



2022 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2022 SUNY RFP Guidance Handbook available at <https://www.newyorkcharters.org/resource-center/applicants/> when completing this form.

Proposed School Information			
Proposed Charter School Name:	Rochester Sports Academy Charter School of Business and Health Science		
Education Corporation Name:	Rochester Sports Academy Charter School of Business and Health Science		
Incorporating by Reference (Yes or No):	No	Ed. Corp Status:	New Ed Corp
Opening Date (Month & Year):	September 2023	School District of Location (or NYC CSD):	Rochester City School District

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	9	100
Year 2	9-10	200
Year 3	9-11	300
Year 4	9-12	400
Year 5	9-12	400

Proposed Affiliations (if applicable)	
Charter Management Organization ("CMO"):	Not Applicable
CMO Contact Info (Name, Phone):	Not Applicable
Partner Organization:	Not Applicable
Partner Contact Info (Name, Phone):	Not Applicable

Lead Applicant(s) Contact Information					
Lead Applicant Name:	Gabriel Marshall, Ed.D.				
Applicant is a (check all that apply):	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input checked="" type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input type="checkbox"/> SUNY Ed Corp/Charter School
Organization Name (if applicable):	Not Applicable				
Applicant Mailing Address:	[REDACTED]				
Phone Number (direct line):	[REDACTED]	Secondary Phone Number:	[REDACTED]	Email Address:	[REDACTED]

Secondary Applicant Name (if applicable):	James Reaves, MEd.				
Applicant is a (check all that apply):	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input checked="" type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input type="checkbox"/> SUNY Ed Corp/Charter School
Organization Name (if applicable):	Not Applicable				
Applicant Mailing Address:	[REDACTED]				
Phone Number (direct line):	[REDACTED]	Secondary Phone Number:	[REDACTED]	Email Address:	[REDACTED]

Media/Public Contact Information (required)

Name: Gabriel Marshall, Ed.D. Phone #: 585-397-7528 Email: rochestersportsacademy@gmail.com

Program Design

Provide the proposed school's mission statement in the space below. (Maximum 200 words.)

Rochester Sports Academy (RSA) Charter School of Business & Health Science's mission is to develop the next generation of off-field professionals in the sports industry. Our engaging, 21st century curriculum and instruction will prepare RSA scholars to pursue college and career opportunities. Students that graduate from RSA will be global thinkers, committed to life-long civic engagement as a result of our focus on diversity, equity, and inclusion practices that promote creative opportunities in the next level of sports and life.

Provide the proposed school's key design elements. Provide a brief (up to 50 words) description of each key design element.

KDE #1: Core Beliefs about Teaching and Learning. At the heart of RSA lies a set of core beliefs that every child can learn. RSA is committed to providing: Education that fosters high expectations and rigorous instructional practices; Engaging and inclusive instruction; and Ongoing Orifessional Development.

KDE #2: School Culture. It is expected that everyone associated with RSA will demonstrate what it is to be an RSA community member. Whether you are a teacher, an administrator, a student, a family member, or a member of the Greater Rochester community, our school culture provides a foundation in which we interact and aspire to grow.

KDE #3: Sports Career Pathways. A cornerstone of RSA are the sports career pathways. Sports Career Pathways were selected as a key design element because they embrace the TEAM concept. Studies have shown the students who participate in sports are more engaged academically and value teamwork.

KDE #4: School Schedule and Calendar. RSA begins every school year with a week long Summer Academy for incoming freshman and a 2-week pre-service retreat for staff. During the school year, an extended school day and block scheduling for core courses will ensure students have adequate instructional pacing, time for group work, and time for teachers to assess students' understanding of the material.

KDE #5: Athletic Excellence. RSA will prepare student-athletes to compete at the highest level through our partnership with the University of Rochester's Center for Human Athleticism Musculoskeletal Performance and Prevention (CHAMPP) program. Participating students will greatly benefit from the programs focus on mindset skill development, physical performance, sports nutrition, and goal setting fundamentals to help students build healthy habits for sports and life.

KDE #6: Collaborative Relationships. RSA will establish itself as a national leader in Charter Schools by fostering meaningful working relationships with local, regional, and national businesses, colleges, and organizations. Currently, RSA has established relationships with the University of Rochester, Rochester Knighthawks (Major league Lacrosse), Rochester Amerks (minor league hockey), Rochester Fast Break Fury (minor league basketball), and Rochester Red Wings (minor league baseball). Founding group members continue working to developing collaborative relationships locally, regionally, and nationally.

KDE #7: Real-World Professional Experiences. To better prepare students for college and career options, RSA will provide students with real world, hands-on professional experiences in their desired career fields to enhance their learning.

Provide a brief overview of the proposed school's academic program in the space below. The description should address any specific philosophical, instructional, curricular, or other approaches the school intends to implement and the rationale for this selection. **(Maximum 500 words.)**

Rochester Sports Academy Charter School of Business and Health Sciences (RSA) will provide a new, rigorous and culturally responsive public education option for secondary school students in the Greater Rochester community. Students at RSA will be actively engaged in a comprehensive school curriculum design undergirded with sports business and sports health sciences information, internships and work-based learning opportunities led by professionals from many facets of the sports industry. RSA students will also participate in character building and co-curricular activities that manifest the school's T.E.A.M mantra, "Together Everyone Achieves More".

Rochester Sports Academy Charter School of Business and Health Sciences' instructional approach will focus on improving and supporting the teaching and learning process by engaging a diverse group of students in challenging preparatory activities and providing real-world professional experiences. Our instructional plan incorporates techniques designed to target cultural responsive and social emotional learning. Using Explicit Direct Instruction (EDI), our T.E.A.M. approach, will provide a safe space for all learners, along with college and career ready pathways for students to pursue a higher education or enter the workforce, with 21st century life-skills that include, but are not limited to, critical thinking, leadership, collaboration, communication and creativity. RSA faculty will participate in ongoing professional development, deliver components of EDI through well-executed lessons plans with a focus on strong Tier 1 and differentiated instruction to be inclusive of students with varying abilities while engaging them in a learning process geared around sports business and health science.

Rochester Sports Academy Charter School of Business and Health Sciences' curricular approach will be cultural responsive, include a robust school schedule, work-based learning opportunities as well as sports health sciences and sports business CTE credits. We will use a five-step process to develop the school's curriculum:

1. Vetting Department Goals
2. Course or Grade Level Goals
3. Teacher Expectations and Curriculum Checklist
4. Readily Available and Accessible Resources for All
5. Data Driven Progress Monitoring

This five-step process ensures that our curriculum aligns with Next Generation Learning Standards, RSA's mission and vision. Rochester Sports Academy Charter School of Business and Health Sciences will be a student-centered learning environment that empowers students to achieve success in the classroom, in sports, and in their community knowing that they are an important part of a T.E.A.M. ("Together Everyone Achieves More").

The rationale behind designing RSA in this manner is fueled by the belief that creating an engaging learning environment infused with a sports-themed education and team sports will provide students with the excitement and motivation to learn and holistically develop. According to Greene (2014), "schools that offer more sports and field more successful teams produce higher test scores and graduation rates". Understanding the necessary components of successful charter schools was another factor that contributed to this rationale.

Proposed Board Members

Provide a list of all proposed board members below. The Institute understands that applicants may add trustees to the education corporation's board in the future but expects applicants to have at least four board members at the time of application submission and identify a Chair, Vice-Chair, Secretary, and Treasurer. All proposed board members must undergo background checks and be present at an interview to constitute a functioning board in order for the Institute to recommend the charter for approval.

For each proposed trustee please provide a brief biographical statement (**maximum of 200 words each**) that includes each proposed trustee's:

- Name;
- Proposed charter school board title, if applicable (e.g., Chair, Vice-Chair);
- Current job title/position and company/organization;
- Past job title(s)/position(s) and company/organization (if applicable);
- Educational background including degree(s) earned and institution(s); and,
- Any relevant experience including boards, volunteering, community organizations, etc.

Dr. Myra Henry, Proposed RSA Board Chair, serves as the President and CEO of the YWCA of Rochester. In previous roles, Dr. Henry worked as a Deputy Dean, Senior Director of Administrative Services & Diversity, and College Administrator at the University of Rochester. Myra holds a Doctorate of Executive Leadership from St. John Fisher College, a Masters of Science in Management and Bachelors of Science in Organizational Management from Keuka College, and an Associate of Science in Liberal Arts from Monroe Community College. Dr. Henry's experience as an executive administrator in higher education, health care and non profit sectors will be vital to establishing an effective shared governance model for Rochester Sports Academy to succeed.

Cameron Apt, Proposed RSA Vice-Chair, works as the Chief of Operations, Fitness Science at the University of Rochester Medical Center as well as the Director of Programs for the Defense Industry Network. In prior roles, Cameron served as the Director of Performance Services, Senior Performance Specialist, Performance Specialist, and Athletic Trainer at the University of Rochester. Cameron holds a Bachelor of Science in Athletic Training from Alfred University and a STEM Master of Business Administration with a concentration in Finance and Strategy from the University of Rochester Simon Business School. Cameron has experience working with athletes of all levels from medical and clinical intervention to high performance training, working with school districts to develop programs for student athletes, successfully managing research and grant writing initiatives, and bringing new business from concept to execution. This experience will directly contribute to the planning and development of Rochester Sports Academy and this founding board.

William (Bill) Burrows, Proposed RSA Treasurer, is a licensed CPA in the state of NY and operates as the Financial Manager for the Department of Physics and Astronomy at the University of Rochester. In past roles, Bill's has served as Manager, Financial Analytics with Eagle Productivity Solutions, Senior Financial Analyst at Rochester Institute of Technology, Senior Auditor with Raymond F. Wager, CPA PC, and Lead Accountant with Landmark Aviation at the Rochester Airport. Bill holds a Bachelor of Science in Economics from SUNY College at Buffalo, a Bachelor of Science in Accounting from SUNY College at Brockport, a Masters of Business Administration with a concentration in Finance from Rochester Institute of Technology and is enrolled in the Doctor of Education in Higher Education program at the University of Rochester. Bill's near two decades of experience in accounting and specifically the approximate five years in auditing which focused on school districts with exposure to municipalities will significantly contribute to this founding board. He has also been a volunteer on the Audit committee for the Spencerport School District for approximately the last four years. Bill's understanding of financial oversight will ensure that the State's money is safeguarded and put to good use.

Craig Rybczynski, Proposed RSA Board Member, currently serves as the Operations Manager for the Rochester Knighthawks Lacrosse team. Prior to this role, Craig acted as the Director of Communications for the Rochester Knighthawks and the Vice President of Communications for the Rochester Amerks. Craig has also worked as an adjunct professor (Communications) at Mercyhurst University and Roberts Wesleyan College (Business). Craig holds a Bachelor of Arts in Communication from Mercyhurst University and a Master of Arts in Newspaper Journalism from Syracuse University. Craigs' experience also includes serving as the play-by-play broadcaster for the Knighthawks. He is the longest-tenured broadcaster in the history of the National Lacrosse League. His communication knowledge and skills will be valuable in coordinating communication outreach efforts and recommending best practices to engage community members.

Sady Alvarado-Fischer (she/her), CDP, Proposed RSA Board Member, serves as the Corporate Director of Diversity, Equity, and Inclusion at Excellus BlueCross BlueShield. Prior to her current role, Sady held the following roles with Excellus BlueCross BlueShield: Senior Diversity & Inclusion Consultant, Diversity & Inclusion Consultant, Inclusion Programs & Outreach Coordinator. Additionally, she worked as the Associate Director of Minority Health Initiatives with Trillium Health (formerly AIDS Rochester). Sady is a Certified Diversity Professional through the Society for Diversity and holds a Bachelor of Arts in Cultural Studies with a concentration in Gender Studies from Empire State College. She completes her Master in Science in Leadership & Organizational Change from Nazareth College in May 2022.

Stephanie Harris, Proposed Board Member, works as a School Principal in the Rochester City School District. In past roles, she has served as an Assistant Principal, Mathematics Director, Network Team Accountability Director, Mathematics Specialist, and Vice Principal of Instruction. Stephanie has operated as a Math Teacher, Curriculum Writer, and Math Tutor. She holds a Bachelor of Science in Electrical Engineering from University at Buffalo, a Bachelor of Science in Electrical Engineering Technology from Rochester Institute of Technology (RIT), a Master of Science in Education from Roberts Wesleyan College, and a Master of Science in Educational Leadership from St. John Fisher College. Stephanie's personal beliefs: all students can and will learn; the importance of student having a voice, and her experience as an educational leader will enhance the knowledge and understanding of other board members regarding the components of operating a well-rounded educational learning environment.

Lead Applicant Digital Signature

Valid Digital Signature:

Gabriel Marshall

Digitally signed by Gabriel Marshall
DN: cn=Gabriel Marshall, gn=Gabriel Marshall, c=United States, |=-US
Reason: I am the author of this document
Location:
Date: 2022-02-05 13:47:05:00

By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

NOTE: The Institute only accepts valid digital signatures. Please do NOT submit typed signatures or scanned copies of written signatures. Please contact the Institute directly if you have questions about how to submit a digital signature.

Rochester Sports Academy (RSA) Charter School of Business & Health Sciences
Full Application

Request R-00b Statistical Overview

Request is not applicable.

Request R-00c Replication Checklist

Request is not applicable.

Request R-01ac Community Need and Proposed School Impact

a. Community Description and Need

The Rochester Sports Academy Charter School of Business and Health Science will be located within the Rochester City School District (RCSD). Based on Charter School Law, it is understood that residents of the RCSD will have acceptance preference in our admissions process, however, we expect to enroll students from across the Greater Rochester community. Rochester, New York is divided into four quadrants: northeast, southeast, southwest, and northwest. Each quadrant is broken down into neighborhoods with their own character, including downtown and the historic districts.

The northeast quadrant, characterized by poverty and crime (mostly due to Group 14621) is known for three main neighborhoods: Group 14621, Marketview Heights, and Upper Falls, with some tight-knit, family oriented communities, as well.

The southeast quadrant, known for beautiful vintage architecture and active commercial streets, is recognized as the most vibrant of the four quadrants. Neighborhoods include ABC Streets, Azalea, Beechwood, Browncroft, Cobbs Hill, Culver University East, East Avenue, East Main, Mustard & Atlantic Avenue (EMMA), Highland Park, Homestead Heights (Bensonhurst), Lilac, and Neighborhood of the Arts. Each neighborhood is unique and walkable, lined with parks as well as options for food, entertainment, and cultural activities.

The northwest quadrant offers a variety of neighborhoods. A collection of the poorest neighborhoods are known as the Crescent and reside in this quadrant. Charlotte and Maplewood are working class, historic neighborhoods that lead to Lake Ontario. The northwest quadrant contains the following neighborhoods: Brown Square, Charlotte, Dutchtown, Edgerton, JOSANA, Lyell Otis Avery, Maplewood, NIMROD, and Westside.

With a history of poverty and substance use and sales, many areas within the southwest quadrant are now being revitalized to reduce crime and increase the safety and economic landscape for the families living in this area of the city. Many areas within the southwest quadrant are being rejuvenated. Neighborhoods consist of the 19th Ward (Thurston Village), Bull's Head, Changing of the Scenes, Corn Hill, Genesee-Jefferson, Plymouth-Exchange, Susan B. Anthony, and Upper Mount Hope. The University of Rochester's recent construction of College Town and Brooks Landing have encouraged development in the neighborhood and led to increased interest for students to reside off-campus.

	Northeast Quadrant	Southeast Quadrant	Northwest Quadrant	Southwest Quadrant	City of Rochester
Zip Codes	14605, 14609, 14610, 14617, 14621	14607, 14610, 14620, 14623	14606, 14608, 14611, 14613, 14615	14608, 14611, 14619	
Median Household Income	\$45,923	\$50,244	\$38,099	\$40,985	\$37,711
Percentage Below Poverty Level	36.6%	19.9%	31.6%	34.7%	25.3%
Percentage of people in Undergraduate Colleges	7.2%	9.8%	6.3%	8.6%	6.5%
Percentage of foreign-born residents	8.8%	7.9%	9.6%	7.5%	9.0%
Percentage of people who speak English not well or not at all	8.5%	1.2%	6.4%	1.9%	5.0%
Black	40.5%	12.4%	30.9%	59.8%	38.7%
LatinX	30.0%	6.3%	19.3%	9.8%	20.3%

Residents in the Northeast, Northwest, and Southwest quadrants of Rochester are predominantly Black with significant populations of individuals who identify as LatinX. These quadrants also have higher percentages of residents living below the poverty level when compared to residents living in the Southeast quadrant and center-city Rochester.

Based on Rochester’s demographic breakdown and the percentage of people living below the poverty level, the COVID pandemic tremendously impacted students’ ability to access learning, resources, and receive social-emotional support. Furthermore, the pandemic highlighted the inequities that exist between students in the Greater Rochester community.

Target Population

Rochester Sports Academy (RSA) Charter School of Business and Health Sciences applicant group intends to target students and families in the Greater Rochester community. It is expected that RSA will enroll a diverse group of students relative to background, culture, and socioeconomic status who desire a rigorous, supportive, educational environment focused on Sports Business and Health Sciences that will adequately prepare them for college and careers.

Standing alone as the only school with this focus in the Greater Rochester community, RSA will be open to all students, including students with interests beyond sports business or health sciences.

RSA will be a desirable educational option for students who are enthusiastic about sports with an interest in learning about potential career options in the field. However, students without a background in sports, those who have never played, or those who plan to pursue a career outside of the sports industry will be able to thrive at RSA based on our T.E.A.M (*Together Everyone Achieves More*) concept. RSA students will be exposed to many career options and hands-on training that will position them for academic and co-curricular success.

The applicant group desires RSA to be representative of the cultural and ethnic mix of future workplaces as they aspire to find the best talent. Based on the demographics of the Greater Rochester community, we expect to enroll students from every background and socioeconomic status, although it is possible that many of our students will likely be Black and/or LatinX and classified as economically disadvantaged.

In anticipation of the inaugural class, RSA anticipates the arrival of hundreds of refugee families coming to the area. Our school will be a vital space for students who need a different model.¹ RSA is coming at the right time, to accommodate the needs of rising 8th graders, welcome new refugee families, and provide support as they settle into their new homes within the community. With many students entering 9th grade for the 2023-24 academic year, RSA is confident that it will meet its targets for special populations and students looking for a change.

The city of Rochester was selected as the location of Rochester Sports Academy (RSA) Charter School of Business and Health Science based on the following reasons:

- There is a need to provide students in the Greater Rochester community with alternative educational options, including exploration of sports careers and opportunities for sport-related internships/employment.
- Rochester represents a melting pot of students from different backgrounds, cultures, socioeconomic statuses, and familial education levels, and we have a desire to bring these students together to teach them the importance of teamwork while building self-confidence and resilience.
- Rochester provides numerous options to build partnerships for college/career readiness and CTE certification (University of Rochester, Rochester Institute of Technology, Nazareth College, St. John Fisher College, Monroe Community College, SUNY Brockport, Roberts Wesleyan College, Rochester Red Wings, Rochester Knighthawks, Rochester Amerks, Physical Therapy/Exercise Science businesses, etc.).
- Public transportation is easily accessible and affordable for all students, whether living in the city or surrounding suburban neighborhoods.

¹ <https://data.nys.ed.gov/essa.php?year=2019&instid=800000050065>

- According to Griffith and Petrilli (2020), “students in urban charter schools – and black and LatinX students particularly – learn more than their peers in traditional public schools and go on to have greater success in college and beyond”² The performance of schools in the Greater Rochester community range from low performing to high performing based on state regents scores and graduation rates. The noticeable range in performance has resulted in parents/guardians seeking alternative educational options for their students. Community members have consistently expressed frustration with some of the educational options available to their students and their inability to meet their needs.

COVID-19 has had a significant impact on schools in the Greater Rochester community. School districts across the areas worked diligently to follow and implement COVID-19 guidelines outlined by the New York State Education Department and the Centers for Disease Control and Prevention. School administrators developed COVID-19 strategic plans to help manage pauses in instructional delivery time, followed by 100% remote instruction, hybrid models (remote and in-person), and a return to an in-person pandemic learning environment.

Changes due to COVID-19 to the traditional learning structure of students, have caused issues that continue to be relevant and are in need of mitigation strategies. Unfortunately, during the pandemic absenteeism and poor attendance have become the norm. In addition to the lack of students in the traditional classroom setting, decreases in motivation contributed to the learning loss many students experienced. As a result, over the past two years, graduating seniors are entering college unprepared for the academic challenges that await them at institutions of higher learning. Many incoming freshmen take a gap year or enroll in college only to withdraw or take a leave of absence after recognizing they are not ready.

COVID-19 provided this applicant group with an enhanced perception of the systemic inequities within the educational landscape in the Greater Rochester community. Systemic inequities include inconsistent instructional practices, access to various instructional models, and addressing the social-emotional needs of students. To address the challenges presented by COVID-19, RSA will provide data-informed professional development for areas with the highest need, an educational curriculum that can be delivered in-person and through a remote setting with differentiation and cultural responsiveness to engage students and prepare them to meet learning objectives. Also core to RSA instruction will be morning community circles and advisory time to assess students' social-emotional status and provide intervention.

² [The Case for Urban Charter Schooling | National Affairs](#)

b. Programmatic Impact

Rochester Sports Academy (RSA) Charter School of Business and Health Sciences believes the school will positively impact other schools in the Rochester City School District as well as other public, private, and charter schools. RSA’s rigorous instruction, culturally relevant curriculum, and educational/athletic culture blends excitement with high expectations in an environment that supports the social/emotional needs of students and families. Regardless of the student’s current district or educational experiences, RSA will ensure students receive real-life educational teaching that can be utilized after successfully graduating from RSA as students enter the workforce or continue their pursuit of post-secondary educational opportunities.

The programmatic impact of RSA may cause competition between schools as students and families may desire to transfer from their current school and enroll at RSA. When that is the case, RSA’s founding group foresees building collaborative relationships with their home school to ease the transition while supporting what’s best for the student and family. Currently, the following educational options are available to students in the Greater Rochester community:

Rochester City School District High Schools

School	Grades	Enrollment	Graduation Rate
East Upper School	9-12	714	61%
Edison Technical Career & Occupational Center	9-12	1,574	49%
Franklin Upper School	9-12	1,175	55-59%
James Monroe Upper School	9-12	579	47%
Joseph C. Wilson Magnet High School	9-12	801	55-59%
Leadership Academy for Young Men	7-12	658	55-59%
Northeast College Preparatory High School	9-12	626	55-59%
Rochester Early College International High School	9-12	331	85-89%
School of the Arts	7-12	1,139	90-94%
School Without Walls	9-12	264	80-89%

With ten high schools serving students in the Rochester City School District, none mirror Rochester Sports Academy (RSA) Charter School of Business and Health Sciences. While some have themes (technology, arts, leadership), they do not couple education with sports through work-based learning and exposing students to professional employment opportunities and college preparedness. Being a smaller school enables RSA more face-to-face time with students, the ability to gain a better understanding and assessment of their needs and provides RSA the opportunity to address those needs.

Greater Rochester Community Public High Schools

School	Grades	Enrollment	Graduation Rate
Brighton High School	9-12	1,200	96%
Churchville-Chili High School	9-12	1,197	95%
Eastridge Senior High School	9-12	939	91%
Fairport High School	9-12	1,363	94%
Gates-Chili High School	9-12	1,245	85%
Greece Athena High School	9-12	1,104	91%
Greece Arcadia High School	7-12	1,086	91%
Greece Odyssey Academy	6-12	1,001	92%
Greece Olympia High School	9-12	1,092	95%
Hilton High School	7-12	1,450	94%
Penfield High School	9-12	1,391	98%
Pittsford Mendon High School	7-12	1,019	98%
Pittsford Sutherland High School	9-12	927	98%
Rush Henrietta High School	7-12	1,233	93%
West Irondequoit High School	9-12	1,163	98%

With fifteen high schools serving students in the Greater Rochester community, student enrollment is much larger than the proposed enrollment at RSA. Furthermore, these high schools employ certified teachers with the necessary instructional knowledge but may not have professional experiences related to their field. At RSA, we will recruit and employ staff with specific skill sets, backgrounds, and professional experiences that align with our career pathways such as former professional athletes, current professionals in their respective fields, business owners, as well as college and university officials.

Greater Rochester Community Charter High Schools

School	Grades	Enrollment	Graduation Rate
Eugenio Maria de Hostos Charter School	9-12	878	NA
Rochester Academy Charter School	9-12	236	96%
Rochester Prep Charter School	9-12	NA	91%
True North Rochester Preparatory Charter School	9-12	374	NA
University Prep Charter School for Young Men	7-12	374	≥ 90%
Vertus High School	7-12	280	65%
Young Women’s College Prep	7-12	376	90%

With seven Charter High Schools serving students in the Greater Rochester community, student enrollment ranges between the 200s and 800s, a range similar to the projected enrollment at RSA. While some of these schools have themes and have been in operation for many years, none are closely related to the mission or key design elements of RSA. Rochester Sports Academy will add a missing element to Charter Schools in the community and looks forward to partnering with other charter schools to discuss and implement best practices.

Greater Rochester Community Private High Schools

School	Grades	Enrollment	Graduation Rate
Aquinas Institute	6-12	869	100%
McQuaid Jesuit High School	6-12	849	100%
Our Lady of Mercy High School	6-12	786	100%
The Harley School	PK-12	520	100%
Bishop Kearney High School	6-12	315	100%
Allendale Columbia School	PK-12	325	100%
Northstar Christian Academy	PK-12	377	100%
Hope Hall School	3-12	160	100%
The Norman Howard School	4-12	128	99%
Charles G. Finney	PK-12	388	100%

With ten private high schools serving students in the Greater Rochester community, student enrollment fluctuates between the 100s and 800s which is similar to the enrollment at RSA. Many of the private schools offer a religious-based education or are extremely selective. With numerous educational options available to students within the Greater Rochester community, none of them merge education with sports like RSA. Some schools offer educational tracks with themes focused on the arts, technology, religion, etc. RSA seeks to add to the body of secondary education choices with a focus on sports-business and health sciences. It is understood that students who reside in the city of Rochester will have acceptance preference. However, we expect to enroll students from across the Greater Rochester community. If all enrolled students resided in the City of Rochester, RSA would enroll approximately 6% of the district's high school students.

c. Fiscal Impact

As can be seen in the table below with data from the 2021-2022 budget produced by the Rochester City School District, RSA will have minimal impact on the district’s overall finances. The budget for future years has not been released by RCSD. Ultimately, RSA will not have an impact larger than .04% in any given year to the RCSD budget.

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	Projected Impact on District Budget
2023-2024	100	\$13,230	\$1,230,000	\$25,000	\$1,255,000	\$117,882,045	.0103%
2024-2025	200	\$13,230	\$2,646,000	\$30,000	\$2,676,000	\$122,597,327	.0216%
2025-2026	300	\$13,230	\$3,696,000	\$40,000	\$3,736,000	\$127,501,220	.0311%
2026-2027	400	\$13,230	\$5,292,000	\$50,000	\$5,342,000	\$132,601,269	.0399%
2027-2028	400	\$13,230	\$5,292,000	\$50,000	\$5,342,000	\$137,905,319	.0387%

Request R-02ab – Addressing Need

a. Mission

Rochester Sports Academy (RSA) Charter School of Business & Health Sciences' mission is to develop the next generation of off-field professionals in the sports industry. Our engaging, 21st-century curriculum and instruction will prepare RSA students to pursue college and career opportunities. Students who graduate from RSA will be global thinkers, committed to life-long civic engagement as a result of our focus on diversity, equity, and inclusion practices that promote creative opportunities in the next level of sports and life.

b. Key Design Elements

Rochester Sports Academy (RSA) Charter School of Business & Health Sciences is designed to provide students with 21st-century skills, in various careers, related to the sports industry by accelerating students' learning through an engaging, academic curriculum. An introduction and exposure to hands-on experiences in the wide world of sports, will undergird all aspects of teaching and learning. RSA will involve students in rigorous academic and athletic experiences that prepare them to enter college and career opportunities that support and advance the sports industry.

RSA's sports career pathways are intended to offer students real-world experiences and mentoring while building foundational relationships in their desired field of interest. Furthermore, in accordance with NYS's initiative to advance diversity, equity, and inclusion (DEI), RSA will develop inclusive policies that demonstrate the school's commitment by creating and holding space for students to learn more about the tenets of DEI. RSA students will be provided with opportunities to participate in civic engagement, social justice activism and student-centered learning environments that affirm cultural identities and empower students to serve as agents for social change.

Researchers agree that successful Charter Schools share the following characteristics: clear mission, leadership autonomy, focused educational programs, strategic instruction, high expectations, and accountability (Langhorne, 2018; Gross, 2011). With this understanding, RSA's founding board was intentional in selecting key design elements that would be sustainable and positively impact students and families while satisfying state academic standards.³ RSA's founding group is committed to the following key design elements:

³<https://www.forbes.com/sites/emilylanghorne/2018/08/23/five-reasons-why-independent-charter-s-outperform-in-district-autonomous-schools/?sh=6a165853759d>;

<https://www.leaders-building-leaders.com/blog/five-characteristics>;

Gross, B. (2011). *Inside Charter Schools: Unlocking Doors to Student Success*. Center on Reinventing Public Education.

KDE #1: Core Beliefs about Teaching and Learning. Foundational to the heart of RSA is a set of core beliefs that every child can learn. RSA is committed to providing:

- **Education that fosters high expectations and rigorous instructional practices.**
 - Strong Tier 1 and differentiated instruction for all learners
 - Special Designed Instruction for special education students
 - Resources and support for students and families with limited English proficiency
 - Student choice and voice
 - Explicit Direct Instruction
 - Lesson planning
 - Authentic learning experiences with culturally relevant real-world experiences
- **Engaging and Inclusive Instruction**
 - Students have opportunities to have input in their learning.
 - Clearly defined evaluation and assessments of students' instructional levels.
 - Resources that reflect a variety of cultures and perspectives and enables students to have a personal connection to the curriculum
 - Opportunities for implementation of 21st Century Skills such as collaboration, critical thinking, and creativity
- **Ongoing Professional Development**
 - Support for teachers in delivering instruction that is rigorous and student-centered
 - Time to create and re-evaluate assessment tools and resources
 - Time to reflect on implicit biases
 - Training on evidence-based systems such as the Culturally Responsive and Sustained Framework
 - Professional Learning Communities

KDE #2: School Culture. It is expected that everyone associated with RSA will demonstrate what it is to be a community member. RSA's school culture will focus on a T.E.A.M (Together Everyone Achieves More) concept in which students, teachers, staff and the community at large are encouraged to engage and aspire to grow. The following traits are essential to RSA's school culture.

- **Respect:** Teachers and staff will demonstrate respect for students, parents, community members and vice versa. Teachers will reward students for their courage, effort, hard work, determination, modeling restorative practices, and showing respect for others by providing positive affirmations and awards (ex, Student of the Week; Student of the Month).⁴ It is expected that respect will be reciprocated from all stakeholders.
- **High Expectations:** RSA sets high expectations for all students and provides explicit direct instruction that is engaging, and of high interest (centered around sports). The goal is to build students' learning capacity and confidence, increase their ability to work

⁴ Owens, J. S., Coles, E. K., Evans, S. W., Himawan, L. K., Girio-Herrera, E., Holdaway, A. S., ... & Schulte, A. C. (2017). Using multi-component consultation to increase the integrity with which teachers implement behavioral classroom interventions: A pilot study. *School Mental Health, 9*(3), 218-234.

independently, encourage collaboration, and enhance their capability to perform better academically.⁵

- **Data Driven Decision Making:** RSA will use relevant and reliable data to monitor students' growth; provide adequate academic interventions for students; guide teaching practices; ensure efficient financial stability; and develop sound organizational structures.⁶
- **Cultural Diversity:** RSA will incorporate culturally responsive instruction in all learning environments; foster inclusivity and awareness around diverse student populations; and provide opportunities for student advocacy, while enhancing their sense of belonging.⁷
- **Community Engagement:** RSA will build collaborative relationships with higher education institutions, businesses, community-based organizations, and stakeholders in the community to create opportunities for all students while developing 21st-century skills.⁸
- **Social and Civic Engagement:** RSA will develop students into leaders that effectively communicate with others, create solutions to problems, and have the necessary 21st Century technological skills needed in the new digital world.⁹

KDE #3: Sports Career Pathways. A cornerstone of RSA are the sports career pathways. Sports Career Pathways were selected as a key design element because they embrace the TEAM concept. Studies have shown the students who participate in sports are more engaged academically and value teamwork. The sports industry is the second fastest growing sector for brands, providing students access to various career opportunities that were not prevalent in the past.¹⁰

- RSA will join a burgeoning school model in the United States with this focus- such as IMG Academy in Brandenton, Florida, the Business of Sports School (BOSS Academy), and Earl Monroe Basketball Academy New York City, These three schools serve similar student populations and have established similar key design elements. Using our vision of a TEAM approach, students are immersed in project-based learning and modeling from teachers in order to “practice” their academic skills in our block scheduling format. Students that buy into this model will see their self-confidence, skills, and overall ability across disciplines improve as a result.

⁵ <https://oregongearup.org/sites/oregongearup.org/files/research-briefs/highexpectations.pdf>

⁶ [https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/Infographics/Data Use Infographic.](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/Infographics/Data%20Use%20Infographic)

⁷ <https://drexel.edu/soe/resources/student-teaching/advice/importance-of-cultural-diversity-in-classroom/>

⁸ <https://drexel.edu/soe/resources/student-teaching/advice/importance-of-cultural-diversity-in-classroom/>

⁹ <https://www.brookings.edu/policy2020/bigideas/the-need-for-civic-education-in-21st-century-schools/#:~:text=Schools%20can%20also%20directly%20provide,people%20with%2021st%2Dcentury%20skills>

¹⁰ Bang, H., Won, D., & Park, S. (2020). School engagement, self-esteem, and depression of adolescents: The role of sport participation and volunteering activity and gender differences. *Children and youth services review*, 113, 105012.

- Furthermore, students who participate in academic and social activities as members of a T.E.A.M. show increased academic motivation and are more willing to take risks. The cohesiveness of the team supports individual student well-being. By implementing a TEAM approach, RSA is developing a strong foundation for students to refer back to when presented with challenges that could potentially derail their focus and success.
- Incoming first year students will explore two distinct tracks: Sports Business Management and Sports Health Sciences, before selecting a pathway for the remainder of their time at RSA. It is RSA's goal by the second year to offer students NYS approved Career and Technical Education (CTE) instruction, work-based learning, internship and/or job opportunities. These experiences will help students determine which Sports Career Pathway to choose and focus on.
- Ultimately the goal is for RSA students to graduate with a Regents Diploma, a Career Development CDOS credential (and eventually a CTE credential when RSA aims to get certified after our first year of chartering), and college and work experience, all before entering a college program. RSA is excited to develop partnerships within the Greater Rochester community to provide students with these exciting options. Having these options will prepare students for secondary opportunities regarding Sports Business Management and Health Sciences.

KDE #4: School Schedule and Calendar. RSA has spent considerable time reflecting on the important elements of the school's design. Key Design 1, Core Beliefs about Teaching and Learning, Key Design 2, School Culture, and Key Design 3, Sports career Pathways are integral to the implementation of the mission providing students from the Greater Rochester community with high expectations, rigorous stewardship of diversity, equity, and inclusion and ultimately an off-field career in the sports industry. The final part of that equation is the "how" of executing this mission and implementing our key designs. The answer resounds loudly in the schedule and the calendar year. Our fourth key design element boasts a robust school day, extended so that our target population- the special populations of the Greater Rochester community have more crucial face-to-face time with their teachers.

- **Block Scheduling.** Block scheduling is an essential part of our extended day. For example, an ELL student will have more time to work with an ESOL teacher to develop foundational language skills and provide differentiation of school curriculum. Disadvantaged or homeless students will have a place to receive meals and support in a safe, nurturing environment that allows them to concentrate on building their desired future. Schedules are designed to provide students with daily 80-minute blocks in Math, English, Social Studies, and Science. Eighty-minute blocks are offered in these core courses to ensure students have adequate instructional pacing, time for group work, and time for teachers to assess students' understanding of the material.
- **Extended School Day.** The school day at RSA runs from 7:00am to 3:43pm. Students will benefit from this extra time as described above. The extended school day allows students to come in and have breakfast, work with their groups and partake in the TEAM

experience in the four 80-minute blocks they have scheduled in the four main content areas, and also for intervention.

- ***Pre-service for Incoming Freshmen.*** All incoming students are required to attend the one-week RSA Summer Academy. The Summer Academy is designed to build student-staff relationships prior to the start of the academic year and assess students' learning levels to be more prepared to meet students' needs. Additionally, students will engage in various sport activities, seminars, and workshops while preparing them for the challenging academic and athletic expectations they will encounter at RSA. Seminars and workshops focusing on holistic development will be continuous throughout the student's four years at RSA.
- ***Pre-service for Staff.*** In August, all new teachers are required to attend a two-week Summer Institute. The Summer Institute introduces the professional development framework that will be a mainstay throughout the year for teachers through weekly Professional Learning Communities (PLC) to address students and staff instructional needs. Summer professional development will include onboarding for all staff in year 1- where all teaching staff, regardless of the years they bring with them in experience, will be considered first year teachers. Opening a brand-new school will require everyone to be trained in the summer in preparation for the demands of building the school culture and developing relationships with students.

KDE #5: Athletic Excellence. RSA will prepare student-athletes to compete at the highest level through our partnership with the University of Rochester's Center for Human Athleticism Musculoskeletal Performance and Prevention (CHAMPP) program. Participating students will greatly benefit from the programs focus on mindset skill development, physical performance, sports nutrition, and goal setting fundamentals to help students build healthy habits for sports and life.

KDE #6: Collaborative Relationships. RSA will establish itself as a national leader in Charter Schools by fostering meaningful working relationships with local, regional, and national businesses, colleges, and organizations. Currently, RSA has established relationships with the University of Rochester, The College at Brockport, SUNY, Rochester Knighthawks (Major league Lacrosse), Rochester Americans (minor league hockey), Rochester Fast Break Fury (Formerly known as the Rochester Razorsharks - minor league basketball), and Rochester Red Wings (minor league baseball), and Big Brothers Big Sisters of Greater Rochester (mentoring). Founding group members continue working to develop collaborative relationships locally, regionally, and nationally.

KDE #7: Real-World Professional Experiences. To better prepare students for college and career options, RSA will provide students with real world, hands-on professional experiences in their desired career fields to enhance their learning.

Request R-03ae - Proposal History

a. Applicant Information

Dr. Gabriel Marshall, co-applicant, is a parent and administrator who grew up in the city of Rochester and attended elementary school in the RCSD before transferring to the West Irondequoit Central School District through the Urban-Suburban Interdistrict Program. He graduated from West Irondequoit High School and earned a basketball scholarship to Mercer County Community College (Trenton, New Jersey) where he played for two seasons before accepting another scholarship and transferring to Daemen College (Buffalo, New York).

Gabriel completed a Bachelor of Arts in English from Daemen College in May of 2005. He continued his education at SUNY Brockport earning a master's degree in College Counseling in 2008 and a Certificate of Advanced Study in Mental Health Counseling in 2013. Since then, he has served as a Resource Specialist at Monroe Community College helping students who left high school before graduating, complete graduation requirements while earning college credits; senior counselor in the Educational Opportunity Program (EOP) at SUNY Brockport assisting academically and economically disadvantaged students in navigating the challenges of college to earn degrees; an assistant men's basketball coach at Rochester Institute of Technology helping prepare student-athletes for competition through individual skill development, athletic training, and game planning; and the director of Student Access and Achievement Programs providing leadership over first-year student initiatives, HEOP students, and the Young Scholars program. In 2019, Gabriel earned a Doctorate of Executive Leadership from St. John Fisher College.

Currently, Dr. Marshall serves as the Assistant Vice President, Senior Advisor for Student Success and Retention at Buffalo State College. In this role, Dr. Marshall works collaboratively with the Vice President of Academic Affairs, Student Affairs, Vice President of Enrollment Management & Communications/Chief Information Officer planning strategically to build cross-campus relationships that support student success and retention.

Through various leadership roles, Gabriel has developed expertise in educational planning, program development, implementation, assessment, and building collaborative relationships at the local, regional, national, and international levels that improve academic achievement while increasing persistence, retention, and graduation rates.

Gabriel is committed to the educational access and success of future generations as demonstrated by his professional roles as a high school teacher, college counselor, mental health counselor, college professor, college men's assistant basketball coach, and college administrator. He has traveled locally and regionally speaking with students, parents, educators, and leaders in other fields about the ways to positively impact urban education through strong leadership, setting high expectations, providing students with holistic support, and building collaborative relationships to expose students to career opportunities at earlier points in their academic journey.

Dr. Marshall is the author of *Letters of a Confused Graduate* (2020), which chronicles the journey of a young, black man through graduate school and highlights some of the challenges and struggles he must persevere through while working to complete his master's degree, find a job, and become the personal and professional he aspires to become.

Dr. Marshall continues searching for the best educational options to enroll his children and sees Rochester Sports Academy (RSA) Charter School of Business and Health Sciences as that choice.

James Reaves, co-applicant, is a parent and alum of the Rochester City School District. Born and raised in Rochester, Mr. Reaves has been a prominent figure in the Rochester community since leading the Edison Technical and Occupation Center boys basketball team to a Section V basketball championship in 1999. James earned a full athletic scholarship to play basketball at Niagara University where he excelled athletically and academically finishing his career with over 1,000 points and 1,000 rebounds and earning a bachelor's degree in Social Sciences with a minor in sports management.

After graduating from Niagara University, Mr. Reaves continued his basketball career professionally playing internationally in Mexico, Germany, Belgium, Finland, and Venezuela. He returned home annually to help lead the Rochester Razorsharks to four consecutive PBL league championships.

After his basketball career ended, Mr. Reaves turned his attention to educating students in the Rochester community serving as a School Counselor and Director of Operations at University Preparatory Charter School for Young Men, Assistant Principal at Rise Community School (grades K-6), Assistant Principal at Edison Technical and Occupation Center (grades 9-12), and currently serves as an Assistant Principal at Longridge Elementary School in the Greece Central School District (grades K-5).

He is also the Owner of Reaves Sports LLC (youth sports organization) and Director of the RSBA Prep Basketball program providing academic, athletic, and mentoring for students to provide additional support and guidance that they may not be receiving in their current educational institution. James continuously demonstrates his dedication to shaping the next generation of students through his consistent work in the community.

b. Proposal History

Based on the feedback from NYSED identifying specific areas of expertise critical to operating a successful charter, Gabriel and James conducted community outreach efforts, screening potential candidates to serve on the board. We assembled a six-person board with expertise in professional fields that were identified as areas needing improvement by NYSED. The new board consists of individuals with proficiencies in high school, college, and professional athletic performance and nutrition, higher education, non-profit leadership, finance, diversity, equity, and inclusion, program/event operations, marketing, communication, and administrative experience in charter and public schools.

Additionally, this applicant group sought advice from consultants with knowledge of charter school law, commercial real estate, fundraising, grant writing, and education leadership regarding refugees and Multi-Language Learners (MLL) as a part of the process in submitting this application. Consultants include Peabody Law Firm, Associates with Coppola Law Firm, Natalie Sheppard, MSW, Branches Freelancing LLC, Christopher Passero, CEO, Passero

Associates, and Mary Andrecolich Montesano-Diaz, Principal, Rochester International Academy.

As RSA continues the chartering process and community outreach, the founding board will actively pursue and collaborate with potential board members and consultants to strengthen the team and provide a comprehensive leadership group for Rochester Sports Academy Charter School of Business & Health Sciences.

c. List of Founding Team Members

Founding team members of Rochester Sports Academy (RSA) Charter School of Business and Health Sciences are Dr. Gabriel Marshall and James Reaves. Gabriel and James grew up together in Rochester, New York, and bonded through playing basketball together since age seven. Throughout high school and college, basketball strengthened their friendship and exposed them to how networking through sports can lead to potential careers whether one is an athlete or not as many careers that did not previously exist are relevant today.

As adults, Gabriel and James reconnected and their passion for education and developing the next generation of basketball talent in Rochester blossomed into ongoing conversations about the best way to impact Rochester's educational and athletic legacy. Jointly, they concluded that founding their own charter school focused on developing elite student-athletes and the next generation of off-field professionals in the sports industry was the best way to proceed.

d. Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

Co-founders submitted a previous application in July 2021 under the name Rochester Sports Academy (RSA) Charter School to the New York State Education Department (NYSED). After submitting the final application, the board was invited to participate in a capacity interview, but the charter was denied.

Since the previous application was denied, co-founders worked strategically to identify, recruit, and secure new board members that understood and were committed to the mission and vision of RSA and were willing to work collaboratively to bring this concept to fruition. Additionally, co-founders and board members have worked with several consultants with charter school expertise to strengthen this new application.

Although co-founders have not yet received the official letter of denial containing feedback from the New York State Education Department, the notification of denial phone call revealed the following reasons why the charter was not granted:

1. There needed to be more specificity around how collaborative relationships would be developed for the purposes of internships
2. There needed to be clearer pathways to specific careers leading to certification or accreditation
3. There needed to be a deeper understanding of Charter School Law
4. It was not clear how we would recruit and address the plethora of needs for the Special Education population

5. The application appeared to be fragmented versus being a unified document
6. There was a disconnect between the narrative and what the school intends to do
7. There was a lack of continuity between board members

Taking this feedback into consideration, the new applicant group structured this SUNY application by correcting the concerns communicated by NYSED.

This submission is from a new founding board that has never applied to SUNY or any other authorizer in or outside of New York State.

e. Letters of justification for Previously Denied Applications

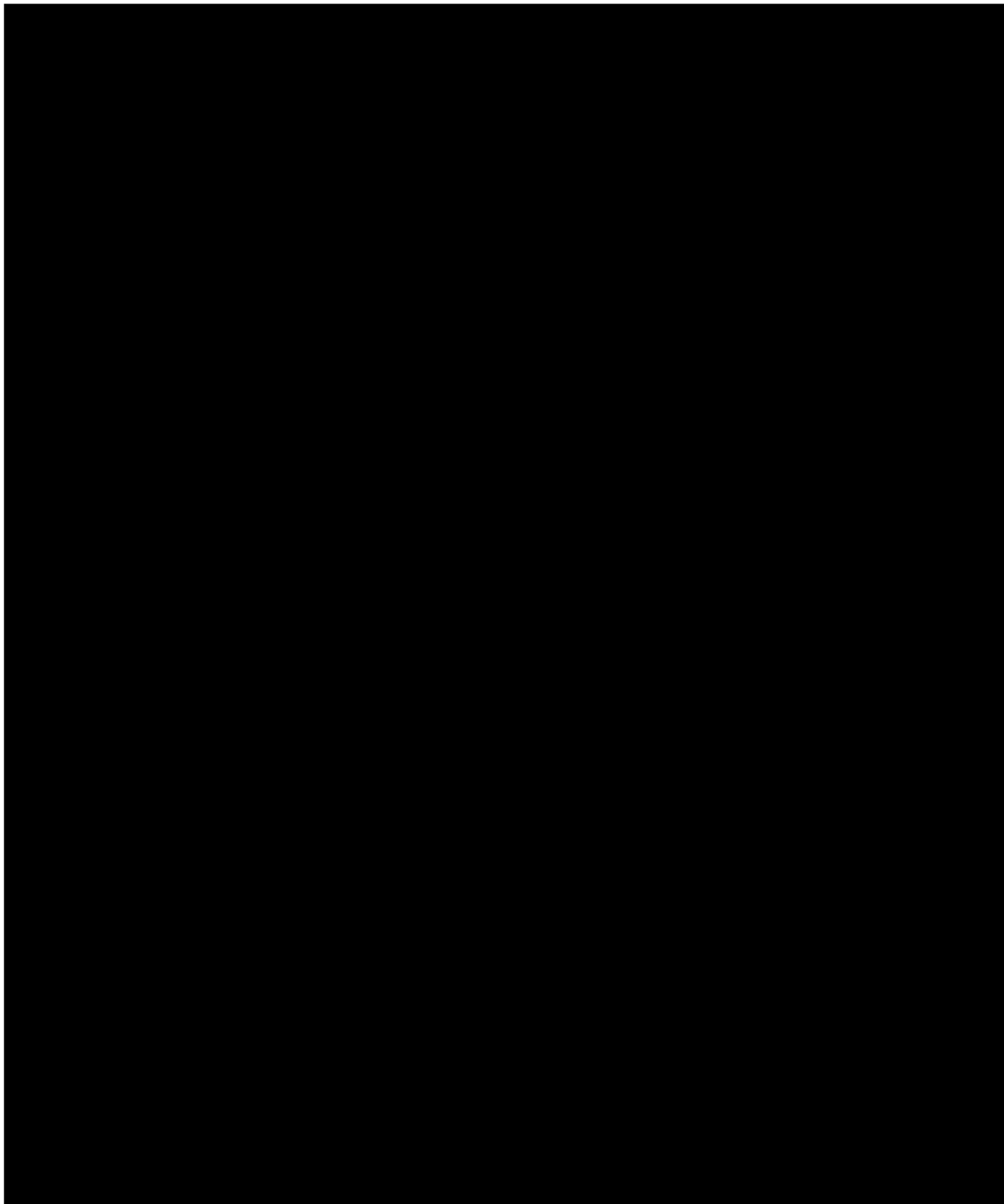
RSA's applicant group that applied to the New York State Education Department on behalf of Rochester Sports Academy Charter School in July of 2021 has yet to receive an official letter of justification for denial.

