas y programa culturales planeados para después de las clases.

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Academy of Health Sciences Charter School

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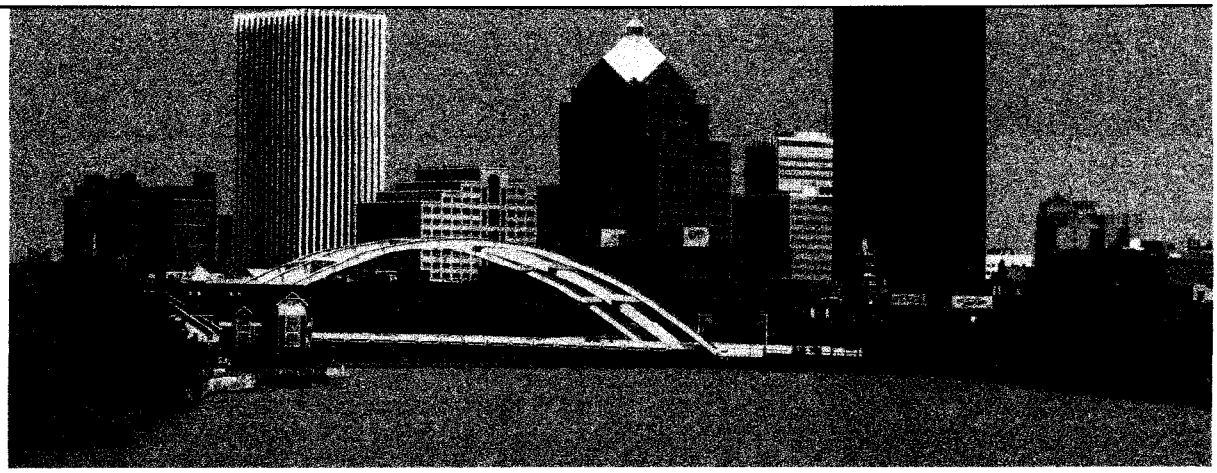

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Mission

The mission of the Academy of Health Sciences Charter School is to provide a learning environment that ensures academic achievement while preparing students for college and career readiness and lives of service in the health sciences.

CONTACT INFO

m.me/ahscharter

MORE INFO

About

The Academy of Health Sciences Charter School is for those looking for a step-by-step path to future careers in healthcare and the life sciences. Opening in August 2019 in Rochester, NY, AHS will serve Grades 5 - 8.

General Information

The Academy of Health Sciences Charter School is planning to open in August 2019 in Rochester, NY. The initial charter term will serve Grades 5 - 8 with the int...
See More

School

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Chat (Off)

Academy of Health Sciences Charter School
Grades 5-8

NOTE: this fact sheet was distributed to the community in various settings as documented in Table .

Proposed School Mission
The mission of the Academy of Health Sciences Charter School (AHS) is to provide a learning environment that ensures academic achievement while preparing students for college and career readiness and lives of service in the health sciences.

Grade Level
The initial charter term will serve Grades 5-8 with the intent of the school expanding up to Grade 12.

Model
The planning team assembled to build the AHS has embarked on a comprehensive journey to develop a choice school for those looking for a step-by-step path to future careers in healthcare and the life sciences. Beginning with a Grade 5 program, opening in August 2019, AHS will expand by one grade level each year. Grade 5 will emphasize acquiring the pre-requisite skills necessary for a successful transition to Grades 6-8 that will be designed to generate "high school ready" ninth graders prepared to launch themselves into academic, service, internship, and leadership experiences supported by collaborative partnerships with notable healthcare and life sciences organizations in Rochester, NY.

AHS Will Offer:
- An intensive year of middle school preparation and individualized academic supports in Literacy and Math
- Rigorous academics, utilizing a STEAM (Science, Technology, Engineering, Arts and Mathematics) curriculum, that incorporates support systems tailored to individual student needs
- High standards and expectations for student achievement, innovative teaching strategies, rigorous student assessment and a commitment to continuous improvement
- Safe learning environment that emphasizes high achievement and character development
- Exposure to career pathways, employability and technical skills in the health sciences
- Array of enrichment opportunities, access to cutting-edge technology and extensive after-school programs
- School culture that values accountability, compassion, integrity, tolerance and leadership
- Community service projects
- Commitment to a drug-free, gang-free, bully-free, truancy-free, and crime-free school
- Strong school identity-building design, uniforms

Important to Know about Charter Schools:
- Charter schools are public schools
- Tuition-free and open to all (utilizing a lottery system for enrollment)
- Non-sectarian, they do not discriminate on any basis
- Publicly funded, based on enrollment
- Accountable to NYS Learning Standards
- Must meet NYS established benchmarks in order to be approved and obtain renewals from the Board of Regents

Location
- TBD in the City of Rochester

Contact Person for More Information: Warren Hern 585-734-7733 whern1@rochester.rr.com

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Warren Hern

Proposed Charter School Name: Academy of Health Sciences Charter School

E-Mail Address [redacted]

Home Telepho [redacted]

Home Address [redacted]

Business Tele [redacted]

Business Addr [redacted]

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 above will be redacted.

Background Information – All Applicant Group Members

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

   ☒ Résumé Attached

2. Please provide Transcript from your highest degree granting Institution.

   ☒ Transcript or Supporting Documentation Attached

3. Please indicate how you became aware of the opportunity to join the applicant group. SEE ATTACHED

4. 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.

5. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

6. Please provide a personal statement regarding the experience and skills that you bring to the table. SEE ATTACHED

7. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees). SEE ATTACHED

8. Please provide any other information that you feel is pertinent to the Department's review of your background. NONE

Warren Henn

Printed Name

Signature

6-6-17

Date

Supplemental answers to Attachment 5a

3. Please indicate how you became aware of the opportunity to join the applicant group.

A. The applicant group was facilitated by the Farash Foundation and as a retired CEO of a large local health System I was recruited by the Foundation to participate in the discussion of a possible Health Sciences charter School in Rochester.

6. Please provide a personal statement regarding the experience and skills that you bring to the table.

A. From an educational standpoint, I have had a focus in business up and thru a Masters In Business Administration. From an experience standpoint I've had nearly 40 years of senior level exposure as CFO and CEO of significant healthcare provider organizations.

7.Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group) and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

A. I've been involved in the planning of the charter school since the beginning and have had the pleasure of being involved in every meeting that has taken place since that time. That has strengthened my commitment to the concept and the understanding that this school is right for the children of Rochester. I've committed to stay involved helping to bring the application to final approval and staying on as member of the Board of Directors, if that approval takes place.

8.Please provide any other information that you feel is pertinent to the Dept's review of your background.

A. None.

Background Information—Proposed Board of Trustees Only

9. 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.

10. 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).

11. 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 yes, please provide an explanation.

12. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    Member

13. Please explain why you wish to serve on the board. SEE ATTACHED

14. 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):

Conflict of Interest - Proposed Board of Trustees Only

15. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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 the work to submit this application on prior business relationships

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

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

17. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

18. 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.

☐ Yes
☒ 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.

19. 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.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we have no such interest.

20. 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 will be conducted.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

21. 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

22. 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

23. 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 the previous items 16-23, you may so indicate.

☐ This does not apply to me, my spouse or other family members.
☒ Yes. 2016 Application which was not approved

Educational Philosophy -Proposed Board of Trustees Only

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

25. Please explain your understanding of the educational program of the charter school. SEE ATTACHED

26. 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

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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

_____
Signature

6-6-17
_____
Date

Supplemental Information Board of Trustees Application

The educational program will include

Q 22.
Answer: I would bring the situation to the Board of Directors meeting for discussion and resolution.

Q 24.
Answer: The mission of the Charter School is to provide a learning environment that ensures academic achievement while preparing students for College and Career readiness and lives of service in the health sciences.

Q25.
Answer: The educational program will include, but not be limited to:

- -Exposure to career pathways, employability and technical skills in the health sciences
- -An array of enrichment opportunities, access to cutting edge technology and extensive after school programs
- -School culture that values accountability, compassion, integrity, tolerance and leadership
- -Rigorous academics, utilizing a STEAM curriculum that incorporates support systems tailored to individual student needs

Q26.
Answer: In addition to the items mentioned in Q25 the school will require high standards and expectations for student achievement, innovative teaching techniques, rigorous student assessments and a commitment to continuous improvement. For the school to be successful the Board of Directors will have to be a dedicated group of individuals, with varied backgrounds who will be committed to its mission and program of a student centric philosophy. They will need to devote time and energy to oversee the start up and operations by hiring a highly qualified Principal and Staff and establishing objectives and outcomes along with measurement systems to ensure the focus remains on the achieving our objectives. The Board also needs to take appropriate and timely actions when and if the objectives are not being met.

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: ___Erika Tess Dooley_____

Proposed Charter School Name: Academy of Health Sciences Charter School
E-Mail A [redacted]

Home Te [redacted]

HomeAd [redacted]

Business [redacted]

Business [redacted]

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 above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals <u>are not required</u> to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   X Résumé Attached

   X Copy of Diploma, Transcript or Supporting Documentation Attached

   - ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I was first introduced to the concept of AHS at a social gathering in 2017. I had inquired about whether a friend knew of any new charter schools planning to open and she recommended I attend a meeting for the proposed Health Sciences school.

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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

X I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   I have worked in urban schools for the last 12 years as a classroom teacher, English as a Second Language teacher, teacher leader and a parent coordinator. As a teacher at a charter school in Rochester for the last five years, I have learned best practices as well as some reasons why charter schools in our city struggle. As an English as a New language teacher, I understand what our ELLs need in order to be successful, both in school and out of school. My experience as an ENL teacher and parent coordinator have also equipped me with the skills to relate to families from all backgrounds and build relationships that benefit families and schools together.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   I entered this applicant group as a concerned city of Rochester resident, parent and educator. I know what many parents in our city are lacking in schools and what they wish schools could do to prepare our children for college and careers. I am committed to creating successful schools for our families and I am inspired by the natural fit the health sciences focus has into our local economy and job market. Looking through the lens of an educator, I have worked with the other members of the applicant group to ensure that we have a comprehensive and research-based education plan with the threads of health sciences themes woven throughout. While writing this application, I have been an advocate for crafting a plan that reaches our most vulnerable students, particularly English Language Learners.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

_____Erika T. Dooley_____
Printed Name

_____
Signature

___7/1/18_____
Date

Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    _____
    _____

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

13. 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):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

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

    ☐ I / we do not know any such persons. ☐ Yes.
    If yes, please indicate the precise nature of your relationship here:

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

    ☐ Yes.
    ☐ 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.

18. 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.

☐ Yes.

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

☐ I / we have no such interest.

19. 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 will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. 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

21. 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.

22. 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 the previous items 16-23, you may so indicate.