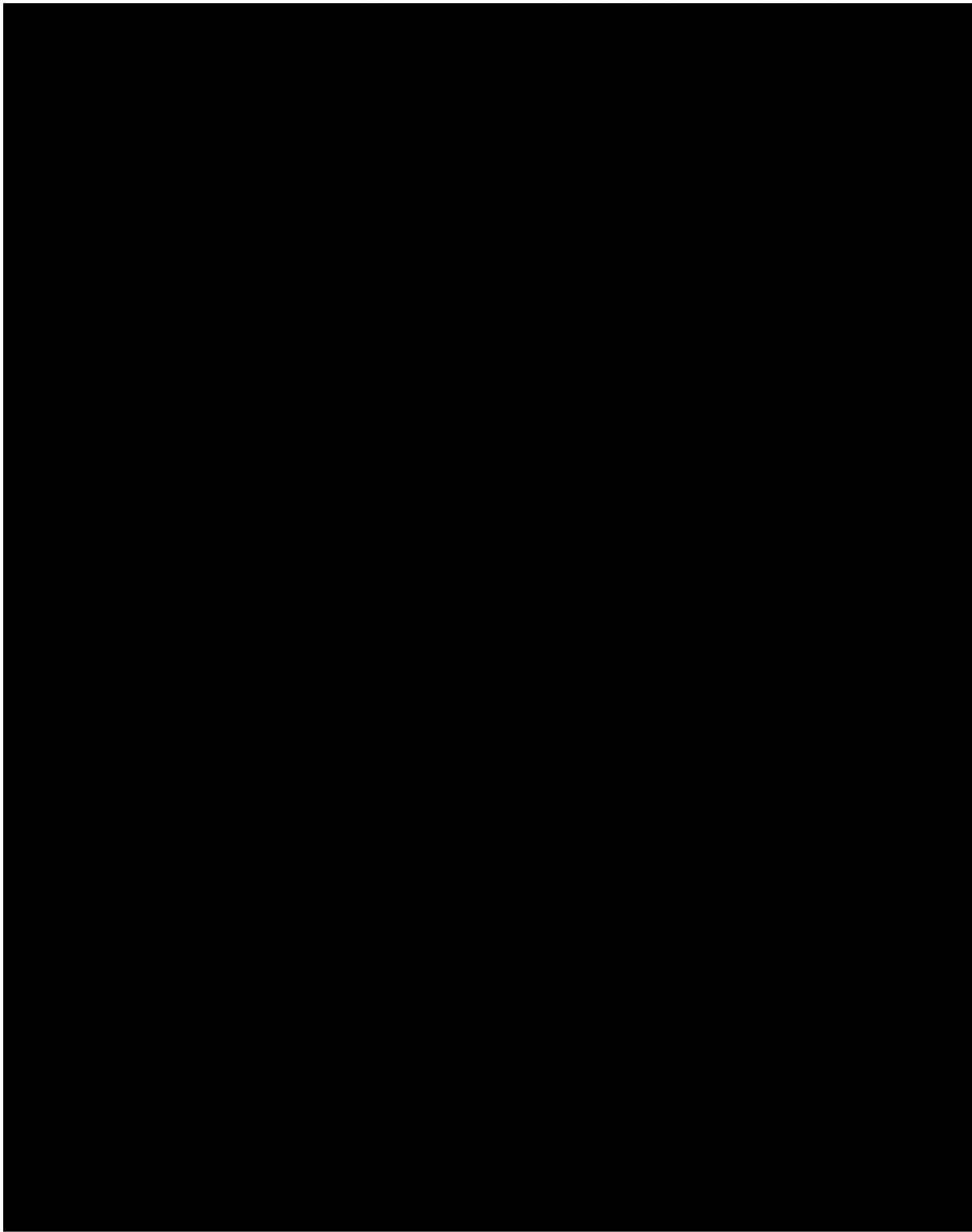
Once the official letter is received, it will be uploaded into the SUNY Institute Epicenter for review.

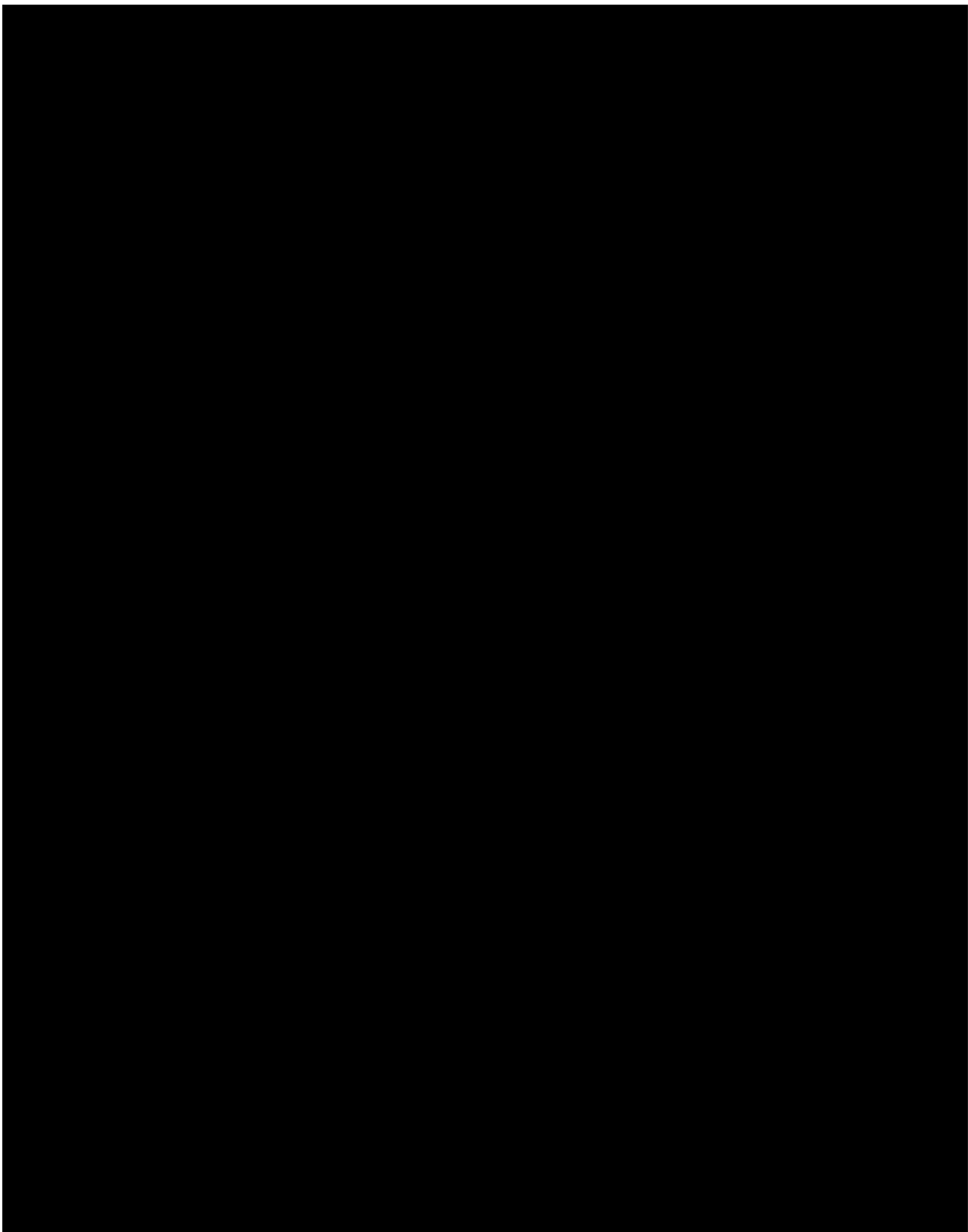
Request R03e Letters of Justification

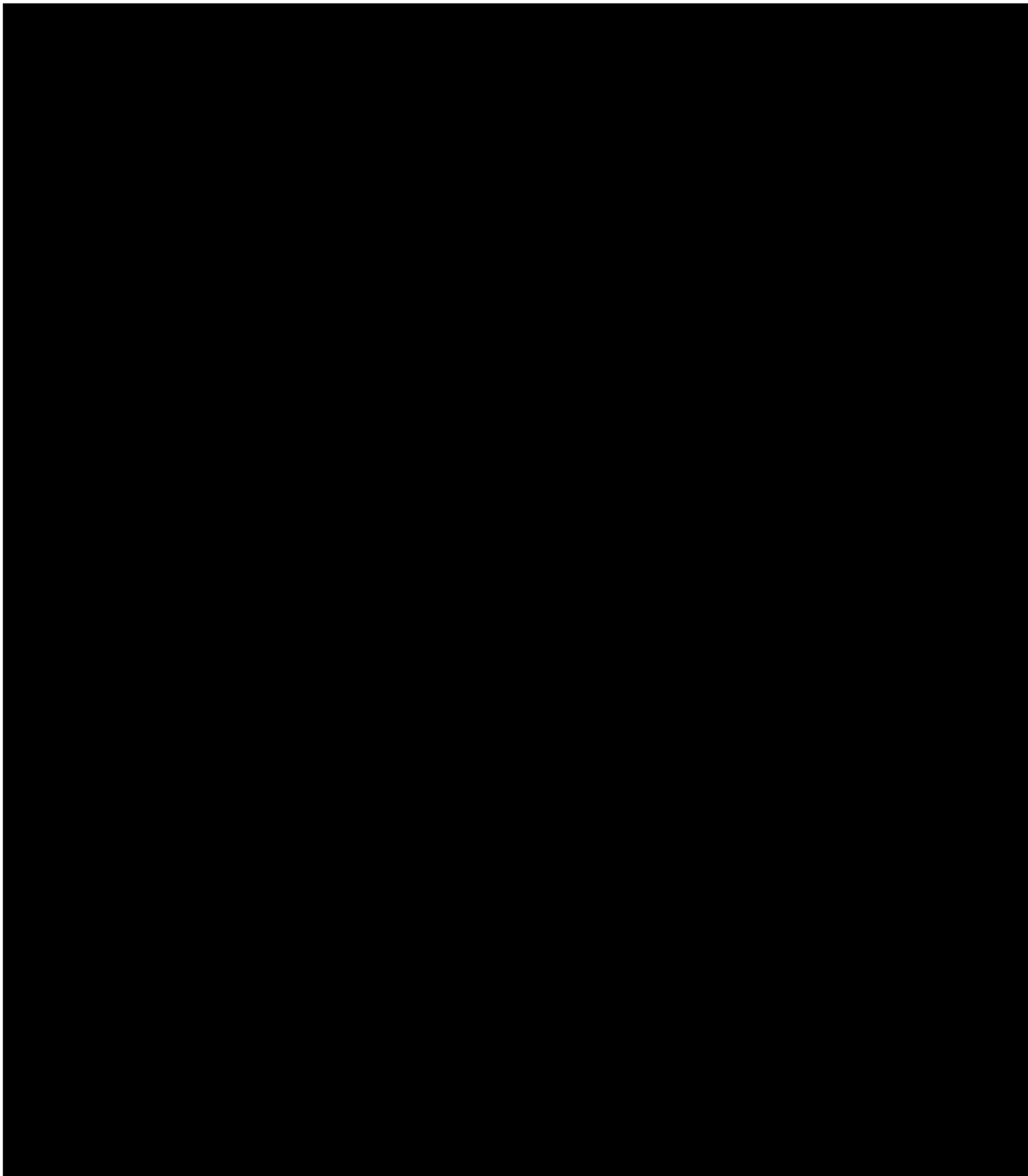
This request is not applicable

GABRIEL MARSHALL, Ed.D.









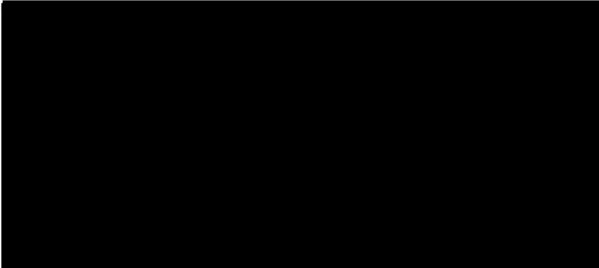


References for Gabriel Marshall, Ed.D.
(Please contact only after requesting permission)

1.



2.



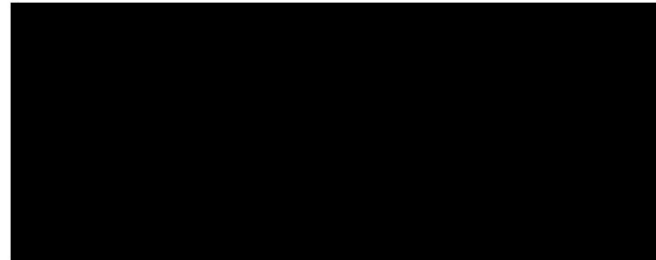
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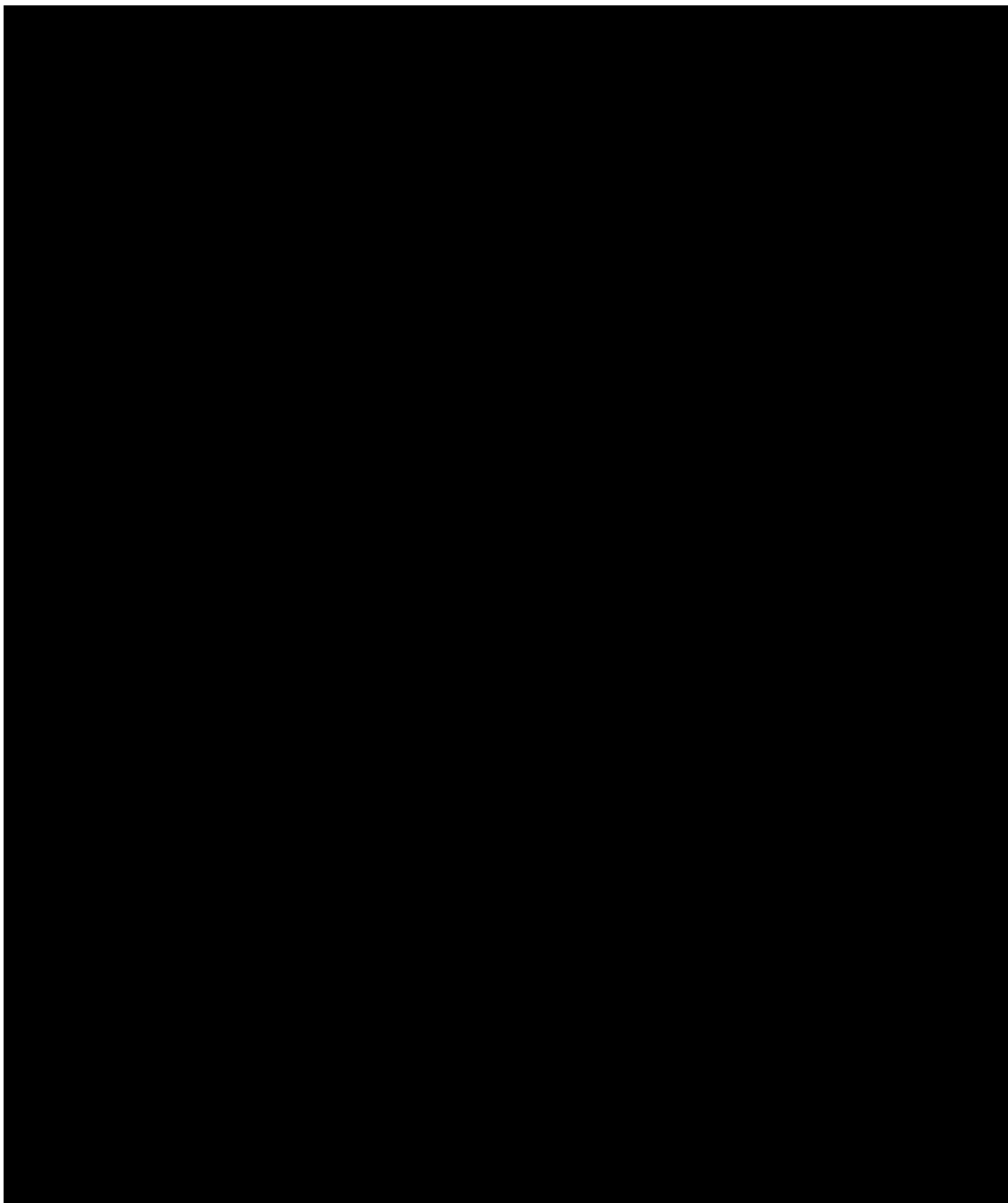
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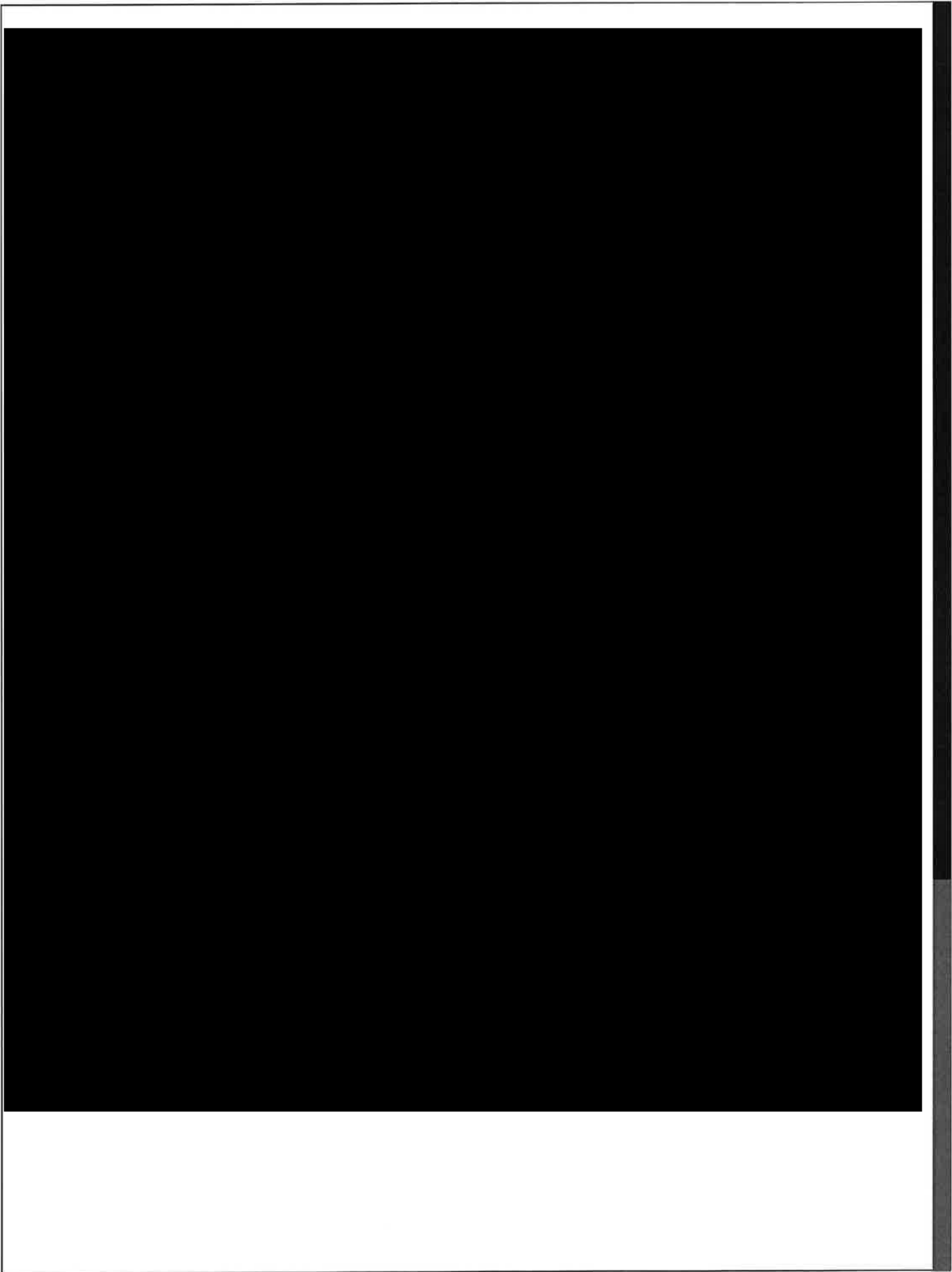


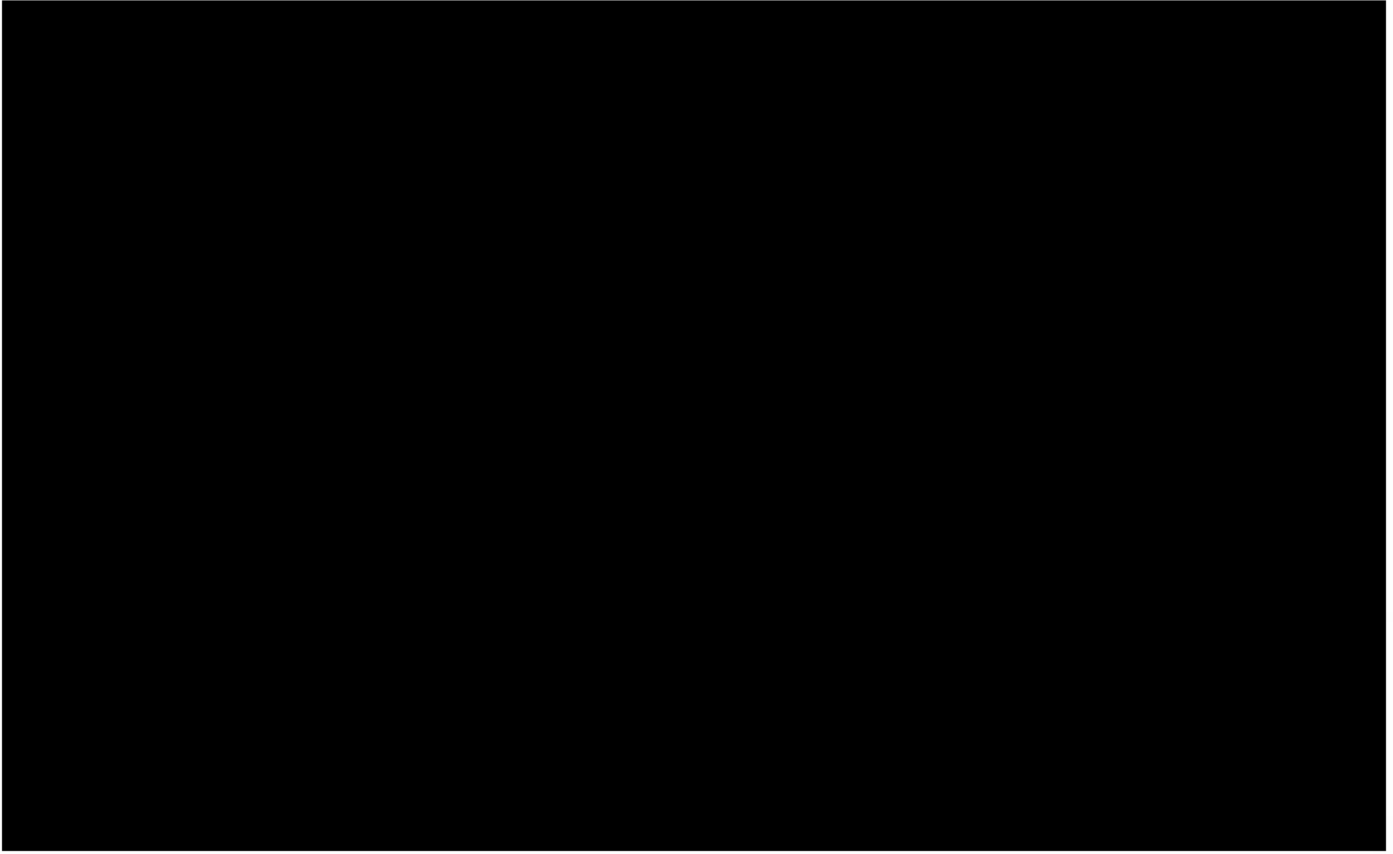
5.



James Reaves







Request R-04abc – Community Outreach, Support, and Demand

a. Description and Analysis of Community Outreach Efforts

Founding Group Outreach. Rochester Sports Academy (RSA) Charter School of Business and Health Sciences is committed to meeting the standards set forth in N.Y. Education Law Section 2852(9-a)(b)(ii) in conducting public outreach and input with regard to the development of the Charter School Model. Co-founders began outreach to the public in the summer of 2020 after developing a plan to establish the Rochester Sports Academy Charter School (RSA) and researching educational institutions with similar concepts. Prior to sharing publicly, RSA co-founders explored this concept with potential board members to gain support and additional perspectives about potential changes that would enhance the quality of education as well as the student experience. The Rochester Sports Academy Charter School of Business and Health Sciences design was shared with prospective parents/guardians, students, educators, business owners, community leaders, community-based organizations, current/ former professional athletes, as well as local politicians and engaged in meaningful dialogue.¹¹ Through social media surveys, phone calls, going door to door passing out flyers, tabling at events, and community meetings, RSA's applicant group was able to listen and share valuable insight about its mission, vision, key design elements, academic structure, and how it will holistically educate students preparing them for college and careers.¹² The feedback RSA received was valuable and assisted with the crafting of the full application. Co-founders met with local businesses that align with the sports career pathways design, to gauge their interests in partnering for the purposes of internships and collaborative efforts. Additionally, the applicant group sent out press releases to local media outlets: Democrat and Chronicle, Channel 10 News, Channel 8 News, Southwest Tribute, Minority Reporter, and WXXI radio.

June-August 2020. In June, co-founders had follow-up conversations with NYSED Charter School representatives regarding the chartering process. In July, co-founders of RSA started conversations with current educators about the RSA model and the potential for it to have success in the Rochester community. These educators were from charter schools, RCSD, Gates Central School District, and Greece Central School District. In August 2020, co-founders began engaging the interest of potential students, parents/guardians, and other community members who frequented the Reaves Sports Youth Organization. Mr. Reaves held a sports camp focusing on some of the components that would be prevalent with RSA such as financial literacy, independent reading time, basketball development, health and nutrition, community service and being a valued member of a TEAM.

September 2020-January 2021. In September 2020, As the Covid19 pandemic halted the applicant group's ability to connect with others as planned, much of the focus shifted to phone and email communication rather than in-person meetings. Co-founders reached out to community organizations, businesses, local colleges, and independent schools that serve similar

¹¹ https://twitter.com/rsa_charter

<https://amp.whec.com/articles/proposed-rochester-sports-academy-charter-school-receives-state-approval-6140797.html>

¹² <https://www.facebook.com/rochestersportsacademy/>

populations of students around sports concepts. The goal of these outreach efforts was to gain a better understanding of the various school designs and build relationships for the purposes of future collaborations. Efforts started in September 2020 and continued through January 2021.

February-June 2021. In February 2021, co-founders ramped up outreach to potential Board of Trustees members while going through the planning stages of writing the letter of intent. By March, RSA co-founders finalized the board of trustee's members and began re-engaging NYSED Charter School representatives about the RFP with questions pertaining to the letter of intent. RSA's applicant group began the social media campaign using Facebook, Instagram, and Twitter sharing information about the proposed opening of the school, mission, vision, and key design elements. In April, RSA co-founders continued social media campaigns, began holding in-person information sessions, and contacting realtors to identify a potential school building location. In May, co-founders completed and submitted the Letter of Intent to NYSED, continued social media campaigns, held in-person information sessions, developed and distributed surveys, conducted meetings with potential business partners, and had further conversations with NYSED representatives about the charter school process. By June, the RSA applicant group sent letters to the Districts where students will be recruited from, informing them about the proposed charter school, sent out press releases through several local media outlets, and distributed surveys through social media to gather information about community needs and interests in attending RSA.

July-September 2021. In July, RSA's applicant group submitted their final application to NYSED and began preparing for the capacity interview. We continued our outreach efforts through social media using Facebook, Instagram, and Twitter, in-person information sessions, press releases through local media outlets, distributing surveys online and going door-to-door with flyers. In August, RSA's applicant group focused on preparing for the

October-January 2022. Starting in October, RSA's co-founders began exploring the submission process for the 2022 RFP cycle with SUNY Charter School Institute. Co-founders started recruiting new board members and strategizing about ways to improve the RSA concept based on the feedback provided by NYSED. In December, RSA finalized their new board of trustees and began regular board meetings in preparation to submit a new application in February 2022. During this time RSA increased community outreach to include commercials on "I Heart Radio" family of radio stations as well as public service announcements at Rochester Americans Hockey games. Promotional ads were also run by local radio stations.

b. Description and Analysis of Community Support

Feedback from the Community. Through face-to-face conversation, community forums, survey responses, and social media engagement, community members suggested mandating yearly community service for all students, incorporating mentoring, providing internship opportunities, and co-ops. There were also suggestions to offer students chances to earn college credits, specific accommodations for students with IEPs, teaching life skills, providing extra tutoring hours, and including more family involvement. Other feedback suggested:

- after-school programming should be available to further develop student-athletes
- ensure stronger student-teacher relationships

- provide awareness and support for mental health
- offer summer job placements
- include health/fitness programs

Public Meeting. RSA's applicant group had numerous public meetings scheduled: Mr. Reaves held programs twice a week in the City of Rochester since late March and those meetings are continuing. Additionally, RSA's applicant group held meetings Thursday, July 8th from 6:00-7:00 pm at Total Sports Experience (TSE) (Gates, NY) and Friday, July 9th from 12:00-1:00 pm virtually with current NBA player and Rochester native, Anthony Lamb. Our public meetings were advertised on Rochester Sports Academy's Facebook and Instagram pages as well as our Twitter account. Public meetings focused on the school's mission, vision, key design elements, and answering general questions about RSA.

This applicant group values feedback from the community and incorporates the educational and programmatic needs of students into the narrative to improve the overall student experience. Being a member of the RSA community involves a willingness to listen to other community members and acknowledge when their suggestions add value and substance to the school's design. From interactions with community members, this applicant group felt compelled to include various suggestions that would strengthen the application as well as the school culture.

c. Description and Analysis of Student Demand

Based on our widespread outreach, potential students and families attended information sessions eager to learn more about the proposed school. Discussions revolved around the desired school culture, summer academy, curriculum, potential partnerships in the community, civic engagement responsibilities, and college and career readiness. Ultimately hundreds of parents/guardians provided contact information and requested to be continuously updated on the school's progress as they were excited about potentially enrolling their son/daughter at RSA.

Evidence of Outreach Table of Contents
Response - 04d

Page Number	Document Name	Description
Request - 04d1	Facebook Post Insight	Parent Engagement, Student Interest, Information Sharing/Gathering for RSA
Request - 04d2	Facebook Post Insight	Parent Engagement, Student Interest, Information Sharing/Gathering for RSA
Request - 04d3	Facebook Post Insight	Parent Engagement, Student Interest, Information Sharing/Gathering for RSA
Request - 04d4	Facebook Post Insight	Parent Engagement, Student Interest, Information Sharing/Gathering for RSA
Request - 04d5	Facebook Post Insight	Parent Engagement, Student Interest, Information Sharing/Gathering for RSA
Request - 04d6	Facebook Post Insight	Parent Engagement, Student Interest, Information Sharing/Gathering for RSA
Request - 04d7	Facebook Post Insight	Parent Engagement, Student Interest, Information Sharing/Gathering for RSA
Request - 04d8	Facebook Post Insight	Parent Engagement, Student Interest, Information Sharing/Gathering for RSA
Request - 04d9	Facebook Post Insight	Parent Engagement, Student Interest, Information Sharing/Gathering for RSA
Request - 04d10	Facebook Post Insight	Parent Engagement, Student Interest, Information Sharing/Gathering for RSA

Request - 04d11	RSA Proposed Opening Flyer	RSA Promotional Flyer for advertising
Request - 04d12	RSA Virtual Information Session	RSA Online Forum for students, parents/guardians to learn about RSA, ask questions, and hear about the preparation and routine of a Professional Athlete (Anthony Lamb)
Request - 04d13	RSA Radio Ad Script	Radio promotional ad for KISS 106.7 Rochester, NY to inform students, parents/guardians and the Greater Rochester Community about RSA

8:12

5G



Post Insights



What is sports management?
April 8

Reach **165**
Engagements **9**



What is Sports Analytics?
April 7

Reach **197**
Engagements **10**



What is A Sports Physical Therapist?
April 6

Reach **141**
Engagements **4**



What is a Sport Psychologists?
April 5

Reach **206**
Engagements **12**



Photo only post
April 4

Reach **457**
Engagements **19**



Rochester Sports Academy (RSA) Ch...
March 31

Reach **811**
Engagements **72**

Restorative Practices will be huge compo...
March 31

Reach **91**
Engagements **3**



Learn about Sports Analytics Career Pa...
March 30

Reach **99**
Engagements **1**

Response - 04d1 - Facebook Insight

Response - 04d

8:12

5G



Post Insights



Sports journalism is a form of writing th...
March 30

Reach **96**
Engagements **7**



Sport science is the study of how the h...
March 30

Reach **251**
Engagements **14**



For more information about the RSA Cha...
March 29

Reach **328**
Engagements **22**



We would love for you to join our tea...
March 29

Reach **611**
Engagements **212**



We would love for you to join our tea...
March 28

Reach **109**
Engagements **1**



Photo only post
March 28

Reach **1.2K**
Engagements **98**



Rochester Sports Academy Charter S...
March 28

Reach **0**
Engagements **0**



Rochester Sports Academy Charter S...
March 28

Reach **0**
Engagements **0**

Response - 04d2 - Facebook Insight

Response - 04d



Post Insights

	#rochestersportsacademy June 4	Reach 205 Engagements 12
	As we begin to work on Round #2 of the... May 26	Reach 493 Engagements 26
	Education is the most powerful wea... May 25	Reach 319 Engagements 10
	Photo only post May 19	Reach 925 Engagements 93
	Parent Survey: https://docs.google... May 6	Reach 118 Engagements 8
	Photo only post April 30	Reach 193 Engagements 3
	Photo only post April 23	Reach 99 Engagements 3
	Rochester Sports Academy Charter S... April 23	Reach 90 Engagements 2
	[REDACTED]	Reach 97

Response - 04d3 - Facebook Insight

Response - 04d

8:13

5G



Post Insights

Facebook Insights



#rochestersportsacademy
August 5

Reach **661**
Engagements **36**



Photo only post
August 1

Reach **164**
Engagements **6**

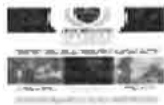


Photo only post
July 29

Reach **117**
Engagements **2**



Photo only post
July 27

Reach **486**
Engagements **25**



Photo only post
July 23

Reach **1.7K**
Engagements **227**



Photo only post
July 20

Reach **168**
Engagements **9**

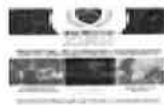


Photo only post
July 16

Reach **176**
Engagements **6**



Photo only post
July 15

Reach **1.5K**
Engagements **148**



-



436

Response - 04d4 - Facebook Insight

Response - 04d

8:13

5G



Post Insights



Great virtual meeting talking with Roches...
July 9

Reach **179**
Engagements **29**



Due to the weather conditions we will n...
July 9

Reach **90**
Engagements **2**



Thank you to everyone who atte...
July 8

Reach **1.7K**
Engagements **113**



Rochester Sports Academy FREE Bas...
July 8

Reach **811**
Engagements **36**



Rochester Sports Academy FREE Bas...
July 7

Reach **1.9K**
Engagements **154**



We would love to hear your feedback!
July 4

Reach **95**
Engagements **10**



We would love to hear your feedback!
June 18

Reach **139**
Engagements **6**



We are excited to announce that the...
June 14

Reach **146**
Engagements **106**

Response - 04d5 - Facebook Insight










Response - 04d

8:13

5G



Post Insights

	Photo only post April 20	Reach 92 Engagements 1
	The Rochester community voice m... April 18	Reach 92 Engagements 0
	Photo only post April 17	Reach 175 Engagements 2
	Are charter schools required to provide... April 14	Reach 161 Engagements 5
	Research has demonstrated repe... April 14	Reach 239 Engagements 22
	#TruthAboutCharter s April 13	Reach 71 Engagements 2
	Photo only post April 12	Reach 163 Engagements 9
	Photo only post April 9	Reach 202 Engagements 9
	...	Reach 166

Response - 04d6 - Facebook Insight

Response - 04d

8:13

5G



Post Insights

Facebook Insights

	#rochestersportsacademy August 5	Reach 661 Engagements 38
	Photo only post August 1	Reach 164 Engagements 6
	Photo only post July 29	Reach 117 Engagements 2
	Photo only post July 27	Reach 486 Engagements 25
	Photo only post July 23	Reach 1.7K Engagements 227
	Photo only post July 20	Reach 168 Engagements 9
	Photo only post July 16	Reach 176 Engagements 6
	Photo only post July 15	Reach 1.5K Engagements 148
		Reach 176 Engagements 6

Response - 04d7 - Facebook Insight

Response - 04d

8:13

5G



Post Insights

	Photo only post September 2	Reach 146 Engagements 2
	#rochestersportsacademy August 27	Reach 162 Engagements 2
	#rochestersportsacademy August 25	Reach 150 Engagements 2
	Photo only post August 23	Reach 359 Engagements 13
	#rochestersportsacademy August 19	Reach 162 Engagements 1
	#rochestersportsacademy August 15	Reach 70 Engagements 0
	Come out to the Community Day "C..." August 14	Reach 278 Engagements 9
	Photo only post August 10	Reach 125 Engagements 2

Response - 04d8 - Facebook Insight

Response - 04d

8:13

5G



Post Insights



Photo only post
September 29

Reach **65**
Engagements **0**



Photo only post
September 21

Reach **148**
Engagements **6**



#rochestersportsacademy
September 16

Reach **807**
Engagements **78**



Thank you to the parents who spoke...
September 15

Reach **242**
Engagements **11**



Photo only post
September 12

Reach **268**
Engagements **5**



Rochester Sports Academy Charter S...
September 9

Reach **0**
Engagements **0**



Photo only post
September 9

Reach **175**
Engagements **4**



Photo only post
September 5

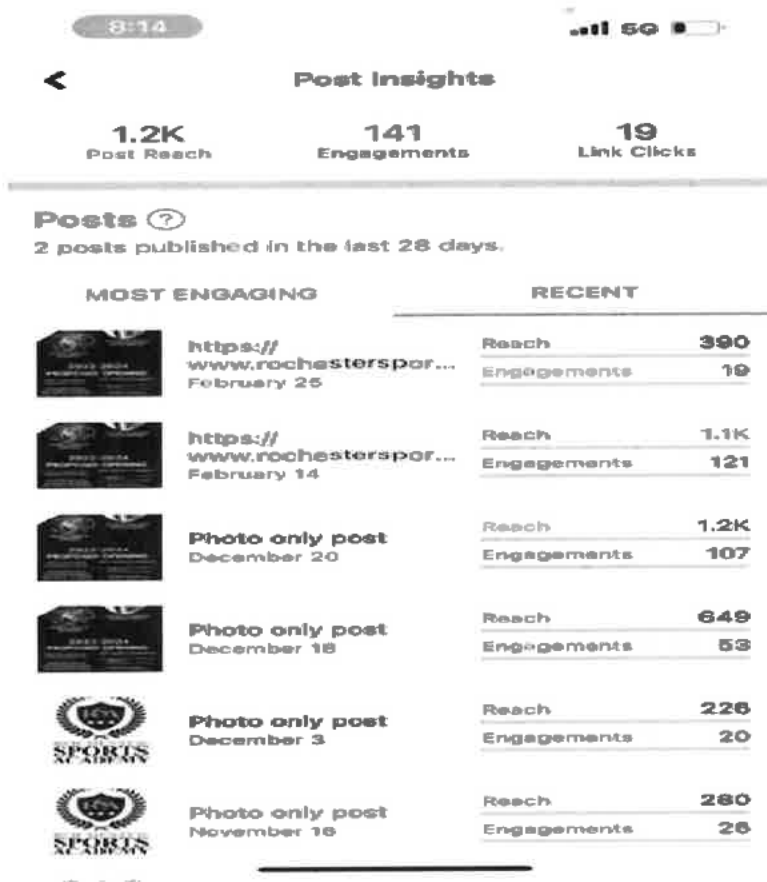
Reach **329**
Engagements **15**



Reach **148**

Response - 04d9 - Facebook Insight

Response - 04d



Response - 04d10 - Facebook Insight

Response - 04d



**SPORTS BUSINESS
MANAGEMENT**



**SPORTS HEALTH
SCIENCES**

2023-2024 PROPOSED OPENING

**SAFE & ENGAGING
LEARNING ENVIRONMENT**

**CHARTER SCHOOL
OF SPORTS BUSINESS
AND HEALTH SCIENCES**

**ALL GENDER
9TH-12TH GRADE**

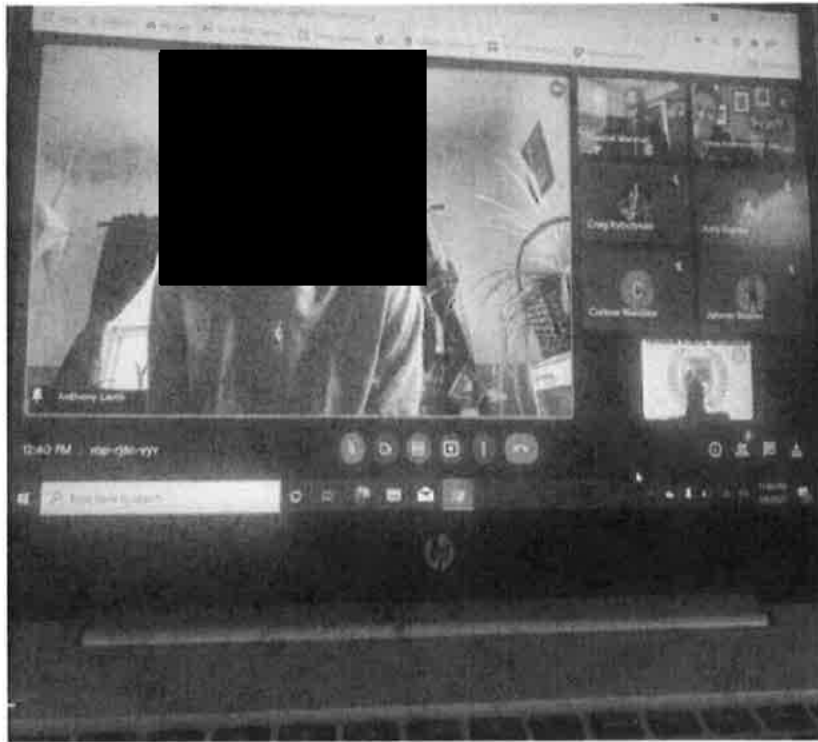
KEY DESIGN ELEMENTS

- ✓ ROBUST SCHOOL SCHEDULE & CALENDER
- ✓ SPORTS CAREER PATHWAYS
- ✓ CORE BELIEFS ABOUT TEACHING AND LEARNING
- ✓ CULTURALLY RESPONSIVE CURRICULUM

**FOR MORE INFORMATION EMAIL:
ROCHESTERSPORTSACADEMY@GMAIL.COM**

Response - 04d11 - Proposed RSA Opening Flyer

Response - 04d



Response 04d12 - Virtual RSA Information Session

RSA Radio Advertising Script

Have you ever dreamed of working in sports? Well, we have a school for you? With a proposed opening in 2023-24, the Rochester Sports Academy (RSA) Charter School of Business & Health Sciences will develop the next generation of off-field professionals in the sports industry.

Our engaging, 21st century curriculum and instruction will prepare RSA scholars to pursue college and career opportunities. As a high school open to all genders, we will focus on diversity, equity, and inclusion practices that promote creative opportunities in the next level of sports and life.

For more information, go online to rochestersportsacademy.org.

Response 04d13 RSA Radio Ad Script

Evidence of Community Support
Response - 04e

Page Number	Document Name	Description
Response - 04e1	Dr. Michael Maloney Letter of Support	Founder and Director of CHAMPP- Center for Human Athleticism Musculoskeletal Performance and Prevention and the Chief of the Orthopedic Sports Medicine and Physical Performance Division, UR Medicine.
Response - 04e2	Dr. Tim Anne	Owner/Physical Therapist at Lattimore
Response - 04e3	John R. Mordaci	Assistant Vice President for Undergraduate Admissions at Nazareth College
Response - 04e4	Pamela Beach	Chair of Kinesiology, Sport Studies, & Physical Education Department
Response - 04e5	Jermaine Roberson	Store Manager at Kohl's
Response - 04e6	Jessica Lewis	President & CEO LaLew Public Relations
Response - 04e7	Katie Decker	Recreation Assistant at the Town of Greece, NY
Response - 04e8	Michael Brown	Admissions Advisor at SUNY Brockport
Response - 04e9	Michael P. Giruzzi	Hilton New York School District Athletic Director
Response - 04e10	Nelly Epic	Owner of Trifecta Sports Gym Facility
Response - 04e11	Rod Baker	Philadelphia 76er's and the

		NBA G-League Scout
Response - 04e12	Williams F. Pearson	Coordinator Behavioral Health - Children and Youth Genesee Mental Health Center
Response - 04e13	Bob Chavez	Sports Editor, The Daily Messenger (Canandaigua)
Response - 04e14	Natalie Sheppard	Licensed Master Social Worker specializing in youth and family support and the Deputy Commissioner of the Monroe County Board of Elections.
Response - 04e15	Ray Smith	Owner and Director of Next Level Hoops Basketball Development Program.
Response - 04e16	Alan F. Pogroszewski	President AFP Consulting LLC
Response - 04e17	Dr. Donald R. Dudley	Certified Chiropractic Sports Physician ®, C.S.C.S., P.E.S. Team Chiropractor/Performance Specialist - Buffalo Sabres (NHL), Rochester Americans (AHL), Rochester Knighthawks (NLL) Owner - Integrated Performance Care Systems ® Clinical Instructor - University of Rochester Department of Family Medicine Clinical Instructor - Active Release Techniques ® HealthSource Chiropractic, PLLC

Response - 04e

Response - 04e18	Zachary Ferrara	Health Project Coordinator, with the University of Rochester CHAMPP program

Date: 2/14/2022

From: Dr. Michael Maloney

I am writing this letter to support the Rochester Sports Academy (RSA) Charter School of Business and Health Sciences.

Athletics teaches students countless lessons on discipline, teamwork, and perseverance. All tools which can be applied to academic success and deal with the uncertainties of life beyond academics. Students who participate in sports tend to find success in social relationships and work settings over those who do not grow up with an athletic background. While the athlete continues to be the main event, the team of individuals providing medical treatment, business operations, coaching, statistical analysis, and announcing the game make it possible for competition to take place and for the teams to compete.

The school's mission is to develop the next generation of off-field professionals in the sports industry. Its 21st century curriculum and instruction will prepare RSA scholars to pursue college and career opportunities. Students that graduate from RSA will be global thinkers, committed to life-long civic engagement as a result of our focus on diversity, equity, and inclusion practices that promote creative opportunities in the next level of sports and life.

RSA students will be equipped to problem solve with a team of people working towards a greater mission, which proves irreplaceable in business, sports, and medicine. Learning to work with others and compete in all areas of life in a healthy way is often learned by those involved in sports and proves useful in any environment the student applies themselves. RSA provides this opportunity for all of its students from the classroom to the locker room.

I offer my support to this school as the Founder and Director of CHAMPP- Center for Human Athleticism Musculoskeletal Performance and Prevention and the Chief of the Orthopaedic Sports Medicine and Physical Performance Division, UR Medicine.

Sincerely,

Dr. Michael D. Maloney

February 12, 2022

Tim Anne

I am writing this letter to support the Rochester Sports Academy (RSA) Charter School of Business and Health Science.

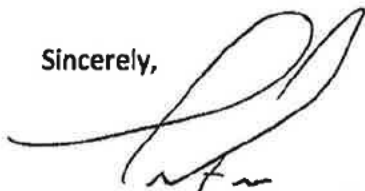
A long discussion with President & CEO Gabriel Marshall on the proposed plan for RSA has convinced me how beneficial this will be to the Greater Rochester Community. This academic approach focused on the fields of interest of many student athletes will promote higher student engagement and retention rates.

The school's mission is to develop the next generation of off-field professionals in the sports industry. The 21st century curriculum and instruction will better prepare RSA scholars to pursue the college and career opportunities of their choice. Students that graduate from RSA will be global thinkers who are committed to life-long civic engagement as a result of our focus on diversity, equity, and inclusion practices that promote creative opportunities in the next level of sports and life.

As a physical therapist for 20+ years and an owner of a sports rehabilitation physical therapy clinic for 15 years, I have hired and trained numerous former athletes who thrive in this field because of their athletic backgrounds. With sports, students learn hard work in addition to teamwork, critical thinking and decision-making skills, multitasking, and the ability to accept and implement constructive criticism. These attributes allow former student athletes to effectively collaborate in a group setting and to contribute to society in a meaningful way. Many of our physical therapists eventually become leaders of the field in our company with six of our eight owners being former student athletes.

I offer my support to this school as a physical therapist and owner of Lattimore Physical Therapy.

Sincerely,



Tim Anne, MSPT, SCS, FMS, SFMA, AIB-VR, MLD-CDT



February 15, 2022

John R. Mordaci

Dear Sir/Madam,

I write this letter to support the Rochester Sports Academy (RSA) Charter School of Business and Health Sciences. As Assistant Vice President for Undergraduate Admissions at Nazareth College, I've worked with high school students for over 25 years. What I've come to learn is that every student has their own intellectual and emotional skill sets and learning preferences. Most importantly, I've learned that students build confidence and thrive from successful academic outcomes as opposed to academic defeat. RSA's intent is to create a culture of success via athletics is a brilliant model and the time for this model is now. I fully support the concept of athletics being used as a creative and engaging way to teach business concepts, teamwork and healthy life choices while preparing students for college and careers.

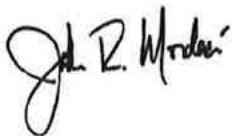
The school's mission is to develop the next generation of off-field professionals in the sports industry. Its 21st century curriculum and instruction will prepare RSA scholars to pursue college and career opportunities. Students that graduate from RSA will be global thinkers, committed to life-long civic engagement as a result of our focus on diversity, equity, and inclusion practices that promote creative opportunities in the next level of sports and life.

Today's families need choice when it comes to education. Part of that choice is finding a school that provides the right fit and the right curriculum without the out of pocket expense of tuition. Just like finding the right college or university, there should be choice when it comes to high school opportunities. Experiential learning is a model that is embraced at the college and university level and can be used effectively at the high school level as well. Teaching foundational skills through hands-on experiences during a person's formative years can be a truly enriching experience.

In closing, RSA will promote a challenging yet healthy environment. A place where goal oriented success is fostered and achieved. A place where students feel valued and guided. A place that gives young people an outlet for their talents and skills. A place where they can take ownership of their future and truly learn how to be successful.

I fully support the mission of Rochester Sports Academy and offer my best wishes for success!

Respectfully,



Response - 04e3

John R. Mordaci
Nazareth College
Assistant Vice President for Undergraduate Admissions

Response - 04e3



Department of Kinesiology, Sport Studies, & Physical Education

February 15, 2022

From: Pamela Beach
SUNY Brockport
350 New Campus Drive
Brockport, NY 14420

I am writing this letter to support the Rochester Sports Academy (RSA) Charter School of Business and Health Sciences. I have reviewed the RSA mission statement and key design elements and strongly feel that this program has the potential to develop and prepare students to be productive graduates through a sports-focused education.

The school's mission is to develop the next generation of off-field professionals in the sports industry. Its 21st century curriculum and instruction will prepare RSA scholars to pursue college and career opportunities. Students that graduate from RSA will be global thinkers, committed to life-long civic engagement as a result of our focus on diversity, equity, and inclusion practices that promote creative opportunities in the next level of sports and life.

Of particular interest are the opportunities for team building for both incoming freshmen as well as the staff through summer academy retreats. Such experiences can cultivate a variety of benefits such as improved morale and mental health as well as increased productivity and motivation which can propel the students and staff into the start of the year. In addition, the students will holistically develop athletic excellence with a focus on not only performance, but also mindset, sport nutrition, and building healthy habits. Students are also given many opportunities to work with local teams at various levels including college level, minor league and major league teams. These experiences will produce highly prepared graduates for careers or further education related to sports, exercise or performance.

I offer my support to this school as the Acting Chair of the Department of Kinesiology, Sport Studies, and Physical Education at SUNY Brockport.

Sincerely,

Pamela Beach

Pamela Beach, Ph.D.
Acting Chair of Kinesiology, Sport Studies, & Physical Education Department



July 12, 2021

Dear Sir or Madam:

I am writing this letter of support for Rochester Sports Academy Charter School. The idea of creating a school that provides the students an opportunity to pursue a career in sports is amazing. Becoming a professional athlete has low odds, and the students will get a chance to learn and develop other skill sets, or a back-up plan, if it does not work out.

The Rochester Sports Academy Charter School plans on providing students with internship opportunities, where they can get valuable hands-on experience in a field they may be interested in. The interactions the students would experience with all of the businesses and professionals, could open up doors for potential opportunities in the future. As a business professional myself, I would certainly be willing to mentor or provide internship opportunities for these students. The Rochester Sports Academy has my full support.

As a Store Manager of a department store, coach, and mentor, I truly understand the value of leadership, as well as growth and development. This school will provide the students an opportunity to be a future leader one day. If you have any questions or concerns, please feel free to contact me, [REDACTED] or call me on my cell phone, [REDACTED]

Sincerely,

Jermaine Roberson
Store Manager 771 Henrietta



June 29, 2021

To Whom It May Concern,

I am writing this letter of support for the Rochester Sports Academy (RSA) Charter School. Now is the right time to give parents options for their scholars. Despite a disrupted school year, students continue to demonstrate new and deepening competencies such as problem solving in the moment, navigating uncertainty, learning new technologies and relying on the resilience and strength of family and community.

One thing that has remained a pillar for youth engagement is sports. Although we had to physically distance, the draw of sports kept many students motivated. What makes this opportunity unique is that RSA's mission is to develop the next generation of off-field professionals in the sports industry by providing early exposure to the business world of sports through internships, mentoring, and other professional experiences. They are dedicated to creating an educational learning environment that encompasses quality and equitable educational instruction, character building, restorative practices, leadership, mentoring, community service, and a first-class sports experience.

What is most exciting about RSA is that students can select one of three sports career pathways: Sports Career & Financial Management (Sports Marketing & Sales, Athletic Director, Sports Business Entrepreneur, etc.); Sports Technology (Media & Communications, Media & Production, Photography, Data Analytics, etc.); Sports Health Science (Sports Psychology, Health & Fitness, Physical Therapy, etc.).

The school believes all students have the potential to be successful as student-athletes, but more importantly they want to introduce students to realistic sports career alternatives other than being athletes. I fully support this mission and endorse the chartering of this school.

Sincerely,

Jessica Lewis

President & CEO

LaLew Public Relations

June 14, 2021

To whom it may Concern:

I am writing this letter of support for the Rochester Sports Academy Charter School as a Town of Greece employee, as well as a former College Basketball Player and Coach. I believe in the mission, goals and plans that the Rochester Sports Academy Charter School is proposing and I think it is a brilliant way to give student- athletes that love sports a "back up plan" if they do not excel to the professional level in the sport that they play.

I think it is important for the students of today to receive internship opportunities, get mentored, and learn through "hands on" experiences. The Rochester Sports Academy Charter School will provide these opportunities through a variety of sport related fields. Many student-athletes don't realize this while going through High school or even College, but only 12% of student-athletes make it to the professional level in their sport, and therefore are left feeling "lost" at what to do next in the real world. I believe in this school's mission wholeheartedly, and I think it will give students the best opportunity to learn, grow and excel in a field that can end up being a great profession for them in their life after playing sports.

There are so many sport related fields that are in high- demand. This school would allow a unique opportunity for businesses and professionals to mentor students and provide them with hands- on experiences that would benefit both the student-athlete as well as businesses and/ or professions that are in such high-demand. As a current Recreation Assistant at the Town of Greece, and a former College basketball Coach, I would gladly provide an internship opportunity for any of the students who are interested in Sports Recreation and/ or Collegiate Coaching. The Rochester Sports Academy Charter School has my full support and I think so many students could benefit from the education they will receive. If you have any questions or concerns please feel free to contact me [REDACTED] or on my cell phone at [REDACTED]

Sincerely,

Katie Decker

Response - 04e7

July 14, 2021

To whom this may concern,

It brings me great pleasure to write this letter of support for the establishment of the Rochester Sports Academy Charter School.

In my capacity as a College Admissions Advisor, it is vitally important for our young people to have access to an innovative high caliber quality education to meet the demands of the 21st century and beyond.

The integration of athletics and academics plays a major role in the development of student's character, work ethic, competitiveness, self-esteem and a multitude of other attributes. However, understanding the proper and appropriate balance between academic excellence and athletics performance is paramount. As expressed in the mission and vision statements of the school, RSACS, will comprehensively address this critical balance via a number of important initiatives. RSACS will establish a summer institute for pre-freshman students where enhanced academic enrichment will be extended to all participants. Faculty, staff and administrators will receive continuous and ongoing professional development training on best practices and innovative teaching strategies. RSACS students will also be required to participate in an extended school day, to allow the necessary time to address a wide range of academic needs.

The foundation block for any student's ability to reach their maximum potential both academically and athletically is inextricably linked to a rigorous college preparatory academic foundation. RSACS will provide this with a very strong and comprehensive core curriculum plan.

As an Admissions professional, one of the primary predictors of colleges success is rooted in academic preparation. RSACS's commitment to reaching those indicators is clearly communicated throughout the entire school plan. I am anxiously looking forward to partnering with RSACS to work with their incoming freshman students, helping them understand how their performance beginning in their ninth grade will avail them to a wide array of college options in their futures.

Respectfully,

Michael Brown
Admissions Advisor
SUNY Brockport

EMBED
M
HILTON CADETS
Sportsmanship... Be a Cadet Fan!

Michael P. Giruzzi, Athletic Director



To Whom It May Concern:

I am writing this letter of support for the design and implementation of the Rochester Sports Academy (RSA) Charter School.

I met with the chief visionary officer Dr. Gabriel Marshall and learned about the proposed charter school Rochester Sports Academy. While learning of this endeavor and investigating its mission and vision, I realized how it could positively affect kids. Through further investigation, I learned of the preparation that has been in place to begin and implement this charter school.

I have been in the kid business of education for 30 years and specifically in the world of interscholastic athletics and always believed that we need to meet the needs of all kids. We need to find the way to help our kids be successful and give them a platform to a successful life. For many kids, athletics is exactly that platform. I believe the plan in place and the concept of the RSA charter school will meet the needs of some kids that may typically fall through the cracks. Through Dr. Marshall's vision and mission, it is evident that **this is** the focus of this charter school. I have no doubt that this plan will be successful and accomplish their mission and vision.

See their framework for the school below:

Proposed School Mission Statement: Rochester Sports Academy (RSA) Charter School's mission is to develop the next generation of off-field professionals in the sports industry by providing early exposure to the business world of sports through internships, mentoring, and other professional experiences. Our innovative academic curriculum and sports career pathways programs are designed to prepare students to pursue various careers in sports and build meaningful professional relationships in the process.

Proposed Vision Statement: We are dedicated to creating an educational learning environment that encompasses quality and equitable educational instruction, character building, restorative practices, leadership, mentoring, community service, and a first-class sports experience. We believe all students have the potential to be successful as student-athletes, but more importantly we want to introduce students to realistic sports career alternatives other than being athletes.

Target Population/Planned Enrollment: Rochester Sports Academy (RSA) Charter School will target students enrolled in grades 9-12. Beginning in the summer of 2022, the plan is to enroll 100 9th graders in the pre-freshman summer experience and add 100 students every year through the fall of 2025 for a total of 400 students enrolled in grades 9, 10, 11, and 12.

Priority School Design: The priority school design that Rochester Sports Academy Charter School meets is a model that will provide students with career and technical education (CTE) certification(s), or a pathway to such credentials, through a program that has or will seek NYSED CTE program approval.

Rochester Sports Academy Sports Career Pathways: Students enrolled at Rochester Sports Academy (RSA) Charter School will select one of three sports career pathways: **Sports Career & Financial Management** (Sports Marketing & Sales, Athletic Director, Sports Business Entrepreneur, etc.); **Sports Technology** (Media & Communications, Media & Production, Photography, Data Analytics, etc.); **Sports Health Science** (Sports Psychology, Health & Fitness, Physical Therapy, etc.).

I support Dr. Marshall and his planning team's vision for this charter school. I know, if implemented, that this will positively influence kid's futures and put them on the trajectory for success.

Sincerely,

Mike Giruzzi
Michael P. Giruzzi, CAA
Athletic Director
Hilton CSD

Nelly Epic
Owner of Trifecta Sports



July 12, 2021

To Whom it May Concern:

I am a long-time resident of our town, and I am writing to express my full support for the proposed **Rochester Sports Academy (RSA) Charter School**, to open for the 2022-23 academic year.

As a local business owner of Trifecta Sports, I have made it my mission is to use effective and efficient methods to cultivate and create positive energy, experience, and environment within the city of Rochester, and I understand and recognize the value a charter school such **Rochester Sports Academy (RSA) Charter School** could have on the youth of our community.

I was a high-school and college athlete myself, and it is because of the sport, I am who I have become today, not only on a personal level, but on a professional one as well. The impact my coaches and teammates had on my development was like nothing any classroom could offer.

Playing a sport, interacting with others, and being part of a team enables the children of our community to develop numerous skills. These are skills they will not obtain anywhere else; skills that will be essential throughout their adult lives. **Rochester Sports Academy (RSA) Charter School** not only has the potential to develop these life changing skills for Rochester's young athletes, but it also seeks to provide its students with career and technical education (CTE) certifications that will serve to benefit the community on much bigger scale.

Rochester Sports Academy (RSA) Charter School will introduce students to realistic sports career alternatives other than being an athlete and will give Rochester's young adults a head start at a future in a career that is both sustainable and influential for future generations to come.

I appreciate your time and consideration.

Yours sincerely,

Nelly Epic
Owner of Trifecta Sports

Response - 04e10

July 7, 2021

To Whom it May Concern,

It is with a tremendous sense of honor and responsibility that I write this letter of support for the Rochester Sports Academy. There is no greater charge during these tumultuous times than to take on the education and mentoring of our youth and there is not one in this community that I would give that to than the leadership group of RSA. They are coming to education from a different angle but one that today's student will value.

Having spent the last 51 years in both collegiate and professional sports, I believe that I am able to have a distinct advantage in this field and understand what makes student/athletes click. Having spent 7 incredibly successful years in the city surely helped. What RSA is proposing will bring students to "the well" that they'd be happy to drink from.

I have also had the honor to not only know but coach James Reaves. I know what's in his heart and I know what pushes him to greatness. This will be his next challenge and if it's like his past endeavors, he will not fail.

Please take this opportunity to help the city of Rochester become a better place for our youth and future leaders to grow.

Rod Baker

Philadelphia 76ers

ROCHESTER REGIONAL HEALTH

Rochester Regional Behavioral Health
Genesee Mental Health Center

July 12, 2021

To whom it may concern:

I am writing this letter of support for the Rochester Sports Academy Charter School.

As a Clinical Therapist for over 35 years and an Administrator of School Based Programs in both City of Rochester and local suburban schools, I believe in the mission, goals and plans that the Rochester Sports Academy Charter School is proposing. I think it is a brilliant and creative way to give student-athletes a holistic, balanced and individualized plan towards their development as a person, not only as an athlete.

I think it is important for the students to receive an education rooted in academics but an education that appeals to the interest of the student athlete and will benefit them through their passion, motivation and wanting to learn rather than needing to learn. Internship opportunities, mentoring, and learning through "hands on" experiences is essential for our young people.

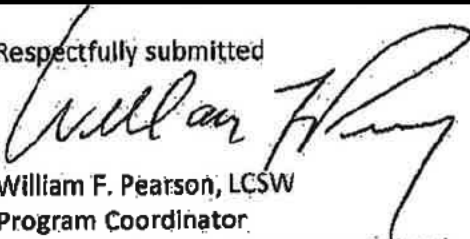
As a mental health professional, I applaud Rochester Sports Academy for addressing the whole student. A culturally competent and inclusive education is critical to any young person's success. Developing the whole child socially, emotionally and personally will strengthen the students character, emotional and mental health so they can be independent, responsible and leaders themselves.

The Rochester Sports Academy Charter School has my full support and I think so many students could benefit from the education they will receive.

If you have any questions or concerns please feel free to contact me

or on my cell phone at

Respectfully submitted



William F. Pearson, LCSW
Program Coordinator
Behavioral Health - Children and Youth

February 17, 2022

To whom it may concern,

I am writing this letter in support of the proposed Rochester Sports Academy Charter School of Business and Health Sciences.

Word of the proposed RSA came to me as pleasant news and making it even better was seeing the names of those involved as I believe them to be people of upstanding character who believe in proper guidance for students of today and the future.

Much like trade schools prepare students for life after school, I believe a school like RSA can help students with athletic talent not only thrive in their pursuits in the sporting arena, but can also prepare them for related situations that often are not part of other academic settings.

The commitment to diversity, equity and civic engagement is instrumental in forging productive members of society and I believe RSA can provide that opportunity for students in this area.

Sincerely,
Bob Chavez
Sports Editor, The Daily Messenger (Canandaigua)

Date: February 16, 2022

From: **Natalie Sheppard**


Rochester, NY

To Whom This May Concern,

I am writing this letter to support the Rochester Sports Academy (RSA) Charter School of Business and Health Sciences.

The concept of a sports-focused education is an excellent strategy to assist with producing the next generation of professionals in the sports industry. I grew up in a household where extracurricular activities were just as important as academia. Sports and other extracurricular activities truly shaped my mindset of teamwork, hard work, dedication, and a variety of other transferrable skills needed to have a successful career.

I offer my support to this school as a former Rochester City School District Commissioner of Schools, Assistant Youth Basketball Coach, Assistant Youth Dance Instructor, and BOCES Associate Teacher. Currently, I am a business owner, Licensed Master Social Worker specializing in youth and family support and the Deputy Commissioner of the Monroe County Board of Elections. I fully support the concept of the RSA Business and Health Sciences Charter School.

Sincerely,

Natalie Sheppard, *L.M.S.W.*

2-16-22

From: Ray Smith

I am writing this letter to support the Rochester Sports Academy (RSA) Charter School of Business and Health Sciences. I'm a strong believer that a sports centered education can help youth develop a champion mindset, along with positive habits that will assist them in becoming healthy, successful adults.

The school's mission is to develop the next generation of off-field professionals in the sports industry. Its 21st century curriculum and instruction will prepare RSA scholars to pursue college and career opportunities. Students that graduate from RSA will be global thinkers, committed to life-long civic engagement as a result of a focus on diversity, equity, and inclusion practices that promote creative opportunities in the next level of sports and life.

I believe RSA will allow students extracurricular opportunities and connections that aren't offered anywhere else across the Greater Rochester area. In addition, RSA students will learn community, competition and competence within an environment of like-minded individuals. In my opinion, all important qualities to help them prepare for the 21st century work force.

I offer my support to this school as the owner and director of Next Level Hoops Basketball Development Program.

Sincerely,

Ray Smith

Ray Smith

Response - 04e15



February 12, 2022

Alan F. Pogroszewski
President AFP Consulting LLC

To whom it may concern:

I am writing this letter to support the Rochester Sports Academy (RSA) Charter School of Business and Health Sciences.

Many children dream of playing professional sports, however only a select few ever have this opportunity. For the remainder of us, who have a passion for sports, we choose to remain involved by making it our career. When I went to school there was no such opportunity to focus on the sport industry. Yet, the sport industry is all encompassing and provides many opportunities to make a successful career in it. A sports-focused secondary education is essential in understanding the uniqueness of the sport industry and the many opportunities and careers the industry offers.

1453 lawrence road
hilton, ny 14468

p 585.705.3405

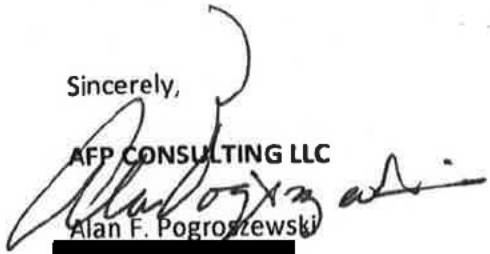
www.afpconsultingllc.com
info@afpconsultingllc.com

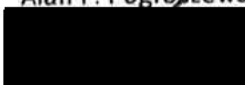
RSA's mission is to develop the next generation of off-field professionals in the sports industry. Its 21st century curriculum and instruction will prepare RSA scholars to pursue college and career opportunities. Students that graduate from RSA will be global thinkers, committed to life-long civic engagement as a result of our focus on diversity, equity, and inclusion practices that promote creative opportunities in the next level of sports and life.

Sports plays a big role in our youths' lives and the lessons learned through sports can be taken with them throughout their lives. The real-world experiences that RSA provides will help expand on the lessons learned in the classroom. RSA taps into a market of those who have a passion for sports both on and off the field and offers them a wonderful opportunity to be successful in this industry.

As a member of the greater Rochester community, with over 30 years of experience in the sport industry, I offer my support to this school in the form of this letter and in any other means possible.

Sincerely,


AFP CONSULTING LLC
Alan F. Pogroszewski



Date: February 11, 2022

From: Dr Doanld R. Dudley

I am writing this letter to support the Rochester Sports Academy (RSA) Charter School of Business and Health Sciences.

I am very happy to offer my support to this educational project. I have been fortunate to have found a way to blend my love of sport and competition with my passion for health care and performance. I have developed partnerships with many of the amateur and professional sport organizations in Rochester NY. It has evolved from sweat equity, continued educational pursuit, and with development of relationships and trust throughout the Rochester sports environment. The nature of my work as part of the medical, performance and wellness staff for numerous Rochester area sports teams has given me a tremendous appreciation for all that goes into amateur and professional sport. I have experienced first-hand the professional alchemy of business, marketing, day to day operations, athletic training, coaching, performance, arena management and player personnel required to operate a sports franchise. Given my vantage point on a career in sport, business and health science; I am very excited to see the development of a school with this focus.

The school's mission is to develop the next generation of off-field professionals in the sports industry. Its 21st century curriculum and instruction will prepare RSA scholars to pursue college and career opportunities. Students that graduate from RSA will be global thinkers, committed to life-long civic engagement as a result of our focus on diversity, equity, and inclusion practices that promote creative opportunities in the next level of sports and life.

I believe that RSA will be a positive impact to the educational demands associated with a career in health sciences and sport related services. The learning and efficiency that will come from such a curriculum will create more, and better opportunities for those with a desire to have a career in the sports industry.

I offer my support to this school as a Certified Chiropractic Sports Physician

Sincerely,

Dr. Donald R. Dudley
Certified Chiropractic Sports Physician ®, C.S.C.S., P.E.S.
Team Chiropractor/Performance Specialist - Buffalo Sabres (NHL), Rochester Americans (AHL),
Rochester Knighthawks (NLL)
Owner - Integrated Performance Care Systems ®
Clinical Instructor - University of Rochester Department of Family Medicine
Clinical Instructor - Active Release Techniques ®
HealthSource Chiropractic, PLLC

Response - 04e17

Date: 2/11/22

From: Zachary Ferrara



I am writing this letter to support the Rochester Sports Academy (RSA) Charter School of Business and Health Sciences.

Athletics as an accountability resource for academics has proven effective. Student athletes prioritize academics to remain eligible to participate in their sport, club, or passion. Sport education in combination with academic rigor has a purpose. Students make the choice for their future and for many, sports and athletic participation is a value. This value ensures accountability and investment, linking to completion of high school and holistic development.

The school's mission is to develop the next generation of off-field professionals in the sports industry. Its 21st century curriculum and instruction will prepare RSA scholars to pursue college and career opportunities. Students that graduate from RSA will be global thinkers, committed to life-long civic engagement as a result of our focus on diversity, equity, and inclusion practices that promote creative opportunities in the next level of sports and life.

Sharing a similar scope and sequence, the Center for Human Athleticism Musculoskeletal Performance and Prevention (CHAMPP) aligns with the mission and vision of the Rochester Sports Academy (RSA). CHAMPP has proven its effectiveness with developing student athletes to find success in athletics, improved performance in the classroom, and successfully decreasing anxiety while increasing peer relationships throughout the CHAMPP program (Cole et al, 2019). RSA in partnership with CHAMPP, will prepare students for college and career readiness, prepared for a future in business and health.

I offer my support to this school as a Health Project Coordinator, with the University of Rochester CHAMPP program at East High School.

Sincerely,

Zachary Ferrara

Cole CL, Vasalos K, Nicandri G, Apt C, Osterling E, Ferrara Z, et al. Use of PROMIS and Functional Movement System (FMS) Testing to Evaluate the Effects of Athletic Performance and Injury Prevention Training in Female High School Athletes. Orthop Sports Med. 2019;3(2):255-8. Epub 2020/02/11.

Response - 04e18

Evidence of Demand
Response - 04f

Page Number	Document Name	Description
Response - 04f1	RSA Public Community Outreach	RSA held multiple events throughout the Rochester community and gathered names of individuals who would be interested in having their child attend.
Response - 04f2	RSA Google Survey	RSA created an online survey and shared it using social media platforms Facebook and Instagram.
Response - 04f3	RSA Free Basketball Camp	Rochester Sports Academy conducted a free basketball camp for children of parents who were interested in having their child attend RSA.
Response - 04f4	RSA Contact Information	At a community event RSA collected contact information to all parents who were interested in more information about RSA.

Public Outreach Information 1

Date(s) of Outreach (mm/dd/yy)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action taken on Input	Number of Attendees
3/28/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			564
3/29/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			1,100
3/29/2021	Students in grades 6th & 7th	Informational Meeting	Rochester, NY 14620			15
3/30/2021	Students in grades 6th & 7th	Community Event	Rochester, NY 14620			15
3/31/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			706
4/1/2021	Students in grades 4th-7th	Informal Meeting	Rochester, NY 14612			20
4/1/2021	Students in grades 4th-7th	Community Event	Rochester, NY 14612			20
4/4/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			391

4/5/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			153
4/6/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			80
4/7/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			117
4/7/2021	Students in grades 4th-7th	Distribution of School Promotional Flyers	Rochester NY 14617			30
4/8/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			113
4/9/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			137
4/12/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			112
4/13/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			18

4/14/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			174
4/17/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			95
4/18/2021	Parents of Students in the Rochester Community	Distribution of School Promotional Flyers	Rochester NY 14623			15
4/20/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			69
4/23/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			74
4/29/2021	YMCA of Greater Rochester Westside	Meeting with a representative	Gates, NY			1
4/30/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			167
5/3/2021	Parents of Students in the Rochester Community	In person meeting				30

5/5/2021	Parents of Students in the Rochester Community	In person meeting				15
5/6/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			87
5/10/2021	Parents of Students in the Rochester Community	In person meeting				30
5/12/2021	Parents of Students in the Rochester Community	In person meeting				15
5/17/2021	Parents of Students in the Rochester Community	In person meeting				30
5/19/2021	Parents of Students in the Rochester Community	In person meeting				15
5/19/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			19
5/24/2021	Parents of Students in the Rochester Community	In person meeting				30

5/25/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			261
5/26/2021	Parents of Students in the Rochester Community	In person meeting				15
5/25/2021	Rochester Excellence Academy	Phone Call outreach	Rochester, Ny	v		1
5/26/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			414
5/31/2021	Parents of Students in the Rochester Community	In person meeting				30
6/1/2021	Marvin Stepherson	Phone Call outreach	Gates, NY			1
6/2/2021	Parents of Students in the Rochester Community	In person meeting				15
6/4/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			161

6/5/2021	Shalym Nater	Phone Call outreach	Rochester, NY 14619	RSA Board Trustee discussed the overall mission and vision of RSA, intent of student population to serve, and potential Board of Trustee commitment		
6/7/2021	Parents of Students in the Rochester Community	In person meeting				30
6/9/2021	Parents of Students in the Rochester Community	In person meeting				15
6/14/2021	Parents of Students in the Rochester Community	In person meeting				30
6/14/2021	WXXI Newsroom	Email Communication	Press Release			1
6/14/2021	Southwest Tribune Newspaper	Email Communication	Press Release			1
6/14/2021	WHEC News	Email Communication	Press Release			1
6/14/2021	Democrat and Chronical Newspaper	Email Communication	Press Release			1

6/14/2021	WROC News	Email Communication	Press Release			1
6/14/2021	YNN Rochester	Email Communication	Press Release			
6/14/2021	Minority Reporter	Email Communication	Press Release			1
6/14/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			99
6/14/2021	Parents and Community members of the Greater Rochester, NY area	RSA Google Survey	Social Media Platform/Text/Emails	Parents and community members answered 10 questions regarding but not limited to their geographics and support of RSA's core mission		63
6/16/2021	Parents of Students in the Rochester Community	In person meeting				15
6/18/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			79
6/21/2021	Parents of Students in the Rochester Community	In person meeting				30

6/23/2021	Parents of Students in the Rochester Community	In person meeting				15
6/28/2021	Monre Boces 2	In person meeting with a representative	Gates, Ny			1
6/28/2021	Power Train	In person meeting with a representative	Gates, Ny			1
6/28/2021	YMCA of Greater Rochester Westside	In person meeting with a representative	Gates, Ny			1
6/28/2021	Gates Public Library	In person meeting with a representative	Gates, Ny			1
6/28/2021	Rochester Tech Park	In person meeting with a representative	Gates, Ny			1
6/28/2021	Gates Chili Rotary Club	Phone Call outreach	Gates, Ny			1
6/28/2021	Gates Historical Society	Phone Call outreach	Gates, Ny			1
6/28/2021	Agape Physcial Therapy	In person meeting with a representative	Gates, Ny			1
6/28/2021	Total Sports Experience	In person meeting with a representative	Gates, NY			1

6/29/2021	Gates Chili School District Superintendent	Email Communication	Gates, NY			1
6/30/2021	North Star Christian Academy	Email Communication	Gates, NY			1
7/1/2021	Greece Central School District	Email Communication	Greece, NY			1
7/1/2021	Rochester City School District	Email Communication	Rochester, NY			1
7/4/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform			
7/5/2021	Parents of Students in the Rochester Community	In person meeting				32
7/9/2021	Parents of Students in the Rochester Community	In person meeting	Greece Parks & Recreation			
7/10/2021	Parents of Students in the Rochester Community	In person meeting				32
7/11/2021	parents of Students in the Rochester Community	In person meeting	Gates Parks & Recreation			

7/12/2021	Parents of Students in the Rochester Community	In person meeting					32
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Tir 1, Your First and Last Name 2. Contact Phone Number or Ext 3. Your Full Residential Address

4. Your Race/Ethnicity	5. Will you be the par	6. Would you support	7. Do you believe pur	8. In addition to meeti	9. If provided the opp
Black African American	No	Yes	Yes	Option 1	Yes
African American	No	Yes	Yes	Option 1	Yes
Rochester	No	Yes	Yes	Mandatory crmunity	Yes
Black	No	Yes	Yes	Programs that involve	No
White	Yes	Yes	Yes	None I can think of	Yes
African American	No	Yes	Yes	Strong student teachi	Yes
White	No	Yes	Yes	Great internship oppc	Yes
White	Yes	Yes	Yes	Mentoring	Yes
African American	No	Yes	Yes	A powerful After Scho	Yes
Black	No	Yes	Yes	Financial literacy	Yes
Black	No	Yes	Yes	Colop	Yes
African American	Yes	Yes	Yes	Financial literacy	Yes
Black	No	Yes	Yes	Life skills tools	Yes
White	Yes	Yes	Yes	True history, life skills	Yes
African American	No	Yes	Yes	Extra tutoring	Yes
Black	Yes	Yes	Yes	New York	Yes
African american	No	Yes	Yes	More family involvem	Yes
African American/Non Hispanic	No	Yes	Yes	N/a	Yes
African American	Yes	Yes	Yes	TRADE SCHOOL OP	Yes
Black	No	Yes	Yes	Internships and work	Yes
Black	No	Yes	Yes	Sports training sports	Yes
White	No	Yes	Yes	Opportunity for Collec	Yes
Hispanic	No	Yes	Yes	Coaching, Sociology	Yes
Black	No	Yes	Yes	Culinary, Economics,	Yes
Black	No	Yes	Yes	Financial literacy, Hos	No
White	Yes	Yes	Yes	Mentoring	Yes
African American	No	Yes	Yes	Life skills	Yes
Black	No	Yes	Yes	Sports medicine	Yes
Afro American	No	Yes	Yes	Home and careers	Yes
African American	Yes	Yes	Yes	Construction	Yes
Caucasian	Yes	Yes	Yes	Financial literacy	Yes
White/Hispanic	No	Yes	Yes	Independent learning	Yes
African American	No	Yes	Yes	Money management	Yes
White with hispanic children	Yes	Yes	Yes	Vocation-focused skill	Yes
Black	No	Yes	Yes	Advance placement	Yes
African American	No	Yes	Yes	Health and fitness prc	Yes
Caucasian	No	No	Yes	Life skills - budgeting	Yes
Hispanic	No	Yes	Yes	Life skills, employem	Yes
AA	No	Yes	Yes	Sports medicine /Oft	Yes
Black	No	Yes	Yes	STEM	Yes
Black	No	Yes	Yes	Other hands on progr	Yes
African American	No	Yes	Yes	Travel, Professional V	Yes
African	No	Yes	Yes	Entrepreneurial curric	Yes
Black	Yes	Yes	Yes	Financial program to	Yes
Black	No	Yes	Yes	Sports training & mar	Yes
Descendant of African slaves	No	Yes	Yes	Credit and financial p	Yes
Latina	No	Yes	Yes	Maybe a form of dan	Yes
African American	No	Yes	Yes	Trades Plumbing, Ele	Yes
Black	No	Yes	Yes	Multimedia productio	Yes
Black	No	Yes	Yes	Career and Technical	Yes
Caucasian	No	Yes	Yes	IEP's	Yes
Black	No	Yes	Yes	Stock Market/Real Et	Yes
Black	No	Yes	Yes	A focus on finance an	Yes
Multi	No	Yes	Yes	Life skills	Yes
Black	Yes	Yes	Yes	Mental health recogni	Yes
Hispanic	No	Yes	Yes	Money management, No	
African American	Yes	Yes	Yes	Infrastructure Interns	Yes
Black	Yes	Yes	Yes	Credit management	Yes
Black man	No	Yes	Yes	Life skills	
African American	Yes	Yes	Yes	Financial Literacy	Yes
Black	Yes	Yes	Yes	Crisis intervention th	Yes
White	Yes	Yes	Yes	Additional college cre	Yes
White	No	Yes	Yes	N/A	Yes
African American	No	Yes	Yes	Chiropractic athletic	Yes

Parent Name	Child Name	Child's Current Grade	Email	Address (House/Apt. Num) Phone number	Sports Pathway Interest	Email Address	Parent Suggestions
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Sports Leadership (Admin)	[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Sports Science (Physical)	[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Sports Leadership (Admin)	[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Sports Media & Technology	[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Sports Science (Physical)	[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Sports Media & Technology	[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Sports Leadership (Admin)	[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Sports Leadership (Admin)	[REDACTED]	worked in sports for 25 years and would love to help out the school.
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Sports Media & Technology	[REDACTED]	Is it open to high school students or just middle school aged?
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Sports Media & Technology	[REDACTED]	He will be starting 10th grade
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Sports Media & Technology	[REDACTED]	

Email Address	Parents Name	Childs Name	Childs Current Grade	Email	Address (House/Apt. Nurr Phone number	Sports Pathway Interest	Parent Suggestions for RSA Charter School
[REDACTED]						Sports Leadership (Admi Be Great	
						Sports Media & Technolo; Admittance shouldn't be determined by zip codes.	
						Sports Leadership (Admi None	
						Sports Science (Physical RSA Charter	
						Sports Leadership (Admi None yet	
						Sports Science (Physical Sports nutrition	
						Sports Leadership (Admi Sports history	
						Sports Media & Technolo; N/A	
						Sports Science (Physical Unknown	
						Sports Leadership (Admi None	
						Sports Media & Technolo; None at this time.	

Contact Information 4

Timestamp	Parents Name	Childs Name	Childs Current Grade	Email	Address (House/Apt, Nur Phone number	Sports Pathway Interest	Email Address	Parent Suggestions
						Sports Leadership (Administration, Management, Coaching, Fitness)		
						Sports Science (Physical	corinne.wandike@gmail.com	
						Sports Leadership (Admi	kamia427@gmail.com	
						Sports Media & Technolo	willyskilz@gmail.com	
						Sports Science (Physical	jacquelinebrown14619@gmail.com	
						Sports Media & Technolo	tcollinshoward@gmail.com	
						Sports Leadership (Admi	jentavious81@gmail.com	Sampson
						Sports Leadership (Admi	craigryb21@gmail.com	Have worked in sports for 25 years and would love to help out the school.
						Sports Leadership (Admi	craigryb21@gmail.com	Have worked in sports for 25 years and would love to help out the school.
						Sports Media & Technolo	reneelong1254@yahoo.o	Will this be open to high school students or just middle school aged?
						Sports Media & Technolo	thebugbee5@yahoo.com	Will their be IEP's. He will be starting 10th grade
						Sports Media & Technolo	tyelisep@gmail.com	None

5. Enrollment

a. Enrollment Plan

Rochester Sports Academy (RSA) Charter School of Business and Health Sciences will be an open enrollment, public school, serving grades 9-12 in the Rochester City School District with students from the Greater Rochester community. During the 2020-2021 school year, Rochester City School District enrolled 1,895 6th graders, which will be the incoming 9th graders for RSA's opening academic year 2023-2024.¹

Other districts in the Greater Rochester community enroll more than 2500 students. For the other school Districts, the number of seats for rising 9th graders during RSA's opening year will be in great demand, particularly with the anticipated arrival of at least 800 families per year in the next several years under the Biden Administration's decision on refugee resettlement.² Most schools in the Rochester City School District enroll students from grades 6-12. Misalignment is not of much concern because entering 9th grade is a natural transition point for any student, regardless of whether or not they attended grades 6-8 in the same building.

Enrollment Table.

Grades	Ages	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
9	13-15	100	100	100	100	100
10	14-16		100	100	100	100
11	15-17			100	100	100
12	16-18				100	100
Totals		100	200	300	400	400

¹<https://www.postbulletin.com/news/education/6891529-Due-to-2020-setback-Rochester-Public-Schools-lowers-long-term-enrollment-projections>

²<https://www.whcc.com/rochester-new-york-news/local-refugee-communities-on-increased-cap/6097843/>

Rationale for Enrollment. RSA’s projected number of students is the ideal number for its school model – particularly when anticipating involvement in college-level courses and participation in community internships related to each student’s sports career pathway. Enrollment figures from the aforementioned districts are stable, however, with COVID-19 and the anticipated arrival of hundreds of refugee families, there is an anticipation of a large demand for seats in the 2023-2024 school year.³ RSA’s applicant group expects some attrition from year 1 to year 2 and after the school is established in year 3, RSA will backfill.

RSA will begin with Grade 9. Per RSA’s KDEs 3 and 4, Grade 9 students will participate in the First Year Summer Institute (KDE 4) and be immersed in the Sports Career Pathways (KDE 3), giving students ample time to make a choice on a unique Sports Career Pathway (KDE 3). In RSA’s Intent to Apply Form, it was reported that RSA would start with 100 students, and after reviewing the necessary staffing patterns, class structures, and the anticipated arrival of refugee families and restructuring of families that moved around as a result of COVID-19, RSA’s applicant group decided to keep that number at 100 to ensure small class sizes and students receive the necessary attention needed to achieve at the expected grade level. In the second year, RSA will add another 100 seats, bringing the total to 200 students for grades 9 and 10. In the third year, RSA will enroll 100 new students in grade 9, and 100 students in year 4, until reaching the enrollment capacity of 400 students. RSA is prepared to backfill throughout the school year, particularly with the projected resettlement of refugee families after October 1, 2021.

The structure of the school incorporates RSA’s vision of a strong T.E.A.M. (*Together Each Achieves More*). Students are scheduled into four different groups, with no more than 25 students assigned in each cluster. RSA will enroll 100 students over the next three years, in an effort to ensure small classes, in each class year. RSA will evaluate the effectiveness of its TEAM approach and make adjustments where necessary to ensure all students’ needs are being met. When comparing RSA’s grade level requirements to other schools, RSA is on par with Greece, Gates-Chili, and Rochester City. With RSA’s Special Education push-in model, as well as the ENL integrated model, RSA will have student-teacher ratios that are conducive to block scheduling (KDE 3). Between enrolling students looking for a fresh start, or in need of extra, individualized support (KDE 1), RSA’s block scheduling and student-teacher ratio will be appealing to the Greater Rochester community students and their families.

³<https://data.nysed.gov/enrollment.php?year=2019&instid=800000034027>

b. Target Population Enrollment

RSA is committed to fulfilling its mission and retaining students by keeping them engaged at the school. Employing RSA’s TEAM vision and developing relationships with its students will encourage them to persist in their goals of earning a Regents Diploma and a future in off-field sports. This TEAM approach will keep economically disadvantaged or homeless, SWDs, and ELLs engaged with the school.⁴ In addition to RSA’s TEAM approach, all of its students will receive individualized attention in block scheduling and the extended day format (KDE 3). Once school counselors from neighborhood Districts are aware that RSA is capable and willing to support struggling students, then RSA believes that recruitment for these groups will be attainable. Additionally, RSA is aware that refugee families will come to settle in Rochester, and with the increase in quota from the Biden administration and over 800 families moving to the area in 2021 alone, RSA is confident that the ELL population can assist in meeting the demand for seats at a quality school. Within RSA’s revision cycle, if recruitment efforts are not working, RSA stakeholders can meet as a team and develop new strategies to ensure that RSA achieves the targets (KDE 1).

c. Student Enrollment Table

Enrollment and Retention Targets- Year 1 and Year 5 (Census)

Year 1 Enrollment and Retention Targets		
	Enrollment #/%	Retention #/%
Economically Disadvantaged	80/80.0%	72/90.0%
Students with Disabilities	12/12.0%	10/83.3%
English Language Learners	10/10.0%	8/80.0%
Year 5 Enrollment and Retention Targets (at Census)		
	Enrollment #/%	Retention #/%

⁴ Williams, S., Schneider, M., Wornell, C., & Langhinrichsen-Rohling, J. (2018). Student’s perceptions of school safety: It is not just about being bullied. *The Journal of School Nursing*, 34(4), 319-330.

Economically Disadvantaged	320/80.0%	300/93.7%
Students with Disabilities	48/12.0%	40/83.3%
English Language Learners	40/10.0%	35/87.5%

Request R 5d – Enrollment – Admissions Policy

d. Admissions Policy

According to Charter School Law 2854, it is understood that “a charter school shall not discriminate against any student, employee or any other person on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by a school.

The Board of Trustees, once chartered, will approve the following Policy during the Pre-Opening Period.

Applications and Lottery. Parents will be able to complete the application process in three ways: 1) they can download or pick up a paper application, complete the information and then mail, fax, or drop off the application; 2) they can fill out the online lottery application on the Rochester Sports Academy Charter School of Business and Health Sciences website; or 3) they can complete the application out at the school itself. Applications must be received by April 1 and the lottery will be held prior to April 5 of each year. If the number of applications submitted does not exceed the number of seats available, all students who completed the lottery application will be given a seat.

The information included on the lottery form will be: student name, parent name, contact information for all (address, email, and phone numbers), grade in upcoming school year, and district of current school. Additionally, RSA requests information about student siblings.

If the number of applications submitted to RSA exceeds the number of seats available, a lottery will be conducted. Public notice will be given for the location and date for the lottery, and it will be open to the public, as required under Public Officers Law. The lottery itself will be held in a publicly accessible location. There are several permissible ways in which to handle a lottery (digital, paper, etc.) and it can be conducted in any manner that results in random results. RSA will grow by one grade each year and will accept applications for 9th grade in years one and two only. Starting in year three, the school will backfill for students who leave the school from year to year. Please see the table below. The entire lottery process will be overseen and conducted by an independent observer with no connections to the school.

Grades	Year 1	Year 2	Year 3	Year 4	Year 5
9 th Grade	100	100	100	100	100
10 th Grade		100	100	100	100
11 th Grade			100	100	100
12 th Grade				100	100

Preferences. RSA will adhere to the preferences as outlined by the regulations of the State of New York in 8 CCR-NY 119.5NY-CRR which state that the preferences for enrollment are:

- 1) students returning to RSA in any subsequent year;
- 2) students residing in the community school district of RSA;
- 3) siblings of pupils already enrolled in the charter school.¹⁷

There will be no other screening preferences applied.

Requirements for Proof of District Residency:

- **Community District Eligibility:** Parents/Guardians can submit a lease or deed; a notarized letter from a landlord or property management company verifying that the parent lives at the eligible residence or two bill statements. They can include gas, electricity, rent payment receipt, paystub, or bank statement with address.
- **Sibling Eligibility:** Parents/Guardians must submit a notarized statement from the primary caregiver that includes the names of siblings, the location at which they intend to reside and a statement from the caregiver that he or she will be providing primary care to the children.
- **Employee Children:** There will be a set aside for children of employees, and the employee must bring in a notarized statement that includes the child's name, and that the child is under the employee's guardianship.