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

Educational Philosophy -Proposed Board of Trustees Only

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

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

25. Please indicate what you believe to be the characteristics of a successful charter school. 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.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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

_____

Signature

_____

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

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Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Michele Lawrence

Proposed Charter School Name: Academy of Health Sciences Charter School

E-Mail Address [redacted]
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Home Ad
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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 above will be redacted.

Background Information – All Applicant Group Members

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

   ☒Résumé Attached

2. Please provide Transcript from your highest degree granting Institution.
   ☒Transcript & Supporting Documentation Attached

3. Please indicate how you became aware of the opportunity to join the applicant group.
   Holli Budd, Executive Director of the Farash Foundation and a personal friend, reached out to me to see if I would be interested, after I had expressed to her a desire to become involved in improving education in the City of Rochester.

4. 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.

5. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒I affirm.

Statement of Intent—All Applicant Group Members

6. Please provide a personal statement regarding the experience and skills that you bring to the table.

There are several skills I bring to the table from my experience leading business development for the University of Rochester Medical Center; from my years as an educator at the college and graduate level; and from my experience as a mother, which I believe will be helpful to the school. These include:

- ***Personal Network*** – Although I have lived and worked all over the world, my roots are in Rochester, New York. I have thousands of contacts across Upstate New York in the healthcare field, but also in many other walks of life. One of my strengths is sharing my passion with my friends and associates and engaging them in work that matters.
- ***Strategic Planning*** – Being able to make sense of a broad range of inputs to identify the challenges and opportunities that an organization will face and lay out a path forward that allows the organization to grow and evolve.
- ***Business Development*** – Launching a new business, by bringing a concept through the planning, funding, implementation, and long term sustainability stages. This also involves building a community that supports and is engaged in the success of the concept.
- ***Financial Management*** – capital and operating budgets;
- ***Contracting*** – Over 17 years of contracting experience involving a broad range of contracts including acquisitions, joint ventures, management agreements, professional service agreements, real estate and more.
- ***Real Estate Services*** – Identification and vetting of space options; negotiating and contracting for space with leases, licenses etc; space planning and renovations; and management of various sized facilities.
- ***Sales & Marketing*** – 30 years of experience in developing relationships that engage people in the product or idea that you are launching. This can come through networking, social media, promotional material, advertising, and more.
- ***Parenting*** – I have 3 children. Two have graduated from college and embarked on careers. Although they lead a privileged life, they also faced some significant challenges. My third child is entering 5th grade, so he is at exactly the age we are targeting for this school. I have a good sense of what he needs at this age and what I, as a parent, would want to see in a school.
- ***Teaching*** – I began teaching English as a Second Language when I was in 7th grade and had no training or experience. I taught accounting (not my strength) to undergraduates; business development to MBA students; and currently teach a class on communication and cultural competency to medical professionals twice a year. My class ratings are always among the highest and my business team has said that I could /should stop working and just teach. My strengths in this area probably come from my understanding that each person has a different learning style and as a teacher, my role is to identify and engage with that style, so the student can learn.
- ***Mentoring*** – For over 20 years, I have mentored many people graduating from high school, college, and graduate school, as they find their way into careers they love. Many have been minorities referred to me by the University of Rochester and Cornell University.

- ***Board experience*** – I run a board comprised of the Board Chairs and CEOs of 6 hospitals; I have participated in various Boards throughout my career.

7. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
   I have been involved in several aspects of developing the Academy of Health Sciences Charter School, including:
   - Monthly discussions preparing the application;
   - Outreach Workgroup and initiating several outreach activities; and
   - Finance Workgroup

   I have expressed an interest in becoming a member of the Board of Directors of the school.

8. Please provide any other information that you feel is pertinent to the Department's review of your background.

Michele M. Lawrence

Printed Name

Signature

June 1, 2017

Date

Background Information—Proposed Board of Trustees Only

9. 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.

10. 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).

11. 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 yes, please provide an explanation.

12. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    Board Member, Finance Committee, Outreach Committee

13. Please explain why you wish to serve on the board.
    As a resident of Monroe County, a mother, and an educator, I am passionate about improving the educational opportunities for children in the City of Rochester, whose success is integrally related to the success of our community. I believe the skills and experience I have outlined above could be beneficial to the Board in their development of this school.

14. 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):

URMC (non-profit organization) **Regional Advisory Board** – Executive responsible for the Board's operations, but not a formal Board Member.

Strong Partners Health System – (non-profit) Reported to this Board for 13 years, until the Board was dissolved in 2013 and the Regional Advisory Board was formed.

Finger Lakes PPS (non-profit) – Founding member of that organization, involved in the development and launch phases. I did not serve on the FLPPS Board, but rather worked with and continue to participate in many of the workgroups and all of the Naturally Occurring Care Networks (NOCNs) which act as regional market Boards.

Healthcare Business Alliance Northstar Network (non-profit) – UR Board Member during their 2016 participation in this educational "fellowship" program for healthcare executives and managers.

Genesee Valley Health Partnership (non-profit) – Collection of community based organizations, government agencies, and non-profits that collaborate on improving the health and wellness of the residents of Livingston County.

Conflict of Interest - Proposed Board of Trustees Only

15. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:
    Warren Hern – I have worked with Warren in his role as CEO of Unity Health System, when UR and Unity were exploring a partnership and when these organizations were collaborating in the assistance of Lakeside Memorial Hospital.

    Erin Barry – Erin worked for me as my Assistant Director for several years, before taking a leadership role at FLPPS.

    Lauren – I was involved in hiring Lauren (and the other initial staff) for FLPPS.

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

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

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

17. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

18. 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.

☐Yes

☒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.

19. 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.

☐Yes.

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

☐I / we have no such interest.