Wait List Process. The lottery process will not stop once seats in each grade have been filled. The lottery process continues until every application has a number. For example, if there are 125 applicants for the 100 Grade 9 seats, each of the 125 applications will have a number from 1 to 125. In year one, those applications numbered 1 to 100 will be offered seats in 9th grade immediately. The remaining applications for students will be put on a wait list in the order in which they were called at the lottery.

The 100 students in 9th Grade (and any student in 10th Grade or beyond starting in year three) will have until April 30 to respond to RSA that they will take or reject the seat. Starting on May 1, seats will be offered to the next students on the waitlist. For example, eight of the students who were awarded seats in Grade 9 rejected the offer, then those applications numbers 101 through 108 will be offered seats. These new students will be given two weeks to accept or reject. This process will continue until all seats are filled. If there are still seats open after the wait list has been exhausted, enrollment will be on a first come/first enrollment basis.

Starting in year three, 10th Grade and up will have a lottery to fill the number of seats between students returning from prior years and 100.

¹²[https://govt.westlaw.com/nycrr/Document/I26f900428ad711e190be0000845b8d3e?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)https://govt.westlaw.com/nycrr/Document/I26f900428ad711e190be0000845b8d3e?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/nycrr/Document/I26f900428ad711e190be0000845b8d3e?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)https://govt.westlaw.com/nycrr/Document/I26f900428ad711e190be0000845b8d3e?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

Enrollment. All students who are offered a seat must now complete the application process. Students and parents send the school the following information:

- Birth certificate
- Proof of Residence
- RSA enrollment form that will be used to record all basic information about the student and the family, including work, home and emergency numbers
- Parent/Guardian consent to attend RSA
- Immunization Records (must submit, students will not be allowed to attend class without these records or the appropriate religious documentation against immunizations)
- Medical forms
- Record Release
- Report card from prior school
- IEP or 504 Modifications
- Picture release form
- Home Language Questionnaire

Once the student has completed the enrollment process, they will be considered enrolled and will be entered on the active student section of the School's Student Information System. Students attending in the prior year will all be rolled over into the upcoming year until the parent contacts the school that the student will not be returning.

Request R-06af – Curriculum and Instructional Design

a. Curriculum Selection Process

Rochester Sports Academy Charter School of Sports Business and Health Sciences will implement a robust curriculum that incorporates four key components: Sports Career Pathways, College and Career Readiness, Culturally Responsive and Sustaining Education, and High-Quality Lesson Criteria. The school principal and instructional coach will be responsible for the selection and development of curriculum, in addition to input from special education staff to ensure the curriculum is inclusive for all students such as struggling students, students with disabilities, and Multi Language Learners. School Counselors will also have input to ensure that our curriculum supports work-based learning, career readiness, and social emotional learning.

The school principal and instructional coach will provide guidance to teachers to ensure they comprehend the scope and sequences and unit plans prior to the start of the school year. Teachers will utilize this information and resources to develop lesson plans that will be shared with administration weekly. In RSA's initial planning year, school administration in collaboration with Savvas Envision curriculum professional development instructors will be responsible for curriculum development. After the initial planning year to ensure vertical alignment, teachers will be tasked with assisting in the development of new courses.

Curriculum review and revisions will take place after RSA's first initial year during the teacher summer institute. RSA administrators will assess our school scope and sequence and unit plans to determine what was successful and unsuccessful, determine if students were engaged with the curriculum, if the material was culturally responsive, was the material challenging for teachers, and what overall improvements can we make. Based on the information gathered during the curriculum review, RSA school leadership will establish instructional priorities, explore new and current resources, and work to improve the scope and sequences and unit plans. Teachers will also make recommendations, present new resources to administration, and have time to revise their lesson plans to reflect the new curriculum improvements.

Core Academic Curriculum:

Providing RSA students with a rigorous education that prepares them for college, careers, and other post-secondary opportunities is RSA's priority. There is no doubt that the Covid-19 Pandemic has and continues to impact our students' learning. RSA will address students' academic deficiencies by implementing more equitable, inclusive, engaging, and learning curriculum and instruction. The Savvas Learning Curriculum resources provide high-quality, standards-aligned curriculum and engaging digital experiences to make learning more interactive, inclusive, and equitable.

The RSA instructional leaders and teaching staff will adapt and modify the Savvas Learning curriculum to meet the needs of the school and its students. These considerations will include modifying, replacing, or supplementing:

- School textbooks to reflect our school theme of sports and careers in sports. This will include literature, poetry, video/film, history, biography, and other non-fiction materials.

- Pedagogy that reflects our school emphasis on collaborative (TEAM) learning strategies and practices.
- Tasks that reflect our school sports career theme. In task sports the sports theme will be embedded in problem sets, experiments, projects, and presentations. For example, in math students may have to create a budget for a sports team, in science students may have to present on the anatomy of human body and the impact of playing sports, in English students may have to participate in sports journalism, and in social studies students may have to learn about Race and Social Constructs of the USA Olympics.

Summary of Core Curriculum: - Savvas Learning

The Savvas Learning Company is driven by a shared purpose to prepare students to thrive in a rapidly changing world. This is accomplished by combining the power of advanced technology and dynamic curriculum to create next-generation learning solutions, delivered in the physical classroom or in remote settings that offer engaging, personalized, and real-world learning experiences. They boldly embrace the intersections of new digital technologies, diverse classrooms, broad social trends, and new research-based teaching and learning practices that are transforming education.

With distance learning in demand now more than ever, they offer the publishing industry's most powerful learning management system, Realize. This one-stop platform gives teachers the digital tools they need for remote teaching and learning, from digital access to their curriculum to the ability to customize instructions, upload content, and monitor student progress. Guided by a deep empathy for learners and educators and a drive to expand equity, Savvas designs their content to be more accessible, flexible, and relevant so that all students achieve greater success.

Savvas Curriculum Aligned with the New York Department of Education

- High-quality, standards-aligned curriculum
- Core, supplemental, and intervention programs
- Award-winning Savvas Realize™ Learning Management System
- Seamless integration with Google Classroom™
- Realize Reader™ app for online/offline learning

English Language Arts:

Savvas Learning *My Perspectives English Language Arts* aligns with Next Generations Standards that includes a flexible instructional model; multi-genre text; integrated reading, writing, speaking, and listening, and language skills instruction; and collaborative activities to prepare students for success in college and career.

- Collaborative, Independent and accessible learning experiences
- Instructional flexibility and data to drive instruction
- Prepares for College and Career Readiness
- Offer progress monitoring and preparation for high stakes tests
- Relevant, diverse, and engaging text
- Unit learning experiences that help students become self-directed learners. The units also offer whole group, small group, and independent learning experiences

Mathematics:

enVision A|G|A provides an unparalleled digital experience that personalizes learning for every student in the high school mathematics classroom. Built for today's and tomorrow's learners, students have anytime online or offline access to highly visual instruction. Robust learning aids support digital intervention, remediation, and enrichment. Every student experiences a truly individualized learning pathway through adaptive practice and personal study plans.

Based on the latest research, *enVision A|G|A* has been carefully crafted and sequenced to effectively balance conceptual understanding, procedural fluency, and applications to create a cohesive high school mathematics program. The program emphasizes visual learning to foster conceptual understanding while bringing meaning to the forefront of the high school classroom. *enVision A|G|A's* deliberate and deep focus on mathematical modeling will have students actively engaged in class and prepared for college, career, and beyond.

enVision A|G|A offers choice and flexibility to meet unique implementation needs. The program can be taught completely digitally, in print, or anywhere in between. Teachers can easily customize all instructional content and create their own auto-graded practice assignments from a bank with thousands of questions. Technology-enhanced assessments and robust reporting help teachers keep all students on track for success.

- Purposefully designed so students focus on the mathematics, not the tool
- Ample opportunities for math modeling and bringing concepts to life
- Robust Tools include a graphing calculator, scientific calculator and geometry tool
- Ensures every student has a truly individualized learning experience
- Adaptive practice automatically adjusts to student performance and intervenes with interactive instructional support as needed
- Digital intervention instruction and practice help students master prerequisite skills
- Personal study plans let every student focus where they need to focus
- Provides a seamless experience for students and teachers with powerful interactive learning aids and ready-to-go auto-graded assignments
- Daily Homework and Practice
- Differentiated Learning for remediation, additional practice, and enrichment
- Adaptive practice automatically adjusts to student performance and intervenes with interactive instructional support as needed

Social Studies:

Savvas Learning *New World History Interactive* is a modern, inquiry-based social studies curriculum that promotes critical thinking, immersive experiences, and informed action. It leverages the **C3 Framework** to make world history experiential and culturally relevant for all students.

- Inquiry Projects - topic inquiries require: doing, analyzing and interpreting
- Sources - Original source material creates contextual knowledge

- Questions - Structured inquiry helps students make connections
- Culturally Relevant -
 - Activities make history relevant to students' lives
 - Perspectives - comparing viewpoints illuminate key historical events

Science:

Savvas Environmental Science: Your World, Your Turn combines high-interest, real-world content with cutting-edge digital support and a variety of hands-on inquiry investigations to help ensure student success in environmental science. Using real-world case studies, a wide range of inquiry activities, and engaging science phenomena, *Environmental Science: Your World, Your Turn* puts the world in context by empowering your students to take an active role in their learning—and the world in which they live. This program is based on real and relevant content that brings the world of environmental science to life while making it personal and actionable for every student.

Explore Real Issues Through an Integrated Case Study Approach

- Authentic case studies not only make key concepts relevant, but they aid students as they learn to make sense of phenomena.
- The Central Case provides a consistent and engaging path for teaching core environmental science principles.
- Students build critical observation and analytical skills as they work through the case study storyline

Connect Students with Research and Data

- Inquiry labs, open-ended investigations and research-based activities engage students in the engineering and design process.
- Classroom and field labs encourage students to apply science to their local environment. Students learn science - by doing science.

Motivate Students to Make Choices

- Environmental Science, Your World, Your Turn empowers students to draw their own conclusions and encourages them to think and act on both local and global levels.
- They will build the critical thinking skills needed long after the class ends.

Sports Career Pathways

RSA students will have the unique opportunity to pursue career pathways related to the Business of Sports and Sports Health Sciences. Both career pathways will include coursework, work-based learning, and internships outside of the school. Incoming RSA 9th graders will take half semester-long exploration courses in each career pathway to determine which career pathways they want to choose in grades 10-12. These introductory courses will provide students

with an overview of the career pathways which includes, key elements, job outlooks, guest speakers from the career field and entry level learning teaching and experiences.

RSA's Sports Career Pathways will align with the New York State Education Department's approved CTE pathways. For the Sports Business and Administration pathways we will use the New York State Career and Financial Management Curriculum Framework. In the Sports Health Sciences pathways, we will use the New York State Health Science Educators Association's Health Science Education Standards and curriculum from the Center for Human Athleticism & Musculoskeletal Performance and Prevention (CHAMPP) Urban Outreach Program.

CHAMPP Urban Outreach Program

Mission: To implement a cost-free athletic training program with scholastic mentoring and tutoring – which brings together student athletes, coaches, educational and medical professionals – to provide a successful model that will enhance athletic performance, predict and prevent injury and improve overall wellness and academic success in 13 to 18 year-old athletes.

Rochester's national statistics on poverty, graduation rates and health disparities are well known. While these statistics are terrible, the causal problems are common to all urban minority populations that live in extreme poverty. Thus, identifying novel interventions for small segments of this large population (e.g., high school athletes), with the expectation that these results will be generalizable, is of great potential impact. To address these issues with inner city Rochester high school athletes, the CHAMPP program aims to establish a data science-driven program within the CHAMPP program and the Department of Orthopaedics at the University of Rochester Medical Center.

Studies show that high school athletes perform better academically than their non-athlete counterparts. The intention is to capitalize on this finding by recruiting high school athletes into the CHAMPP program and use them as student advocates to expand their impact over the entire student body in schools like RSA. CHAMPP data demonstrates their ability to significantly improve athletic performance and decrease injury risks. Most importantly, the CHAMPP program can improve elements of psychosocial determinants such as depression, anxiety, and pain interference which aligns with RSA priority of supporting students' Social Emotional Learning (SEL) needs. The CHAMPP program has received anecdotal testimonies from several students, coaches, and the athletic directors from previous schools regarding the improvement in grades, class participation, and attendance as a result of participation in the CHAMPP program. In addition, these students have also become advocates for the CHAMPP program which has increased overall student interest in the program.

Health will be quantified by validated computer adaptive tests (PROMIS, Patient Reported Outcomes Information Systems, that measure depression, anxiety, pain and physical function <https://commonfund.nih.gov/promis/index>). Musculoskeletal performance will be quantified by assessing standard NCAA combine athletic metrics (40-yard dash, high jump, bench press,

etc.); and risk of injury will be quantified by functional movement system (FMS) testing (<https://www.functionalmovement.com/system/fms>). The program will also offer academic support in which all students will have the opportunity to complete their homework assignments, study for tests and obtain tutoring/academic mentoring in a fostering environment with proper nutrition (snacks and dinner) and hydration (sports drinks following workout and water with snacks and meals). The program will also follow up on several remarkable anecdotal outcomes including: reduced absenteeism and suspensions; improvement in GPAs, graduations and college admissions.

Athletic Performance and Prevention Training: The primary program is run by three athletic trainers in the U of R Department of Orthopedics (Cameron Apt, Zach Ferrara, and Breana Anthony). The leadership responsibilities are designated to Cameron Apt who will be the primary liaison with RSA and direct supervisor of the performance specialists/ athletic trainers. Mr. Apt and Mr. Ferrara are responsible for all logistics (equipment, clothing, food and hydration), and Mr. Apt will supervise the other athletic trainers.

Tutoring and Academic Mentoring: Four University of Rochester graduate students (two focused on English and Humanities, two focused on Math and Science) will provide tutoring services. Tutors will work with students on a per need basis on their assignments. The CHAMPP programs will be monitoring student GPAs as part of the program. Mr. Apt will be responsible for monitoring students' tutoring sessions, tracking students' academic progress, and collecting and analyzing students' GPA and attendance.

Nutrition and Wellness Behavior Mentoring: The CHAMPP Program will provide snacks, proper hydration, and a well-balanced hot meal. There will also be regular mentoring on nutrition and wellness behavior. These activities are required and remain as high priorities for CHAMPP program growth and partnerships with professional organizations focused in these areas such as Wegmans and Foodlink will be explored further.

The University of Rochester CHAMPP Program, which integrates several important factors shown to impact student athletic success, including physical athletic training, tutoring to afford students an independent study period between training regimens and nutrition for performance, energy, muscular recovery and overall health. We believe that this program will provide needed health care, academic mentoring and sports-specific training that all student athletes need, in particular RSA students who currently do not have access to this level of college preparatory training. CHAMPP will remove current barriers to healthcare and sports-specific training by working directly with RSA administrators, coaches, educational professionals and staff to address the individual needs of each student athlete.

Additional resources that will be accessible to enhance and support RSA Sports Career Pathways and Physical Education courses include collaboration with local higher education institutions such as The College at Brockport, SUNY. RSA has been in discussion with the director of Physical Education at Brockport to serve as a direct pipeline for teaching and learning and educational opportunities. RSA has also been in contact with local sports related businesses

(Rochester Americans, Rochester Redwings, Rochester Knighthawks), and other organizations to provide our students with access to college credit courses, work-based learning, internships, and jobs. In RSA’s first year, Dr. Marshall will be responsible for supervision of these collaborations and building relationships. In year three, RSA has budgeted a Director of Career and Technical Education to continue this work with the support of Dr. Marshall.

CDOS Standards & Indicators

Career pathway courses and work-based learning will be developed to assist students in attaining the New York State Learning Standards for Career Development and Occupational Studies (CDOS Standards).¹⁸

Standard	Indicators
<p>Standard 1 - Career Development</p> <ul style="list-style-type: none"> ● Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. 	<p>1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● continue development of a career plan that would assist in the transition from school to eventual entry into a career option of their choosing ● demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research ● understand the relationship of personal interests, skills, and abilities to successful employment ● demonstrate an understanding of the relationship between the changing nature of work and educational requirements ● understand the relationship of personal choices to future career decisions.
<p>Standard 2 - Integrated Learning</p> <ul style="list-style-type: none"> ● Students will demonstrate how academic knowledge and skills 	<p>1. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the</p>

¹⁸ <http://www.nysed.gov/common/nysed/files/programs/career-technical-education/cdoslea.pdf>

<p>are applied in the workplace and other settings.</p>	<p>usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.</p> <p>Students:</p> <ul style="list-style-type: none"> • apply academic knowledge and skills using an interdisciplinary approach to demonstrate the relevance of how these skills are applied in work-related situations in local, state, national, and international communities • solve problems that call for applying academic knowledge and skills • use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques (e.g., sign language, pictures, videos, reports, and technology). <p>2. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.</p> <p>Students:</p> <ul style="list-style-type: none"> • use ideas and information to make decisions and solve problems related to accomplishing a task.
<p>Standard 3a - Universal Foundation Skill</p> <ul style="list-style-type: none"> • Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. 	<p>2. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.</p> <p>Students:</p> <ul style="list-style-type: none"> • evaluate facts, solve advanced problems, and make decisions by applying logic and reasoning skills. <p>3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.</p>

	<p>Students:</p> <ul style="list-style-type: none">• demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner. <p>4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.</p> <p>Students:</p> <ul style="list-style-type: none">• demonstrate the ability to work with others, present facts that support arguments, listen to dissenting points of view, and reach a shared decision. <p>5. Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants. Students: • select and use appropriate technology to complete a task.</p> <p>6. Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.</p> <p>Students:</p> <ul style="list-style-type: none">• select and communicate information in an appropriate format (e.g., oral, written, graphic, pictorial, multimedia). <p>7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.</p> <p>Students:</p> <ul style="list-style-type: none">• allocate resources to complete a task.
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	<p>8. Systems skills include the understanding of and ability to work within natural and constructed systems.</p> <p>Students:</p> <ul style="list-style-type: none"> • demonstrate an understanding of how systems performance relates to the goals, resources, and functions of an organization.
<p>Standard 3b - Career Majors</p> <ul style="list-style-type: none"> • Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs. 	<p>1. Basic Business Understanding Students:</p> <ul style="list-style-type: none"> • demonstrate an understanding of business, marketing, and multinational economic concepts, perform business-related mathematical computations, and analyze/interpret business-related numerical information. <p>2. Business-Related Technology Students:</p> <ul style="list-style-type: none"> • select, apply, and troubleshoot hardware and software used in the processing of business transactions. <p>3. Information Management/Communication</p> <p>Students: • prepare, maintain, interpret/analyze, and transmit/ distribute information in a variety of formats while demonstrating the oral, nonverbal, and written communication skills essential for working in today's international service-/information-/technological-based economy.</p> <p>4. Business Systems Students:</p> <ul style="list-style-type: none"> • demonstrate an understanding of the interrelatedness of business, social, and economic systems/subsystems. <p>5. Resource Management Students:</p>

	<ul style="list-style-type: none">• identify, organize, plan, and allocate resources (e.g., financial, materials/facilities, human, time) in demonstrating the ability to manage their lives as learners, contributing family members, globally competitive workers, and self-sufficient individuals. <p>6. Interpersonal Dynamics Students:</p> <ul style="list-style-type: none">• exhibit interpersonal skills essential for success in the multinational business world, demonstrate basic leadership abilities/skills, and function effectively as members of a work group or team.
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College & Career Readiness Curriculum (Advisory):

Students' social emotional development is more important than ever before, especially due to the Covid-19 pandemic. One thing that the pandemic has taught educators is that students' social emotional well-being impacts student academic performance. School counselors will provide instruction for Advisory classes twice a week for RSA students. The School Counselor with support of Dr. Marshall (CEO) will develop a curriculum for Advisory and each student will participate in creating individual Success Plans to guide them. The curriculum will be developed utilizing the CASEL five competencies for social learning:

- **Self-Awareness:** The ability to understand one's own emotions, thoughts, and values and how they influence behavior. RSA will focus on helping students develop a growth mindset and developing self-interest and a sense of purpose.
- **Self-Management:** The ability to manage one's emotions, thoughts, and behaviors effectively, in different situations and to achieve goals and aspirations. RSA will focus on helping students develop self-discipline and motivation, setting personal and collective goals, using courage to take initiative, and planning and organizational skills.
- **Relationship Skills:** The ability to establish and maintain healthy relationships and to effectively navigate settings with diverse individuals or groups. RSA's will focus on effective communication, cultural competency, TEAMwork and collaborative problems solving, conflict resolution, leadership development, and students becoming social agents for change.
- **Responsible Decision Making:** The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. RSA will focus on helping students, helping students make reasoned judgment after analyzing data, information, and facts, evaluating the consequences of one's own actions, and development of critical things for inside and outside of school.
- **Social Awareness:** The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and context. RSA will focus

on helping students look at others perspectives, strengths, develop concern for others feelings and identify diverse social norms, including unjust ones.¹⁹

Work Based Learning:

RSA's work-based learning in Sports Career Pathways will allow students to explore their career goals, abilities, and interest while applying their academic and technical knowledge and skills in real world context. These experiences will be supervised by Dr. Marshall and our Sports Career Pathways instructors, in collaboration with businesses, colleges and community partners. Work Based Learning will take place in the classroom for RSA students in the first two years and in their Junior and Senior year we will incorporate more Work Based Learning opportunities in the workplace for students. RSA will apply for the authority to be able to provide RSA students with a CDOS Commencement Credential. Students at RSA will be able to earn the CDOS Commencement Credential by participating in Career and Technical Education (CTE) coursework and/or work-based learning experiences. Students will be required to complete the New York State mandated 54 hours of work-based learning.

The Benefits of Work Based Learning for Students:

- Provides opportunities to apply classroom learning to workplace experiences
- Establishes clear connections between education and worksite career applications
- Creates opportunities for exploration of possible careers
- Increases motivation to stay in school by making education more relevant
- Improves awareness of post-secondary opportunities
- Increases technical skills through their application in authentic tasks
- Promotes the practice of positive work habits
- Increases understanding of workplace expectations and skills needed
- Enhances general workplace competencies, such as communication, teamwork, and project planning
- Allows observation of work ethics of employer and employees
- Establishes professional contacts for future employment and mentoring

The Benefits of Work Based Learning for Employers:

- Encourages involvement in the curriculum development process
- Establishes a connection between industry professionals and education providers
- Develops good relationships between worksite mentors and students
- Provides potential skilled and motivated employees
- Offers an opportunity to provide community service

¹⁹ <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#social-awareness>

The Benefits of Work Based Learning for RSA:²⁰

- Provides access to new and emerging techniques and technology
- Makes education more relevant and valuable for students
- Enhances the ability to meet the needs of diverse students
- Provides opportunities for individualized instruction
- Enhances student retention
- Promotes faculty interactions with the community
- Contributes to staff development

The Benefits of Work Based Learning for the Rochester Community:²¹

- Creates an environment of collaboration and cooperation
- Builds confidence in the school system as results are observable
- Encourages respect and tolerance between different groups
- Builds the foundation for a more productive economy

Internships & Employment:

RSA will collaborate with the City of Rochester & Rochester Works Summer of Opportunity to provide internships and employment for students. This will provide RSA students with real life experience in their selected Sports Career Pathway and serve as an intervention to keep students connected to educational learning throughout the summer break.

- City of Rochester & Rochester Works **Summer of Opportunity (SOOP)**
 - In collaboration with RochesterWorks! SOOP/SYEP is a summer employment placement and training program designed to connect high school youth with local employment opportunities and expose participants to the basic skills necessary for career success.

Intervention Curriculum:

RSA teachers will provide Tier 1 intervention within the classroom with instruction and curriculum. RSA will offer differentiated tasks, homework, and academic performance assessments. RSA's key design element of block scheduling in core classes (English, Math, Social Studies, and Science) will provide teachers with embedded time to provide Tier 2 and Tier 3 intervention. RSA teachers will provide intense small group or individual instruction for students who are in need of more support. Students who are performing at grade level or above grade level will be provided with time to work independently, focused on content skills in fluency and high order thinking. The School Principal and the Instructional Coach will use the planning year to choose an appropriate computer-based intervention program from Savvas Learning and provide professional development to teachers and staff.

b. Assessment Systems

²⁰ http://www.nysed.gov/common/nysed/files/programs/career-technical-education/wbl-manual_0.pdf

²¹ <https://www.cityofrochester.gov/article.aspx?id=21474845425>

Rochester Sports Academy Charter School for Sports Business and Health Sciences will establish an assessment system to support the TEAM educational philosophy. In order to establish high expectations and achieve academic success, RSA administrators must be knowledgeable and accountable for our students assessment data through progress monitoring. Utilizing our assessment data will allow us to make informed decisions for students and rapid school improvement. According to the Four Domains for Rapid School Improvement Systems Framework, to diagnose and respond to students' learning needs schools should practice: diagnosing students learning needs and identifying needs to drive all instructional decisions, incorporate effective student supports and instructional interventions , and use fluid rapid assessments and adjustment of instructional grouping and delivery to adapt to students learning needs.

To effectively examine student data, RSA will implement and provide time for teachers to look at data during Professional Learning Communities, RTI, department meetings and during instructional coaching as well as professional development. By providing teachers with time during the school day to conduct data analysis and develop plans to address identified needs, RSA administrators will emphasize and support the need to be accountable for student data and consistently applying what is detailed in intervention plans. At RSA, the belief is that students should also be informed on their achievement data so that they too can be a part of the improvement and intervention process.

**Rochester Sports Academy Charter School of Sports Health Sciences and Business
 Assessment Plan**

Name of Assessment	Purpose	Grade Levels	Dates of Administration
Home Visits	Establish a relationship with student and family and identify challenges or supports needed	9th	Summer before school prior to enrollment
Social Emotional Assessment	Assess students' current social emotional baseline and growth of learning Casel SEL competencies and career readiness skills.	9-12	Summer Academy, Winter, and Spring
New York State Identification Test for English Language Learners	Diagnostic for eligibility of ENL Services	9-12th	Initial Enrollment
New York State English as a Second Language	Annual assessment of English Proficiency determines student	9-12th	End of Year

Achievement Test (NYSESLAT)	eligibility for continuing ENL services.		
NWEA Measure of Academic Progress (Reading & Math)	Diagnostic: Reading fluency, and comprehension, Math Skills	9th-12	Initial Enrollment or Fall
	Benchmark: Gauge growth from baseline and identify deficits for intervention		Winter
	Summative: Mastery of reading and math standards, growth from baseline' program evaluation.		End of the Year
Curriculum Based Assessments	Assess students prior knowledge and skills	9-12	Start of Units
	Formative: Provided data for instructional planning, grouping and intervention		During Units
	Summative: Provide data of students' mastery of unit objectives.		End of Units
Student Self-Interest Survey	Provide yearly information of students' self identified interest and growth.	9-12	Start of the Year
Savvas Learning Computer Based Intervention Assessments	Diagnostic, formative, and summative data for units or programs	9-12	Throughout the school year.
Career Pathways Capstone Project	Assess students master of Career Career Pathway Knowledge and Skills	12th	End of Senior Year
New York State Regents Exams	Summative data of students' mastery of state standards, required for graduation.	9-12th	January & June
PSAT/SAT/ACT	College admission requirement	10th-12th	10th: PSAT 11-12th: SAT/ACT

Teacher developed assessments	Formative and summative assessments to measure student learning in all content areas	9-12	Throughout the school year
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Student Success Plans:

The Student Success Plan (SSP) is an individualized student driven plan that will be developed to address every student's needs and interests to help every student stay connected in school and to achieve postsecondary educational and career goals. The SSP will begin in the 9th grade and continue through graduation to provide the student support and assistance in setting goals for social, emotional, physical and academic growth, meeting rigorous high school expectations, and exploring postsecondary education and career interests.

Diagnostic Assessments:

A form of pre-assessment that allows RSA teachers to determine a student's individual strengths, areas in need of improvement, gaps, knowledge and skills prior to instruction. They are used to guide lessons and curriculum planning (ex. Pre-Assessment, Quiz/Test, Conference/Interview, student surveys, Entrance Tickets, etc).

Formative Assessments:

A tool teachers use to provide feedback and guide their instructions. Formative assessments should not be included in a student's grade or used to measure teacher performance. The purpose is to inform future instruction and provide feedback to students so that they can improve their performance (ex. Exit Tickets, checks for understanding, meaningful homework and classwork, discussion through higher-order questions, etc).

Summative Assessments:

Summative Assessments: A tool used to evaluate student learning and academic achievement at the end of a learning term. Usually compared against a universal standard or a school benchmark (ex. Midterm, Regents Exam, Final Project, End of Unit Assessment, standardized testing).

Social Emotional Assessments:

Focuses on social & emotional dynamics that are important in understanding an individual's growth and/or difficulties that may be present. It is often referred to as a personality assessment (ex. Interviews, visual story making, drawings, role playing, sentence completion tasks, Self-awareness checks, self-management checks, social awareness, relationship building tasks, or goal tracking, journaling).

Validity & Reliability:

RSA will ensure that all assessments are valid and reliable. The process in which this will take place has been described throughout this application. School leaders will ensure that all assessments are developed at the classroom level with the department and classroom level goals in mind, and that they are aligned to NYSED learning standards. The staff will review assessments and assessment data as administered to evaluate its effectiveness. Per our curriculum

review cycle, staff will review assessments for validity and reliability during their daily PLC meetings.

Responsibility for Administering Assessments and Collecting Analyzing the Results & Data Collection & Analysis

RSA staff will be trained throughout the year and during Summer Institute on how to administer different exams, beginning with state or college level exams like the Regents and SAT/AP. School leadership will be responsible for conducting training on how to appropriately administer exams and create culture around the importance of assessment as a tool to progress monitor and gauge social-emotional health among our student body. For school level assessments, teachers will share results and samples of student work in their PLCs. The Regents exams and college level assessments will be scanned and scored according to the local assessment practices with BOCES2 for Regents and boxed and mailed for College Board.

NYSESLAT/NYSITELL assessments follow specific guidelines, and those will be followed per the instructions that accompany the exams when they are ordered through the NYSED Business Portal. All hard copy assessments (like Regents exams) must be stored according to the protocols set forth in the annual Regents Administration Manual.

Access and Use of Data

The importance of data usage by stakeholders has been discussed throughout this section. The results are used in several ways, starting with individualized intervention plans where appropriate to the development of school-wide practices in response to departmental and course goals. To that end, stakeholders will be using data to gauge the overall health of the school toward its annual performance goals in the Charter Performance Framework). This is a summary of how RSA stakeholders may use data to inform their practices in upholding our mission and vision.

Teachers: Teachers use data daily in their PLC meetings. They will use school level pre-assessment data (SLOs, Scantron Performance, NYSITELL, NYSESLAT, common formative assessments, classroom assessments and observations) to inform their instruction and intervention.

Administrators: The Instructional Coach, Principal and CEO will use data to inform the school's progress in meeting the school-wide goals. In addition to using data to inform these goals, school leadership will use this data to provide support and intervention to staff who are not meeting the department and course level goals.

Board Members: The Board of Trustees ultimately responds to SUNY on its goals as set forth in the Performance Framework. The Board relies on school leadership to present this data during its monthly meetings and/or during sub-committee meetings. This data lets the Board know how the overall operations of the school are supporting the mission and vision and performance as compared to our district of residence.

Families: Families will receive regular feedback from the staff toward their child's individual goals. Data reporting will be accessible to families on a regular basis through our student information system, as well with special education reporting for annual and triennial

reviews, where appropriate. ELL student families will receive regular updates and receive translation services to ensure access to the information in the home language is available.

Students: RSA scholars are a vital part of progress monitoring. They need to be the voice of their learning just as much as their instructor does. Students will have access to their data through our chosen student information system (to be determined). Students can advocate for their style of learning and use tools like checklists to monitor specific skills as aligned to classroom level performance goals.

Use of Results RSA will use academic and SEL benchmark results across student, student cohort, and school wide data goals:

Individual Student: All students enrolling with RSA will be assessed during the Summer Academy. This will allow staff to make critical scheduling decisions, specific to scheduling students into a support ELA or Math class rather than straight into an Algebra I Regents class as an example. Placing a student in a class that is not appropriate to their current ability is setting the student up for failure. Triangulating baseline performance with SEL factors will allow staff to make the right intervention plan for students, determining whether they need Tier 2 (AIS) or Tier 3 (Special Education interventions or referrals). As with all data collection and analysis, staff, students, and families will work together to determine the correct course of action for a student's intervention plan in coordination with school leadership.

Student Cohort: The 9th grade student cohort is used to determine the on-track progression of course and credit accrual toward a Regents diploma. The school will use cohort data, perhaps evaluating the 8th grade ELA and Math Assessments when they become available again, as an additional measure to evaluate student baseline progress toward college and career readiness goals. Additionally, the school will use subgroup data (SWD, ELL, ED) to review trends in performance and evaluate the school's effectiveness in helping these groups meet state and charter performance framework goals as compared to the Gates Chili school district.

School-wide Results: School leadership will work with staff to measure the effectiveness of RSA's school, department, and classroom level goals. This portion of the review cycle will incorporate changes in response to data trends among subgroups and overall performance toward state and charter goals.

Goal Setting Practices. As described in RSA's Core Beliefs about Teaching and Learning, utilizing a Data Driven culture is integral to school success. RSA expects all staff to use different forms of diagnostic and formative assessments in academic and social emotional constructs that are school-created. The use of this kind of assessment allows the school community to plan for individualized learning and ultimately support our mission and TEAM vision. All of this information from our data collection will inform data driven instructional practices and create a data culture that is rooted in standards aligned practices, culturally responsive, and designed to support a positive school culture. School leadership can further use this data to report to the Board of Trustees on the school's progress toward achieving its mission and vision, and in response to the set forth in the Charter School Performance Framework.

11. Progress and Achievements RSA is committed to cultivating a positive school culture by being transparent in data reporting to all stakeholders. Data is tracked for families and students in our Student Information Systems (SIS), which will be determined after chartering. All school level stakeholders can use the data from our SIS to track student performance toward

their individual, classroom, department, and school wide goals. Leadership can use the data to inform professional development practices and make course corrections that ensure student performance is progressing toward achieving these goals. Classroom level assessments, and ultimately, Regents and College Board exams, will be the indicators of student progress toward their Regents Diploma and College Ready goals as set forth by SUNY.

Reporting Progress & Achievement:

RSA will select a SIS that provides students and families with real time access to grades, assessment results and other relevant data. Report cards will be sent home quarterly, progress reports will be sent home every 5 weeks, and we will provide time for student-led conferences with teachers and parents. Parents will be able to schedule time to visit the school, observe classrooms, meet with staff, and attend presentations and performances. School leaders will prepare the RSA Board with annual reports providing evidence of progress towards achieving our mission and Accountability goals. Parents will have access to this information as well.

c. Instructional Methods

Rochester Sports Academy (RSA) Charter School will use the Explicit Direct Instruction (EDI) approach to help teachers deliver effective instruction that will improve student achievement for all learners including English Language Learners, low performing students, and students with special needs. EDI operates under the philosophy that students learn best from a well executed lesson plan. The design components of Explicit Direct Instruction (EDI) lessons are learning objectives/targets, activating prior knowledge, concept development, skill development, lesson importance, guided practice, lesson closure, and independent practices.

Learning objectives or learning targets are statements that describe what students will be able to do by the end of the lesson. The learning objective/target must match the independent practice portion of the period and clearly communicated to students. Activating prior knowledge means that teachers will purposely move something connected to the new lesson from students' long term memories into their working memories so that they can build upon existing knowledge. Concept development involves instructors teaching students the concepts contained in the learning objective/target. Skill development focuses on teaching students the steps or processes used to execute the skills in the learning objective/target/ Lesson important emphasizes teaching students why the content of the lesson is important for them to learn. Understanding the "why" of the particular lesson and making sure lessons are culturally relevant will further enhance student engagement to learning. Guided practice consists of working through problems with students at the same time, step by step, while checking that they can execute each step correctly. In the lesson closure, teachers will have student work problems or answer questions to prove that they have learned the concepts and skills in the learning objective/target before they are given time to work independently or collaboratively with classmates. Lastly, independent practice will offer students the opportunity to work individually or in groups to practice exactly what they were taught.

The Explicit Direct Instruction lesson delivery strategies include checking for understanding, explaining, modeling, and demonstrating which are all evidence-based strategies listed by the

New York State Education Department as well. Checking for understanding with students continuously informs the teacher that students are learning while they are being taught. Explaining refers to teachers clarifying and telling students what steps, concepts, or directions that need to be done in the lesson. Modeling consists of teachers using think-alouds to reveal to students the strategic thinking required to solve problems. The delivery strategy of demonstrating allows teachers to teach using physical objects to clarify the content and to support student learning.

This approach produces higher achievement than the progressive approach among all students, and its effects were even stronger for students who were less prepared. The approach is also more effective for students with learning disabilities at all social levels, was more effective for at-risk students, and was more effective for African Americans. RSA's reasoning for using Explicit Direct Instruction is so teachers are aware of all evidence-based and effective instructional practices, when to use them, why to use them, how to use them, and what the expected results of using them should be.

Innovative Approach

Our use of EDI aligns directly into our philosophy and core beliefs that every student can achieve great things with the support of the RSA staff and the community. Using our TEAM vision, the entire RSA community provides a safe space for all learners, along with college and career ready pathways in off-field sports professions.

High Quality Lesson Criteria

The implementation of High Quality Lesson Criteria (HQLC) will be a central component of the RSA' instructional framework. Through the use of HQLC in RSA's curriculum and instruction we will create student centered learning environments that affirm: racial linguistic and cultural identities, we will prepare students for rigor and independent learning, develop students abilities to connect across lines of difference' elevate historically marginalized voices, and empower students as agents of social change. Our HQLC instructional plan will use best practices from Social Emotional Learning and Culturally Responsive Education. The four guiding principles of the HQLC that will be embedded in RSA's Curriculum Include:

1. A Welcoming and Affirming Environment
2. High Expectations and Rigorous Instruction
3. Inclusive Curriculum and Instruction
4. Ongoing Professional Learning

Teachers will be tasked with making sure that they provide and utilize lesson plans for all subject areas. Teachers will prepare lesson plans weekly and they will be reviewed by administration weekly. RSA will provide a mandatory lesson plan template for instructional staff to utilize for creating lesson plans. Key components of the lesson plan will consist of aligning New York State Standards to the lessons learning target, reviewing and assessing students prerequisite skills, and planning to teach students below grade level, at grade level, and above grade level; differentiated instruction, incorporation of 21st century skills and a connection to sports, and assessment and evaluation. School Administration, special education staff, and interventional

staff will all have access to lesson plans. During weekly professional learning communities instructional leadership will provide professional development on lesson planning modification, differentiation, and give feedback. The instructional coach will also be available to assist teachers with lesson plans during their individual planning time. In year three administration will select professional learning community leaders at each content department to share some of this responsibility with support from administration.

Supporting Rigorous Instruction

The RSA School Principal and Instructional Coach will provide curriculum leadership with the charge of having a clear understanding of the school goals. Our curriculum leadership activities will include: ensuring that instruction is aligned with the RSA mission, collaborating with instructional staff, communicating initiatives and guidance to instructional staff, reflecting best practices and needs for improvement, progress monitoring specific learning goals and providing a method for measuring student comprehension.

Effective teacher professional development will drive the teaching and learning of instructional strategies and practices. In order for students to master challenging content, critical thinking and complex problem solving, effective professional development is needed to help the teaching staff understand these competencies and make on the ground corrections as they observe and collect student data during class. RSA will implement the evidence based methodology as suggested by Hammond, Hyler, and Gardner. This methodology highlights seven effective elements of professional development: content focused, incorporates active learning, supports collaboration (our TEAM vision), models of effective practices, provides coaching and expert support, offers feedback and reflection, and that is sustainable and timely.

Content focused professional development ensures that teaching strategies associated with specific curriculum content supports teacher learning within the teacher's classroom context. This includes an intentional focus on discipline-specific curriculum development and pedagogies in areas such as mathematics, science, and literacy. It is our belief that content focused PD can be applied to the implementation of special programming culturally responsive curriculum and our CTE Sports Pathways Curriculum. Using EDI strategies in professional development settings, teachers take on an active approach of hearing the goals of the session as related to their content area, but then get to model with peers in an active setting, much like the methods they will use in their own classrooms with students.

Collaboration as a TEAM is essential in the makeup of our RSA school design. When teachers and school leaders are working collaboratively they can create opportunities that will positively change the culture and instruction of the school at all levels. As mentioned earlier, the Principal and the Instructional Coach will provide instructional staff with a clear vision of what best practices look like in a collaborative model. This will include unpacking curricular standards and aligning them to the content area-appropriate instructional strategy (example, a lab activity for adaptation would include modeling and group think experimentation, whereas in an ELA classroom there may be modeling, but the group-think activity would be based on evidence from the literature, not data collection as with the lab activity).

Our instructional coach will assist the Principal in guiding the development and growth of our teachers to meet the academic achievement goals for our students. The power of on the ground coaching means that teachers get feedback in real time, that is focused on instructional moves and not “gotcha” moments that do no good but decimate a positive school culture. The provided support will include instructional guidance and mentorship for teachers with content and sharing of evidence based practices. The instructional coach's role is to directly focus on the teacher's individual needs and to be able to provide effective support and high quality PD.

Professional Learning Communities (PLCs) inform the practices of teachers in small groups and provide think-time by following protocols that are directed at specific goals for the session. RSA values the work that teachers do together in reflecting on their work and making adjustments based on the feedback from their peers. To that end RSA embeds this kind of learning into the daily schedule . By providing the consistent time and space for teachers to work together on data driven practices , we ensure that our TEAM have the right tools and further develop their abilities to meet the needs of their students.

Classroom Types:

General Education Classrooms

At each grade level RSA will offer 3 sections of general education classes. All classes will have a maximum of 25 students enrolled. General education teachers will be responsible for providing strong tier 1 instruction aligned with New York State Standards using the selected RSA curriculum for each subject area. To respond to the various needs of all learners in the classroom the teacher will be expected to provide differentiated instruction. Teachers will differentiate in four classroom elements based on students readiness, interest or learning profile.

- **Content:** What students need to learn or how the student will get access to the information.
- **Process:** activities in which the students engage in order to make sense of or master the content.
- **Products:** Culminating projects that ask students to rehearse, apply, and extend what he or she has learned in a unit.
- **Learning Environment:** the way the classroom works and feels.

Inclusive Education Classrooms

To support our Students with Disabilities RSA will employ a special education teacher for each grade level, in our initial year we will have 9th grade students only. The special education teacher will co-teach in the Inclusive core classrooms such as Math, Science, and Social Studies. The general education teacher will serve as the content specialist responsible for providing strong tier 1 and differentiated instruction to students, while the special education teacher will serve as the learning specialist responsible for providing specially designed instruction to students with disabilities. This inclusive special education classroom provides a least restrictive learning environment where all students can get what they need. The classroom roster will include more than 12 special education students and 13 general education students. The special

education teacher will deliver Specially Designed Instruction in a highly structured manner with frequent progress monitoring. They will be responsible for designing the instruction to meet the unique needs of the student arising from their disability. This includes:

- Teach and Accelerate using students' strengths.
- Scaffold for Weaknesses
- Differentiate
 - **Content:** Standards and Curriculum
 - Simplify, include graphics, vocabulary.
 - Chunk complex information
 - Remove extraneous information.
 - Reminders of key concepts
 - Prerequisite skills
 - **Process:** Make Sense of Instruction
 - Pre-teacher targeted concepts, set a purpose
 - Small group or individual instruction to emphasize key concepts and provide direct intensive instruction.
 - Repetitive task to encourage and motivate learning
 - Clarification of vocabulary, complex sentences, etc.
 - **Product:** Assessment
 - Partially completed graphic organizers
 - Choice to complete a project or other assignments.
 - Alternative grade level assignments based upon skill and need.

Use of Technology for Instruction

The use of technology will be instrumental in the curriculum and instruction at Rochester Sports Academy Charter School for Sports Business and Health Sciences as we aim to provide 21 Century teaching strategies. Integrating technology. RSA still plans to use textbooks and worksheets in addition to the use of technology which will provide teachers with more tools to support student learning. We understand that all students learn in different ways so incorporating the use of technology serves as another way to engage students in learning. Through the use of interactive learning, assessments, and discussions we will use technology to make learning more engaging for RSA students.

Although the Covid-19 pandemic was traumatic and devastating to us globally it also helped shape the way educational institutions provide academic instruction and access to our students. School closures lead to remote learning and virtual schooling using online platforms such as Zoom, Microsoft Team, and Google Meets. Teachers and schools learned these online platforms on the go and provided the best academic support to students while they were at home, virtual or in some hybrid schools. We also learned about the student inequities with some students lacking internet access at home, lack of structure for a conducive home learning environment, and other barriers that impacted students socially and emotionally. Evidence has proven that in person learning is the most effective form of learning but the use of technology can enhance our students' learning and serve as an effective instructional strategy as well. RSA plans to provide students with Chromebooks for in-person and virtual learning . Classrooms will be provided with

computers and smartboards. Our selected curriculum will be able to be delivered in both in-person and virtually. Teachers will be provided with professional development that educates them on effective ways to use technology for instruction. Students and parents will be provided with resources for technology support and resources.

Classroom Physical Space

It is our belief that students learn better when they have a classroom learning space that is warm, welcoming, and safe. We will create a physical classroom space that is very similar to a college classroom. Research has shown that a physical classroom environment influences student achievement. Two research findings: First, the building's structural facilities profoundly influence learning. Inadequate lighting, noise, low air quality, and deficient heating in the classroom are significantly related to worse student achievement. Over half of U.S. schools have inadequate structural facilities, and students of color and lower income students are more likely to attend schools with inadequate structural facilities. Second, scientific studies reveal the unexpected importance of a classroom's symbolic features, such as objects and wall décor, in influencing student learning and achievement in that environment. Symbols inform students whether they are valued learners and belong within the classroom, with far-reaching consequences for students' educational choices and achievement.

We will create a culturally responsive classroom that includes classroom decor and objects (books, posters, signiagae) that represents all students, races and genders. Recent empirical work shows that such displays affect students from historically underrepresented populations in subtle and important ways (Rivlin & Weinstein, 1984; Weinstein & Woolfolk, 1981). Even brief and subtle messages that signal to students of color and female students that they may be evaluated based on their race or gender can raise fears of confirming negative stereotypes about their group's abilities, causing worse performance on tests (Steele, Spencer, & Aronson, 2002). Small changes to the symbolic classroom can improve learning outcomes for all students and help reduce racial and gender achievement gaps. These "safe" classroom contexts can be created even with limited resources.

The Covid-19 pandemic has informed us of the importance of having adequate space in classrooms not only for students learning but for social-distancing safety, as well. Our classrooms will offer space and seating for a maximum of 25 students where they can be at least 3 feet apart in the classroom.²² According to the Center for Disease, in high schools it is recommended that students should be at least 3 feet apart in classrooms where mask use is universal and in communities where transmission is low, moderate or substantial.

The furniture arrangement in our classrooms will include 4-6 feet tables that seat 2 students per table. Seating will be suitable for high school aged students and offer comfortability as well as different degrees of accessibility. Each classroom will include SmartBoards to infuse technology

²²[https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.h
tml](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html)

as an instructional strategy for student learning and offer a 21st Century learning environment. Teachers will have a desk within the classroom and space allocated for storage.

Classroom Management

Research has shown us that teachers' actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement (Marzano, 2003a). Research not only supports the importance of classroom management, but it also sheds light on the dynamics of classroom management. Stage and Quiroz's meta-analysis (1997) shows the importance of there being a balance between teacher actions that provide clear consequences for unacceptable behavior and teacher actions that recognize and reward acceptable behavior. Other researchers (Emmer, Evertson, & Worsham, 2003; Evertson, Emmer, & Worsham, 2003) have identified important components of classroom management, including beginning the school year with a positive emphasis on management; arranging the room in a way conducive to effective management; and identifying and implementing rules and operating procedures.²³ RSA leadership will work with instructional staff to establish and implement clear expectations, routines and rituals for classrooms. There will be expectations for general classroom behavior, group work, transitions, use of materials including technology, cafeteria, usage of the bathroom, and arrival and dismissal procedures, use of language and respecting others.

Aligning with our High-Quality Learning Criteria, and strong lesson planning teachers will establish the norms that include communicating clear learning targets daily for all lessons, provide feedback throughout instruction on students' progress towards meeting learning targets, and provide assessments to collect data on whether students were able to achieve learning targets. During our classroom daily morning circle teachers will have the opportunity to provide Social Emotional Learning (SEL) and learning about student personal interest. Learning about students offers teachers the opportunity to build effective relationships with students. We want our teachers to be aware of current and important events in students' lives such as sports or other extracurricular activities.

d. Course or Subject Overview

English Language Arts: All students at RSA will take a four year sequence of ELA classes from Freshman year to Senior Year. Senior year students will have the ability to take an ELA elective such as Sports Journalism.

English/Language Arts I- Grade 9 (1.0 Credits) -

The English/Language Arts I (9th grade) courses will build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. This course will introduce and define various genres of literature, with writing exercises often linked to reading selections.

²³ <https://www.ascd.org/el/articles/the-key-to-classroom-management>

English Language Arts II – Grade 10 (1.0 Credits)- The English/Language Arts II course will offer a balanced focus on composition and literature. Students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message.

English Language Arts III- Grade 11 (1.0 Credits) – (Regents) -

English/Literature courses are designed for juniors and/or seniors and emphasize comprehension, discernment, and critical-thinking skills in the reading of texts and literature. These courses introduce and explore advanced literary techniques (irony, satire, humor, connotation, tone, rhythm, symbolism, and so on) through two or more literary genres, with the aim of creating sophisticated readers. Writing assignments are required as an additional method to develop and improve critical-thinking and analytic skills.

English/Language Arts IV - Grade 12 (1.0 Credits) The English/Language Arts IV course blends composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.

Mathematics - All students at RSA will take a four year sequence of Math classes.

Algebra I - Algebra (Regents) - 9th (1.0 Credits)

This course generally covers the study of properties of rational numbers (i.e., number theory), ratio, proportion, and estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first-degree equations and inequalities. In the second semester students will study the properties of the real number system and operations, evaluating rational algebraic expressions, solving and graphing first degree equations and inequalities, translating word problems into equations, operations with and factoring of polynomials, and solving simple quadratics.

Geometry (Regents) - 10th (1.0 Credits) The Geometry courses emphasize a practical approach to the study of geometry and deemphasize an abstract, formal approach. Topics include properties of and work with plane and solid figures; inductive methods of reasoning and use of logic; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.

Algebra II (Regents) - 11th (1.0 credits)

Trigonometry/Algebra courses combine trigonometry and advanced algebra topics, and are usually intended for students who have attained Algebra I and Geometry objectives. Topics

typically include right trigonometric and circular functions, inverses, and graphs; trigonometric identities and equations; solutions of right and oblique triangles; complex numbers; numerical tables; field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; and properties of higher degree equations.

Pre-Calculus - 12th (1.0) Pre-Calculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Mathematical Analysis topics as preparation for calculus. Topics typically include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses, and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.

Mathematics - SAT/ACT Prep 12th (1.0 Credits) First Semester

Test preparation courses provide students with activities in analytical thinking and with the skills and strategies associated with standardized test-taking (Such as the PSAT, SAT, and ACT). Topics covered include strategies for arithmetic, algebra, geometry, and quantitative comparison problems as well as time management, scoring procedures, calculator usage, and management of test stress.

Consumer Math 12th (1.0 Credits) Second Semester

Consumer Mathematics courses reinforce general mathematics topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and apply these skills to consumer problems and situations. Applications typically include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment.

Sciences

All students at RSA will take Living Environment, Earth Science, and Chemistry, and have the option to take Physics. Our Sports Health Sciences Career Pathways will also incorporate physiology and sports nutrition.

Living Environment (Regents) - 9th (1.0 Credits)

Living Environment courses cover the basic principles of life and life processes. These topics may include cells, species, ecosystems, reproduction, genetics, or other topics consistent with state academic standards for life science.

Earth Science (Regents) - 10th (1.0 Credits)

Earth Science courses offer insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to students'

understanding of the dynamics and history of the earth, these courses usually explore oceanography, geology, astronomy, meteorology, and geography.

Chemistry (Regents) - 11th (1.0 Credits)

Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas, equations, and nuclear reactions are also studied.

Physics (Regents) - 12th (1.0 Credits)

Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes an examination of sound, light, and magnetic and electric phenomena.

Social Studies- All students at RSA will take a three year sequence of history classes. Freshman will take Global 1 first semester, and if they are successful take Global II the second semester. In the second year students will take U.S History and Government, and in the third year students will take Participation in Government the first semester and in the second semester Economics. Senior year students will have the option to take a Sports Business Law course.

Global History and Geography I/II (Regents) - 9th Grade (2.0 Credits)

World Geography courses provide students with an overview of world geography but may vary widely in the topics they cover. Topics typically include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas.

U.S. History and Government (Regents) - 10th (1.0 Credits)

U.S. History—Comprehensive courses provide students with an overview of the history of the United States, examining periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement.

Participation in Government - 11th (0.5 Credits)

Participation in Government provides an overview of the structure and functions of the U.S. government and political institutions and examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. These courses may examine the structure and function of state and local governments and may cover certain economic and legal topics.

Economics - 11th (0.5 Credits)

Economics courses provide students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. These courses may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles will be presented in formal theoretical contexts, applied contexts, or both.

Sports Business Law - 12th (1.0 Credits)

Business Law courses present a history and philosophy of law and the legal system in the United States, with a particular emphasis on those topics affecting students as future business leaders and employees. Such topics may include contracts, commercial paper and debt instruments, property rights, employer/employee relationships, and constitutional rights and responsibilities.

Health & Physical Education - Every student will be required to take Physical Education each year at RSA. With the mindset that we are a Sports school our goal is to provide first class and unique physical educational instruction to our students.

Physical Strength & Education - 9th (0.5 Credits)

Physical Education courses provide students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.

Health & Fitness - 10th (0.5 Credits)

Health and Fitness courses combine the topics of Health Education courses (nutrition, stress management, substance abuse prevention, disease prevention, first aid, and so on) with an active fitness component (typically including aerobic activity and fitness circuits) with the intention of conveying the importance of life-long wellness habits.

Conditioning & Fitness - 11th (0.5 Credits)

Conditioning & Fitness courses emphasize conditioning activities that help develop muscular strength, flexibility, and cardiovascular fitness.

Weight Training - 12th (0.5 Credits)

Weight Training courses help students develop knowledge and skills with free weights and universal stations while emphasizing safety and proper body positioning; they may include other components such as anatomy and conditioning.

Health Education – 10th Grade (0.5 Credits)

Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.

LOTE (Languages other than English)

Spanish I (Checkpoint A Exam) - 10th (1.0 Credits)

Designed to introduce students to Spanish language and culture, Spanish I courses prepare students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on a variety of topics. They introduce the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

Spanish II (Checkpoint B Exam) - 11th (1.0 Credits)

Spanish II courses build upon skills developed in Spanish I, preparing students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on concrete topics. Spanish II courses introduce the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

Spanish III - 12th (1.0 Credits)

Spanish III courses prepare students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information, concepts, and ideas on a variety of topics, including connections to other subject areas. These courses expand students' knowledge of relationships among the products, practices, and perspectives of Spanish-speaking countries and cultures.

Media Arts

The National Core Arts Standards (NCAS) refer to media arts as moving or interactive works involving the use of technology. The emergence of media arts standards in the NCAS reflects a definition of the arts study that more explicitly includes contemporary forms such as animation, film, gaming, and works that are interactive and computer-based.

-NAEA Position Statement on Media Arts

Sports Visual Communications Design - 9th (1.0 Credits)

Visual Communications Design courses emphasize applying elements of art and principles of design through the exploration of the purposeful arrangement of images, symbols, and text to communicate a message. These courses may investigate the influence and role of computers in creating these messages. Visual Communications Design courses present a historical and contemporary view of visual communications design and provide instruction in the critique process.

Sports Advertising Design- 10th (1.0 Credits)

Advertising Design courses emphasize applying the elements of art and principles of design used in the fields of advertising and commercial art. These courses offer experiences in promoting products or ideas through logos, layouts, illustrations, displays, and lettering and in using a variety of media, techniques, and processes. They also include preparing artwork for

reproduction. Advertising Design courses present a historical and contemporary view of advertising art and commercial art and provide instruction in the critique process.

Sports Photography - 11th (1.0 Credits)

Photography courses provide students with an understanding of photographic media, techniques, and processes. These courses focus on development of photographic compositions through manipulation of the elements of art and principles of design. Photography courses may also include the history of photography, historic movements, image manipulation, critical analysis, and some creative special effects.

Sports Cinematography/Video Production - 12th (1.0 Credits)

Sports Cinematography/Video Production courses emphasize the application of the elements of art and principles of design relative to the history and development of cinema, television, and video production. Students experience a variety of media, techniques, and processes as they study production values and various styles of cinematography. Students engage in critiques of their cinematic or video productions, those of other students, and productions of professional cinematographers or video artists.

Electives

Advisory (9-12th Grade) Non-Credited

This course is designed to support students' needs in all academic areas, social emotional learning, and college and career readiness. This course will be instructed by our school counselor and supported by our instructional coach.

ESports (10th -12th Grade) 1.0 Credits

ESports is a form of competitive game playing, students will learn to play individually and as a team. E-sports will encourage students' interest in STEM fields, , and foster a sense of belonging for more students within the school community. E-sports offer a unique pathway to encourage interest in STEM fields such as programming, graphic design, networking, and video game design.

Sports Journalism (10th-12th Grade) 1.0 Credits

This course allows participants to focus on development of the sports casting skill set they need to become a broadcaster. Learn about the different roles involved in a sports broadcast and what career options are available. Students will learn the following skills, writing for TV and radio, on Camera delivery, anchoring a sports show, handling pre-and postgame shows, roundtable discussions.

Sports Psychology (11th-12th) 1.0 Credits

This course is a comprehensive introduction to psychological and sociological factors that relate to sport and exercise involvement and performance. Students will analyze the influence of psychological factors on involvement and performance in sport, exercise, and physical education settings

Sports Pathways Course Descriptions

Career Cluster: Business Management and Administration

Sports Career and Financial Management (9th Grade) 1.0 Credits

This exploratory course for ninth graders will explore career management and financial management modules. In the career management modules there will be a focus on components such as career development, post-secondary options, career exploration, workplace regulations, career readiness, continuous learning, leadership and ethics and business communication and technology innovations. In the financial management modules, students will learn about budgeting, money management, credit, loans, interest, investing, consumer options and protections, insurance, and taxes.

Sports and Entertainment Marketing (10th Grade) 1.0 Credits

This course will introduce students to the basic marketing functions of financing, risk management, selling, promotions, pricing, purchasing, marketing management, product/services planning, distribution, and how marketing products and services impacts our economy.

Sports Business Economics (11th Grade) 1.0 Credits

This course will cover the theory of the supply and demand of sports economics, analysis of sports organizations as profit maximizing firms, overview of the public finance of sports franchises, and discussion of the theory and implications of labor supply and the demand of athletes.

Sports Entrepreneurship CAPSTONE (12th Grade) 1.0 Credits

This course will focus the entrepreneurial opportunities in the sports industry, to include sports management, sports franchise, and sports agency. The student's capstone project will consist of an independent research project consisting of a business plan, financial plans and planning associated with entrepreneurship.

Career Cluster: Sports Health Sciences

Sports Health Care and Foundations (9th Grade) 1.0 Credits

This introductory course will focus on understanding human anatomy, physiology, common diseases and disorders and medical math principals. Students will also demonstrate methods of delivering and obtaining information, while communicating effectively.

Sports Health Care Systems, Legal Responsibilities, Ethics and Safety Practices (10th Grade) 1.0 Credits

Students will learn how to identify how key systems affect services performed and quality of care. Future healthcare workers will be able to explain the different types of health care agencies and facilities, their delivery systems and major services provided. Employability skills will learn to enhance students' employment opportunities and job satisfaction. Students will learn about legal responsibilities, ethical and legal practices, and safety practices in health care.

Sports Health Teamwork, Maintenance, Practice and Technical Skills (11th Grade) 1.0

Credits Students will learn about the importance of teamwork in health care to ensure quality care. Students will be able to understand and be able to differentiate between the fundamentals of wellness and the prevention of disease processes. In the practical and technical skills component students will learn how to apply technical skills required for a sports career and demonstrate skills and knowledge as appropriate.

Sports HealthCare Information & Internship (12th Grade) 1.0 Credits

In this course, students will learn to utilize and understand information technology applications common across health professions. Students will also be required to participate in a sports health care internship.

Health Science Education Standards & Curriculum (NYSED):

<http://www.nysed.gov/common/nysed/files/programs/career-technical-education/nyshsea/health-science-standards-2017.pdf>

Career in Financial Managements Curriculum Framework (NYSED):

[New York State Career & Financial Management Curriculum Framework Preliminary Release June 2018 \(nysed.gov\)](#)

e. Promotion and Graduation Policy **

Policies for Promotion and Grouping. RSA is committed to ensuring all students earn a New York State High School Regents Diploma and make several attempts to earn the traditional pathway before investigating alternative pathway options. 9th grade is a very important year for our students in earning their Regents Diploma. Because the school engages students in internships and college level coursework, 9th grade serves as a trajectory for an individual student's sports pathway choice, and culminates in students completing three Regents exams. Students need a (65 or higher) to pass these exams, and having three exams and course completion under their belts will likely result in a student's persistence with RSA despite any obstacles coming from outside of the school.

Per our data driven culture, students who are not meeting benchmarks throughout the school year will receive several mid-course corrections to ensure they get on track. RSA will remain in contact with families and provide a reasonable assessment of progress toward passing the

Regents exams in grade 9 through our Student Information Systems (SIS) and data reporting structures. The next part of the promotion criteria involves the student taking their sports career pathways seriously, passing the classes with a 65 or higher and choosing a pathway that will become their focus in grades 10-12. Students benefit from our extended block schedule, ensuring that if they do fall below or off-track there are several possibilities for interventions at Tier 2 or 3, and that all stakeholders will be involved in supporting their improvement.

As with any grade level, students need to pass their courses with a 65 or higher and pass Regents exams for that grade level. By grade 10 students should have completed their Regents exam (ELA and US History for Grade 10) and can determine an advanced distinction if they would like to continue with additional courses at the college level. PSAT/SAT and possible AP exams should be completed by grade 12, and completion in an internship within their sports trajectory should also be completed. It is the goal of the school to pursue CTE certification in our charter renewal, where students will have the CTE credential after the school is an approved provider. For now, students can attempt to earn the CDOS credential per their sports pathways, core-curricular work and internship performance.

Intervention for Students Not Meeting Promotional Criteria Benchmarks

RSA has an extensive data culture that is embedded in school level practices, extended block schedules, and daily professional development to evaluate progress towards goals (PLCs). Staff will review student progress toward semester and year-long courses, evaluating their progress toward school-wide, department, course, and individual goals. Students that pass classes earn credits toward their high school diploma. By the end of their ninth-grade year, students should accrue approximately 7 of the 22 credits required for a Regents Diploma. These credits are dispersed between the major subjects and electives, and PE credits. As discussed throughout this Section, parents have access to their student's progress throughout the year with our SIS (to be determined). The SIS is available to students and families 24/7, and there should be no gaps in reporting.

Teachers have prep time and PLC time to review data and update their gradebooks to ensure that families and students have an accurate picture of their progress toward a diploma. When a student does not meet the goals established above, RSA will implement interventions in line with our data driven decision making culture and RTI. Using our curriculum mapping system, we can make curriculum changes to develop interventions for our flexible student groups. Mapping to our assessment staff can ensure that the prescribed interventions accurately reflect student performance and address the gaps that were identified in the review process. This review process creates a constant loop of data driven decision making, ensuring that student knowledge and understanding, aligned to our curriculum, promotes improvement.

Diploma Criteria RSA's mission holds that all students should be college and career ready through our 21st century framework for learning. All students should earn a Regents Diploma and have the option of obtaining an Advanced Regents based on their subject area preferences.

RSA staff will meet with students to ensure they are able to monitor their progress efficiently and on time. All students will attain the 22 credits in the required subject areas.

Graduation Promotion Requirements

<ul style="list-style-type: none"> ● RSA Students will need 5 Credits to be considered 10th Grade.
<ul style="list-style-type: none"> ● RSA Students will need 11 credits to be considered 11th Grade.
<ul style="list-style-type: none"> ● RSA students will need 16 credits to be considered 12th Grade.
<ul style="list-style-type: none"> ● To graduate RSA Students will need 22 credits and a passing exam on 5 NYS Regents exams.

Graduation Requirements

	Min. Number of Credits	Minimum exam score for Regents Diploma for all students	Minimum exam score for Local Diploma for students with a disability
English	4	65	55
Social Studies *Global St 1 & 2 (2) *US History (1) *Part. in Government (0.5) *Economics (0.5) *Other (2)	4	65 (US) 65 (Global)	55 (US) 55 (Global)
Science Distributed as follows: *Life Science (1) *Physical Science (1) *Life Science or Physical Science	3	65	55
Mathematics	3	65	55
Language Other than English (LOTE) (Spanish)	1 **		
Media Art	1		

Physical Education	2		
Health	1		
Electives	3.5		
Sports Career Pathway		1 or CDOS	
Total	22	5 Exams	5 Exams

** Students with a disability may be excused from the requirements for 1 unit of credit in LOTE if so indicated on the IEP or 504 Plan but must still earn 22 credits to graduate.

Senior Sports Career Pathway Capstone Project

RSA seniors will have to design, complete and present capstone projects on their Sports Career Pathway. The projects will be evaluated by administrators and experts in their Sports Career Pathways.

Work Based Learning

RSA students will have the ability to use words-based learning activities that include dual enrollment at a local college, internship, or a job towards graduation credits.

f. Programmatic Audits

RSA will establish annual goals that will be measured by school administrators.²⁴ These goals relate to: school culture, academic achievement, social/emotional learning, sports career pathways, college and career readiness, civic engagement, community collaboration, quality of athletic programs, and student/staff retention. Data related to these goals will be collected by RSA administrators, the instructional coach, teachers, school counselors, athletic coaches, and CHAMPP program administrators. RSA administrators will be responsible for analyzing and reporting on this data to students, staff, the board of trustees, and community stakeholders.

To make data-informed decisions, RSA administrators will lead the charge of collecting, analyzing, and sharing data relevant to all aspects of the RSA experience. Data will be divided by variables such as gender, race, socioeconomic status, zip code, attendance, academic achievement, students with disabilities, multi-language learners, Tier 3 students and student-athletes.

²⁴<https://www.nassp.org/leading-success/module-2-using-data-to-assess-and-inform-school-change/activity-7-programmatic-equity/>

Request R-06g Accountability Plan

g. Accountability Plan

Rochester Sports Academy (RSA) Charter School of Business & Health Sciences

Accountability Plan for the Accountability Period 2023-2024 to 2027-2028

ACADEMIC GOALS

GOAL I: HIGH SCHOOL GRADUATION

Goal: Rochester Sports Academy (RSA) Charter School of Business and Health Sciences will graduate $\geq 85\%$ of students eligible for graduation.

Leading Indicators

- Each year, 75 percent of students in first and second year high school Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation).
- Each year, 75 percent of students in the second year high school Graduation Cohort will score at or above proficiency on at least three different New York State Regents exams required for graduation.

Absolute Measure

- Each year, 75 percent of students in the fourth year high school Graduation Cohort will graduate.
- Each year, 95 percent of students in the fifth year high school Graduation Cohort will graduate.
- Each year, 75 percent of students in the high school Graduation Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

Comparative Measure

- Each year, the percent of students in the fourth year high school Graduation Cohort graduating will exceed that of the cohort from the local school district.

GOAL II: COLLEGE PREPARATION

Goal: 100% of Rochester Sports Academy (RSA) Charter School of Business and Health Sciences students will be prepared to enter college upon graduation.

- Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:
 - passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
 - earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
 - passing a College Level Examination Program (“CLEP”) exam;
 - passing a college level course offered at a college or university or through a school partnership with a college or university;
 - achieving the college and career readiness benchmark on the SAT²⁵;
 - earning a Regents diploma with advanced designation; or,
 - a school-created indicator approved by the Institute.
- Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Graduation Cohort will exceed the state’s MIP set forth in the state’s ESSA accountability system.
- Each year, the school’s CCCRI for the Graduation Cohort will exceed that of the district’s Graduation Cohort.
- Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

GOAL III: ENGLISH LANGUAGE ARTS

Goal: $\geq 85\%$ of Rochester Sports Academy Charter School of Business and Health Sciences students will be proficient in English Language Arts

Absolute Measures

High School

- Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

²⁵ Currently, the College Board defines the Evidence-Based Reading and Writing Benchmark at 480 and the Math Benchmark at 530. collegereadiness.collegeboard.org/pdf/educator-benchmark-brief.pdf, p3.

- Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.
- Each year, the Performance Index²⁶ ("PI") on the Regents Exam in English Language Arts (Common Core) of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Comparative Measures

- Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.
- Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district partially meeting Common Core expectations.
- Each year, the school's PI in English Language Arts of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable students from the district.

Growth Measures

- Each year, 50 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.
- Each year, 75 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

²⁶ The method for calculating a school's Performance Index is detailed in the state's Revised State Template for the Consolidated State Plan, p 47. The state's Measures of Interim Progress are also found in the Consolidated State Plan, pp 206-210. The revised State Template for the Consolidated State Plan is found here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

GOAL IV: MATHEMATICS

Goal: \geq 85% of Rochester Sports Academy Charter School of Business and Health Sciences students will be proficient in Mathematics

Absolute Measures

- Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.
- Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.
- Each year, the school's PI on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state MIP set forth in the state's ESSA accountability system.

Comparative Measures

- Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a mathematics Regents exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.
- Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district partially meeting Common Core expectations.
- Each year, the school's PI in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable students from the district.

Growth Measures

- Each year, 50 percent of students in the high school Accountability Cohort who did not score at or above proficiency on their New York State 8th grade math exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

- Each year, 75 percent of students in the high school Accountability Cohort who did not score at or above proficiency on the New York State 8th grade math exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents Exam in mathematics) by the completion of their fourth year in the cohort.

GOAL V: SCIENCE

Goal: \geq 85% of Rochester Sports Academy Charter School of Business and Health Sciences students will be proficient in Science

Absolute Measures

- Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Comparative Measures

- Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

GOAL VI: SOCIAL STUDIES

Goal: \geq 85% of Rochester Sports Academy Charter School of Business and Health Sciences students will be proficient in Social Studies

Absolute Measures

- Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.
- Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Comparative Measures

- Each year, the percent of students in the high school Total Cohort passing a Regents U.S. History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

- Each year, the percent of students in the high school Total Cohort passing a Regents Global History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

GOAL VII: ESSA

Goal: The school will remain in good standing.

Absolute Measure

- Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school as in need of comprehensive or targeted assistance.

GOAL VIII: OPTIONAL ACADEMIC GOAL(S)

Goal: \geq 80% of Rochester Sports Academy Charter School of Business and Health Sciences students will receive the CDOS in their specific Sports Career Pathway .

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL I: OPTIONAL NON-ACADEMIC STUDENT GOAL(S)

Goal: 100% of Rochester Sports Academy Charter School of Business and Health Sciences staff members will be trained in restorative practices with the goal of building positive relationships with students and reducing suspensions.

GOAL II: OPTIONAL ORGANIZATIONAL GOAL(S)

Goal: Rochester Sports Academy Charter School of Business and Health Sciences will be accountable and efficient in overseeing finances.

Request R07. Calendar and Schedule

a. School Calendar

The RSA school calendar was designed to meet the needs of our students, staff, and our instructional model. The RSA staff will participate in ongoing professional development through the school year, starting with ten days in August 2023. Throughout the school year, we have planned Superintendent's Conference days dedicated to staff development, and we have professional learning communities built into the teachers' daily schedules. In the school calendar, we have planned for 9th-grade incoming students to attend a mandatory 9th Grade Summer Academy that will last a total of 5 days. The Summer Academy will be held after the teachers/staff have completed their August PD. During Summer Academy, students will have the opportunity to become familiar with their peers and school staff.

Students will be assessed on their academic levels, which will be used for scheduling students in their appropriate classes. Students will learn about the school culture, expectations, and become familiar with the school setting. This unique program will provide RSA with a head start, building positive relationships with students and families prior to the start of school. Throughout the school year, students will have a total of 186 instructional school days. These days do not include any additional days during the school breaks or on Saturdays that will be offered for academic intervention. Teachers will work a schedule starting August 14th and ending June 28th, they will be provided with federal holidays off and vacation.

Schedules are designed to provide our students with daily 80-minute blocks in Math, English, Social Studies, and Science. RSA's reason behind 80-minute blocks in these core courses is to ensure that students have adequate instructional pacing, have time for small group work, can complete labs in science courses, and teachers have time to reteach the curriculum if needed. Ninth-grade electives students will be offered every other day courses such as sports media arts, sports career pathways exploration courses, physical education, and advisory.

The school year will be broken down into 4 marking periods cycles. It is important to note that for our Sports Career Pathways Exploration course students will rotate after the first half of the year to a new pathway. This will offer students to explore each career track and make a decision on which pathways they want to commit to by 10th grade.

A brief account of the instructional day, from three student perspectives. An on-grade level student's instructional day at the Rochester Sports Academy would consist of the student attending his/her core classes and receiving whole group classroom instruction, collaborating with a peer on a lab, or independent work, and then coming back as a whole with the class. A student at risk of failing instructional day would consist of a whole classroom instruction and tier 3 small group work if it is mandated on the IEP. An at-risk, non-identified student would receive tier 2 support during the extended block. The student who is above grade level will receive whole group instruction, be allowed to work independently, and may be asked to work/support a student who may work below grade level.

Student and Teacher schedules. *Teacher scheduling:* All full-time educators will teach (4) 80 minutes blocks daily in the core subject areas of English, Math, Science, and Social Studies. Each full-time educator will be provided with an 80-minute planning period and will be required to attend a 55-minute professional learning community meeting. A full-time educator's workday will start at 7 am and end at 4 pm. Teacher administrative duties will consist of supporting students in the cafeteria during lunch and providing supervision during dismissal. Special teachers such as Sports Media Arts, Physical Education, Sports Career Instructors, and Advisory (Counselors) teachers will work a (.5) educators schedule unless they are employed to work in multiple roles.

Research. Block schedules were created with the purpose of providing support for longer and more in-depth study of subjects, minimizing class-to-class transitions, and administrative duties, increasing instructional flexibility and allowing a greater variety of course taking. As it is reflected in our school schedule RSA will place an emphasis on providing more instructional time daily in our core subjects. The block schedule will also provide students with the opportunity to gain CTE hours in their sport-specific pathway and internship hours as they are promoted to juniors and seniors (KDE 2).

Two evidence-based strategies that we are able to implement because of our school calendar and schedule are Professional Learning Communities and Instructional Coaching (KDE 2). RSA's teachers' ability to have an individual planning period where they can work 1:1 with our Academic Instructional Coach will be essential to teacher professional development and enhance the school's instructional practice. Instructional coaches help teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching. Instructional coaches also help teachers understand content standards, how to use content in planning and assessment, and help monitor curriculum implementation. Further, NYSED also supports the implementation of Professional Learning Communities and its ability to create opportunities for teachers to have discussions on student learning, collect and analyze data, develop, and try out instructional solutions, and assess the impact of the solutions.

- Days of instruction: 186
- Hours of Instruction Per Day: 7 hours and 45 minutes
- Hours of Instruction Per Week: 38 Hours
- Hours of Instruction Per Year: 1,441 Hours 50 Minutes
- Staff Summer Institute: 8/14 - 8/25
- Student Summer Academy: 8/28-9/1
- First Day of School for Students: 9/6
- Last Day of School for Students: 6/24
- Teacher School Year Review Week: 6/25- 6/28
- Last Day of School for Teachers: 6/28
- School Year Organizations: Four Marking Quarters
 - 11/10/2023 - End of 1st Marking Period
 - 1/26/2024 - End of 2nd Marking Period
 - 4/19/2024 End of 3rd Marking Period
 - 6/24/2024 End of 4th Marking Period

Staff Summer Institute

Pre-service for Staff. In August, all new teachers are required to attend a two-week new teacher orientation. Orientation introduces the professional development framework that will be a mainstay throughout the year for teachers through weekly Professional Learning Communities (PLC) to address students' and staff instructional needs. Summer professional development will include onboarding for all staff in year 1- where all teaching staff, regardless of the years they bring with them an experience, will be considered first-year teachers. Opening a brand-new school is a difficult undertaking, and everyone trained in the summer will be prepared for the demands of building the school culture from the ground up, but also in building relationships with students.

Student Summer Academy

Pre-service for incoming freshmen. All incoming students are required to attend the one-week RSA Summer Academy. The summer academy is designed to build student-staff relationships prior to the start of the academic year and assess students' learning levels to be more prepared to meet students' needs. Additionally, students will engage in various sports activities, seminars, and workshops while preparing them for the challenging academic and athletic expectations they will encounter at RSA. Seminars and workshops focusing on holistic development will be continuous throughout students' four years at RSA.

All incoming 9th graders must attend Summer Academy/Orientation. There are no exceptions. Summer Academy is held in August and serves as an opportunity to learn about our school culture, routines, rituals, expectations, and relationship building. Attendance is mandatory and constitutes the final requirement for the school enrollment process. There will be mandatory orientations for students who enroll later in the school year. Students will participate in the following activities:

- Sports Activities
- Team Building Activities
- Academic Assessments
- Meet and Greet with staff
- Building tour.
- Hear from guest speakers.

Teacher and Staff School Year Review Week:

At the end of every academic year RSA administrators will meet individually with school teachers and staff to reflect on the year and conduct a SCOT (Strength, Challenges, Opportunities for improvement, and Threats) analysis. It is expected that this analysis will result in data to make collaborative informed decisions. Prior to the review week, administrators will have discussed the contract statuses of teachers and staff and reviewed the budget for next year to determine who will be retained. This week provides an opportunity to review the Annual Danielson rubric with instructional staff to discuss their performance. For non-instructional staff, they will be evaluated using an RSA school-based evaluation tool. This week will conclude with the classroom checkout process including cleaning of classrooms,

returning technology, class material inventory, and finalizing students' grades in preparation for the following year.

b. Sample Student Schedule

The typical school day for incoming 9th-grade high school students at the Rochester Sports Academy for Sports Health Sciences and Business starts at 7 am with breakfast. As students enter the building they are greeted by Chief Executive Officer Dr. Marshall and Building Principal Mr. Reaves. At 7:25 students are dismissed from the cafeteria to begin transitioning to their first-period core class in which the first 10 minutes of the class focuses on the classroom morning circle. Morning circle is a schoolwide classroom management practice used to address students' social-emotional learning needs on a daily basis. Every morning, teachers gather their students in a circle for 10 minutes to interact with one another and kick off the day. In today's lesson, the teacher focuses on the Together Everyone Achieves More (T.E.A.M.) concept in relation to building a positive classroom culture where we support and respect each other.

In English, the learning target is: I can learn how to write informative text to examine and convey complex ideas. One way RSA English Language Learners are supported in the English course is by writing and defining key vocabulary words that frequently come up in the lesson. This strategy will help decode the words the teacher is using thus improving ELL students' understanding. After 80 minutes of the block period, students have 3 minutes to transition to the next class which is right across the hall.

In the next block period of Global Studies students are learning about why the Roman Empire fell. After the teacher provides Direct Explicit Instruction on this lesson, students are tasked with collaborating with a peer in the classroom and creating either a written document, Powerpoint presentation, or creating a poster board summarizing an explanation of why the Roman Empire fell. The teacher will give students a choice to determine which format they want to use to complete the projects which then will be used to assess if they were successful in meeting the learning target or if there are needed areas of improvement.

After the 2nd period is Sports Visual Communications Design Class, in today's class we have a virtual guest speaker from Nike who will present to our students how art images and symbols are utilized in communicating messages to customers in their sports product commercials. The students are very engaged and inspired with the information the speaker has shared, they were able to make a real life connection to the lesson presented thus making learning in class more meaningful.

On opposite days during 3rd period students have Advisory Class with the School Counselor. In Advisory the School Counselor is conducting a lesson on job application and resumes. This lesson will prepare our 9th students to complete the employment requirements for the Rochester Works Summer Opportunity for teenagers.

Freshman lunch takes place at 11:14 am, RSA hired a full-time cook who has prepared a well-balanced lunch consisting of Asian chicken and rice, a green salad, and mixed fruit. Students also have the option of selecting Buffalo Macaroni and Cheese as an alternative. With each lunch, students are given milk and a choice of juice or water. During lunch, the televisions on the walls of the cafeteria are strategically playing ESPN Sports Center and Fox Sports so that

students are engaged and can make connections of what they are learning in classrooms to what they are seeing in real life.

After lunch is dismissed, students head to their 3rd block class of the day, Algebra 1. In Algebra students are learning to solve systems of linear equations with graphs. While the general education teacher is providing strong tier 1 instruction and differentiation for all students by reviewing prior content, providing exemplars, and ensuring students are understanding what is expected for them to learn, the Special Education teacher is working with students with Individualized Education Plans by providing them with specially designed instruction based on each of their needs so that they are able to access learning.

In the 6th period class of Living Environment students are learning about the structures and functions of the human body. The teacher has made real-life connections by incorporating examples of sports athletes, their body movement, and how the body works to be able to perform elite athleticism. In the last class of the day, which is also an 80 minute period, 9th graders are enrolled in an exploratory sports career pathway of either Sports Health Sciences or Sports Business Management.

In today's lesson in Sports Health Sciences, we have graduate students from the University of Rochester coming in to discuss things they are doing in their practicum in the Sports Health Science field and plans they have for their career. In the Sports Business Management course, the students are participating in a virtual meeting with the director of Sports Management with Roc Nation to discuss their sports agency, marketing, and promotions department.

On opposite days during the last period students are participating in 80-minute long block physical education classes. The extended physical education courses allow our students to benefit from advanced and purposeful physical education courses that will improve them physically, mentally, and emotionally. Through our collaboration with the CHAMMPS program we are able to provide a robust environment for all athletes.

At 3:43 pm our students are dismissed from the school and to the buses. Dr. Marshall and Mr. Reaves provide praise to the students on a job well done. Those who participate on the RSA basketball team, they go directly to tutoring where they will receive a snack and complete any missing work or homework assignments. After tutoring students go directly to practice and are greeted by the coach who will focus on the Together Everyone Achieves More concept as they work to become a better defensive team.

Block Scheduling. Block scheduling is an essential part of our extended day. For example, an ELL student will have more time to work with an ESOL teacher to develop foundational language skills and provide differentiation of the school curriculum. Disadvantaged or homeless students will have a place to receive meals and support in a safe, nurturing environment that allows them to concentrate on building their desired future versus being paralyzed by the reality of their current situation. Schedules are designed to provide students with daily 80-minute blocks in Math, English, Social Studies, and Science. Eighty-minute time blocks are offered in these

core courses to ensure students have adequate instructional pacing, time for group work, and time for teachers to assess students' understanding of the material.

Extended School Day. The school day at RSA runs from 7:00 am to 3:51 pm. Students benefit from this extra time as described above. The extended school day allows students to come in and have breakfast, work with their groups and partake in the TEAM experience in the four 80-minute blocks they have scheduled in the four main content areas.

Subject	Minutes Per Week
English	400
Math	400
Science	400
Social Studies	400
Physical Education	160
Media/Arts	165
Sports Career Pathways	240
Advisory	110
TOTAL	2,275

Sample Student Schedule

		Monday	Tuesday	Wednesday	Thursday	Friday
	7:00-7:20am (20)	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
1	7:20-7:30am (10)	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle
	7:30-8:50am (80)	English	English	English	English	English
2	8:53-10:13am (80)	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
3	10:16-11:11am (55)	Media Arts	Advisory	Media Arts	Advisory	Media Arts
4	11:14-11:34am (30)	Lunch	Lunch	Lunch	Lunch	Lunch
5	11:37-12:57pm (80)	Math	Math	Math	Math	Math
6	1:00-2:20pm (80)	Science	Science	Science	Science	Science
7	2:23-3:43pm (80)	Sports Career Pathways	Physical Education	Sports Career Pathways	Physical Education	Sports Career Pathways
	3:43-4:00pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

c. Sample Teacher Schedule

Sample Teacher Schedule

PER		Monday	Tuesday	Wednesday	Thursday	Friday
	7:00-7:20am (20)					
1	7:20-7:30am (10)	Morning Circle	Morning Circle	Morning Circle	Morning Circle	Morning Circle
	7:30-8:50am (80)	Math1	Math1	Math1	Math1	Math1
2	8:53-10:13am (80)	Math2	Math2	Math2	Math2	Math2
3	10:16-11:11am (55)	RTI - Meetings	Instructional Coaching -	Professional Learning Community	Instructional Coaching	Instructional Coaching
4	11:14-11:34am (30)	Lunch	Lunch	Lunch	Lunch	Lunch
5	11:37-12:57pm (80)	Math3	Math3	Math3	Math3	Math3
6	1:00-2:20pm (80)	Science	Science	Science	Science	Science
7	2:23-3:43pm (80)	Planning /Prep	Planning /Prep	Planning /Prep	Planning /Prep	Planning /Prep
	3:43-4:00pm	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Alternate teacher schedule for remote/hybrid instruction

In the event that RSA's students have to revert to remote or hybrid instruction, the school instructional schedule will remain fairly the same. As experienced school leaders who felt the impact of the Covid-19 pandemic in regards to students' social-emotional being, loss of learning, and social inequities, we will do everything in accordance with New York state education law to keep our students in school. In the case that another pandemic occurs we plan to switch to a hybrid in-person model in which one cohort of students are in school and the other remains home

and receives remote learning. Cohort #1 would come to school on Mondays and Wednesdays, while Cohort #2 would come to school on Tuesdays and Thursdays. RSA staff would provide online remote instruction to both cohorts on Fridays. The online classes will start at 7:20 as usually with the morning circle, then transition to the first period starting at 7:30. Students will be given a lunch break at the same time and resume classes at 11:37 am, and then conclude at 3:43. RSA plans to implement the use of an online learning curriculum and instruction into our everyday traditional learning so that students and staff are comfortable using the online platform. Ongoing professional development will be provided to staff and resources for online learning will be provided to students and families.

2023

August

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
31	01	02	03	04	05	06
07	08	09	10	11	12	13
14 Teachers Report Teacher Summer Institute Professional	15 Teacher Summer Institute Professional Development	16 Teacher Summer Institute Professional Development	17 Teacher Summer Institute Professional Development	18 Teacher Summer Institute Professional Development	19	20
21 Teacher Summer Institute Professional Development	22 Teacher Summer Institute Professional Development	23 Teacher Summer Institute Professional Development	24 Teacher Summer Institute Professional Development	25 Teacher Summer Institute Professional Development	26	27
28 9th Grade Summer Academy	29 9th Grade Summer Academy	30 9th Grade Summer Academy	31 9th Grade Summer Academy	01	02	03
04	05	Notes:				

2023

September

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
28	29	30	31	01 9th Grade Summer Academy	02	03
04 Labor Day NO SCHOOL	05 Superintedents Conference Day NO SCHOOL	06 First Day of School	07	08	09	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	01
02	03	Notes:				

2023

October

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
25	26	27	28	29	30	01
02	03 Parent Teachers Conference Day	04	05	06	07	08
09 Indigneous Peoples Day NO SCHOOL	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	Notes:				

2023

November

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
30	31	01	02	03	04	05
06	07	08	09	10 End of Marking Period 1	11	12
13	14	15	16	17	18	19
20	21	22	23	24 Thanksgiving Day NO SCHOOL	25	26
27	28	29	30	01	02	03
04	05	Notes:				

2023

December

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
27	28	29	30	01	02	03
04	05	06	07	08	09	10
11	12	13	14	15	16	17
18	19	20	21	22 Holiday Break NO SCHOOL	23	24
25 Chistmas Day NO SCHOOL	26 Holiday Break NO SCHOOL	27 Holiday Break NO SCHOOL	28 Holiday Break NO SCHOOL	29 Holiday Break NO SCHOOL	30	31 New Years Eve
01	02	Notes:				

2024

January

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
01 New Years Day NO SCHOOL	02	03	04	05	06	07
08	09	10	11	12	13	14
15	16 Martin Luther King Day NO SCHOOL	17	18	19	20	21
22 NYS Regents Testing	23 NYS Regents Testing	24 NYS Regents Testing	25 NYS Regents Testing	26 NYS Regents Testing End of the Marking Period	27	28
29	30	31	01	02	03	04
05	06	Notes:				

2024

February

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
29	30	31	01	02	03	04
05	06	07	08	09	10	11
12	13	14	15	16	17	18
19 February Recess NO SCHOOL	20 Presidents Day NO SCHOOL	21 February Recess NO SCHOOL	22 February Recess NO SCHOOL	23 February Recess NO SCHOOL	24	25
26	27	28	29	01	02	03
04	05	Notes:				

2024

March

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
26	27	28	29	01	02	03
04	05	06	07 Parent Teachers Conference Day	08 Superintendents Conferece Day NO SCHOOL	09	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
01	02	Notes:				

2024

April

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
01 Spring Recess NO SCHOOL	02 Spring Recess NO SCHOOL	03 Spring Recess NO SCHOOL	04 Spring Recess NO SCHOOL	05 Spring Recess NO SCHOOL	06	07
08	09	10	11	12	13	14
15	16	17	18	19 End of the 3rd Marking Period	20	21
22	23	24	25	26	27	28
29	30	01	02	03	04	05
06	07	Notes:				

2024

May

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
29	30	01	02	03	04	05
06	07	08	09	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27 Memorials Day NO SCHOOL	28	29	30	31	01	02
03	04	Notes:				

2024

June

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
27	28	29	30	31	01	02
03	04	05	06	07	08	09
10	11	12	13	14	15	16
17 NYS Regents Testing	18 NYS Regents	19 Juneteenth NO SCHOOL	20 NYS Regents Testing	21 NYS Regents Testing	22	23
24 Last Day of School for Students End of the	25 Teachers Review Week	26 Teachers Reveiw Week	27 Teachers Reveiw Week	28 Teachers Reveiw Week Last Day of School for	29	30
01	02	Notes:				

2024

July

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
01	02	03	04	05	06	07
08	09	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	01	02	03	04
05	06	Notes:				

Request R-08ad – Specific Populations

a. Struggling Students

RSA's target student population will include a large number of economically disadvantaged students, ELLs, and students with disabilities. Under the guidance of the NYS Board of Regents for Academic Intervention Services (AIS) and Response to Intervention (RTI) framework, RSA will use the recommended Three Tier Approach for implementing RTI at the school. RSA will define any student that either self-identifies as being a struggling student, a parent who has identified their child as struggling, and/or has NYS Assessment scaled scores below the targets set for AIS by the Board of Regents each year. Students are additionally identified by Level 1 or 2 scores from the 8th grade ELA/Math assessments and/or failing LE or Algebra I Regents exams, referrals made by teachers or families (in coordination with Monroe BOCES Two). Even if a student does not currently have an IEP they may have in the past which can provide additional information for academic struggles. We will also review ELL status through Monroe BOCES 2.

Tier 1 interventions are designed to address the needs of all learners in the classroom. RSA's robust curriculum and TEAM vision enables instructors to use EDI practices to help students remain motivated and focused on the work. Extended block scheduling allows teachers the time to use these methods with fidelity, in addition to having time to share their experiences with peers in their daily prep schedule and participation in PLCs. Teachers will also have access to support staff such as special education teachers, related services, and counselors. Tier 1 support will include push-in services and ongoing assessment to monitor the progress of all students.

Students in need of Tier 2 (AIS) and Tier 3 (referral for Special Education) support will be identified by the classroom and special education teacher or other specialists and designated for targeted instruction as is the approach for all our students.

b. Students with Disabilities

RSA will abide by all the assurances as set forth in Appendix B of the RFP Special Education Assurances; including New York State Education Department and Federal mandates. Local mandates include policies set by the Rochester City School District and New York State Department of Education along with Federal mandates including Individuals with Disabilities Education Act (IDEA), Federal Education Rights Privacy Act (FERPA), and Every Student Succeeds Act (ESSA). Students enrolling with RSA will be entered into the child find system (such as IEP Direct) to see if there is a case history with the local district's Committee of Special Education (CSE). RSA will have access to all student's Individual Education Plan (IEP) regardless of their home district (Gates, Greece, or Rochester City). By having access to the IEP, RSA will ensure that the enrolling student receives the correct services as indicated on the IEP. Students that have an IEP and enroll with the school will be included in the school's RTI/AIS intervention plan, with the services coordinated with the special education teacher, Instructional Coach and ultimately, the Principal. RSA will provide regular contact with all families while obtaining an IEP or 504 allocation, further providing to families that RSA is a school community that can be trusted with the best interest of their scholars. Implementing the RTI process in our

schedule ensures that all students, even students that do not have an IEP or are in need of extension activities, have the time in their block to explore content at their pace with the support of the general education and special education teacher.

RSA will contact all families that have students with an IEP at the school. Close coordination with families is essential in maintaining an accurate and appropriate RTI service for the student. RSA will conduct annual and triennial reviews with the local CSE to review appropriate services and programming, ensuring that a student's goals are appropriate and achievable. The service for students with an IEP begins with the local district, once students with IEPs are enrolled into RSA special education staff will review the students IEP accommodations and goals. RSA will evaluate program effectiveness through our review cycle. The first mechanism is the completion of annual reviews for all students. This ensures that all families are being served appropriately, and the school is responding in a timely manner to their student's needs. This second is by reviewing performance data: New York State English as a Second Language Achievement Test (NYSESLAT), Regents exams, and local classroom data will inform progress monitoring and determine if students are on track towards graduation or falling behind (which will then restart the process of review with new interventions).

c. English Language Learners

General Overview. Instruction of English Language Learners are an important part of the mission and vision of RSA. The recent arrival of hundreds of refugee families to the Rochester area will mean more students will need support with English language proficiency. Additionally, RSA students' families may also need the same support. It is RSA's belief that to become civically engaged and responsible for the community, it is a responsibility to provide services that not only mirror the school district, but also provide essential services in a family's preferred language, so they know where they can go for help or support.

Identification/Programs. In the first year of RSA Charter School, the Principal will administer and oversee the supervision of the ELL programs. The Instructional Coach and the ELL teacher will assist the Principal in the areas of identification, screening, professional learning, data collection, RTI and scheduling.

Identification and Placement. ELLs at RSA will be identified in compliance with NYSED's PART 154 and all Federal laws pertaining to ELLs. The RSA application will include the Home Language Questionnaire (HLQ) which may identify the student's primary language as other than English. At the time of enrollment, the HLQ will be reviewed with the parents/guardians by an ESOL teacher and an interpreter if needed. If it is determined that the students' first language (L1) is a language other than English, then the ESOL teacher will conduct a screening. Screenings will be completed in English and the student's L1. If the screening determines that the L1 is not English and the student had not been previously assessed and identified as an ELL, then the New York State Identification Test for English Language Learners (NYSITELL) will be conducted by the ESOL teacher. Utilizing the results of the NYSITELL, the student will be placed in programming according to their proficiency level along the continuum of language development which will determine how many units of ESOL the student will need in accordance

with PART 154: Entering, Emerging, Transitioning and Expanding. NYSITELL results will also inform teachers of the ELL's strengths in the modalities of: listening, reading, writing and speaking. Once there is a determination of programming, parents/guardians will receive this information in writing in their preferred language within 10 days of enrollment.