20. 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 will be conducted.

☐Yes.

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

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

21. 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

22. 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.
Should this situation arise, I would point out the potential conflict of interest and ask the Board Member if they could recuse themselves from related decisions.

23. 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 the previous items 16-23, you may so indicate.

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

Educational Philosophy -Proposed Board of Trustees Only

24. Please explain your understanding of the charter school's mission and/or philosophy.
The Academy of Health Sciences is focused on preparing middle school students for careers in the health sciences, by preparing them for a high school experience that opens up doors to entry level jobs in the healthcare field and acceptance at colleges that can further prepare them for these careers.

25. Please explain your understanding of the educational program of the charter school.
The Academy of Health Sciences Charter School will begin with a 5th grade class and a charter that allows it to grow from 5th to 8th grade. The curriculum will emphasize Science, Technology, Engineering, and Math (STEM). It will include gym, music, art and other programs that develop healthy minds, bodies, and hearts. Support for English Language Learners and children with other learning challenges will also be available.

26. 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.

Based on my discussions with current charter school leaders, I believe that hiring a **principle** with the energy and vision to launch a new school, as well as the ability to connect with parents and students, is one of the most important initial and ongoing investments. The Board needs to identify and hire a strong candidate and then support this candidate as they will face many challenges in the first years.

The Board needs to **make wise investments** with a very limited pool of financial resources. The Board should reach out to other charter schools to learn how they have invested these resources in personnel, equipment, curriculum, libraries, educational materials, and facilities. They should work with other charter schools

locally and regionally to identify opportunities for pooling resources.

Recruiting and retaining teachers is also important, because they are making the connections with the students every day that move them forward. The initial group of teachers will help define the character and reputation of the school. Retaining teachers will provide a sense of stability and eventually trust, that is important for students who may be missing this outside of school. The Board has already begun to explore ways of doing this including partnering with Colleges and Universities that have Bachelors or Masters degrees in education; involving students in the teacher interview process; and establishing a retirement plan or other benefits that make the position more competitive with public school jobs.

The Board will need to invest in **creating a supportive learning environment** that enables children who are behind grade level to reach their full potential. This may require investments in supplemental education before and after school and over the summer. It may require hiring a psychiatric nurse practitioner as the School Nurse, so that she can treat acute illness, but also help to evaluate and begin treatment for the many behavioral health conditions that we know affect these children and their families.

The Board also needs to **engage the community in supporting the children**. This may mean creating walkable, safe neighborhoods around the school, so no child is afraid from the time they step off the bus until they are sitting in their seat. It means these neighborhoods will work with the school to eliminate the presence of drugs and alcohol, so that children can focus on learning. It means that the parents of these children, who may not live near the school, will make a commitment to get their children to school on time, so they can maximize this opportunity. Parents will be encouraged to invest in creating a home environment that also supports education. The Board will also work to identify people from across our larger Monroe County community, who may be able to support this school by sharing their expertise or investing in these children, as a way to benefit our entire community.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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

Signature

June 1, 2017

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Joseph Searles

Proposed Charter School Name: Rochester Health Sciences Charter School

E-Mail Addre [redacted]

Home Telepl [redacted]

Home Addre [redacted]

Business Te [redacted]

Business Ad [redacted]

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 above will be redacted.

Background Information – All Applicant Group Members

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

   ☒ Résumé Attached

2. Please provide Transcript from your highest degree granting Institution.

   ☒ Transcript or Supporting Documentation Attached

3. Please indicate how you became aware of the opportunity to join the applicant group.

4. 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.

5. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

6. Please provide a personal statement regarding the experience and skills that you bring to the table.

7. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

8. Please provide any other information that you feel is pertinent to the Department's review of your background.

Joseph Sparles

Printed Name

Signature

6/1/17

Date

Background Information—Proposed Board of Trustees Only

9. 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.

10. 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).

11. 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 yes, please provide an explanation.

12. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    Member

13. Please explain why you wish to serve on the board. To shape educational systems that encourage higher education in minority communities.

14. 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):

    Urban League of Rochester
    Leadership Rochester

Conflict of Interest - Proposed Board of Trustees Only

15. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

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

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

17. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

18. 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.

☐ Yes.
☐ 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.

19. 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.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we have no such interest.

20. 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 will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business.

21. 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

22. 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 the issue to NYS.

23. 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 the previous items 16-23, you may so indicate.

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

Educational Philosophy -Proposed Board of Trustees Only

24. Please explain your understanding of the charter school's mission and/or philosophy. Increase exposure + opportunity of urban youth to health sciences to build a future workforce.

25. Please explain your understanding of the educational program of the charter school. The education program will consist of traditional curriculum plus added courses related to health sciences.

26. 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. The school should be assessable, effective, and affordable to urban youth. The school should be placed in the city and accessible by bus.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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

Signature

6/1/17

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Kevin Overton

Proposed Charter School Name: Academy of Health Sciences Charter School

E-Mail Addres

Home Telepho

Home Addres

Business Tele

Business Add

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 above will be redacted.

Background Information – All Applicant Group Members

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

   [X] Résumé Attached

2. Please provide Transcript from your highest degree granting Institution.

   [X] Transcript or Supporting Documentation Attached

3. Please indicate how you became aware of the opportunity to join the applicant group.
   I was approached by one of the board members.

4. 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.

5. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   [X] I affirm.

Statement of Intent—All Applicant Group Members

6. Please provide a personal statement regarding the experience and skills that you bring to the table.

   I hope to bring my experience in serving on various not-for-profit boards, as well as my legal background and experience in representing school district, charter schools and other not-for-profit entities to the board.

7. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   My primary role in the development and preparation of the application is to review and edit the application. In relation to the operation of the charter school, I am tasked with using my real estate background to assist the organization secure a facility to operate.

8. Please provide any other information that you feel is pertinent to the Department's review of your background.

Kerry L. Overton
Printed Name

Signature

1-28-18
Date

Background Information—Proposed Board of Trustees Only

9. 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.

10. 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).

11. 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 yes, please provide an explanation.

12. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    Member of the Board of Directors

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

Serving on the board will allow me the ability to give back to the Rochester Community by being involved with a choice school that employs a positive, supportive learning environment focused on academic achievement to prepare them for college, careers and lives of service in the health sciences. Given the educational challenges that the Rochester City school District faces and the communities commitment to the health care industry, having an area charter school that I designed to introduce children to various aspects of health sciences and the potential job opportunities seems like a natural fit for our area.

14. 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):
I have served on a foundation board for an area health care system and various not-for-profit bar association boards and I hope to bring that experience to the charter school board.

Conflict of Interest - Proposed Board of Trustees Only

15. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

I know one prospective board member, as we have worked together on occasion in an attorney/client capacity.

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

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

17. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

18. 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.

☐ Yes
☒ 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.

19. 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.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we have no such interest.

20. 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 will be conducted.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

21. 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

22. 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 the potential conflict with the member(s) to explore whether the situation actually exists and if it does, raise the issue with the entire board so that we as an organization can determine how best to address the situation.

23. 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 the previous items 16-23, you may so indicate.

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

Educational Philosophy -Proposed Board of Trustees Only

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

I am well versed and have a full understanding of the mission and philosophy. The school's mission as I noted above is to provide a supportive learning environment focused on the academic achievement in preparation for college, careers and lives of service in the health science field.

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

The educational program will begin with a unique fifth grade school that will eventually expand to serve grades 5-12. The 5th grade program is geared towards acquiring the necessary skills for a successful transition into grades 6-8, developing high school ready

9th graders that are prepared to excel in academic, service, internship and leadership experiences in the health care and life sciences field.

26. 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 think the key characteristic of a charter school is the ability to provide a safe and supportive learning environment that allows the teachers and staff to implement a holistic approach to education that will address and support the emotional, psychological and academic needs of the students. The board will need to be fully committed, invested and actively engaged in all aspects of the school in order to ensure the school's success. In addition to attendance at the regular board meetings to review, analysis and monitor the school's metrics, each board member need to be directly involved in the overall school culture, i.e. facilitating internship opportunities, guest lecturing, philanthropic efforts, etc.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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

Signature

1-28-13

Date

NEW YORK STATE
EDUCATION DEPARTMENT

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees— anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Wanda S. Perez

Proposed Charter School Name: Academy of Health Sciences Charter School

[redacted]

Business Address: 1559-B Sloat Blvd, #326San Francisco, CA 94132

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 above will be redacted.

Background Information – All Applicant Group Members

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

   ☑ Résumé Attached

2. Please provide Transcript from your highest degree granting Institution.

   ☑ Transcript or Supporting Documentation Attached

3. Please indicate how you became aware of the opportunity to join the applicant group.

   I was made aware of the group by Holli Budd of the Farash Foundation.

4. 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.

5. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☑ I affirm.

Statement of Intent—All Applicant Group Members

6. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have been a full-time educator in the Early Childhood-12 sector for 20 years. I spent 8 as a District classroom teacher in Baltimore, MD with experience in early childhood, elementary, middle and high school. I also served as a team leader, new teacher coach, and assistant principal. I spent 7 years as principal of DC Bilingual Public Charter School in Washington, DC and have since served as a charter school board member. I am currently employed as a full-time consultant with CT3 out of San Francisco. I work with pubic and district schools throughout the country in the areas of transformation, social justice, coaching, school culture, leadership training, pedagogy including classroom management and culturally relevant pedagogy.

I was raised in the Rochester area and have returned permanently to support the community.

7. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As part of the applicant group, I have served to inform the group on matters of school organizational structuring, curriculum planning, culturally relevant pedagogy, and community outreach.

8. Please provide any other information that you feel is pertinent to the Department's review of your background.

Printed Name Wanda S. Perez

Signature

Date 6/9/17

Background Information—Proposed Board of Trustees Only

9. 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.

10. 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).

11. 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 yes, please provide an explanation.

12. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

    _____

This has not been determined at this time. My intention is to serve as a member-at-large and part of the Education Committee.

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

I am life-long urban educator and believe that children in underserved communities must have access to alternative public, no-cost educational settings beyond district schools. I am also very inspired by and aligned to the mission of Academy of Health Science Charter School. The health sciences are a critical component of community development and a brighter future for all. The brilliant minds of all of our youth including those who currently have limited or no access to high level, effective science instruction must be nurtured and developed in order to ensure that as a community we move forward. Finally, I see board service as a key component of working for social justice. As a person of color who has seen ongoing educational injustice, I seek to contribute to restoration, equality, equity, and

hope in the city of Rochester for the children and families of Rochester.

14. 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):

Conflict of Interest - Proposed Board of Trustees Only

15. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

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

☑ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

17. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

18. 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.

Yes
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.

19. 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.

Yes.

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

☑ I / we have no such interest.

20. 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 will be conducted.

Yes.
Not applicable because the School will not contract with a management company or charter management organization.
☑ I / we do not anticipate conducting any such business.