Oversight. In Year 1, the Principal and in future years, the SPED/ELL coordinator will oversee and monitor all programming related to serving RSA's ELL students. The ELL teacher along with interpreters will provide all information to the ELL and their parents/guardians in their L1, will conduct the HLQ and the NYSISTEL and will share results with the Principal.

Programming for RSA's ELL students. RSA will provide ENL classes that emphasize English language acquisition where all classes are taught in English using targeted ENL instructional strategies such as the Sheltered Instruction Observation Protocol (SIOP) strategies and the use of the L1 as a support. ENL programming will offer daily English language development with the use of Integrated ENL classes and/or an ENL Stand-Alone class. Integrated ENL classes will be co-taught by a content teacher and an ESOL teacher to ensure that English language development is being supported and enriched during the content class. In the ENL Stand-Alone class which is taught by an ESOL teacher, students receive English language development instruction to support the learning in the content classes.

ELL Students who have/may need an IEP. The initial identification process will be the same as in question two; however if it is found that an ELL has an IEP and/or 504 plan, then a Language Proficiency Team (LPT) will determine whether or not the ELL will take the NYSITELL. If it is decided that NYSITELL will be given, then testing accommodations must be made in accordance with the IEP and/or 504 plan. Once the assessment is completed, the LPT will make a recommendation regarding the results and the ELL's status. If the team decides that the student does not qualify for ENL services, the Principal must be informed and then the parents/guardians must be notified within five school days. ELLs who may be Students with Disabilities (SWD), must go through the same CSE process as non-ELLs with the exception of the need for information to be translated and interpreted to the students and the parents/guardians. If it is determined that an ELL student is SWD, when the IEP is developed, it must consider the language needs of the ELL. If it is determined that due to their disability, the ELL cannot participate in the ENL programming, then the ELL will need a specially designed instructional program.

Quality of Instruction

Meeting/Exceeding Benchmarks. RSA will develop a comprehensive plan guiding the education of ELLs that provides a holistic approach that takes into account their academic, social and emotional needs. Targeted professional development will be held for teachers and other employees to enhance their competence to assist in the success of ELLs. We will provide a high quality instruction for ELLs utilizing researched based instructional strategies; i.e. SIOP strategies, use L1, differentiation, multimedia, visuals etc. RSA's TEAM PLCs, teachers will routinely review academic data to ensure ELLs are able to maintain academic development and provide targeted academic intervention time to address students' needs. Teachers will monitor

the progress of ELLs and then create a plan for individual students that can be communicated to the TEAM of teachers led by the ELL teacher. Additionally, each week there will be Advisory time for students to self-assess and request additional support in any area that they are struggling with to ensure that they are receiving the support necessary to meet or exceed academic standards. This support will address academic or social-emotional concerns. RSA will create and ensure that the learning environment is a culturally rich, safe and inclusive space that uplifts the identities of all students which will allow ELLs to take emotional and intellectual risks which will lend to the success of ELLs in meeting or exceeding academic standards. Lastly, to garner and create a family TEAM, parents/guardians will be part of all academic plans for both intervention and enrichment. Plans will be reviewed with students and also communicated to parents/guardians in their L1.

Instructional Materials and methods. According to NYS, Preface to the New York State Next Generation English Language Arts & Mathematics Learning Standards (2017), in order for ELLs/MLLs to have meaningful access to the Standards they must be afforded equitable access to:

- A safe and inclusive learning environment that recognizes and respects the languages and cultures of all students, and where home languages are valued and used as instructional advantages in bridging prior knowledge and ensuring that content is meaningful and accessible.
- Instruction that is culturally and linguistically appropriate for all diverse learners, including those with IEPs.
- Integrated language and content instruction to support language development through language-focused scaffolds.
- Materials and instructional resources that are culturally responsive, linguistically age/grade appropriate and aligned to the standards.
- Academic language and content-area support to strategically move ELLs/MLLs along the language development continuum.

To meet the above expectations, we will implement our RSA TEAM concept which will create a safe and inclusive learning environment that is critical for ELLs to be successful. All RSA teachers will understand that they are teachers of language. They must know and utilize explicit language instruction, differentiation, scaffolding, and modeling across all four domains: speaking, listening, reading and writing. There will be an expectation that consistent practice must be utilized in all four domains.

Recently, Drs. Andrea Honigsfeld and Maria Dove included “interaction” in the acronym of SWIRL - speaking, writing, interaction, reading and listening. RSA teachers will be expected to use SWIRL as it encompasses another effective strategy to enhance student learning. RSA teachers of ELLs must utilize SIOP (Sheltered Instruction Observation Protocols) which includes the use of content and language objectives, differentiation, scaffolds for instruction, understanding and using comprehensible input, building background knowledge, interaction, practice and application, lesson delivery, review and assessment. RSA teachers of ELLs will utilize word walls, visuals, access background knowledge, graphic organizers, sentence starters,

pair share, table talks, project based learning, modeling, use of L1 for understanding and technology as targeted strategies. RSA teachers of ELLs will be expected to teach oral language skills through guided practice and modeling. It is understood that RSA ELL students need opportunities to develop their academic oral language and literacy skills. These practices will aid in this development.

The RSA lesson plan will support the development of oral language as each lesson plan will incorporate group work where speaking and listening standards will be center stage. During this group work time, flexible grouping should be used. Groups may be created with students who speak the same language where their L1 can then be used during the group work time. Groups may also be created with students who speak different languages creating the need for all students to speak English. ELL student's L1 must be used as an instructional tool.

All RSA teachers will be expected to teach vocabulary. Vocabulary is difficult for ELLs and can truly stop comprehension when an ELL is reading or speaking and comes across a word that they cannot pronounce or understand. ELLs need vocabulary instruction. They need different techniques and strategies that include context support with manipulatives and other materials that can assist the ELL student with background knowledge and conceptual understanding of the word. Using the ELL's L1 with vocabulary will assist with understanding because the student may know the meaning of the word in their L1, they just need to learn the word in English. Hence the teacher does not have to teach the meaning as the ELL has the background knowledge, they just don't know the English word. RSA teachers of ELLs must implement vocabulary instruction as described above.

All ELLs will have access to grade-level materials and instruction with differentiation, scaffolds with literacy and instructional support. RSA teachers of ELLs must learn how to use the student's L1 as a resource to bridge prior knowledge to new information to assist with understanding and making content understandable. All ELLs will be exposed to grade level standards and will utilize materials and resources that are linguistically and age/grade appropriate. Supplemental materials that are used for differentiation must be age/grade appropriate. Each RSA ELL will receive a glossary in their home language to use throughout the school year to support their L1 and to assist with understanding. ELLs and RSA teachers of ELLs will be encouraged and taught how to use technology to advance the use of L1s as an instructional tool. In addition, ELLs will have access to state assessments and Regents exams that are available in their L1. Interpreters and translators will be utilized for State assessments and Regents exams in accordance with PART 154.

Differentiation of materials. RSA follows the NYSED approved identification process for ELLs and ELLs with disabilities and uses the information from that process to develop appropriate and mandated programming. To meet the needs of all ELLs with diverse abilities, instruction in all classrooms will support integrated academic content and language development to move ELLs towards English proficiency. All lesson plans will include differentiation in 4 components; content (what), process (how), product, and environment to meet the needs of all students. ELLs with diverse abilities must be in an equity-driven environment hence the

importance of differentiation. It is crucial that teachers understand that all ELLs enter a classroom with some knowledge and interests. This will be crucial to know as teachers must understand what the students know to progress through their zone of proximal development. It is also essential that teachers know the cultural background and plight of each of their ELLs. Teachers must create authentic relationships with their ELLs and understand linguistic and cultural diversity. ELLs with diverse abilities will need more time to process, more brain breaks, more prompts, sentence starters, more scaffolding, more wait time and will master smaller pieces of information in a chunking format. RSA staff led by the Principal, Instructional Coach and the SPED/ELL teacher will meet with all teachers to ensure that everyone understands each ELLs' status and create an individual plan for each student and lend support to the teachers of the students within the varying sub groups.

Home language as a tool for learning. The Home Language of our ELLs will be used to bridge the gap between their home language and English. The use of the L1 will be utilized for understanding grammar concepts, academic vocabulary, instruction, and in developing teacher-student and student-student relationships. L1 will be accessed through a myriad of modalities: ie; the use of glossaries, internet language programs and interpreters.

Appropriate materials.

ELLs will have full and equitable access to high quality, culturally appropriate and researched based materials for all classes in the same quantity and quality of the general student population. To ensure this, the ELL teacher and the Instructional Coach will research all materials and resources to share with the Principal. The Instructional Coach and the ELL teacher will work with Midwest Regional Bi-Lingual Education Resource Network (RBERN) to assist with research-based materials and effective professional learning.

Instructional Delivery.

Instruction will be delivered in different modalities following RSA's lesson plan that will ensure the use of the SWIRL, language objectives, differentiation and age/grade appropriate materials and resources coupled with effective professional learning.

Translated Materials and Support.

RSA administrators will research businesses such as ME Services and/or internet language programs for translation and interpretation needs and use one or both to provide ELLs and their families equitable access to information. RSA will also utilize translated materials from the New York State Office of Bilingual Education and World Languages (OBEWL) website.

Intervention and Support.

Similar to all students, ELLs will participate in an Advisory class that will monitor their social, emotional and academic needs. Advisory will also be the time that students will receive intervention and/or counseling services. Using a multi-tiered system of support, services will be utilized and communicated to the ELL and their families in their L1. The aforementioned services would be employed to ensure interpretation/translation.

ELLs and SEL.

The needs of each ELL subpopulation will be individualized and targeted. Using background knowledge and a social emotional assessment completed upon their arrival, an individualized social-emotional, trauma-informed plan will be completed. During Advisory time, the components of the plan will be implemented and the ELL coach will check-in with students to monitor their needs and report back to the whole team. During PLCs, the information will be reviewed by the team and plans will be revisited if the data shows the need. The goal will be to ensure the continuity of support utilizing a multi-tiered system of support for ELLs in all subpopulations.

Engaging Families.

ELL parents/guardians whose English proficiency is limited, will receive notices and other information in their L1 to encourage them to be full partners at RSA. We will hold regular parent/guardian conferences with interpreters present. In addition, there will be regular communication with parents/guardians by the ELL teacher with interpretation services via home visits, phone calls, zoom or in-person conferences. RSA ELLs will be taught to assist with student-led conferences where ELLs can use their L1 with the assistance of an interpreter to ensure accuracy.

Professional Development/Teacher Certification

PD in ELL Instruction at RSA.

In preparation for the school year, RSA will provide targeted ELL summer professional learning for all staff as all staff are teachers of language. This professional learning will continue throughout the school year during our Professional Learning Communities (PLCs), Superintendent's conference days and afterschool to ensure staff are prepared to teach, understand and appreciate our ELL population in a safe, uplifting, culturally responsive and equitable environment.

Recruitment of ELL staff.

We will conduct teacher outreach with our local colleges that have a Teachers of English to Speakers of other Languages (TESOL) program, such as Nazareth College. RSA will also host job recruitment days and post jobs via social media. Using RSA's TEAM approach, ELL teachers will have access to their own coaching from the Instructional Coach. This will occur during PLC time along with other opportunities to meet with their coach for professional growth in all areas of teaching and learning. Their coach will also do check-ins for any social-emotional needs. The coaching model will be supportive, collaborative and non-punitive affording our teachers the opportunity to grow and be part of our TEAM.

Collaboration opportunities.

The RSA schedule has built in PLC time during the school day. PLC's will use agendas to ensure that there is a formal process for each meeting. A standing agenda item will be looking at data for our ELL population. PLC time will allow for consistent collaboration for all staff to look at student-work, discuss academic and social-emotional data, needs for professional learning etc... Minutes will be completed and kept in a google document for access. The Principal, Instructional Coach and the ESOL teacher will be part of all data discussions.

Communicating about ELL students' needs.

PLC time is built-in time during the school day for all staff to meet. During this time, there will be designated time for the ELL teacher to review the needs of each ELL student. The ESOL teacher will coordinate the meeting and keep documented data in all areas ie: academic, social, emotional for each ELL to be shared at each meeting. Information that needs to be shared with students and their families with limited English proficiency will be done with an interpreter to ensure the communication from the teachers is accurate.

Data/Assessment

Assessment.

RSA will use a variety of assessments. Informal, formal, authentic, summative, formative performance-based diagnostic and a universal assessment system. In accordance with PART 154, interpreters and/or translated assessments will be used in an ELL's L1. Upon arrival, RSA will have basic content assessments in the ELL's L1 to determine a literacy level in their L1 and background academic knowledge.

Progress monitoring.

The School Counselor and the SPED/ELL teacher will meet with ELL families with interpreters and review all the requirements for graduation and create a graduation plan starting their freshman year. The plans will be interpreted for ELL families to ensure understanding and expectations. The ESOL teacher will monitor the graduation plans with the counselor to revise, incorporate interventions or accelerated opportunities to ensure success. Plans will be reviewed with students and also communicated to parents/guardians in their L1.

Continuous monitoring.

In Year 1, the Principal and in future years, the SPED/ELL coordinator will oversee and monitor the data to respond to ELLs needs. They will ensure that the data is used to inform all decisions that are made in any program needs and/or adjustments in academic and/or social-emotional plans. Reviewing ELL data will be a standing agenda item for all PLC meetings. Similar support will be given to students that are identified as English Language Learners. ELL students will be given strategies and techniques that will further advance their mastery of the English language. RSA will provide services in the least restrictive environment with services being given in the general education classroom, unless a student has significant limited English proficiency, in which they will receive targeted supports in an additional class.

Request R-09ad – Instructional Leadership

a. Instructional Leadership Roles

The Principal will have overall responsibilities for supporting individual teachers, with the support of the Instructional Coach. The Principal and Instructional Coach will observe all teachers' throughout the school year using the Danielson Rubric. The Principal and Instructional Coach will meet with teachers, using the results of their Danielson Rubric to discuss what was observed, what the teacher experienced, and what the teacher feels he/she needs. From this, the teacher will develop a growth plan, agreed on by all, and the Instructional Coach will then support him/her in those identified areas. The Instructional Coach will develop a plan for embedded classroom support as well as supporting teachers outside the classroom.

During PLC's, supported by leadership, teachers will identify issues in their areas and work towards resolving these areas through developing strategies for instruction and classroom management as well as further developing their content areas. Supporting Professional Development as part of the overall school support is an integral part of our overall school development and viability. RSA administrators are aware that some teachers will be less experienced upon hiring, so providing intentional professional development is key for teacher growth. There is time every day for teachers to work together, and some of this time will be used throughout the year for PD in areas that are identified through teacher surveys and the evaluations of the Principal and Instructional Leader.

Establishing a Professional Climate for Teacher and Administration Retention.

To retain quality staff at any level, it is important to provide opportunities for staff to become involved in the decision making of the school. As part of this, we will have to teach our staff how to become responsible for decision making. Through the PLCs teachers will take an active role in identifying the problems of practice and for developing solutions to these problems. It will be the responsibility of the Principal and the Instructional Coach to help staff understand their responsibilities. This will require establishing a culture of "tough talk" that is supportive, professional, and nonthreatening. This is what PLCs are designed to do and with the support and guidance of the Principal and Instructional Leader, teachers will learn to address and resolve problems in a straightforward fashion. This will lead to the development of a culture where everyone has some responsibility and people feel that they are part of the solution rather than the problem. This will directly lead to staff retention at all levels.

Planning and Collaboration. Teachers have one period each day for collaboration and planning. Schedules will be developed for co-planning and individual planning (i.e., Wednesday and Thursday are co-planning days; Monday, Tuesday, and Friday are individualized days). There will be training on how to co-plan during the Summer Institute since this is one of the problem areas especially for new teachers. Further, there is PLC time every day as well. These are both opportunities for planning and collaboration.

Instructional Leadership and Supervisory Positions. Evaluation at all levels of school operations allows for honest discussions and viable methods of problem solving as a school

community. In order to ensure that all members of the community are working to their best abilities. During year 1, the same process for the Principal and Instructional Coach will be followed, with the exception that the Danielson Classroom observation tool will be used as the basis for the Leadership Rubric. The main responsibilities of these leaders is to support teachers so they can do their jobs. Therefore, the outline of Danielson will be used to evaluate these positions. Rather than being evaluated on how they instruct a class, they will be evaluated on how they supported teachers to instruct a class. These positions will be evaluated on the Educational Success of the school as will be developed in the CVO's evaluation. The individuals will self-evaluate, be evaluated by their supervisor, and have those reporting to them evaluated as well. The supervisor will integrate this information and will hold discussion with the reportees who will then develop their growth and goals plan for the coming year.

A- Instructional Leadership Roles

Principal - The school principal will be responsible for instructional leadership and discipline, this individual will guide staff and students in their efforts to ensure student academic success and personal growth. The Principal will be knowledgeable of the Code of Conduct and will assist staff in implementing classroom and school-wide management procedures. The school Principal will supervise the School Professional Development Program, and weekly teacher Professional Learning Communities to provide training and continued support to teachers as they strive to teach students to become capable scholars. The school principal will also manage the school culture and climate, this individual will respond to misbehavior, insubordination, physically dangerous and illegal actions. The Principal will be responsible for detentions, suspensions, and parent conferences.

Instructional Coach - will provide instructional support and coaching to RSA teachers as they work to implement the Common Core State Standards, Next Generation Standards and district curriculum. The primary role of the instructional coach is to work with teachers to support best practices in using data, provide analysis of school-wide trends in instruction and make recommendations about potential next steps to address areas of need. As an advisor to teachers and principals, the instructional coach is responsible for providing support in designing of units and lessons, content knowledge in all academic areas, analyzing data in order to modify curriculum and forms of assessment and sharing of best practices.

Duties and Responsibilities:

- Provide comprehensive instructional coaching in all academic areas.
- Collaborate with teachers and provide specific strategies for improved instructional delivery.
- Serve as a resource in identifying appropriate research-based instructional strategies and interventions to improve achievement for all students. Specific emphasis will be placed on appropriate strategies for improving the academic achievement of English Language Learners (ELLs), students with disabilities, and struggling readers.
- Support teachers by providing feedback on lessons and assessments that align with the Common Core State Standards, Next Generation and the District curriculum.

- Provide professional development, lead professional learning communities and materials to support teachers.
- Serve as a coach to teachers by providing expert advice on improving and enhancing individual lessons and units based on ongoing analysis. This will include, but is not limited to:
 - Reviewing lesson plans, unit plans and assessments
 - Understanding the District scope and sequence
 - Observing classroom instruction and offering comprehensive analysis and feedback
 - Conducting demonstrations and modeling lessons for classroom teachers
 - Support the development of curriculum and advise pacing on the scope and sequence based on essential content knowledge as outlined in the state and national standards.
 - Cultivate a standards-based, data and results-oriented culture.
 - Make recommendations on best practices for supporting curricular alignment across all grade levels and individual schools.
 - Collaborate with master teachers and principals in determining appropriate resources and support for teachers.
 - Lead teacher study groups to increase content and pedagogical knowledge of mathematics instruction.
 - Assist teachers with implementation of Response-to-Intervention framework.
 - Collaborate with the teacher support team to develop and implement plans designed to assist struggling students.
 - Complete any additional duties as assigned by the Chief Executive Visionary Officer, and/or Building Principal.

School Counselor - the School Counselors are the first line of communication for students who are exhibiting difficulties in school as a result of nonacademic pressures or concerns. These counseling team members provide support in the following areas:

- Personal counseling
- Drug and alcohol treatment services
- Family intervention
- Academic and career counseling

Special Education Coordinator- will address the needs of students with physical or emotional disabilities. The special education coordinator/teacher will oversee the development of Individual Education Plans (IEPs), the special education referral process, and staff development related to students with special needs. The School will contract with local providers for speech, language, occupational therapy, physical therapy, and other related services as identified by students' IEPs.

Leadership Team - will be composed of the Chief Executive Visionary Officer, Principal, the Instructional Coach, lead teachers, a Special Education Coordinator, guidance counselors, the president of the student council (when appropriate) and a parent liaison. The Leadership Team will:

- Review and assess student achievement in all areas of the curriculum (academic and character) on a weekly basis
- Coordinate the dissemination of information to parents regarding student discipline and character education
- Review records of referrals to the Principal's office, and make appropriate recommendations regarding staff development and/or changes in policy
- Gather input from staff and parents regarding current School policies so appropriate actions may be taken
- Refer individual students with repeated office referrals, chronic truancies, grade decline, or problems of substance abuse to the Instructional Support Team (described on the following page)
- Conduct a formal year-end review of the School's discipline policies and procedures. This process will include a review of all suggestions made during the year, a review of 15 of all office referrals and all exclusionary timeouts from reinforcement, and a staff review of all common area problems. As part of the year-end review, staff will form various committees focused on each of the School's common areas (Student Union, stairwells or hallways). Each committee will review the policy for its specific area and present any suggested changes to the entire staff for feedback. Policies will be rewritten as necessary, based on staff feedback.
- Review the Keys to Success and the School's disciplinary policies with staff at the beginning of each new school year to ensure that students will be taught (or retaught) the School's rules, and that the School's expectations for conduct and character development are understood in all classrooms and common areas.

b. Teacher Support and Supervision

Classroom Teachers - are expected to provide a rigorous, engaging and culturally responsive academic experience to students and differentiate methods of instruction to reach all learners. Teachers will focus on teaching and encouraging appropriate scholarly and social conduct, rather than just trying to "control" behavior and promote rote memorization of facts. At the beginning of the school year, students will be taught explicitly how to behave responsibly in each type of classroom activity and these lessons will be reinforced throughout the year as necessary. Teachers will strive to interact frequently with each student when the student is behaving appropriately. When misbehavior occurs, teachers will calmly and consistently implement mild classroom "consequences," corrective actions taken in response to inappropriate behavior, using such instances as teaching opportunities. The focus of interaction with each student will continue to be primarily positive, with a ratio of at least four positive interactions to each correction or redirection. Though these principles will serve as useful guides, each teacher, student, and situation is unique. Teachers will use professional discretion to select the specific procedures that fit individual student needs and particular situations. Teachers will work in collaboration with other staff to solve problems that are chronic or severe.

c. Professional Development

PD for Staff. All staff will be provided with 13 full days of professional development throughout the academic year. The first 10 days will take place during a Summer Institute prior

to the start of the academic year and will consist of direct explicit instruction, project-based learning, lesson planning, assessing students, differentiation of lessons, culturally responsive teaching, understanding the code of conduct, implicit bias training, incorporating restorative practices into the classroom, and relationship building from the TEAM perspective. During the school year, we will have 3 superintendent's conference days that will consist of professional development that meets the needs of our school. Weekly professional learning communities will be led by our School Principal and Instructional Coach that will include modeling effective instructional practices, differentiating lessons, unpacking curriculum, progress monitoring, reviewing student's work, and analyzing and interpreting student data. Some of these times throughout the year will be used for school-wide PD on issues that are identified through the work of the PLCs. The Instructional Coach will also be available to staff to provide individual support and guidance based on their needs.

Based on the assessments of the Principal and Instructional Coach throughout the year, for teachers struggling in specific areas that cannot be addressed by the school, outside professional development, further training, and/or consultants will be brought in to deal with these specific issues. School-wide issues that we know we will need to address are classroom management, instructional strategies that align with our charter, restorative justice practices and aligning this to our discipline policy and PDs in these areas will be given. The specific areas that a teacher may be struggling with include appropriate lesson planning, lack of content, dealing with coworkers, will be dealt with one an individual basis and learning plans will be developed for these teachers.

Administrators will take advantage of the many state offerings for professional development, as well as training offered through the Charter Center and BOCES. It is important that our administrators stay abreast of best practices as well as changes in regulations within the charter and education law and regulations.

PD Deliverables. When areas of weakness are identified as needing PD, the school will hire the appropriate professionals to administer the PD. There are a large number of free PD services in the community of which the school can take advantage of through the State and BOCES which will be identified and staff needing the support will be assigned. Staff will also attend PDs in the community to keep current with their content areas as well. There are many PD series for content areas as well as compliance and the Instructional Coach will develop a schedule for these training sessions for all staff. Teachers will be given class coverage to attend. Regular, in-house professional development will be led by the Principal and Instructional Coach. As stated above there will be weekly PLC meetings during which time teachers will self identify areas in need of further development. Working with the Principal and Instructional Coach, interventions will be developed on a schoolwide, content, or individualized basis.

Implementation and Evaluation of PD. As stated above, RSA has a full 13 days of professional development, 10 days during a Summer Institute and three days during the year. We will also make use of some of our PLC days to administer PD on topics that the PLCs (and in some cases Principal and Instructional Coach) have identified as problematic areas. The

Instructional Coach will provide individualized PD schedules for all staff, while making sure that there is coverage for those staff to attend.

Evaluation of PD will take several forms. For the Summer Institute, staff will give feedback on each of the topics being addressed so that Administration can improve for next year and address anything that is still an issue during this two week Institute. For any external PD brought into the school, there will be a comprehensive survey of staff receiving the PD as well as administrators. This data will be used to determine if the PD was effective, what modifications should be made going forward, and how to build on what was already done. Finally, the PLC activities will be specific to the issue being addressed and results of the PLC problem of practice will be identified and tracked. If PLCs identify classroom management as an issue, after providing a PD on this, the number of discipline referrals will be assessed over time. If it is a content area issue, the grades on tests and quizzes will be tracked.

d. Teacher Evaluation and Accountability

All staff will be evaluated on rubrics which have either been obtained through reputable resources or developed specifically based on job descriptions but aligned with the teacher evaluation rubrics (Danielson).

Instructional Leadership and Supervisory Positions. Evaluation at all levels of school operations allows for honest discussions and viable methods of problem solving as a school community. In order to ensure that all members of the community are working to their best abilities. During year 1, the same process for the Principal and Instructional Coach will be followed, with the exception that the Danielson Classroom observation tool will be used as the basis for the Leadership Rubric. The main responsibilities of these leaders is to support teachers so they can do their jobs more effectively. Therefore, the outline of Danielson will be used to evaluate these positions. Teachers will self-evaluate and be evaluated by their supervisor.

Teachers and Classroom Support Staff.

Teachers will be evaluated by the Principal and Instructional Coach. The Danielson Teaching Framework will be used to rate the effectiveness of the teacher at the beginning, midpoint, and end of the year. Teachers will meet regularly with the Instructional Coach to discuss their instructional practice, review lesson plans, monitor student achievement, unpack curriculum and provide additional instructional support as needed. All teachers in a content area will be held accountable for Regents results. This will ensure that all teachers are vested in student performance outcomes and not just their individual classes.

Non-academic staff.

Non-academic staff will be evaluated by their direct supervisors using RSA evaluation tools specific to their roles at the school. These rubrics will be assessed by the supervisors and self-assessed by the staff member several times per year in order to make a final evaluation at the year's end. This rubric evaluation will be used to determine their effectiveness for the year.

Accountability for Teacher Effectiveness.

Tracking growth trends in teaching over time will be very important, RSA will create an atmosphere where learning and growth are expected and respected. Those teachers who do not show growth even after being provided with support, will be terminated. Danielson is the perfect tool to grow teacher effectiveness since the scores are based on what actually happened in the class and not on emotions. This makes communicating difficult areas of weakness much easier and it is clear to the teacher what the issue is. The scores on Danielson will be calculated during the first two months of school and the last two months of school. The scores will be compared for growth, including growth in particular areas. Teachers will meet with the Instructional Coach and the Principal and develop their growth and goals plans from these ratings. Again, a low score does not necessarily mean termination, lack of growth does.

Request R-10a – School Culture and Discipline

a. School Culture

Vision of School Culture. The vision of school culture at RSA starts with respect for all stakeholders. Schools that are reliant upon a positive school culture, that incorporate culturally responsive practices encourage students to remain engaged, persist in their studies and work towards common goals (such as our TEAM vision). For this reason, we view school culture that is built on respect. With respect, RSA administrators will ensure everyone's voice is heard and valued. We will support our staff and scholars' individual needs (as with daily PD and implementation of our RTI program). We will ensure our scholars and staff feel socially, emotionally, intellectually, culturally and physically safe. To ensure we are implementing this vision of our culture with fidelity, we will continuously assess everyone's needs and interests in order to promote student engagement and team cohesiveness.

The RSA mission refers to providing opportunities for engaging educational experiences. When the school community shares the common goal of having respect for everyone this creates positive relationships, which increases opportunities for students and staff to have better working relationships, and peers feel more comfortable and motivated to come to school and participate in the learning community. RSA's key design elements foster this climate, particular to our Core Beliefs about Teaching and Learning. Respect, high expectations, data driven decision making, cultural diversity, community, social and civic engagement are the components that inform these beliefs, and apply to all of our stakeholders. As described throughout this application, the transparency we share with our stakeholders- from students to Board Members to District partners and other members of the community- are a vital part of building trust and creating a sustainable environment for all learners.

According to the National School Climate Council, 2007, in a positive school climate people are engaged and respected. Students, families, and educators work together to develop and contribute to a shared school vision. Educators model and nurture an attitude emphasizing the benefits and satisfaction of learning. RSA educational philosophy states "It will be our duty to ensure that RSA provides a safe and supportive learning environment that fosters positive relationships with all school stakeholders".

Effective Models of School Culture used at RSA. The National School Climate Center has provided research that supports RSA's decision to embody a school climate vision centered around respect. In their research they have identified four major aspects of school life that should be measured to determine a school's culture. These aspects, all related to KDE 1 Core Beliefs about Teaching and Learning include:

Safety - rules and norms and social as well as physical safety.

Relationships - school connectedness/engagement, respect for diversity, social support, and teacher and administrator leadership.

Teaching and learning - Intentional social , emotional, and civic learning; support for learning; professional development offering for teacher administrators.

Physical Environment- the physical space is inviting, clean, and safe to navigate.

The school will also be implementing a PBIS program. PBIS programs have long been vetted by many organizations as an effective means to building and sustaining a positive school climate. The What Works Clearinghouse has also vetted PBIS programming, including during the remote and hybrid learning environments created as a response to COVID-19 regulations. NYSED has vetted PBIS as an appropriate school climate program demonstrating the power of positive interventions as a means of promoting a positive school climate.

Primary responsibility for school culture and discipline. While the RSA school leaders (Board of Trustees, Chief Executive Officer, and the School Principal) are primarily responsible for the supervision of the school culture and discipline, in a successful school culture model, all school stakeholders have a role. As discussed throughout this application, transparency in data reporting with all stakeholders builds a trusting environment and a recipe for building positive relationships with our scholars. When students and others in the school community work together to understand the school's climate, dig deep, prioritize goals, and create an action plan, they take part in a democratically informed process of school improvement.

RSA leadership will establish a nurturing environment where individuals feel valued in a positive school culture that promotes learning and engagement for students and parents (KDE 1, respect, cultural diversity). Examples will include asking students and teachers suggestions to address problems or concerns through the development of different committees- such as a student government/leadership committee and a parent teacher association (PTA). School leadership greeting students and staff in the morning prior to the start of school and/or class sets the tone for a positive day (KDE 1, respect). Providing common planning time for teachers, morning meetings, peace circles, cultural celebrations, and creating a sense of belonging provides a clear direction for stakeholders involved in the school (KDE 3 Scheduling).

Our school discipline will be upheld by the CVO and Principal. Our discipline policy will consist of restorative practices that will enable students to learn from their behavior and make better decisions in the future. While we will approach discipline with a restorative approach, students will still be held accountable for infractions that violate the school code of conduct (see Attachment 4 Student Discipline Policy).

Strategies to Sustain the Culture. To develop and sustain the school's culture, school staff will use research based strategies provided by the National School Climate Center. These five strategies are used to foster just, equitable, and inclusive classrooms. They include:

1. Creating opportunities for group decision making. (Student & Staff Voice)
2. Democratize space. (Restorative Circles, or safe space for dialogue)

3. Use Multidimensional group projects, and vary the compositions of the groups. (Highlighting different learning styles, cultures and skills, and interdependence among groups working together).
4. Vary protocols for classroom sharing. (Offer various ways for students to share their thoughts, opinions, or feelings).
5. Create conflict around issues. (Provide real world experiences discussing complex issues and collectively making a shared decision).

During the daily PLCs, staff will have the opportunity to evaluate the successful implementation of each of these strategies, utilizing student work, observational data, and behavioral events. Staff will use the revision cycle as described in Section IIB (KDE 1) to make on the ground corrections and coordinate with leadership to ensure the corrections will be effective. In the first year of operation, this kind of on the ground change is vital to the long term success of the school. Opening a school for the first time, including targeting students in crisis like our new refugee families, will require a lot of trial and error before the right recipe of PBIS programming takes root and has complete stakeholder buy-in. It is essential for staff to feel safe in sharing their experiences and likely frustrations during this first year to identify trends in student behavior and other events that inform the culture, in order to build upon the positives and change the negatives without fear of retribution or discipline from leadership. Starting from this safe space will ensure that everyone is ready and willing to “get their hands dirty” and do whatever it takes to employ the five strategies listed above and support PBIS programming as it fits the needs of our scholars.

A safe and orderly school environment that is conducive to learning. RSA will establish a safe and orderly school environment that is conducive to learning by consistently working on ways to improve our school culture to address the needs of the students, staff, and parents. This includes all stakeholders, including leadership, modeling the non-negotiable of respect for everyone, and encouraging opportunities for a shared voice. Culture develops and grows up through accumulations of actions, traditions, symbols, ceremonies, and rituals that are closely aligned with that vision. RSA’s commitment to continuously develop our school culture to meet students’ needs will help to enhance students’ engagement, build a sense of belonging, and provide a safe educational experience for learning.

Monitor and assess social-emotional health. Research by the Center for Academic, Social and Emotional Learning (CASEL), has shown that a positive and sustained school climate promotes students academic achievement and healthy development. A positive school climate promotes teacher retention, which enhances student success. RSA will monitor school climate data to promote staff, family and student engagement, and to enhance the social, emotional, ethical, civics, and intellectual skills and dispositions that leads to success in schools and life itself (KDE 1). RSA will assess our school climate in various ways such as creating focus groups, classroom observations, interviews, town hall discussions, study circles, participatory action research, and student, parent, and staff surveys. This data will be reviewed in professional development sessions and through our daily PLCs. It is also reflected in our TEAM vision, ensuring that all stakeholders are committed to working collaboratively to make a positive school culture that enhances our students’ social-emotional health. As with curriculum in our review cycle, and as

described above, our staff will review practices to determine if our culture is reflective of our mission, vision and key design. If through our SEL assessments observations we see that student social emotional health is not flourishing, we will make course corrections immediately to achieve progress (KDE 1, data driven decision making).

General and Special Populations. RSA will take the approach to student behavior and discipline for the general population and special populations with a foundation in restorative practices. Restorative practices incorporate preventative measures designed to build skills and capacity in students as well as adults. A major component of restorative practices is positive relationships between students and adults. When students and staff are able to have positive respectful relationships this helps enhance the school climate and learning environment. RSA's use of restorative practice will also aim at reducing suspension rates, which history has shown leads to student dropout rates, and lower performance on student achievement. The use of restorative practice will also address the unfair practices of suspensions of students of color and students with disabilities. Black students are three times more likely to be suspended than white students, females of color are suspended at a rate of 12% compared to 2% for white girls, and students with disabilities represent 12% of the school aged population but comprised 58% of the students placed in seclusion and 75% of students who are physically restrained.

According to the 1997 Individuals with Disabilities Act, the only procedure that applies exclusively to special education students is the determination of long term suspension or removal to an alternative school setting. If the disciplinary measure for behavior infractions lasts for 10 or fewer days, and 45 or fewer days for weapon or drug infractions, the special education student receives the same treatment that students without disabilities receive. If, however, the special education student's suspensions are recurrent and add up to more than 10 days in a school year or more than 45 days for a serious infraction, the local education agency must conduct an assessment of the student's behavior and implement an intervention plan to address the student's behavior problems.

After observing the special education student and examining the evaluation of the student's disability and the implementation of the individualized education program, a committee designated by the local education agency must decide whether or not the student's behavior is a manifestation of the student's disability. If the committee determines that it is, the student's IEP team must immediately rewrite the student's program to correct the issue. If the committee determines that the behavior is not a manifestation of the disability, the child must be disciplined "in the same manner . . . applied to children without disabilities."

RSA will establish a restorative discipline policy that respects and protects all students' rights to free and public education as required by federal law. Our comprehensive discipline guidelines will cover the treatment of students with and without disabilities, and students of all race, sex, and gender.

Monitoring and Evaluation. RSA will monitor and evaluate the efficacy of school culture and discipline by focusing on four major factors that shape school climate. They include: safety, relationship, teaching and learning, and the school environment. RSA plans to create a similar survey as the Center for Social and Emotional Education's Comprehensive School Climate Inventory as a survey to systematically measure how we are performing in each of the four areas. In the dimension of safety we will assess our performance with rules and norms, physical safety, social emotional security. In the second dimension of teaching and learning we will assess our performance with support for learning, social and civic learning. With the third dimension of relationships we will assess our performance on respect for diversity, social support for adults, and social support for students. In the last dimension of the school environment we will assess our performance on school engagement and physical environment.

Request R-10b – School Culture and Discipline

b. Discipline Policy

Rochester Sports Academy (RSA) Charter School's Student Discipline Policy is grounded with a Restorative Practice approach. According to the New York State Education Department (NYSED) Social Emotional Learning: A Guide to Systematic Whole School Implementation, restorative practices are strategies designed to help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self and social awareness to repair damage caused in relationships because of inappropriate behavior. The use of restorative practices helps students who have engaged in inappropriate behavior learn and grow by:

- Understanding why the behavior is unacceptable and the harm it causes
- Understand what they could have done differently in the same situation
- Taking responsibility for their actions
- Given the opportunity to learn prosocial strategies and skills to use in the future
- Understand the progression of more stringent consequences if the behavior continues

The Guide to Systematic Whole School Implementation, provided by NYSED acknowledges that a restorative approach to discipline does the following:

- Acknowledges that positive relationship between and among students and staff members are central to building and sustaining a safe and supportive school community in which effective teaching and learning take place
- Emphasizes repairing the harm done and restoring the relationships that have been impacted by inappropriate behavior
- Addresses misconduct and the harm it has caused through the process that strengthens relationships and prompted growth
- Engages students and staff in collaborative problem solving
- Provides the student with a chance to share the impact of the behavior on them
- Helps the young person who has engaged in misconduct understand the impact their actions have had and take responsibility for the behavior

Restorative Practices are an evidence-based approach to discipline often administered in schools to emphasize repairing and building positive relationships over retribution. Restorative Practices have shown to improve behavior and academic achievement. The following tenets of Restorative Practices will be used at RSA, when appropriate and when time and resources permit:

1. Mediation
2. Restitution
3. School Community Activities
4. Restore Relationships
5. Student Reflection and Goal Setting

CODE OF CONDUCT

The RSA school administration and/or Board of Trustees have the authority to administer discipline for any other offense, which is in violation of what is deemed accepted standards of conduct for students. The student code of conduct will be utilized equitable without regard to race, color, religion, ancestry, natural origin, gender, sexual orientation, gender identity, and expression, or a mental, physical, or sensory ability or disability or by any other distinguishing characteristics.

Student Rights

At the Rochester Sports Academy Charter School, each student will have the right:

1. To be heard;
2. To have fair and consistent rules; and
3. To due process procedures.

Students will be responsible for:

1. Attending school and classes on time and regularly;
2. Respecting school property and the property of others; and
3. Refraining from conduct that disrupts or threatens to disrupt the learning of other students.

Dignity Act

The Dignity Act states that it is the policy of the State of New York to afford all students in public school an environment free of discrimination and harassment (Education Law 10). Educators are encouraged to incorporate into core subject areas the principles embodied by the Dignity Act: that no student shall be subject to harassment or bullying by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived: race, color, weight, natural origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex.

Harassment, Intimidation, and Bullying

The RSA Board of Trustees and School Administration prohibits acts of harassment, intimidation, or bullying of a student, staff member, volunteer, or visitor. Harassment, intimidation, or bullying is conduct that disrupts a student's ability to learn and a school's ability to educate its students in a safe learning environment.

Goals of the Restorative Code of Conduct

1. Prioritize learning and instruction.
2. Prompt mutual respect for all members of the school community.
3. Ensure that students are able to take advantage of the educational opportunities afforded to them.
4. Creating a safe environment for learning.

Discipline and Special Education

The RSA Board of Trustees and School Administration may consider any unique circumstances on a case-by-case situation when determining whether disciplinary measures are appropriate for a student with a disability who violates the school code of conduct. Administration may suspend a student with a disability for up to ten school days who violates the code of conduct. This suspension may be in school or out of school. Once a student with a disability has been suspended for more than ten school days in the same school year, RSA and the school district will determine if the behavior is a manifestation of the student's disability. If the behavior that violated the student code of conduct was not a manifestation of the child's disability, administration may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to a student without a disability. If the behavior is a manifestation of the student's disability, the disciplinary actions cannot be imposed by district administration. Administration must determine if the students need a functional behavior assessment, behavior intervention plan and modifications, which are designed to address the behavior violation so that it does not occur again. The RSA special education team will determine if the student needs an interim alternative educational setting. The student will receive educational services, participate in the general education curriculum and progress toward meeting the goal set out in the child's IEP.

Tiered Discipline Policy.

The Board has developed four tiered interventions for Minor Infractions, Intermediate Infractions, Major Infractions, and Severe Infractions. Due to space limitations, these are not included here but will be included in the final Discipline Policy. Minor infractions include: late to class, physical displays of affection, dress code violations, use of technology, use of personal technology during class, disruptive behavior in class, misuses of pass, and minor theft.

Intermediate Infractions include late to class by 5 minutes, late to school, truancy, leaving class without permission, being in an unauthorized area, disruptive behavior anywhere, failure to report for detention, forgery, destruction of property, gambling, physically violating the physical rights of others, and disrespect towards staff.

Major Infractions include truancy, leaving school grounds, progressively worse disruptive behavior, sexual contact, possession or use of tobacco products of any kind, progressively worse destruction of property, major theft, provoking or starting a fight, aggressive or threatening behavior towards a student, bullying, continuous disruption of the learning environment, sexually aggressive violations, and major violation of technology.

Severe Infractions include possession or use of fireworks or any incendiary device, tampering with fire extinguishers, causing public alarm, assaulting another student, sexual assault, possession of a weapon, assault on anyone with a weapon, terroristic threats, being under the influence of alcohol or drugs, possessing or selling alcohol or drugs, and unauthorized use of any medication.

The school administration and Board have committed to these procedures and will have a fully outlined Discipline Policy by year one of Operations.

Tiered Infractions

Tier 1: Minor Infractions

- **Disrupting the order educational process of self or others**

Violation	1st Referral	2nd Referral	3rd Referral	Subsequent
Late to class	Documented Warning	Documented Warning	1 Administrative Detention	A minimum of 2 Administrative Detentions
Physical Display of Affection	Documented Warning	Documented Warning	1 Administrative Detention	A minimum of 2 Administrative Detentions
Dress Code Violations	Documented Warning	1 Administrative Detention	2 Administrative Detention	A minimum of 3 Administrative Detention
Minor Violation of Acceptable Use of Technology/ Internet Agreement	Documented Warning	Documented Warning	1 Administrative Detention	A minimum of 2 Administrative Detentions
Use or display of smartphone or electronic device during non allowed times.	Documented Warning	1 Administrative Detention	2 Administrative Detention	A minimum of 3 Administrative Detention
Disruptive behavior in class and/or during school day, including inappropriate language	Documented Warning	Documented Warning	1 Administrative Detention	A minimum of 2 Administrative Detentions

Misuse/abuse of a pass	Documented Warning	1 Administrative Detention	2 Administrative Detention	A minimum of 3 Administrative Detention
Minor Theft on Property	Restitution and/or 2 administrative detentions/Restorative Practices	Restitution and/or 3 administrative detentions/Restorative Practices		Refer to Tier 3 Infraction

Tier 2: Intermediate Infractions

- **Devaluing the importance of school and classroom attendance**

Violation	1st Referral	2nd Referral	3rd Referral	Subsequent
Any lateness to class of more than 5 minutes will be considered class cutting.	2 Administrative Detentions	3 Administrative Detentions	1 Day Suspension	2 Day Suspension
Lateness to school	Documented Warning	Documented Warning	1 Administrative Detentions	A minimum of 2 Administrative Detentions
Truancy due to cutting 4 or more classes in any given day	3 Administrative Detentions	1 Day Suspensions	2 Day Suspensions	A minimum of 3 day Suspension.
Elopement/Leaving Class w/o permission	2 Administrative Detentions	3 Administrative Detentions	1 Day Suspensions	2 Day Suspensions
Being in a unauthorized Area	2 Administrative Detentions	3 Administrative Detentions	1 Day Suspensions	2 Day Suspensions
Disruptive behavior in class or during the school day	Documented Warning	1 Administrative Detention	2 Administrative Detention	A minimum of 3 Administrative Detention
Disruptive behavior on the bus	Documented Warning	Documented Warning	1 Administrative Detentions	A minimum of 2 Administrative Detentions
Disruptive behavior during Administrative Detention	1 Day Suspensions	2 Day Suspensions		A minimum of 3 day Suspension.
Failure to report to assigned Detention	2 Administrative Detentions	3 Administrative Detentions	1 Day Suspensions	2 Day Suspensions

Forgery or altering of a pass or document	3 Administrative Detentions	1 Day Suspensions		A minimum of 2 Day Suspension
Destruction/tampering of school or individuals property	Restitution and/or repair, A minimum of 1 Administrative Detention	Restitution and/or repair, A minimum of 2 Administrative Detention	Restitution and/or repair, A minimum of 3 Administrative Detention	1 Day Suspensions
Gambling or unauthorized profit making	Documented Warning	1 Administrative Detention	2 Administrative Detention	A minimum of 3 Administrative Detention
Physically violating the rights of others including but not limited to shoving, pushing, poking, roughhousing	1 Day Suspensions	2 Day Suspensions		A minimum of 3 day Suspension.
Disrespect towards school employee	/Restorative Meeting	1 Administrative Detention	2 Administrative Detentions	1 Day Suspension

Tier 3: Major Infractions

- **Engaging in unsafe, threatening or inappropriate behavior that may jeopardize the welfare of an individual or the school community**

Violation	1st Referral	2nd Referral	3rd Referral	Subsequent
Truancy	1 Administrative Detention	2 Administrative Detentions	3 Administrative Detentions	2 Days of In School Suspension
Leaving the school ground or site of school activity without permission	2 Days of In School Suspension	3 Days of In School Suspension	1 Day of Out of School Suspension	2 Days of Out of School Suspensions
Disruptive Behavior in the In School Suspension Room	1 Day of Out of School Suspension	2 Days of Out of School Suspensions		A minimum of 2 days of In School Suspension
Inappropriate Sexual Conduct	A Minimum of 2 Days of Out of School Suspension			A Minimum of 2 Days of Out of School Suspension
Possession or use of cigarettes, tobacco products, vapes, matches, lighters, and or any other types of smoking paraphernalia on school property.	A minimum of 2 Days of Out of School Suspension.			A minimum of 2 Days of Out of School Suspension.
Destruction/tampering of school or individual property	Restitution and/or repair; A minimum of 3 Days of ISS.			Restitution and/or repair; A minimum of 2 Days of ISS and 2 Day of OSS.
Major Theft on Property	Restitution and/or repair, A minimum of 2 Days of ISS.			Restitution and or repair. Minimum of 2 days ISS

				and 2 days OSS.
Fighting	A minimum of 3 Days ISS.	A Minimum of 3 Days OSS.		A max of 10 Days OSS.
Provoking a Fight or Altercation	A minimum of 1 Day of ISS.	A minimum of 2 Days ISS.		A minimum of 3 Days OSS.
Aggressive or Threatening Acts Towards a Student	A Minimum of 1 Day on the ISS.	A minimum of 2 Days of ISS.		A Minimum of 3 Days OSS.
Aggressive or Threatening Acts Toward a Employee	A minimum of 4 Days of Suspension.			A minimum of 4 Days of Suspension
Defiance of School Employee	A minimum of 1 Day ISS	A Minimum of 2 Days ISS		A Minimum of 3 Days ISS.
Inappropriate Language referencing a member of a protected group or someone with distinguishing characteristics.	A minimum of 1 Day ISS	A Minimum of 2 Days ISS		A Minimum of 3 Days ISS.
Continuous DIruption of the Learning Environment	A minimum of 1 Day ISS	A Minimum of 2 Days ISS	A Minimum of 3 Days ISS.	A minimum of 2 Days of OSS.
Sexual Contact including, but not limited to, grabbing, touching intimate parts of another individuals body.	A minimum of 4 Days OSS.			A Minimum of 10 Days OSS.
Major Violation of Acceptable Use of Policy for Technology	Minimum of 2 Days of ISS with possible supervision of		Contact Authorities and revocation of network privileges.	

	network privileges.			
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Alternative To Suspension (ATS)

Alternative to Suspension (ATS) is an attempt to provide character education and assist in reforming negative behaviors which may have normally resulted in an out-of-school suspension. While in ATS your child will receive work from their classes and receive character education. Additionally, they will be provided a contract stating the rules they must adhere to while in ATS. Your child is expected to do class work, stay on task, be respectful and follow all expectations. If your child leaves the ATS room without permission and roams the building, additional days of ATS will be added. A school lunch will be delivered to the ATS room, where your child will eat; if the session occurs during a lunch period. Students in the ATS room are not allowed to go anywhere else in the building. The students will have regular bathroom breaks, where they will be escorted by their ATS Instructor. While in ATS students may not participate in any extracurricular activities, before, or after school, including tutoring, sports, clubs, watching a sporting event etc.