21. 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

22. 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 this issue to the attention of the board chair and expect that the proper conversations and actions would be taken. If the board chair is the person in question, I would address this to the vice-chair and expect appropriate action involving other board members and the charter authorizer if needed.

23. 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 the previous items 16-23, you may so indicate.

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

Educational Philosophy -Proposed Board of Trustees Only

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

The school's proposed mission is to provide a learning environment that ensures academic achievement while preparing students for college and career readiness and lives of service in the health sciences is resonates strongly with my personal and professional convictions as an educator. I believe that schools have a legal and moral responsibility to ensure

achievement, prepare students for lives beyond the school walls that contribute to the overall community as well as their own wellbeing. The mission also reflects the core program of the school which will activate effective teaching in the sciences as a catalyst for college and career readiness. The unique opportunity that that school can provide in the city of Rochester is significant especially given that health services is currently the largest industry in Rochester and likely to remain so for some time.

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

My understanding of the educational program is that it will have a science core component that also integrates culturally responsive teaching with a strong focus on reading and math as fundamental to achievement. The program seeks to partner current professionals in the health sciences with students via specialized programming and internships to ensure the relevant application of skills learned in the classroom. 21st century skills and a strong, safe, nurturing school culture exemplified by student voice will enhance and ensure learning for all.

26. 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 charter schools begin first and foremost with an understanding of and collaboration with the community and students it wishes to serve. Understanding, therefore, informs the proposed mission and educational program design. For the effective delivery of the educational program and fulfilment of the mission, effective operational, fiscal, and governing practices must be employed systematically and consistently. Finally, successful charter schools recognize that human capital is the most important component in schools. Hiring a mission aligned, proven school leader who can ensure quality every day on behalf of every young scholar is paramount to the school's success and it is must be the primary mission of the board to ensure that leader is in place.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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

Signature

Date 6/9/17

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Jennifer Piper

Proposed Charter School Name: Academy of Health Sciences Charter School (AHS)

E-Mail Addres[redacted]

Home Telepho[redacted]

Home Address[redacted]

Business Tele[redacted]

Business Addi[redacted]

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 above will be redacted.

Background Information – All Applicant Group Members

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

   ☑ Résumé Attached

2. Please provide Transcript from your highest degree granting Institution.

   ☑ Transcript or Supporting Documentation Attached

3. Please indicate how you became aware of the opportunity to join the applicant group.
   Warren Hern contacted my employer, Sharon Napier, who asked if I was interested in joining the board.

4. 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.

5. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☑ I affirm.

Statement of Intent—All Applicant Group Members

6. Please provide a personal statement regarding the experience and skills that you bring to the table.

   I have over 20 years' experience in marketing and advertising and I plan to use those skills to support the marketing efforts of AHS.

7. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   I will support the efforts of the applicant group and the board of trustees in developing the application and in overseeing the operation of the charter school. I will lead the marketing strategy and execution of the marketing plan to inform the community about AHS and drive enrollment.

8. Please provide any other information that you feel is pertinent to the Department's review of your background.

Jennifer Piper

Printed Name

Jennifer Piper

Signature

11/27/2017

Date

Background Information—Proposed Board of Trustees Only

9. 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.

10. 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).

11. 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 yes, please provide an explanation.

12. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    Member, Marketing committee

13. Please explain why you wish to serve on the board.
    I believe a strong educational program is imperative to the success of students. I am impressed by the vision of AHS and want to support its efforts to educate students in the health sciences industry.

14. 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):

Conflict of Interest - Proposed Board of Trustees Only

15. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

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

☑ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

17. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

18. 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.

☐ Yes
☐ 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.

19. 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.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☑ I / we have no such interest.

20. 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 will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☑ I / we do not anticipate conducting any such business.

21. 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

22. 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 contact the appropriate person/committee to report the incident.

23. 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 the previous items 16-23, you may so indicate.

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

Educational Philosophy -Proposed Board of Trustees Only

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

AHS' mission is to support the needs of students interested in working in the health sciences field. This support comes in many forms – academic, social, emotional, and psychological.

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

It will begin with fifth grade and will focus on building the skills needed to transition into the middle-school grades. There will be a strong emphasis on college and career readiness skills to prepare the students for employment in the health sciences field.

26. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the

charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school needs to understand the challenges facing the local community, be committed to teaching the students in a constructive and supportive way, provide the level of teaching ability necessary to prepare these students for success in life, incorporate local organizations to support the development of specialized skills, and adhere to all educational laws and policies.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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

Jennifer Piper

Signature

11/27/2017

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Kevin Railey

Proposed Charter School Name: Academy of Health Sciences Charter School

E-Mail Address [redacted]

Home Telepho [redacted]

Home Address [redacted]

Business Tele [redacted]

Business Addr [redacted]

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 above will be redacted.

Background Information – All Applicant Group Members

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

   ☒ Résumé Attached

2. Please provide Transcript from your highest degree granting Institution.

   ☒ Transcript or Supporting Documentation Attached (photo of diploma)

3. Please indicate how you became aware of the opportunity to join the applicant group. I was informed of this opportunity by the Farash Foundation at a general interest meeting.

4. 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.

5. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

6. Please provide a personal statement regarding the experience and skills that you bring to the table. I have been involved in public and higher education for 25 years, first as a high school English teacher then as a professor of English and English Education. I have worked with urban educators throughout my career, offering professional development training, serving as a supervisor of student teachers, and then working on Promise Neighborhood grants and Strive initiatives. I developed an urban education master's degree program with colleagues at SUNY Buffalo State before coming to Rochester and served on the board of the Center for Excellence in Urban and Rural Education for many years.

7. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees). I see my contributions as ones centering on curriculum development and professional development for teachers and administrators. I have a long-standing commitment to urban education and supporting positive outcomes for urban youth and families. I am committed to the process, to attending meetings and to working for the success of the school.

8. Please provide any other information that you feel is pertinent to the Department's review of your background.

Kevin Railey

Printed Name

Kevin Railey

Signature

6/7/17

Date

Background Information—Proposed Board of Trustees Only

9. 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.

10. 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).

11. 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 yes, please provide an explanation.

12. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    Member of the board _____.

13. Please explain why you wish to serve on the board. I am committed to urban education and to working for positive outcomes for urban youth and families. I also feel I bring experiences that can benefit this process as both a first-generation college student, a life-long educator, and a diversity trainer.

14. 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):

Conflict of Interest - Proposed Board of Trustees Only

15. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

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

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

17. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

18. 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.

☐ Yes
☒ 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.

19. 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.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we have no such interest.

20. 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 will be conducted.

☐ Yes.
☒ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

21. 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

22. 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. If this situation occurred, I would work with other Board members either to remedy the situation or to remove the individual in question from the Board.

23. 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 the previous items 16-23, you may so indicate.

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

Educational Philosophy -Proposed Board of Trustees Only

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

The mission of the Academy of Health Sciences Charter School (AHS) is to provide a learning environment that ensures academic achievement while preparing students for college and career readiness and lives of service in the health sciences.

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

The educational program will provide a rigorous academic environment utilizing a STEAM (Science, Technology, Engineering, Arts and Mathematics) curriculum and incorporating support systems tailored to individual student needs. Exposure to career pathways and technical skills in the health sciences will be a regular aspect of the school experience as will be innovative teaching strategies, rigorous student assessment and a commitment to

continuous improvement.

26. 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.

    Characteristics of a successful charter school include motivated students interested in the mission of the school, dedicated and skilled teachers, inspired and talented administrators who understand the socio-economic factors impacting urban education and the socio-emotional environments impacting urban youth and families. Board members need to focus on hiring the right people for the positions in the school, people with both the commitment and the ability to interact well with the full range of constituents and who can inspire urban youth to learn and grow. Board members need to be connected to the people and the workings of the school without micro-managing its day-to-day operations, and they need to be willing to deploy people in their extended networks for the benefit of the school, the teachers and the children.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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

Kevin Railey

Signature

6/7/17

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Bradley M Turner

Proposed Charter School Name: Academy of Health Sciences Charter School

[redacted]

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 above will be redacted.

Background Information – All Applicant Group Members

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

☐ **XXX** Résumé Attached

2. Please provide Transcript from your highest degree granting Institution.

☐ **PENDING** Transcript or Supporting Documentation Attached

3. Please indicate how you became aware of the opportunity to join the applicant group. **The opportunity was brought to my attention by Joseph Searles**

4. 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.

☐ **XXX** I affirm.

5. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☐ **XXX** I affirm.

Statement of Intent—All Applicant Group Members

6. Please provide a personal statement regarding the experience and skills that you bring to the table. **I have been practicing medicine for 20 years. After completing a Master of Public Health during a residency in Family Medicine at Duke/Southern Regional AHEC in Fayetteville, NC, I practiced Family Medicine in in Burgaw NC, subsequently moving to Sarasota FL, where I was a partner at a large multispecialty medical group over the next 3-4 years. I decided to return to residency in 2005 to study Anatomic and Clinical Pathology. After completing a residency in Pathology at the University of Florida, College of Medicine (Gainesville) in 2009, and a second Master degree in Health Administration (MHA) at the University of South Florida, College of Public Health (Tampa), and then several subspecialty fellowships, I joined the University of Rochester where I serve as a faculty member on the breast and gynecologic pathology subspecialty services in the Department of Pathology and Laboratory Medicine at URMC. I provide anatomic pathology services at both Highland Hospital and Strong Memorial Hospital, while also providing clinical pathology services at Highland Hospital. I also continue to provide direct patient care services, providing consultation services up to 50 hours a month with Rochester Regional Immediate Care in Rochester NY.**

7. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees). **I have provided input relative to my experience and expertise during discussions about the development and preparation of the application, and operation of the charter school.**

8. Please provide any other information that you feel is pertinent to the Department's review of your background. **As above, and CV**

Bradley M. Turner
Printed Name

Signature

7/8/2017
Date

Background Information—Proposed Board of Trustees Only

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

☐ **XXX** I affirm.

10. 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**☐

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).

11. 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**☐

12. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Member/Trustee

13. Please explain why you wish to serve on the board. **I am impressed by the mission of the school. I think I can provide valuable input to the board.**

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.

Jordan Health
Black Physicians Network of Greater Rochester

☐ ☐

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members. **YES**

☐ I / we do not know any such persons. ☐ **If your answer is yes, please indicate the precise nature of your relationship here: I know Joseph Searles through his support of the Black Physicians network of Greater Rochester, a 501(c)3 organization with a *VISION* of partnering with the community to address disparities in healthcare and promote excellence and innovation in our youth, and a *MISSION* which includes demonstrating attainable career paths for youth who lack tangible role models in the field of medicine.**

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

☐ **I / we do not know any such persons** ☐
If yes, please indicate the precise nature of your relationship here:

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☐ **No.** ☐
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:

17. 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.

☐ **I / we do not know any such persons.**

18. 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.

☐ **I / we have no such interest.**

19. 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 will be conducted.