Students will be placed in ATS. ATS starts at 7:30 am and ends at 3:46 pm. If a student is more than 15 MINUTES LATE WITHOUT A VALID EXCUSE. they will not be allowed in the building and that day will not count towards their required days. They can return the following day. Your child must complete all the required days in an acceptable manner before he may return to the regular school setting. Students will be dismissed promptly. Upon dismissal, your child must immediately leave school property.

If your child has a disciplinary problem while they are in ATS you will be notified, and they will have to do the entire day all over again. They may face additional consequences.

ALTERNATIVE TO SUSPENSION STUDENT CONTRACT

My name is _____. I have been placed in Alternative to Suspension for breaking the rules set by Rochester Sports Academy Charter School. I understand that while in ISS I must follow the rules:

- I understand that I must attend at my scheduled time each day, arriving on time and leaving promptly at the end of the day. (7:30-3:45)
- I understand that I cannot arrive more than 15 minutes late
- I understand that I cannot bring any electronic devices into the ISS room. If I do, they will be confiscated and returned at the dismissal of class
 - I will dress appropriately in accordance to the RSA Code of Conduct
- I must complete my daily assignments provided to me
- I will avoid confrontational situations
- I will refrain from using profanity

- I completely understand that while in ATS I am on suspension and I cannot leave the ATS room. If I leave for any reason, I understand that I must have permission and an escort, and I have to stay with the escort at all times. If I am anywhere in the building besides the ISS room or with an escort during my suspension, it has been explained to me that my time in ISS will be extended
- I understand that I have to follow all the rules in the RSA Code of Conduct
- I am aware and my parents are aware that if I don't reform my behavior while in ISS, I will face an out of school suspension.

Refusal to follow the rules while in ISS and at RSA may result in further consequences. I have read the above rules and I fully understand the content. My Instructor reviewed the rules with me when I entered the ISS room.

Detentions Daily

Daily Detention will be held Monday- Thursday during lunch for students who are removed from class, or extreme hall, or cafeteria violations. Daily detention will be held in the ISS room and no students will be allowed after without a pass. Failure to attend daily detention will result in 2 days of ISS (In School Suspensions).

Student Search Policy

The RSA School administration reserves the right to conduct searches of students and their property, including backpacks. If necessary, searches will be conducted so as to respect the privacy and interests of students to the fullest degree possible, but will balance such concerns with the primary interest of maintaining student safety and discipline. Such searches will take place in the presence of the school Principal or Dean of Students and at least one other staff member. The parent(s) or guardian of the searched student will be notified as soon as possible to inform them that a search is about to or has just occurred. Should a student refuse to cooperate with a search request, the school will confiscate the property in question. RSA will conduct daily student searches during arrival to ensure that school building safety is free of weapons, drugs, or other harmful objects.

Grievance Policy

Any student or parent may bring complaints to the RSA Charter School. Complaints shall be submitted to the school office. After reviewing the complaint, the Principal will personally research relevant background information, including the interview of the defending party. Once all appropriate information has been gathered, the Principal will contact the plaintiff to arrange a meeting for discussion of a resolution to the complaint. The Principal will render a determination in writing when appropriate or required. Any individual or group may bring an alleged violation of the law or the school's charter to the Board of Trustees of RSA Charter School, regardless of having submitted a complaint to the Principal. Complaints to the board shall be submitted to the Principal's office. Complaints submitted to the Board of Trustees at least one week prior to the next board meeting will be acted upon at such meetings. Complaints submitted later will be addressed at the subsequent meeting of the Board of Trustees.

Emergency issues will be dealt with on an as-needed basis, with the board responding at or prior to its next regular public meeting. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. The Board, as necessary, may direct the principal or other responsible party to act upon the complaint and report to the board.

Upon resolution of a formal complaint, the Board of Trustees shall render a determination in writing that includes any (a) remedial actions, (b) a written notice to the complainant that he/she may file an appeal to the Charter School Institute if the complaint involves a violation of law or the school's charter, and (c) a copy of the Charter Schools Institute's Grievance Guidelines. An individual or group has the right to appeal a determination involving a violation of the charter or law to the Charter Schools Institute and thereafter to the State Education Department (on behalf of the Board of Regents).

Driving and Use of Parking Lot Policy

Driving is a privilege and must be treated as such. When this privilege is not respected, there could be very serious results and consequences. Students desiring to park vehicles on school property must register the vehicle with the main office and provide proper documentation (driver's license, registration, proof of insurance, etc.). Students must park in designated spaces and not spaces reserved for handicapped, visitors, or faculty. Upon arrival on school property, students must not loiter in cars or parking lots. Once students arrive on school property on foot or by car, they may not leave the school property for any reason without the permission of the parent/guardian and the Principal.

The following safety requirements are to be observed at all times:

- Observe all state laws regarding school bus pick-up and accepting and discharging students.
- The volume of a vehicle's music system must be at reasonable levels (not able to be heard outside a range of 25 feet of the car).
- Students must not exceed 10mph while on school property.
- Failure to park on designated student spots may result in the towing of the vehicle.

Tobacco-Free School Policy

RSA Charter School will promote the knowledge and skills necessary to avoid tobacco use. RSA will commit the resources necessary to reinforce healthy behaviors and actively discourage all use of tobacco products by students, staff, faculty, and school visitors. As required by New York law, tobacco use is strictly prohibited at the school, on all school grounds and in any vehicle used to transport children or school personnel.

Prevention-Education

Age-appropriate instruction in the effects of tobacco smoke, to discourage the use of tobacco and to promote healthy decision-making will be included in the curriculum for all students. N.Y. Education Law §409 N.Y. Education Law §804 8 N.Y.C.R.R. §135.1(j) and 135.3(a) N.Y. Public Health Law §1399-n et seq 20 U.S.C.A. § 7181 et seq

Drug and Alcohol Policy

RSA Charter School prohibits the use, possession or distribution of any drug/alcohol during school hours, on school property at any time and/or at any school sponsored event. Any student who, on school grounds at any time, during a school session, or anywhere at a school sponsored activity is under the influence of alcohol, other drugs or mood altering substances or who possesses, uses, dispenses, distributes, sells or aids in the procurement of alcohol, other drugs, or mood altering substances, shall be subject to discipline as described under illegal acts in the student code of conduct. The privileged confidentiality between students and guidance counselors, school nurses, school psychologists, home and school visitors, and clerical workers shall be respected and no confidential communication made to any such employee shall be required to be revealed without the consent of the student or his parent unless the best interests of the student can be served only by doing so. NOTE: Synthetic Cannabinoids (marijuana) falls under this policy. Those students found in violation will be subject to disciplinary action as described under illegal acts in the Code of Conduct.

Prevention-Education Through the use of a drug and alcohol awareness curriculum, classroom activities, community support and resources, a strong and consistent administrative and faculty effort, and rehabilitative and disciplinary procedures, RSA Charter School will strive to educate, prevent and intervene in the use and abuse of alcohol, other drugs, and mood altering substances by students.

Internet Use Policy

The school's information technology resources, including email and Internet access, are provided for educational purposes. Adherence to the following policy is necessary for continued access to the school's technological resources: Students must :

1. Respect and protect the privacy of others. Use only assigned accounts. Not view, use, or copy passwords, data, or networks to which they are not authorized. Not distribute private information about others or themselves. No use of personal web pages or social networking sites (including but not limited to Facebook, Twitter, Myspace, etc.)
2. Respect and protect the integrity, availability, and security of all electronic resources. Observe all network security practices, as posted. Report security risks or violations to a teacher or network administrator. Not destroy or damage data, networks, or other resources that do not belong to them, without clear permission of the owner. Conserve, protect, and share these resources with other students and Internet users.
3. Respect and protect the intellectual property of others. Not infringe copyrights (no making illegal copies of music, games, or movies!). Not plagiarize.
4. Respect and practice the principles of community. Communicate only in ways that are kind and respectful. Report threatening or discomfoting materials to a teacher. Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass). Not

intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works). Not use the resources to further other acts that are criminal or violate the school's code of conduct. Not send spam, chain letters, or other mass unsolicited mailings. Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project.

Electronics

In an effort to prepare students for college, laptops and electronic notebooks will be permitted for instructional purposes only and therefore may be used throughout the School. Email, personal web pages and social networking sites may not be used. At no time is music, games, and videos allowed to be viewed or listened to on laptops and notebooks unless it's related to classroom instruction. All internet use policies apply fully in regards to laptop and notebook use. Each student is responsible for ensuring that all laptop and electronic notebooks are secure at all times. The School is not liable for laptops or notebooks that are missing or damaged as a result of not being properly secured. Electronic devices may not be used between 7:30 am and 3:46 pm unless approved for instructional use. Electronic devices may not be used in the gym during lunch. Students may use electronic devices, if in accord with the following policy:

1. Design and post web pages and other material from school resources.
2. Use direct communications such as Google Meets, online chat, or instant messaging with a teacher's permission.
3. Install or download software, if also in conformity with laws and licenses, and under the supervision of a teacher.
4. Use the resources for any educational purpose. Consequences for Violation Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources. Supervision and Monitoring School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

Request R-10c – Special Education Discipline Policy

c. Special Education Discipline Policy

RSA will abide by all the assurances as set forth in Appendix B of the RFP Special Education Assurances; including New York State Education Department and Federal mandates. Local mandates include policies set by our local school districts (Gates, Greece, and Rochester City), and New York State Department of Education along with Federal mandates including IDEA, FERPA, and ESSA. Students enrolling with RSA will be entered into the child find system (such as IEP Direct) to see if there is a case history with the local district's CSE. RSA will have access to all student's IEPs regardless of their home district (Gates, Greece, or Rochester City). By having access to the IEP, RSA will ensure that the enrolling student receives the correct services as indicated on the IEP. Students that have an IEP and enroll with the school will be included in the school's RTI/AIS intervention plan, with the services coordinated with the special education teacher, Instructional Coach and ultimately, the Principal. RSA will provide regular contact with all families while obtaining an IEP or 504 allocation, further providing to families that RSA is a school community that can be trusted with the best interest of their scholars. Implementing the RTI process in our schedule ensures that all students, even students that do not have an IEP or are in need of extension activities, have the time in their block to explore content at their pace with the support of the general education and special education teacher.

RSA will contact all families that have students with an IEP at the school. Close coordination with families is essential in maintaining an accurate and appropriate RTI service for the student. RSA will conduct annual and triennial reviews with the local CSE to review appropriate services and programming, ensuring that a student's goals are appropriate and achievable. The service for students with an IEP begins with the local district (Gates, Greece, or Rochester City) and then staff will review the progress of their students during their PLC time. RSA will evaluate program effectiveness through our review cycle. The first mechanism is the completion of annual and triennial reviews for all students. This ensures that all families are being served appropriately, and the school is responding in a timely manner to their student's needs. This second is by reviewing performance data: NYSESLAT, Regents exams, and local classroom data will inform progress monitoring and determine if students are on track towards graduation or falling behind (which will then restart the process of review with new interventions). In addition to the academic data, RSA will also evaluate program effectiveness by measuring student culture through our PBIS program. This ensures that the structures we have in place at the school address the whole student, and not just components related to the IEP. This contributes to our overall school culture, ensuring that our TEAM vision is realized and students are focused on academic programming and their immersion in the sports pathways.

Request R-10d – Dress Code Policy

d. Dress Code Policy

Every student **MUST** be in dress code upon entering the building for any reason at any time, Monday thru Friday. To allow students to focus on learning and to create a sense of community, RSA has adopted a **MANDATORY** student dress code. Clothing worn by students at RSA should emphasize the fact that the school is both a community and a place of work. Students should dress in a way that expresses their membership in the community and that meets the standards of a workplace. Their attire should be neat, tidy and should conform to RSA uniform policy at all times.

An article of clothing not listed in the dress code **SHOULD NOT** be worn to school. If there is any doubt about an article of clothing, the student should bring it to the school office to ask about its compliance with the dress code **BEFORE** wearing it to school (and before removing store tags, if purchased for school use, so it can be returned if it does not meet dress code). For activities requiring non-dress code clothing, students will receive permission from the School Principal. In addition, if students need to change clothes before they go to work, students may do so once they have brought in a permission form (available in the office) completed by the employer, parent/ guardian, and /Principal.. At all other times, students must follow dress code while in the School building or on School-sponsored activities.

The following are absolutely **NOT** permitted: cargo pants, painter's pants, hospital pants, baggy pants, pants with large pockets or metal studs, jeans or pants that look like jeans, shirts with designs or insignias. All shirts must be long enough to be tucked-in at all times. Students may wear their sport's uniform jersey on days of a game only, but it must also be tucked in. Students are not permitted to wear non-dress code clothing beneath their uniform. Students are **NOT** permitted excessive jewelry. Hats or any head coverings are **NOT** permitted inside the building except for religious reasons (Parents, please send a letter). In case of doubt, the Principal will determine what is permissible.

RSA Dress Code Chart

Item	Style	Color	Comments
Pants	dress/ no denim	Black or Khaki	No tears, rips, or print design on pants.
Shirts	Polo	White	
Sweaters	Pullover or Button-down	Any	
Shoes	Personal Preference	Black, Brown,	No slippers, flip flops, or house shoes.

d. Gifted and Advanced Students

Using student records, and Summer Academy student assessment data RSA will identify advanced and gifted students. Leadership and teachers will collaborate prior to the start of the school year to discuss an academic plan to ensure that these identified students are provided with instruction and curriculum that is rigorous and has high expectations. Rigorous instructions will look like higher order thinking questions, rigorous independent tasks, projects and assignments, and homework. The RSA instructional coach will provide specific professional development to teaching staff to ensure that gifted and advanced students are supported.

R-11ab. School Management and Leadership

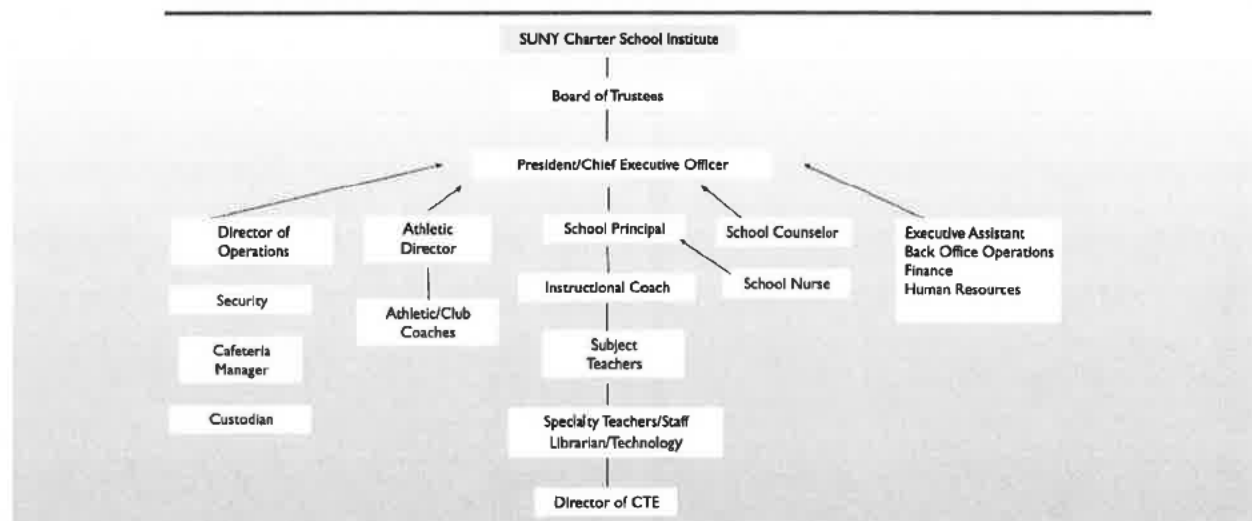
a. Organizational Charts

Rochester Sports Academy (RSA) Charter School of Sports Business and Health Sciences' organizational structure supports the school's mission and vision. In year one, RSA will begin with 19.3 FTE and at the end of year five RSA will employ 87 FTEs. Driven by RSA's mission, the Chief Executive Officer manages the school and Principal with a direct reporting line to the Board of Trustees as it holds the charter, governs the school, conducts oversight, and reports to the authorizer and Board of Regents on the academic success, fiscal health, and regulatory compliance of the charter school.

Year 1 Organizational Chart

In year one, the organizational chart includes the Chief Executive Officer, Principal, Instructional Coach, an Administrative Assistant, 9 teachers, a Counselor, Aides, a Traveling Nurse, Cafeteria Manager, and a Cook. Our educational structure supports 4 core subject teachers, 2 specialty teachers, 1 teacher's assistant, and 1 substitute teacher. Based on RSA's expected number of special education students, RSA will employ 1 special education teacher.

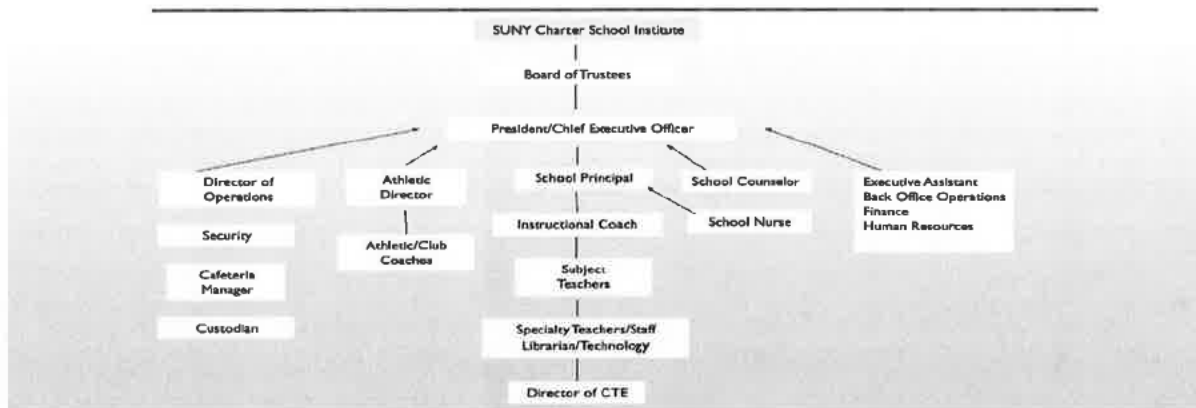
ROCHESTER SPORTS ACADEMY (RSA) CHARTER SCHOOL OF BUSINESS AND HEALTH SCIENCES YEAR 1 ORGANIZATION CHART ~ 21.5 FTE



Year 5 Organizational Chart

In year 5, RSA will enroll 400 students and 87 FTE employees. RSA anticipates serving 70 students with disabilities and 20 MLL/ENL students. The Chief Executive Officer will supervise the Principal and work in collaboration with the Principal, Instructional Coach, Teachers, and others to ensure the daily operations at RSA align with the mission and vision.

**ROCHESTER SPORTS ACADEMY (RSA)
CHARTER SCHOOL OF BUSINESS AND HEALTH SCIENCES YEAR 5
ORGANIZATION CHART ~ 71 FTE**



b. School Leadership and Management Structure

It is clear from both organizational charts that the Board fully understands the role of the authorizer. Reviewing the existing documentation, and as exhibited throughout this charter, the Board and school are accountable to the authorizer. This includes all activities, compliance, and in particular, the 8 goals in the SUNY Accountability Plan. The Board is also aware that all policies and procedures, along with any charter changes, must be submitted to SUNY and approved prior to implementation.

The school will be led by the Chief Executive Officer who will also serve as the Athletic Director for the school. This individual will be responsible to the Board, will oversee the Principal and CFO as well as oversee all back-office work such as facilities, compliance, and reporting. The CFO will be responsible for all accounting, payroll, and HR functions. The Principal will oversee all academic programs as well as student support and serve as the Director of Operations during years 1 and 2. The Athletic Director will oversee the Coach(es) as well. An Instructional Coach will be hired to provide additional support to early career educators.

By year five there will be two coaches and four teachers in Sports Pathway/CTE all of which align with the mission and vision of RSA. The school has grown from four teachers (math, ELA, science, social studies) to four teachers in each content areas for a total of 16 teachers, four total SPED teachers, from 5 Specialty teachers to 13 (two each in ELL, LOTE, Art; three in PE; and 4 in Sports Pathway/CTE). This is a total of 33 teachers for 400 students which is a 1:12 teacher to student ratio.

Evaluation Procedures

Chief Executive Officer. The Board evaluates the CEO on the Open School Project Rubric during the planning phase. During year one, the same process will be used for the CO position as well and a new 4-point measure will be developed based on the accountability framework. The CEO will attend every Board meeting so the members of the Board will be in a position to evaluate him as he will be responsible for all actions taken in the school. The results of the evaluation are discussed with the CEO and goals are determined for the coming year based on these results. The CEO will present a plan for the coming year including personal and school goals.

Instructional Leadership and Supervisory Positions. Evaluation at all levels of school operations allows for honest discussions and viable methods of problem solving as a school community. In order to ensure that all members of the community are working to their best abilities. During year 1, the same process for the Principal and Instructional Coach will be followed, with the exception that the Danielson Classroom observation tool will be used as the basis for the Leadership Rubric. The main responsibilities of these leaders is to support teachers so they can do their jobs. Therefore, the outline of Danielson will be used to evaluate these positions. Rather than being evaluated on how they instruct a class, they will be evaluated on how they supported teachers to instruct a class. These positions will be evaluated on the Educational Success of the school as will be developed in the CEO's evaluation. The individuals will self-evaluate, be evaluated by their supervisor, and have those reporting to them evaluated as well. The supervisor will integrate this information and will hold discussion with the reportees who will then develop their growth and goals plan for the coming year.

Teachers and Classroom Support Staff. Teachers will be evaluated by the Instructional Coach and the Principal of the school based on weekly evaluations of the teachers' plans and classroom observations, both announced and unannounced, throughout the school year. Teachers will meet regularly with the Instructional Coach to discuss their practice and will self-assess their effectiveness as well. The Danielson Teaching Framework²⁷ will be used to rate the effectiveness of the teacher at the beginning, midpoint, and end of the year. All teachers in a content area will

²⁷ <https://www.danielsongroup.org/framework/>

be held accountable for Regents results. This will ensure that all teachers are vested in student performance outcomes and not just their individual classes.

Non-academic staff. Non-academic staff will be evaluated by their direct supervisors using school created rubrics specific to their roles at the school. These rubrics will be assessed by the supervisors and self-assessed by the staff member several times per year in order to make a final evaluation at the year's end. This rubric evaluation will be used to determine their effectiveness for the year.

Request R-12ac. Personnel

a. Staffing Chart and Rationale

The following is a proposed staffing chart for the school over the course of the five years of the charter.

RSA Staffing Chart						
Positions	Avg. Starting Salary	Year 1	Year 2	Year 3	Year 4	Year 5
Chief Visionary Executive Officer	\$135,000	1	1	1	1	1
Principal	\$125,000	1	1	1	1	1
Assistant Principal	\$70,000			1	1	1
Athletic Dir.	\$70,000			1	1	1
CFO	\$80,000	1	1	1	1	1
Instructional Coach	\$50,000	1	1	2	2	2
Counselor	\$35,000	1	2	3	3	3
Admin Assistant	\$28,000	1	1	1	2	2

HR Assistant	\$28,000		1	1	1	1
ELA Teacher	\$43,000	1	2	3	4	4
Math Teacher	\$43,000	1	2	3	4	4
SS Teacher	\$43,000	1	2	3	4	4
Science Teacher	\$43,000	1	2	3	4	4
ELL Teacher	\$43,000	1	1	2	2	2
Art Teacher	\$43,000	1	1	2	2	2
LOTE Teacher	\$43,000	1	1	2	2	2
PE/Health Teacher	\$43,000	1	2	3	3	3
Sports Path. CTE Teacher	\$43,000	1	2	3	4	4
SPED Teacher	\$43,000	1	2	3	4	4
Media Art/ Sub./TA	\$43,000	1	1	2	2	2
Coach	\$43,000	.25	.50	1	2	2

Nurse	\$40,000	1	1	1	1	1
Custodial	\$30,000	1	1	2	3	3
Food Service	\$30,000	1	2	3	3	3
Security	\$30,000	1	1	2	2	2
TOTAL #FTE		21	29	46	54	54

Staffing Plan. The staffing plan covers the needs of RSA across the chartering term. The Chief Executive Officer will oversee and supervise the entire school and will supervise the Principal, Director of Operations, Athletic Director, and Executive Assistant, all back Office Operations, and the School Counselor. The Principal will oversee the Instructional Coach, Subject Teachers, Specialty Teachers/Staff, Librarian/Tech Specialist, and the Director of CTE. Teachers will report to the Instructional Coach but the Principal will have direct involvement in the evaluation of teachers. This staffing plan ensures that all activities are completed as necessary at the minimum costs to the school, allowing the remaining monies to be spent on teaching, instruction, and counseling.

b. Qualifications and Responsibilities

Roles and Responsibilities of School Leader. The Chief Executive Officer will oversee the entire school and will be hired, evaluated, and terminated (if necessary) by the Board of Trustees. The responsibilities of the CEO will include supervising the Principal and overseeing financial consulting services. As such, supervision responsibilities will include reviewing and supporting all curriculum, scheduling, counseling, Special Education and ELL services, and all activities pertaining to students and teachers. Supervision of the financial consulting services includes responsibility for all financial activities in the school including payroll, accounts payable, audits, general ledger, inventory, invoicing the districts, and all financial reports. Direct responsibilities will include the development of all policies and procedures, identifying the facility, securing a lease, working with the landlord to install systems (phone, security, internet), arranging all services (fire, sanitation, building approvals, working with the local school districts to enroll all

students, etc.), all compliance and reporting, as well as opening the school. The CEO will also be responsible for overseeing athletics, building relationships with businesses that align with RSA's sports career pathways to increase resources and provide internships and potential employment opportunities.

Management Roles and Responsibilities. As stated above, the Chief Executive Officer will be responsible for ensuring the vision of RSA is implemented in all aspects of the school community, monitoring the utilization of the team approach with instruction, athletics, community collaborations, and all stakeholder relationships. The Principal will oversee all instruction, curriculum, and classroom activities. The Principal will have responsibility for the educational, counseling, and Sports Pathways for the school. Working closely with the Instructional Coach, the Principal will be responsible for supporting all teachers, evaluating teachers, and supporting them with their instructional work. The Principal will oversee the counseling department, ensuring that all students and parents receive the support they need. The Principal will also oversee the Athletic Director, who will be responsible for coordinating extracurricular activities for athletic and non-athletic events. The CFO will ensure that the management of all financial activities are aligned with good accounting practices and that the Financial Policies and Procedures are integrated into the school and followed.

Instructional Leadership Roles and Responsibilities for Teachers. The Principal will have overall responsibilities for supporting individual teachers, with the support of the Instructional Coach. The Principal and Instructional Coach will observe all teachers in September using the Danielson Teaching Framework. The Principal and Instructional Coach will meet with teachers, using the results of their Danielson Observation Tool and discuss what was observed, what the teacher experienced, and what the teacher feels he/she needs. From this, the teacher will develop a growth plan, agreed on by all, and the Instructional Coach will then support him/her in those identified areas. The Instructional Coach will develop a plan for embedded classroom support as well as supporting teachers outside the classroom.

Supporting departments will be run by teachers themselves during PLCs, which are scheduled for every day. In year 1 there will be no departments so groups will be aligned with subject area (science and math, etc.). Teachers will identify issues in their areas and work towards resolving these areas through developing strategies for instruction and classrooms management as well as further developing their content areas.

Supporting Professional Development as part of the overall school support is an integral part of RSA's overall school development and viability. RSA will provide robust PD to all of its teachers. All teachers are being paid on a 12-month schedule so that there is time prior to school opening in August for intensive PD. There is time every day for teachers to work together, and

some of this time will be used throughout the year for PD in areas that are identified through teacher surveys and the evaluations of the Principal and Instructional Leader.

c. Staff Recruitment and Retention

Rochester Sports Academy Charter School of Business and Health Sciences will recruit high-quality teachers through marketing efforts. These efforts have already proven effective as individuals, colleges/universities, and public/private businesses have already inquired about employment and forming partnerships. Once approved, RSA will host a job fair to recruit potential staff. RSA plans to retain high quality teachers by creating a safe and supportive learning environment, providing them with ongoing professional development, and empowering them through collaborative decision making ensuring their voices are heard. As RSA enrollment grows, administrators will look to promote from within versus seeking others from outside the school. RSA will also look to secure New York State retirement benefits (tuition and certification fee reimbursement, incentives, etc.) and competitive health care incentives. The Board of Trustees will review best practices for rewarding and retaining teachers and develop a plan that aligns with best practices.

d. Personnel Policies

Equal Employment Opportunity

Rochester Sports Academy (RSA) Charter School of Business and Health Sciences is committed to a policy of Equal Employment Opportunity with respect to all teachers/coaches, and volunteers. Consistent with this commitment, our policy is to comply with all applicable federal, state and local laws concerning employment discrimination. Accordingly, RSA prohibits discrimination against qualified employees in all aspects of employment including, but not limited to: recruitment, interviewing, hiring (or failure or refusal to hire), evaluation, compensation, promotion, job assignment, transfer, demotion, training, leaves of absence, layoff, benefits, use of facilities, working conditions, termination and employer-sponsored activities and programs.

Employment decisions will be made without regard to an applicant's or employee's actual or perceived: race; color; sex; age; disability; religion; creed; citizenship; national origin; ancestry; military status or veteran status; marital status; familial status; gender identity and expression; sexual orientation; status as a victim of domestic violence, stalking or sex offenses; predisposing genetic characteristics; characteristics; genetic information; relationship or association and any other status protected by law.

Management Responsibilities

All members of administration are responsible for understanding the commitment to this policy and ensuring this policy is carried out. RSA Administration is responsible for immediately reporting and responding to a discrimination complaint. It is critical that any formal or informal reference to discrimination is taken seriously.

Reasonable Accommodations

RSA will look to make reasonable accommodations for a qualified applicant or employee with a known disability, unless doing so would result in an undue hardship to the academy. If an employee believes they need assistance to perform their duties because of a physical or mental limitation, School Administration should be informed.

Likewise, we will look to make reasonable accommodations, upon request, arising out of an individual's sincerely held religious beliefs or practices, unless doing so would result in an undue hardship to the academy. If an employee requires a reasonable accommodation arising out of a sincerely held religious belief or practice, School Administration should be informed.

Questions and Complaints

Questions regarding the administration of this policy or a complaint regarding Equal Employment Opportunity should be directed to School Administration. All complaints will be promptly and thoroughly investigated. Confidentiality will be maintained to the greatest degree possible, consistent with RSA's obligation to thoroughly investigate the complaint. Any individual at any time, even after separation of employment who feels this policy has been violated should immediately contact School Administration. If not satisfied with the resolution, employees may pursue an appeal.

No Retaliation

It is the policy of RSA that any employee who makes or participates in the investigation of a discrimination or sexual harassment complaint will not be retaliated against in any way. Employees who feel they have been retaliated against for such activity should immediately contact School Administration. Anyone found to be engaging in any type of inappropriate conduct under this policy may be subject to disciplinary action, up to and including termination of employment.

Non-Harassment/Non-Discrimination

Rochester Sports Academy is committed to maintaining a workplace free from all forms of unlawful harassment, including sexual harassment. RSA prohibits unlawful harassment against anyone, for any reason, including, but not limited to an individual's actual or perceived: race; color; sex; age; creed; disability; religion, citizenship; national origin; ancestry; military status or veteran status; marital status; familial status; gender identity and expression; partnership status; credit worthiness or credit history; status as a caregiver; sexual orientation; status as a victim of domestic violence, stalking; or sex offenses; predisposing genetic characteristics; genetic information and any other status protected by law. All employees, interns, and non-employees conducting business in our workplace must refrain from engaging in unlawful harassment. Workplace harassment will not be tolerated at RSA.

All employees, volunteers, contractors and individuals conducting business with RSA are required to conduct themselves in a manner that prevents sexual or other forms of harassment in the workplace. Any employee or individual covered by this policy who engages in workplace harassment or retaliation will be subject to remedial and/or disciplinary action, up to and

including termination. This policy is one component of RSA's commitment to a discrimination-free work environment where all employees are treated with dignity and respect. Harassment directed toward a protected class is against the law. All employees have a legal right to a workplace free from illegal harassment. Employees can enforce this right by filing a complaint internally with RSA Administration, or with a government agency or in court under federal, state or local anti-discrimination laws.

Definition of Sexual Harassment

Sexual harassment is a form of sex discrimination and is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, gender identity, gender fluidity and/or the status of being transgender. Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual's sex when:

- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment, even if the reporting individual is not the intended target of the sexual harassment;
- Such conduct is made either explicitly or implicitly a term or condition of employment; or
- Submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual's employment.

A sexually harassing hostile work environment consists of words, signs, jokes, pranks, intimidation or physical violence which are of a sexual nature, or which are directed at an individual because of that individual's sex. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory statements or sexually discriminatory remarks made by someone which are offensive or objectionable to the recipient, which cause the recipient discomfort or humiliation, which interfere with the recipient's job performance.

Reporting Sexual Harassment

Preventing workplace harassment is everyone's responsibility. Any employee, , or visitor who has been subjected to behavior that may constitute sexual harassment is encouraged to report such behavior to RSA Administration. Anyone who witnesses or becomes aware of potential instances of sexual harassment should report such behavior to RSA Administration or board member. Reports of sexual harassment may be made verbally or in writing.

Employees, , volunteers who believe they have been a victim of sexual harassment may also seek assistance in other available forums, as explained below in the section on Legal Protections.

Complaint Investigation

All complaints or information about suspected sexual harassment will be investigated, whether that information was reported in verbal or written form. Investigations will be conducted in a timely manner and will be confidential to the extent possible. An investigation of any complaint, information or knowledge of suspected sexual harassment will be prompt and thorough. The investigation will be kept confidential to the extent possible. All persons involved, including complainants, witnesses and alleged perpetrators, will be accorded due process, as outlined

below, to protect their rights to a fair and impartial investigation. Any employee may be required to cooperate as needed in an investigation of suspected sexual harassment. Rochester Sports Academy will not tolerate retaliation against employees who file complaints, support another's complaint or participate in an investigation regarding a violation of this policy. While the process may vary from case to case, investigations should be done in accordance with the following steps:

- Upon receipt of the complaint, School Administration will conduct an immediate review of the allegations, and take any interim actions, as appropriate. If the complaint is verbal, the individual will be encouraged to complete the "Complaint Form" in writing. If he or she refuses, the School Administration will prepare a Complaint Form based on the verbal report.
- If documents, emails or phone records are relevant to the allegations, steps will be taken to obtain and preserve them.
- School Administration will request and review all relevant documents, including all electronic communications.
- School Administration will interview all parties involved, including any relevant witnesses.
- School Administration will prepare written documentation of the investigation (such as a letter, memo or email), which contains the following:
- Written documentation and associated documents will be maintained by the RSA in a secure and confidential location.
- Following the investigation, School Administration will promptly notify the complainant and the individual(s) about whom the complaint was made of the final determination and implement any corrective actions identified in the written document.
- School Administration will inform the complainant of their right to file a complaint or charge externally as outlined in the Legal Protections and External Remedies section of this policy.

Corrective Action

If a report of sexual harassment is found to be valid, immediate and appropriate corrective action will be taken. Employees or volunteers, who violate this policy, including the provision against retaliation, will be subject to disciplinary action, up to and including termination. This determination will be based on all the facts of the case.

Legal Protections and External Remedies

Sexual harassment is prohibited by state, federal, and local law. Aside from the internal process at the Rochester Sports Academy, employees may also choose to pursue legal remedies with the following governmental entities. While a private attorney is not required to file a complaint with a governmental agency, employees may seek the legal advice of an attorney.

- New York State Division of Human Rights (DHR)
- United States Equal Employment Opportunity Commission (EEOC)
- Contact the Local Police Department

Code of Ethics

Rochester Sports Academy Charter School expects all employees to practice good judgment, maintain professional standards and adhere to ethical boundaries when engaging with students, parents, colleagues and community. It is of paramount importance that we always conduct our

day-to-day activities in an ethical and responsible manner. Employees must refrain from participating in any activity or business venture which could conflict with the interests of Rochester Sports Academy as an educational institution.

Individuals with Disabilities

Rochester Sports Academy fully supports the Americans with Disabilities Act (ADA) and New York State Human Rights Laws which make it unlawful to discriminate in employment against a qualified individual with a disability. The organization prohibits discrimination against qualified employees and applicants with disabilities in all aspects of employment. Our organization's commitment to this policy includes making reasonable accommodations to persons with disabilities to enable them to perform the essential functions of their jobs, unless to do so poses an undue hardship on the organization or a direct threat to health or safety.

Our Commitment

The employee should make the organization aware of their need for an accommodation by notifying RSA Administration. The organization will work with each individual to define their job-related needs and to try to accommodate those needs. Employees may not refuse to work alongside co-workers who have disabilities.

Qualified Individuals with Disabilities

Qualified individuals with disabilities are defined as individuals with disabilities who have the required education, skills and experience for the job and who can perform the essential functions of the job with or without reasonable accommodation. The term disability is defined by applicable law.

Reasonable Accommodation

Reasonable accommodation is defined as any change or adjustment to a job, the work environment or the way things usually are done that enables a qualified individual with a disability to perform the essential functions of the job and that does not pose an undue hardship for the organization or create a direct threat to health or safety.

Weapons Policy

Employees are prohibited from carrying or possessing firearms or weapons of any kind in school buildings, during school sanctioned events or on school property, while acting in the course and scope of employment. Any employee who violates the terms of this policy is subject to disciplinary action, including non-renewal, suspension, or discharge as deemed appropriate by the School Board.

Drugs and Alcohol

RSA is a drug and alcohol free workplace. It is a violation of our drug and alcohol free workplace policy to possess, sell, trade, and/or offer for sale alcohol, illegal drugs or intoxicants. The use of illegal drugs or intoxicants is also prohibited. The use of alcohol at sanctioned RSA

events is prohibited to the extent that an individual becomes impaired or otherwise adversely affects the organization's business interests.

If an employee violates the policy, they will be subject to progressive disciplinary action and may be required to enter rehabilitation. An employee required to enter rehabilitation who fails to successfully complete it and/or repeatedly violates the policy will be terminated from employment. Nothing in this policy prohibits the employee from being disciplined or discharged for other violations and/or performance problems.

Health and Safety

RSA's goal is to provide a safe and healthy working and learning environment for staff, students and visitors. Rochester Sports Academy's premises and places of work are well maintained, have safe access and egress for all and are without risk to individual's health and safety.

Internet and Email

Employees should not expect privacy with respect to any of their activities using RSA provided internet access, email or services. RSA reserves the right to review any files, messages, or communications sent, received or stored on organization computer systems.

Employees violating this policy are subject to disciplinary action, up to and including termination. Employees using organization computer systems for defamatory, illegal or fraudulent purposes also may be subject to civil liability and/or criminal prosecution. Rochester Sports Academy may also report suspected unlawful conduct to the appropriate law enforcement authorities.

Request R-13a. Partner Organizations

a. Partner Information

Rochester Sports Academy (RSA) Charter School of Business and Health Sciences does not have any partner organizations that will have a significant contribution to the proposed school.

Request R-13b. Partner Commitments

b. Partner Commitment

At this time, the one partnership commitment to Rochester Sports Academy (RSA) Charter School of Business and Health Sciences is with the University of Rochester's Center for Human Athleticism Musculoskeletal Performance and Prevention (CHAMPP) program. Participating students will greatly benefit from the program's focus on mindset skill development, physical performance, sports nutrition, and goal setting fundamentals to help students build healthy habits for sports and life.

14. Governance

a. Board Members

Rochester Sports Academy Charter School of Business and Health Sciences will be governed by the proposed Board of Trustees. The proposed board is made up of individual professionals with varying degrees of experience and domain expertise in education, professional sports, communications, finance, non-profit leadership, diversity, equity, and inclusion as well as sports medicine and health sciences. This body of professionals and committed Rochesterians are extremely qualified to lay the foundation for RSA as a viable school option in the Greater Rochester community and furthermore have the capacity and skills to ensure that the necessary legal compliance, governance, and financial practices are being met and are executed in a manner that is in the best interest and sustainability of RSA.

Our proposed board members embody RSA's mission and vision, were recruited through the professional networks of the founding applicants, and are an inclusive representation of the anticipated student and staff population at RSA. The lead applicants activated their professional networks to recruit potential board members with relevant experience to support the development and execution of a successful charter. All proposed board members were individually vetted and selected to leverage their domain expertise, commitment to service, and community to provide sound governance and strategic oversight of RSA. Currently, there are six proposed board members. Formal committees will be established, once chartered and the board is official. The proposed list of RSA Board of Trustees is below:

Dr. Myra Henry, Proposed RSA Board Chair, serves as the President and CEO of the YWCA of Rochester. In previous roles, Dr. Henry worked as a Deputy Dean, Senior Director of Administrative Services & Diversity, and College Administrator at the University of Rochester. Myra holds a Doctorate of Executive Leadership from St. John Fisher College, a Masters of Science in Management and Bachelors of Science in Organizational Management from Keuka College, and an Associate of Science in Liberal Arts from Monroe Community College. Dr. Henry's experience as an executive administrator in higher education, health care, and nonprofit sectors will be vital to establishing an effective shared governance model for Rochester Sports Academy to succeed.

Cameron Apt, Proposed RSA Vice-Chair, works as the Chief of Operations, Fitness Science at the University of Rochester Medical Center as well as the Director of Programs for the Defense Industry Network. In prior roles, Cameron served as the Director of Performance Services, Senior Performance Specialist, Performance Specialist, and Athletic Trainer at the University of Rochester. Cameron holds a Bachelor of Science in Athletic Training from Alfred University and a STEM Master of Business Administration with a concentration in Finance and Strategy from the University of Rochester Simon Business School. Cameron has experience working with athletes of all levels from medical and clinical intervention to high-performance training, working with school districts to develop programs for student-athletes, successfully managing research and grant writing initiatives, and bringing new business from concept to execution. This

experience will directly contribute to the planning and development of Rochester Sports Academy and this founding board.

Craig Rybczynski, Proposed RSA Board Member, currently serves as the Operations Manager for the Rochester Knighthawks Lacrosse team. Prior to this role, Craig acted as the Director of Communications for the Rochester Knighthawks and the Vice President of Communications for the Rochester Amerks. Craig has also worked as an adjunct professor (Communications) at Mercyhurst University and Roberts Wesleyan College (Business). Craig holds a Bachelor of Arts in Communication from Mercyhurst University and a Master of Arts in Newspaper Journalism from Syracuse University. Craigs' experience also includes serving as the play-by-play broadcaster for the Knighthawks. He is the longest-tenured broadcaster in the history of the National Lacrosse League. His communication knowledge and skills will be valuable in coordinating communication outreach efforts and recommending best practices to engage community members.

William (Bill) Burrows, Proposed RSA Treasurer, is a licensed CPA in the state of NY and operates as the Financial Manager for the Department of Physics and Astronomy at the University of Rochester. In past roles, Bill has served as Manager, Financial Analytics with Eagle Productivity Solutions, Senior Financial Analyst at Rochester Institute of Technology, Senior Auditor with Raymond F. Wager, CPA PC, and Lead Accountant with Landmark Aviation at the Rochester Airport. Bill holds a Bachelor of Science in Economics from SUNY College at Buffalo, a Bachelor of Science in Accounting from SUNY College at Brockport, a Masters of Business Administration with a concentration in Finance from Rochester Institute of Technology, and is enrolled in the Doctor of Education in Higher Education program at the University of Rochester. Bill's near two decades of experience in accounting and specifically the approximate five years in auditing which focused on school districts with exposure to municipalities will significantly contribute to this founding board. He has also been a volunteer on the Audit Committee for the Spencerport School District for approximately the last four years. Bill's understanding of financial oversight will ensure that the State's money is safeguarded and put to good use.

James Reaves, Proposed RSA Board Member, serves as an Assistant Principal in the Greece Central School District. Prior to this administrative role, James worked as an Assistant Principal in the Rochester City School District, a School Counselor, Boys Basketball Coach, and Director of Operations at the University Preparatory Charter School for Young Men. Furthermore, he is a former Professional Basketball player, current Owner of Reaves Sports LLC (Youth Sports Organization), and Director of the RSBA Prep Basketball program. James holds a Bachelor of Science from Niagara University, a Master of Science in School Counseling from Roberts Wesleyan College, and a Master of Science in Educational Administration from Grand Canyon University. James' experience in instructional programming, school operations, social-emotional learning, and data analysis as well as student development will significantly contribute to this founding board.

Sady Alvarado-Fischer (she/her), CDP, Proposed RSA Board Member, serves as the Corporate Director of Diversity, Equity, and Inclusion at Excellus BlueCross BlueShield. Prior

to her current role, Sady held the following roles with Excellus BlueCross BlueShield: Senior Diversity & Inclusion Consultant, Diversity & Inclusion Consultant, Inclusion Programs & Outreach Coordinator. Additionally, she worked as the Associate Director of Minority Health Initiatives with Trillium Health (formerly AIDS Rochester). Sady is a Certified Diversity Professional through the Society for Diversity and holds a Bachelor of Arts in Cultural Studies with a concentration in Gender Studies from Empire State College. She completed her Master in Science in Leadership & Organizational Change from Nazareth College in May 2022.