☐ **I / we do not anticipate conducting any such business.**

20. 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** ☐

21. 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. **This would require a discussion among the other board members regarding the situation initially, to establish the validity of the claim, and the matter should be investigated thoroughly. If credible evidence is obtained, subsequently the board member should be interviewed regarding the concern.**

22. 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 the previous items 16-23, you may so indicate.

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

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy. **The mission of the Academy of Health Sciences Charter School (AHS) is to provide a learning environment that ensures academic achievement while preparing students for college and career readiness and lives of service in the health sciences.**

24. Please explain your understanding of the educational program of the charter school. **Beginning with a Grade 5 program, opening in August 2018, the Academy of Health Sciences Charter School (AHS) will expand by one grade level each year. Grade 5 will emphasize acquiring the pre-requisite skills necessary for a successful transition to Grades 6-8 that will be designed to generate "high school ready" ninth graders prepared to launch themselves into academic, service, internship, and leadership experiences supported by collaborative partnerships with notable healthcare and life sciences**

organizations in Rochester, NY.

AHS Will Offer:

- **An intensive year of middle school preparation and individualized academic supports in Literacy and Math**
- **Rigorous academics, utilizing a STEAM (Science, Technology, Engineering, Arts and Mathematics) curriculum, that incorporates support systems tailored to individual student needs**
- **High standards and expectations for student achievement, innovative teaching strategies, rigorous student assessment and a commitment to continuous improvement**
- **Safe learning environment that emphasizes high achievement and character development**
- **Exposure to career pathways, employability and technical skills in the health sciences**
- **Array of enrichment opportunities, access to cutting-edge technology and extensive after-school programs**
- **School culture that values accountability, compassion, integrity, tolerance and leadership**
- **Community service projects**
- **Commitment to a drug-free, gang-free, bully-free, truancy-free, and crime-free school**
- **Strong school identity-building design, uniforms**

25. 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.

- **Must remain true to its mission and remain open to all**
- **Must remain non-sectarian, without discriminate on any basis**
- **Must maintain enrollment in order to maintain a reliable source of public funding,**
- **Must remain accountable to NYS Learning Standards**
- **Must meet NYS established benchmarks in order to be approved and obtain renewals from the Board of Regents**

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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

Signature

7/5/2017
Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

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Prospective BOT Members ("BOT"): Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Louise Vella

Proposed Charter School Name: Academy of Health Sciences

E-Mail Address [redacted]

Home Telepho [redacted]

Home Address [redacted]

Business Tele [redacted]

Business Addr [redacted]

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 above will be redacted.

Background Information – All Applicant Group Members

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

   ☒ Résumé Attached

2. Please provide Transcript from your highest degree granting Institution.

   ☐ Transcript or Supporting Documentation Attached

3. Please indicate how you became aware of the opportunity to join the applicant group.

   I was contacted by Warren Horn

4. 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.

5. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☑ I affirm.

Statement of Intent—All Applicant Group Members

6. Please provide a personal statement regarding the experience and skills that you bring to the table. See attached

7. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   See attached

8. Please provide any other information that you feel is pertinent to the Department's review of your background.

Louise Vella
Printed Name

Louise Vella
Signature

Dec 2 '17
Date

Background Information—Proposed Board of Trustees Only

9. 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.

10. 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).

11. 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 yes, please provide an explanation.

12. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Marketing & Personnel

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

to continue my commitment to the community

14. 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):

Conflict of Interest - Proposed Board of Trustees Only

15. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

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

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

17. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

18. 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.

☐ Yes
☐ 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.

19. 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.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I / we have no such interest.

20. 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 will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☒ I/ we do not anticipate conducting any such business.

21. 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

22. 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 disclose to chair without hesitation

23. 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 the previous items 16-23, you may so indicate.

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

Educational Philosophy -Proposed Board of Trustees Only

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

see attached

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

see attached

26. 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.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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

Louise Vella

Signature

Dec 2 '17

Date

NYS Education Department

Charter School Office

Prospective BOT Member: Louise Vella

6. Personal statement regarding the experience and skills that you bring to the table.

30 years of progressive experience within HR including deep and broad tenure focused within learning and development, organizational development as well as business partner function. Throughout my professional life, I have maintained an ongoing commitment to provide mentoring to employees from all walks of life as they seek to progress towards their individual career goals and objectives.

7. Please provide a personal statement regarding your role, responsibilities and commitment in relation to the development and preparation of the application and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

Overall, I am honored to be a part of the team which has the privilege of bringing this concept to fruition. It is a personal categorical imperative to always be seeking ways to give back to the community which has provided and cared for my sons and me.

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

AHS's mission and/or philosophy is to offer underserved school age youth with a "new and positive approach" to learning the foundational skills needed to successfully graduate from high school. Part of the overall planned student success will be derived from having a longer school day and year as well as offering a summer program.

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

My understanding of the AHS educational program is that our goal is to reach out to Rochester's school age children to offer a unique experience beginning with the 5th grade ("a new beginning in grade 5"). The richness of the experience will be in part the focus on "health sciences" curriculum as well as college and career readiness skills.

26. 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 chart school will need to take to ensure that this charter school is and remains successful.

First and foremost, a successful charter school is defined through the hiring of a seasoned, skilled and values-driven principal. The board's overarching responsibility is to ensure that the school's administration has what it needs to deliver high quality education.

Second, the board must ensure that a focused, targeted and savvy marketing/sales program is developed and deployed to prospective clients to secure the school's first classes.

Third, the board must throughout provide the needed oversight and expertise to ensure and sustain fiscal solvency.