Stephanie Harris, Proposed Board Member, works as a School Principal in the Rochester City School District. In past roles, she has served as an Assistant Principal, Mathematics Director, Network Team Accountability Director, Mathematics Specialist, and Vice-Principal of Instruction. Stephanie has operated as a Math Teacher, Curriculum Writer, and Math Tutor. She holds a Bachelor of Science in Electrical Engineering from the University at Buffalo, a Bachelor of Science in Electrical Engineering Technology from Rochester Institute of Technology (RIT), a Master of Science in Education from Roberts Wesleyan College, and a Master of Science in

TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	EXPERTISE AND/OR ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	EX-OFFICIO
1. Dr. Gabriel Marshall	Officer	None at this time	Administrator/ Proposed CEO	No	No
2. Mr. James Reaves	Officer	None at this time	Educator/Proposed Principal	No	No
3. Dr. Myra Henry	Officer	None at this time	Non-Profit Leader	Yes	No

4. Mr. Cameron Apt	Officer	None at this time	Health Sciences	Yes	No
5. Mr. William Burrows	Officer	None at this time	Finance	Yes	No
6. Mr. Craig Rybczynski	Officer	None at this time	Sports Business & Communications	Yes	No
7. Ms. Sady Alvarado-Fischer	Officer	None at this time	Diversity, Equity and Inclusion	Yes	No
8. Ms. Stephanie Harris	Officer	None at this time	K-12 Administrator	Yes	No

Educational Leadership from St. John Fisher College. Stephanie's personal beliefs: all students can and will learn; the importance of students having a voice, and her experience as an educational leader will enhance the knowledge and understanding of other board members regarding the components of operating a well-rounded educational learning environment.

b. Education Corporation Board Roles and Responsibilities

The Board of Trustees (“the Board”) of Rochester Sports Academy Charter School of Business and Health Sciences will have overall responsibility for the governance of the school. The Board will be responsible for appointing the schools’ leader, conducting and directing the affairs of RSA, subject to all applicable education and charter laws, the Charter, and the Charter Bylaws. While the Board will delegate day-to-day management and other activities of RSA to others, it is understood that the Board will, at all times, retain absolute authority, oversight, and responsibility for managing the affairs of the School. Among the Board’s responsibilities are 1) hiring and reviewing the performance of the Chief Executive Officer; 2) ensuring the School meets all local, state, and federal guidelines, regulations and laws and all requirements of the

authorizer; 3) establishing, reviewing, and overseeing institutional, educational and operational policies and activities to ensure consistency with the mission and charter of the School; 4) reviewing all data necessary for the continued viability and sustainability of the school including, but not limited to, lottery procedures, fiscal information, compliance, and student outcomes; and 5) acting as liaison to the CSO. The powers and responsibilities of the Board are laid out in the bylaws.

The board will be kept abreast of the school’s process through regular written and oral operational and performance reports, presented by the Chief Executive Officer. The various reports will be reviewed with the executive committee on a monthly basis and presented to the full board at regularly scheduled board meetings.

Operational & Performance Outcome	Anticipated Board Presentation
Financials	Monthly review with Board Executive Committee through planning year 1; Full board review annually to approve future budgets
Staffing/Human Resources	Monthly review with Executive Committee through planning year and year 1; general updates at regularly scheduled board meetings to include reports on vacant positions, staff morale and grievances
Student Performance	Board updated on students’ overall performance quarterly (beginning, mid and end of each semester;
Student Enrollment	Monthly updates with Executive Committee through planning and Year 1; updates to board at regularly scheduled meetings
Facilities	Monthly updates to Executive Committee through planning and Year 1; updates to full board at regularly scheduled meetings
Community Engagement	Regular updates to full board regarding parent and community engagement throughout the year

School Leader Evaluation

The Board of Trustees will evaluate the Chief Executive Officer (CEO) annually using a performance assessment tool developed by the board in consultation with a human resources professional that aligns to the mission and vision of the school. Using the Open School Rubric as

a model, the Board will edit the tool to align with the areas of importance to RSA. The tool will be completed by the CEO and the Board separately. The CEO will then meet with the Chair of the Board for a review of rating, discussing those areas of accomplishment and strength as well as opportunities for improvement. Using the outcomes of this evaluation, the CEO will develop, and the Board will approve, the areas of growth, goals, and expectations for the CEO for the coming year. The primary purposes of the evaluations will be to encourage and promote improved performance and to make decisions about the occupancy of the position.

c. Education Corporation Board Design

Listed below are the board governing practices, which are also listed in the bylaws.

Proposed Governance Practices. Below are the governance practices which are also included in the board bylaws.

Number of Trustees. The number of Trustees shall not be less than five (5) nor more than fifteen (15) and shall be set by the sitting Board members. Currently, there are six proposed Board members.

Qualifications for Board Membership. Qualification for Board membership is as follows: 1) a belief that all students can learn; 2) a thorough understanding and support of the school's vision and mission; 3) experience in an identified need area of the school (community, education, law, finances, mental health, etc.); 4) 18 years of age or older; 5) commitment to community service; and 6) moral integrity. In line with the Board's diversity, inclusion, and equity commitment, there will be no education requirements.

Recruitment & Selection. At this point, RSA is continuing to recruit trustees. Current Trustees were recruited based on their professional expertise and their educational philosophies. This group of individuals were recruited based on their prior work which indicated that they do believe in education for all students and their community service. Going forward, recruitment will be done by all existing Board members. After the first evaluation of the work of the Board, the Executive Committee will identify the needs of the Board. Members will then be tasked with reaching out to the community to field candidates. The Executive Committee will review all submissions and then submit their recommendations to the whole Board. The Board will then vote on membership, a yes/no vote. The majority of the Board will carry the resolution. The person will then be contacted, paperwork submitted to SUNY CSO. Once the CSO approves the individual, they will be seated on the Board.

Appointment & Election. Once the above process is followed, the individual will be considered on the Board. At the annual meeting, all Board members ending their second-year term will be either renominated for another term or will be considered resigned. Any Board member can nominate themselves, any existing Board member, or having completed above, a new Board member. The entire Board will then vote on membership. Following this, the Executive Committee will ask individuals to serve on the appropriate committees. The Board will vote on these nominations as well.

Member Terms. As described in the bylaws, all appointments to the Board will be for a two (2) year term. No person shall serve more than three consecutive terms (6 years) unless a majority of the Board, during the course of a Board meeting at which a quorum is present, votes to appoint a Board member to up to 2 additional terms (s). No person shall serve more than ten consecutive years. After serving the maximum total number of consecutive years on the Board, a member may be eligible for Board membership after one year has passed since the conclusion of Board member's service. For the planning year, two Board members will be nominated for three years one time to ensure that people coming off the Board are staggered.

Ex officio and/or Representative Positions. While the bylaws do allow the Board to vote to include ex officio members on the Board, there are currently none being proposed. The bylaws do not identify any representative positions.

Structure of the Board. There will be four officer positions: Chair, Vice-Chair, Secretary, and Treasurer. The Chair has the general supervision, direction, and control of the affairs of RSA and has other powers and duties as the Board may prescribe. The Chair will be responsible for ensuring that all compliance duties of the Board are addressed (i.e., Annual Meeting, Board Elections, development of the Board agenda, etc.) and that all Board members are duly trained in their duties. The Chair shall preside at all Board meetings.

Vice-Chair performs all the Chair's duties in the event the Chair is unavailable or unable to perform his/her duties. The Vice Chair's powers will be subjected to the same restrictions as the Chair's powers.

Secretary ensures that notice is given of all Board and Committee meetings as outlined in the By-Laws. The Secretary will keep the time and place of all meetings, whether the meeting was regular, committee, or special, notice given, the names of those present, and the minutes of each meeting. The Secretary will also keep a signed copy of the School's Charter and Bylaws with amendments.

Treasurer works with the School's CEO and auditors, to keep an accounting of and sign off on the School's properties, receipts, and disbursements ensuring that the books of account are available at any time for inspection. The Treasurer will oversee the depositing of the School's monies in the School's name in depositories the Board designates; the disbursement of School's funds as the Board directs; and will ensure that appropriate Fiscal material are disseminated at every Board meeting outlining whether or not the School is functioning within its budget. The Treasurer will also prepare any reports on investments or loans.

Standing Committees. There are three standing committees: Executive, Finance, and Audit. The Executive Committee is responsible for setting the agenda for the Board of Trustees, nominating new members, and evaluation the work of the Board. The Finance Committee presents the monthly and annual financial statements to the Board and proposes the annual budget for Board approval. They make recommendations on budget revisions when it is necessary. The Audit Committee hires, oversees, and terminates (if necessary) the external, independent CPA firm to conduct the school's financial audits.

Board & Committee Meetings. The Board will meet every month on the same day each month. After chartering, at the first Board Meeting, they will develop a meeting calendar for January 2022 through June 2022, and it will be posted to the website with information about where the meeting is to be held and at what time. There are occasions when the Board must have special meetings. These meetings will occur as needed. The secretary will post notice of these meetings as outlined in the bylaws and in accordance with educational law. Once a school site is identified, the meetings will be held at the school. During the first official Board meeting, committees will be established, and they will pick meeting dates for the planning time period as well. Minutes will be kept of all meetings and posted to the school's website.

New Board Training and Development. All new Trustees will attend an orientation to the school and Board responsibilities. Prior to submitting an application to join the Board, a potential new member will meet with the Board chair, during which time the philosophy of the school is explained, the potential new Trustees will be given the Charter to review, as well as all relevant documents and policies and procedures, including the Board documents, bylaws, evaluations, and the like. The potential new member will visit the school. If the new potential Trustee feels this would be a good fit for him/her at this point, (s)he will continue with the process. The potential member would then be asked to submit an application and attend a Board meeting. Existing Trustees will then vote on membership. The data requested by the authorizer for the potential Board member will be submitted with the minutes containing the resolution. Once the Institute receives the required information, they can approve or disapprove the individual for membership. New Trustees will then be expected to complete the Board training process.

Board Training. There are a number of organizations that train Boards. Once RSA is chartered, three companies will be identified and will do presentations to the Board. The Board, once legally incorporated to conduct business in the State of New York, will hire one of these companies. This training will then be shared with the CSO. The money for this is included in the budget.

Board Self-Evaluation. On an annual basis, the Board of Trustees will evaluate itself in the following areas that impact governance: Financial Oversight, Meeting Efficiency, Professional Development, Community Engagement, Board Behavior amongst Trustees, Conflicts of Interest and RSA staff. The Board will use a self-assessment tool that provides a matrix for each Trustee to take individually. After each Trustee has completed the evaluation, the full Board will discuss the results and work on best practices. The results of this evaluation will be used to develop the Board's Strategic Plan, identify needs on the Board of Trustees, and identify areas of weakness for growth over the coming year.

d. Stakeholder Participation

Involvement in School Governance. School staff will provide input and participate in the governance of the school by participating on school-based committees. We expect that teachers will serve on committees that will respond directly to the Board about issues such as benefits packages, hiring practices, accountability, all these committees will be formed once the staff is

hired and the school is opened. Members of the committee will regularly present at Board meetings. Even though these are formal pathways to governance, anyone is invited to Board meetings. Members of the community and parents will be invited to attend Board meetings in order to learn more about the school and interact with Trustees. During enrollment (May through June), the Board will host parent meetings and request input. Throughout the year, the Board will conduct surveys of the parents and community to make sure all voices are heard. This all aligns with RSA's Diversity, Equity, and Inclusion policies.

Open Meeting Law. Adherence to the Open Meeting Law is very important to growing RSA's diversity, equity, and inclusion practices. RSA's Trustees will adhere to all aspects of the Public Officers Law, Article 7, informally known as the Open Meetings Law.²³³¹ The Trustees understand the intent of the law is to make sure that all stakeholders have access to the governance and outcomes of the school. It is important that all Board and Committee meetings are open to the public and that the public has notice of these meetings in advance. RSA will make use of all technology (website, Facebook, Twitter, Instagram) and well as post notices in public places such as churches and libraries. RSA will make the minutes of all such meetings available to the public. To this end, the agenda of each meeting will be posted to the website prior to the meeting, along with the locations of any Board member who is video conferencing into the meeting. After approval, the Board minutes will be posted to the School's website.

¹ <https://opengovernment.ny.gov/open-meetings-law>

Request R-14e Proposed Bylaws

e. Proposed Bylaws

ARTICLE 1 NAME AND PURPOSE

Section 1.01. Name. The name of the parent organization is Rochester Sports Academy Charter School of Business and Health Sciences ("Organization" or "RSA").

Section 1.02. Purpose. To operate exclusively as a non-profit corporation organized for charitable and educational purpose within the State of New York ("State") within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("Section 501(c)(3)") and as set forth in its Articles of Incorporation. In furtherance of these purposes, the Organization shall have powers to carry on any business or other activity that may be lawfully conducted by a non-profit corporation and to do any things necessary, proper and consistent with maintaining tax-exempt status under section 501(c)(3).

Section 1.03. Principal Office. The principal office of the Organization shall be located in Rochester, New York. The Organization may have other offices within or without the State of New York, as its business may require and as the Board of Directors ("Board") may from time to time establish.

Section 1.04. Registered Office. The registered office of the Organization shall be located at the School once determined. The registered office may change as the Board may from time to time establish.

Section 1.05 Gift Acceptance. No solicitation or contributions to the Organization shall be made and no gift, bequest, or devise to the Organization shall be accepted upon any condition or limitation that in the opinion of the Organization may cause the Organization to lose its status as tax exempt.

Section 1.06 Nondiscrimination. The Organization does not discriminate on the basis of race, creed, color, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity or expression, citizenship, status as a disabled veteran, or past or present honorable military services in any manner.

Section 1.07 Governing Law. The Organization is governed by New York law.

ARTICLE II MEMBERS

Section 2.01. Members. At the discretion of the Board, the Organization may have members. Members shall have such rights and preferences as may be established by the Board.

Section 2.02. New York Board of Trustees. The Board will form a Board of Trustees specifically for the Rochester Sports Academy Charter School of Business and Health Sciences. No more than 40% of the membership of the new Board will be members of any external group or organization.

ARTICLE III BOARD OF TRUSTEES

Section 3.01. Authority of Trustees. The Board is the policy-making body and may exercise all the powers and authority granted to the Organization under the Act, except as otherwise provided by these Bylaws.

Section 3.02. Number, Election and Tenure. The Board shall consist of not less than five (5) and not more than fifteen (15) trustees ("Trustees" or "Board Members"). The number of Board Members shall be determined by the Board. Board Members will be elected by a majority vote of a quorum of the Board. Each Board Member shall be elected to hold office for a term of three (3) years.

Section 3.03 Vacancy. Vacancies existing for any reason, such as resignation, death, incapacity or removal before the expiration of term, shall be filled by the remaining Board Members. A Board Member elected to fill a vacancy shall be elected for the unexpired term of that Board Member's predecessor in office.

Section 3.04. Resignation. Resignations are effective upon receipt by the Treasurer or Secretary of the Organization of written notification of such Board Member's resignation.

Section 3.05 Removal. A Board Member shall be removed only upon a seventy-five percent (75%) vote of the entire Board.

Section 3.06 Fiduciary Duty. A Board Member shall stand in a fiduciary relation to Organization and shall perform all duties as a Board Member, including duties as a member of any committee of the Board upon which the Board Member may serve, in good faith, in a manner the Board Member reasonably believes to be in the best interests of the Organization, and with such care, including reasonable inquiry, skill and diligence, as a person of ordinary prudence would use under similar circumstances.

Section 3.07. Reimbursement. Board Members shall serve without compensation with the exception that expenses incurred in the furtherance of the Organization's business are allowed to be reimbursed with documentation and prior approval of the Board.

Section 3.08 Board Member Contribution. As determined by the Board from time to time, a Board Member shall make a financial contribution of a certain level on a schedule but not less than annually during any term.

Section 3.09 Annual Meetings. The Annual Meeting of the Board shall be held each year, at a date and time determined by the Board ("Annual Meeting"). The Annual Meeting shall be held for the purposes of filling Board vacancies, electing Officers and transacting such other business as may properly come before the meeting.

Section 3.10 Regular Meetings. The Board shall hold no less than 12 regular meetings (monthly) each calendar year at such place(s) and time(s) as the Board shall determine.

Section 3.11 Special Meetings. Special Meetings of the Board ("Special Meetings") shall be at such dates, times and places as the Board shall determine. Special Meetings may be called by the Chair of the Board or at the request of any two (2) Board Members by notice emailed, mailed, telephoned, or sent by facsimile transmission to each member of the Board not less than forty-eight (48) hours before such meeting. Any such notice that does not meet the foregoing requirements may be waived in writing by a majority of the entire Board.

Section 3.12 Minutes. Minutes of each meeting of the Board shall be recorded in writing and kept with the records of the Organization.

Section 3.13 Notice. The Board meeting dates will be presented and approved at the Annual Board meeting and publicly posted, particularly to the school's website and submitted to the Authorizer annually.

Section 3.14 Waiver and Notice. Whenever any written notice whatsoever is required to be given under the provisions of applicable law, the Articles of Incorporation of the Organization, or the Bylaws, a waiver of such notice in writing signed by the person or persons entitled to notice, whether before or after the time stated in such waiver, shall be deemed equivalent to the giving of such notice. In the case of a Special Meeting, such waiver of notice shall specify the general nature of the business to be transacted. Attendance of a Board Member at a meeting shall constitute a waiver of notice of the meeting unless the Board Member attends for the express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting was not lawfully called or convened. 1

Section 3.15 Quorum. A quorum shall consist of a majority of the Board attending in person or through teleconferencing (following all New York State requirements for teleconferencing). All decisions will be by majority vote of those present at a meeting at which a quorum is, unless otherwise required by the Act or these Bylaws. If less than a majority of the Board Members is present at said meeting, the meeting will be adjourned until quorum can be reached.

Section 3.16 Action without a Meeting. Any action required or permitted to be taken at a meeting of the Board (including amendment of these Bylaws) or of any committee may be taken without a meeting if a majority of the members of the Board or committee consent (which may be via email) in writing to approving the specific action. Such consents shall have the same force and effect as a majority vote of the Board or of the committee as the case may be. A vote will be taken by the entire Board at the next Board meeting for actions taken between meetings.

Section 3.17. Electronic Participation. Unless otherwise provided herein, a Board Member may participate in any meeting of the Board by means of a web or video conference, or similar communications equipment by means of which all persons participating in the meeting can hear and see each other at the same time. Participation by such means shall constitute the presence of a Board Member at a meeting as long as all off-school sites are publicly posted and the public can attend at those sites. During the COVID-19 pandemic, under the Governor's Executive Orders, this may be modified.

Section 3.18 Conflict of Interest. A Board Member shall act in a manner intended to further the best interests of the Organization. If at any time a Board Member has a conflict of interest, or is unable to act in the best interests of the Organization, the Board Member shall recuse from discussing and abstain from voting on the subject and shall leave the room while the matter is discussed. Recusal and abstention shall not prevent a Board Member from participating in other activities or discussions where no conflict of interest exists. Upon the majority vote of a quorum of the Board, the Board may approve a transaction that is the subject of a conflict only if it has determined that the transaction or arrangement is fair and reasonable with respect to the Organization. A Board Member may be removed from the Board for failure to recuse and abstain from voting when the Board Member has a conflict of interest.

ARTICLE IV OFFICERS

Section 4.01 Enumeration. The Officers of the Organization shall consist of a Chair, Vice Chair, Secretary, and Treasurer ("Officers"). Any person may hold more than one office except for the offices of Treasurer and Secretary.

Section 4.02 Term. A Trustee shall serve a term of three (3) years, with the exception of the first operating year, or until his or her successor is duly elected and takes office. An Trustee may be elected for a maximum of three (3) consecutive terms for no more than nine (9) years of consecutive service. During the school's first planning term, half the board will be elected to two-year terms while the rest of the Board is elected to three year terms. Section 4.03 Chair. The Chair shall be a Board Member of the Organization and will preside at all meetings of the Board. The Chair shall perform all duties attendant to that office, , and shall perform such other duties as on occasion shall be assigned by the Board.

Section 4.04 Vice-Chair. The Vice-Chair shall be a Board Member of the Organization and will preside at meetings of the Board in the absence of or upon request of the Chair. The Vice-Chair shall perform other duties as requested and assigned by the Chair.

Section 4.05 Secretary. The Secretary shall keep the minutes of all meetings of , or caused to be kept, the Board in the books proper for that purpose. The Secretary shall maintain copies of the Articles of Incorporation and these Bylaws, and shall perform such other duties as occasionally may be assigned by the Board.

Section 4.06 Treasurer. The Treasurer shall maintain the financial books and records of the organization, or cause the financial books and records of the organization to be kept, and will report to the Board at each regular meeting on the status of the Organization's finances. Specifically, the Treasurer shall see that: (a) Full and accurate accounts of receipts and disbursements are kept; (b) A system is in place such that all monies and other valuable effects are deposited in the name and to the credit of the Organization in such depositories as shall be designated by the Board; and (c) Board Members at the regular meetings of the Board, or whenever they may require it, receive an account of the financial condition of the Organization. The Treasurer shall comply with all requirements with respect to non-profit status of the Organization, and ascertain that appropriate procedures are being followed in the financial affairs of the Organization, and shall perform such other duties as occasionally may be assigned by the Board.

Section 4.07 Removal. An Officer shall be removed from office only upon a seventy-five percent (75%) vote of the entire Board.

ARTICLE V LIABILITY OF BOARD MEMBERS

Section 5.01 Limitation of Personal Liability. A Board Member shall not be personally liable based solely on his or her conduct in the execution of the office or duty unless the conduct of the Board Member, Officer, Trustee, or volunteer regarding the person asserting the liability constituted malicious, willful, or wanton misconduct. Such limitation on liability does not apply to the responsibility or liability of a Board Member pursuant to any criminal statute or for payment of taxes pursuant to any federal, state or local law.

Section 5.02 Preservation of Rights. Any repeal or modification of this Article by the Board shall not adversely affect any right or protection existing at the time of such repeal or modification to which any Board Member or former Board Member may be entitled under this Article. The rights conferred by this Article shall continue as to any person who has ceased to be a Board Member and shall inure to the benefit of the heirs, executors and administrators of such person.

ARTICLE VI INDEMNIFICATION

Section 6.01 Indemnification. Unless the indemnification would jeopardize the tax exempt status of the Organization, the Organization shall indemnify, to the fullest extent permitted by law, each Board Member, Trustee, and Officer of the Organization who was or is or a party or is threatened to be made a party to or a witness in any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Organization).

Section 6.02 Limitations of Indemnification. Indemnification as described herein is limited to situations and circumstances in which a Board Member or Officer acted in good faith and in a manner reasonably believed to be in, or not opposed to, the best interest of the Organization, with respect to any criminal proceeding, had no reasonable cause to believe his or her conduct was unlawful.

Section 6.03. Directors and Officers Insurance. The School will carry the appropriate and necessary insurance covering all directors and officers.

ARTICLE VII COMMITTEES

Section 7.01 Executive Committee. The Board shall maintain an Executive Committee to manage routine Board functions. The Executive Committee shall be composed of at least the Chair, Vice Chair, and Secretary as elected. The Executive Committee shall have such further power and duties as shall be delegated to it by a majority vote of a quorum of the Board.

Section 7.02. Audit Committee. The Audit Committee will be composed of independent Board members, Treasurer, and will be responsible for overseeing the annual school audit.

Section 7.03 Formation of ad hoc Committees. The Executive Committee may deem advisable the formation of committees of various purposes and sizes to assist in the administration and conduct of the affairs of the Organization ("Committees"). Committees may be formed for purposes deemed necessary by the Executive Committee and committee members shall be appointed annually by the Executive Committee and may be reappointed to a Committee for an unlimited number of terms.

Section 7.04 Operation. Committees may meet as necessary to accomplish their goal. Except for the Executive and Audit Committees, any person or entities including Board Members and Trustees shall be eligible to serve as Committee members. The chairperson of each Committee shall determine the date and place of all committee meetings. A Committee may adopt its own rules of procedure not inconsistent with the Bylaws. All Committees will take minutes and post these minutes to the website of the school.

Section 7.05 Limitation of Power of Committees. No Committee shall have authority to act on behalf of the Organization or the Board in any form or manner unless expressly given such authority by a majority of votes of a quorum of the Board.

ARTICLE VIII OPERATIONS AND FINANCIAL ADMINISTRATION

Section 8.01. Fiscal Year. The fiscal year of the Organization shall be July 1 to June 30

Section 8.02 No Private or Political Beneficiaries. No part of the earnings or assets of the Organization shall inure to the benefit of any private individual, aside from compensation of the Organization employees or contractors, and no part of the activities of the Organization shall consist of lobbying and the Organization shall not engage in any political campaign activities for or in opposition to any candidate for public office.

Section 8.03 No Violation of Purposes. In no event and under no circumstances shall the Board make any distribution or expenditure, engage in any activity, hold any assets, or enter into any transaction whatsoever, the effect of which under applicable laws then in force will cause the Organization to lose its status as an organization to which contributions are deductible in computing the net income of the contributor for purposes of income taxation.

Section 8.04 Contracts. The Board may authorize any Officer or Officers to enter into any properly authorized contract or execute and deliver any instrument in the name and such authority may be general or confined to specific instances. This will be approved by a vote of the entire Board.

Section 8.05 Checks. All checks, order for the payment of money, bills of lading, obligations, bills of exchange, and insurance certificates shall be written and signed or endorsed by school staff or Board members as determined by the Board. All contracts, purchases, etc., over \$10,000 will be voted on by the entire Board. All checks, as per the Financial Policies and Procedures, will have two signatures. Under no circumstances will the treasurer or the Financial Officer of the school be a co-signer.

Section 8.06 Deposits and Accounts. All funds of the Organization, not otherwise employed, shall be deposited from time to time in general or special accounts in such banks, trust companies, or other depositories as the Board may select. For the purpose of deposit and for the purpose of collection for that account of the Organization, checks, drafts and other orders of the Organization may be endorsed, assigned, and delivered on behalf of the Organization by any officer of the Organization.

Section 8.07 Tax Records. The Organization shall maintain at its principal office a copy of its application for exemption and all tax returns filed with the IRS. To the extent required by law, such documents shall be made available during regular business hours for inspection by any Board Member or Officer requesting to see them.

Section 8.08 Annual Report. The Treasurer shall submit, or cause to be submitted, annually to the Board a financial report containing those details required to be included under the provisions of law governing the Organization, the Bylaws, or otherwise as required by the Board for inclusion in the Annual Report submitted to the Authorizer.

Section 8.09 Books and Records. The Organization will keep correct and complete books and records of account and will also keep minutes of the proceedings of the Board and its committees. The Organization will keep at its principal office the original or a copy of its Bylaws, including amendments to date, certified by the Secretary of the Organization.

Section 8.10 Annual Audit. The Organization shall retain an independent certified public accountant to conduct an annual audit or review of the Organization and to report on the financial condition and operation of the Organization. The annual audit and report on or review of the financial condition and operation of the Organization shall be addressed by the Board.

**ARTICLE IX
DISSOLUTION**

Section 9.01 Authorization. The dissolution of the Organization shall be authorized only upon the advance affirmative vote of the Board. In effectuating the dissolution, the Board shall comply with dissolution procedures set forth by the authorizer.

Section 9.02. Dissolution Funds. The Board will vote to deposit \$25,000 each year, up to \$100,000, into an escrow account for the purpose of dissolution.

Section 9.02 Distribution. Upon the dissolution of the organization, the school will abide by New York State Education Law §219, and/or the provisions under New York State Education Law §216- a(4)(d)(13) and Article 11 of the New York State Not-for-Profit Corporation Law and will disperse the dissolution fund accordingly.

**ARTICLE X
GENERAL PROVISIONS**

Section 10.01 Confidentiality. The Board Members and Officers shall not willfully and knowingly disclose to any other person confidential information acquired by them in the course of and by reason of their official duties.

Section 10.02 Severability. If any provision of these Bylaws is held to be unenforceable, all other provisions shall nevertheless be valid and remain in full force and effect. Section 10.03 Bylaw Amendment. These Bylaws may be amended by a super majority of votes (75%).

Approved this XXX day of XXXX, 2022.

XXXXXXXXXX, Secretary of the Board of Trustees

Date

f. Code of Ethics and Conflict of Interest Policy

The following Code of Ethics shall apply to the Trustees and employees of Rochester Sports Academy (RSA) Charter School of Business and Health Sciences:

The Board of Trustees shall conduct or direct the affairs of the School and exercise its powers subject to the applicable limitations of Education Law, Not-for-Profit Corporation Law, the School's charter and its bylaws. The Board may delegate aspects of the management of School activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

- 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 the Directors.
- The Trustees and the employees of the School shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the School is a party and in which one has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one because they are in a class of persons intended to be benefited by the program.
- Any Trustee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is party to contracting or dealing with the School, or is a Trustee or has a significant financial or influential interest in the entity contracting or dealing with the School.
- Trustees representing any not-for-profit corporation proposing to do business with the Charter School shall disclose the nature and extent of such business propositions.
- No Trustee or employee of a for-profit corporation having a business relationship with the Charter School shall serve as voting member of the Board of Trustees while voting on these issues. This includes (a) Individuals associated with a partnership, limited liability corporation, or professional corporation involved with the school; (b) Individuals associated with an educational entity some of whose faculty may be providing paid services directly or indirectly to the School; (c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, or other financial services organization.
- In no instance shall a Trustee or employee of a for-profit educational management organization having a business relationship with the Charter School serve as a voting member of the Board of Trustees for the duration of such business relationship.
- Trustees shall avoid engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this

occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.

- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- No Trustee shall use his or her position with the Charter School to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person.
- Charter School Trustees or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Conflict of Interest

INSIDER DEALING: Subject to any law, regulation, or contractual agreement no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort.

INSIDER LOANS: No loans or grants will be made by the Corporation to its Trustees.

PURPOSE: The purpose of the conflict-of-interest policy is to protect this tax-exempt Organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

DEFINITIONS: (a) Interested Person: Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.; (b) Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family: (1) An ownership or investment interest in any entity with which the Organization has a transaction or arrangement, (2) A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or (3) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

PROCEDURES: (a) Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

(b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the

governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest (1) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest. (2) The chair of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. (3) After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. (4) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

(d) Violations of the Conflicts of Interest Policy (1) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. (2) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

RECORDS OF PROCEEDINGS : The minutes of the governing board and all committees with board delegated powers shall contain: (a) The names of the persons who were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing Board's or committee's decision as to whether a conflict of interest in fact existed. (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ANNUAL STATEMENTS: Each trustee, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person: (a) Has received a copy of the conflicts of interest policy, (b) Has read and understands the policy, (c) Has agreed to comply with the policy, and (d) Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Request 14g – Complaint Policy**Rochester Sports Academy Charter School of Business and Health Sciences**

Section 2855 (4) of the NYS Charter Schools Act provides that a parent or any other individual, an entity or group may bring a complaint to the Board of Trustees alleging that Rochester Sports Academy (RSA) Charter School of Business and Health Sciences has violated a term of its charter, the New York Charter Schools Act, or any other law relating to the management or operation of the charter school.

Complaints to the Board of Trustees should be in writing and should include a detailed statement of the complaint, including the names of the individuals involved and what provision of the School's charter or the law one believes has been violated. The complaint should also state what response has been received from RSA thus far and what specific action or relief they are seeking. It must also include the name, address and phone number of the complainant. The Board of Trustees will take steps to investigate the complaint, will provide an opportunity for the complainant to address the Board at the next scheduled Board meeting and will provide a response within thirty days of receiving the formal written complaint.

Complaints that are not about a violation of a specific law, and any other complaint that can be resolved at the school level should be submitted directly to the Chief Executive Officer. Upon receipt of the complaint, the Chief Executive Officer or the Principal will investigate the allegations and will respond in writing or in person within ten business days. If this does not resolve the complaint, the individual or group may submit the complaint, in writing, to the Board of Trustees, which will act as an appeals body for any complaints that are not satisfactorily resolved by the Chief Executive Officer. The Board will also review directly any complaints that involve the Chief Executive Officer.

If the complainant believes that the Board of Trustees has not adequately addressed the complaint, the individual or group may present the complaint to the School's authorizer, the SUNY Board of Trustees. Complainants must submit a written copy of the schools decision in the complaint. Please complete the SUNY Formal Complaint Form and email it to charters@suny.edu or mail it to the Charter Schools Institute at: 353 Broadway, Albany, NY 12246. If one has questions about the SUNY formal complaint appeals process, one may call the Charter Schools Institute at (518) 445-4275.

If the Charter Schools Institute as the authorizer of the school does not satisfactorily resolve a formal complaint, the complainant can appeal the Institute's written determination to the New York State Board of Regents. The Board of Regents has delegated the authority to handle

complaints concerning charter schools to the Commissioner of Education. The Complaint should be in writing and include a copy of the response that was received from the Board of Trustees and from SUNY and should state clearly what specific action or relief is being sought. Mail the complaint to: Charter Schools Office, Room #5N EB, Mezzanine, 89 Washington Avenue, Albany, NY 12234.

RSA will notify all members of the school community of the grievance and complaint procedures.

Informal

Issues or complaints can be resolved informally between the complainant and the charter school, and do not need to involve the formal complaint process. When appropriate, individuals may wish to use this informal approach, which may result in a timely resolution of the issue, when dealing with issues that do not involve a violation of the charter or law. Issues involving a violation of the law or charter may be able to be resolved informally.

Formal

Section 2855 (4) of the NYS Charter Schools Act provides a formal complaint process for use by individuals (including parents) or groups who believe that a charter school has violated a term of its charter, a provision of the NYS Charter Schools Act, or any other provision of law relating to the management or operation of the charter school. This process requires the complaint be brought first to the School's board of trustees (or its designee as described in the School's complaint/grievance policy).

Rochester Sports Academy Charter School of Business and Health Sciences complaint/grievance policy is as follows:

Any individual or group may submit complaints to the Board of Trustees of Rochester Sports Academy Charter School. Nothing in the following procedure for addressing complaints precludes an individual or group from submitting a complaint directly to the Board of Trustees.

The formal complaint process begins by submitting the complaint in writing to the Chief Executive Officer, Dr. Gabriel Marshall. Upon receipt of the complaint, the CEO will respond in writing or in person within ten business days. If this does not resolve the complaint, or if the complaint pertains to the CEO, then the individual or group may submit the complaint, in writing, to the Board of Trustees.

If the complaint is submitted to the Board of Trustees five business days prior to a regularly scheduled Board meeting, the complaint will be addressed at that Board meeting. If the complaint is submitted fewer than five business days before a regularly scheduled Board meeting, the complaint will be addressed at the next regularly scheduled meeting of the Board of Trustees. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regularly scheduled meeting. The Board of Trustees shall render a determination in writing if appropriate or required. The names of Trustees, including the Secretary of the Board, as well as the dates of regularly scheduled Board meetings will be prominently posted at the school.

In accordance with Education Law § 2855(4), if after presentation of such a complaint to the Board of Trustees, the individual or group believes that the Board has not adequately addressed the complaint, that individual or group may present the complaint to the School's charter entity, the State University of New York Board of Trustees through the SUNY Charter Schools Institute, which shall investigate and respond appropriately.

If, after making a complaint to the School's board of trustees, one believe the board of trustees has not adequately addressed their complaint, or if, after a reasonable period of time, the board of trustees or its designee does not respond to the complaint in writing - or does not respond within the time that the School provides in its formal complaint/grievance policy - one has the right to bring their complaint to the entity that authorized the charter school, the Trustees of the State University of New York (SUNY). Charter Entities/Authorizers have their own guidelines for filing complaints, and one should check their web sites (below) or contact SUNY directly for information about their complaint processes:

Trustees of the State University of New York (SUNY): <http://www.newyorkcharters.org/contact/>

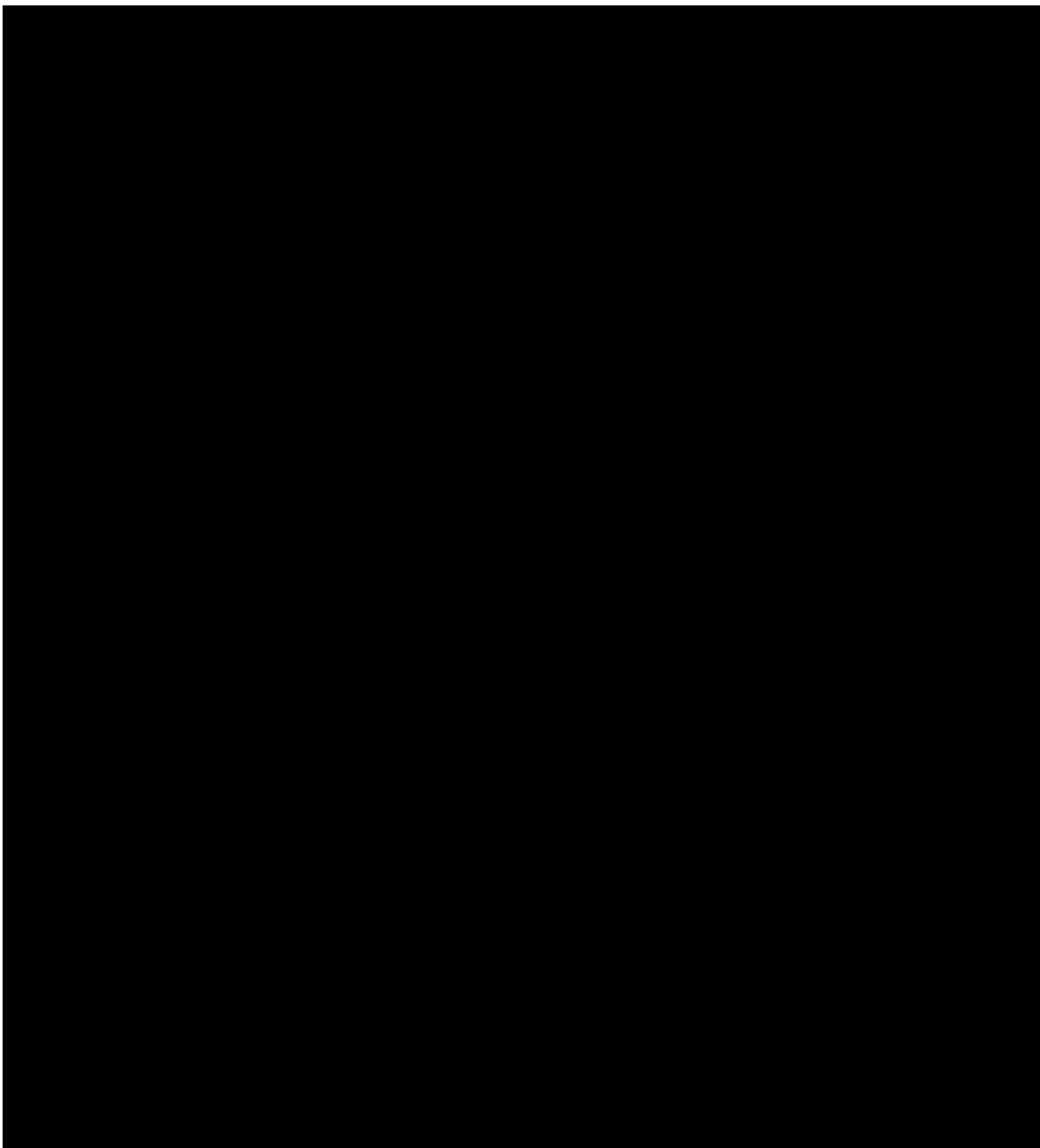
Title I Complaint Procedures

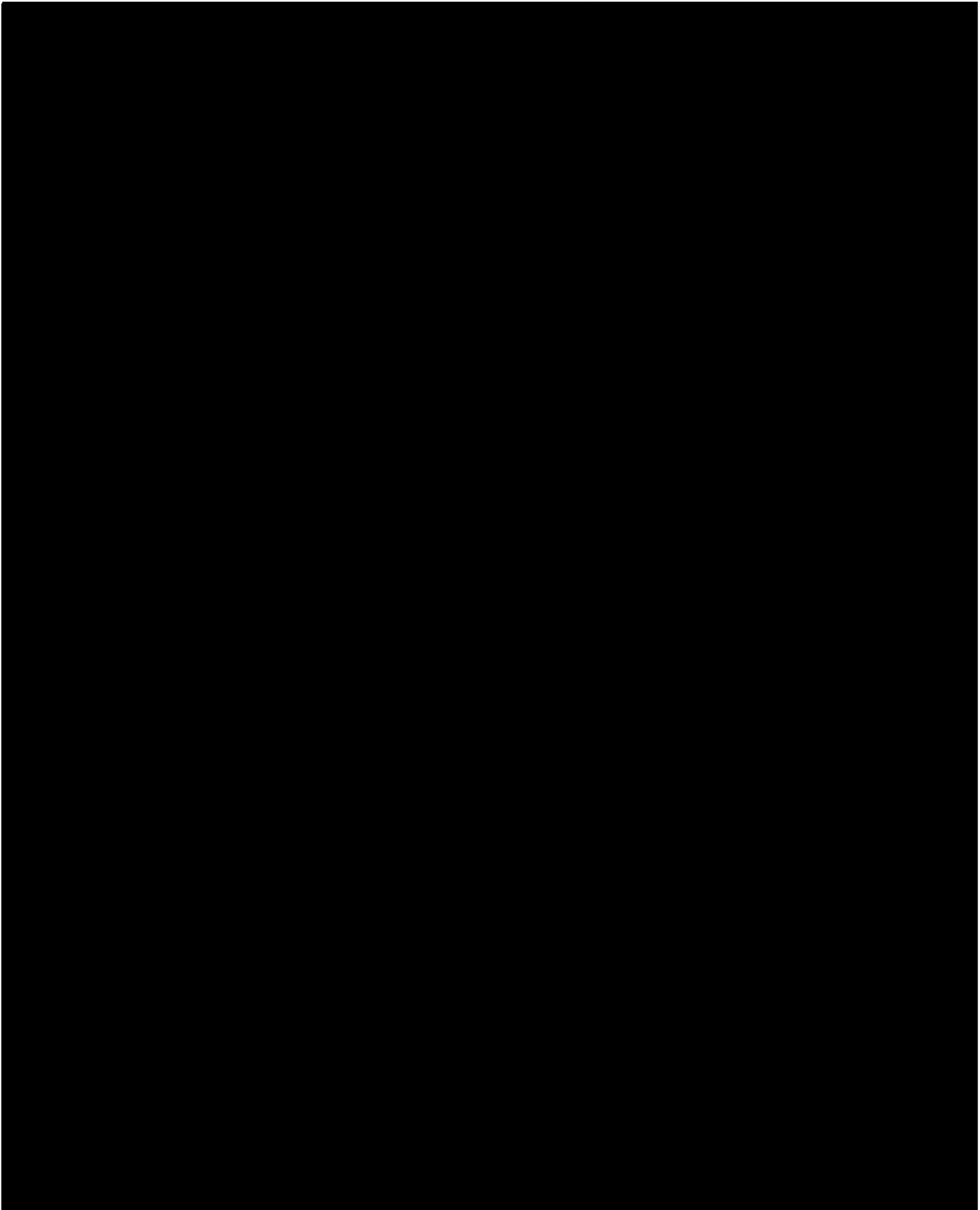
- 1. Any public or non-public school parent, teacher, or other interested person or agency may file a complaint.**
- 2. All complaints must:**
 - a. Be in written form;
 - b. Be signed by the person or agency representative filing the complaint;
 - c. Specify the requirement of law or regulation being violated and the related issue, problem, and/or concern;
 - d. Contain information/evidence supporting the complaint; State the nature of the corrective action desired.
- 3. Upon receipt of the complaint:**

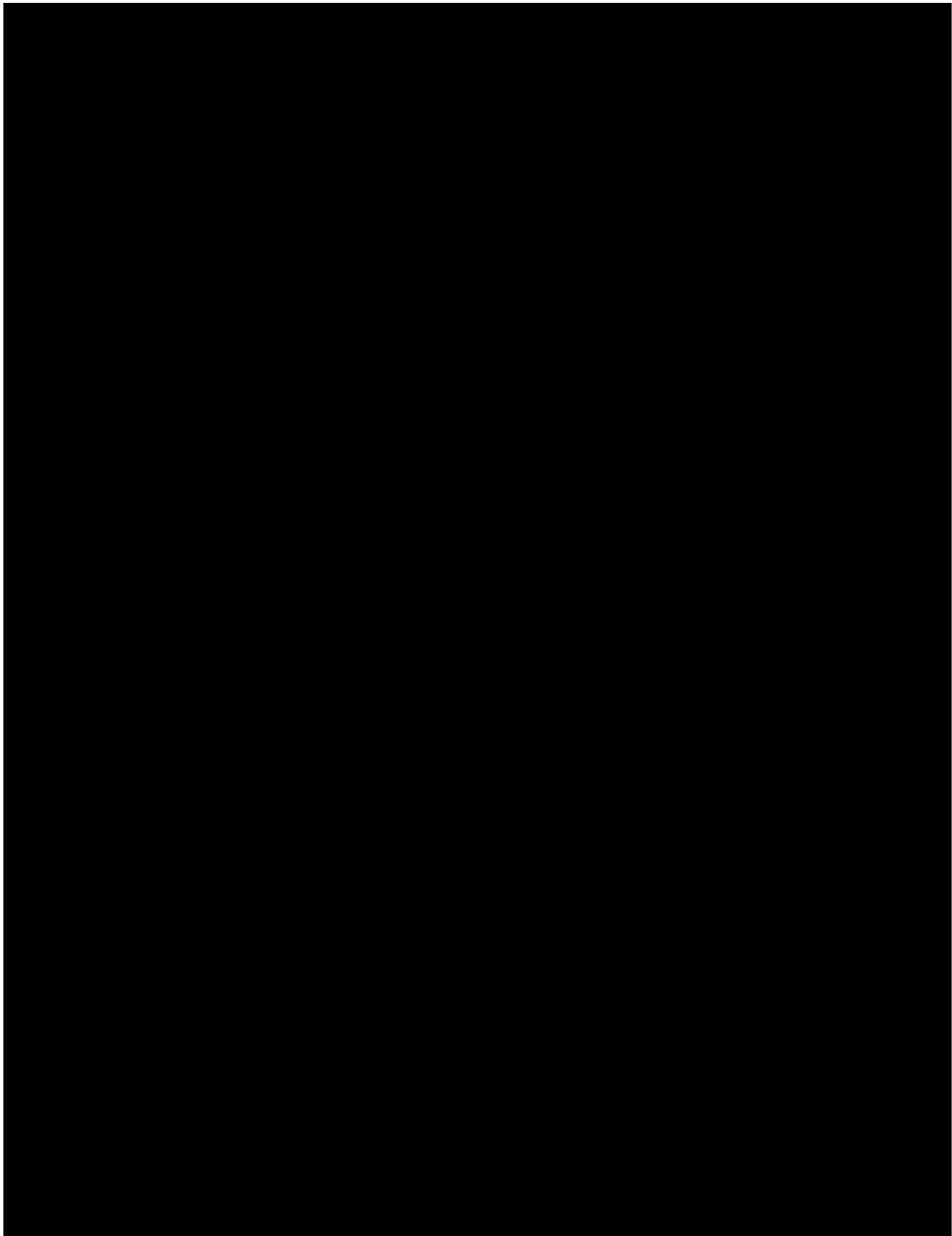
- a. The District will issue a letter of acknowledgement to the complainant that contains the following information:
 - b. The date the District received the complaint;
 - c. How the complainant may provide additional information;
 - d. A statement of the ways in which the District may investigate the complaint; §
The District's commitment to issue a resolution to the complaint.
- 4. The CEO will investigate or designate the School Principal to investigate the complaint. The complaint investigator will:**
 - a. Carry out an independent onsite investigation of the complaint;
 - b. Review all relevant information and make an independent determination as to whether the District has complied with the federal program(s) in question;
 - c. Issue a complaint investigation report, entitled Letter of Findings, to the complainant that addresses each allegation in the complaint and contains Findings of Fact, Conclusions and Corrective Actions (with a specified timeline) where warranted, as well as the reasons for the District's final decision.
- 5. If the investigator determines that a violation has occurred:**
 - a. There will be corrective action to return to compliance.
- 6. If the investigator concludes that no violation of law or regulation has occurred:**
 - a. Attempts will be made to resolve or negotiate the programmatic concern;
 - b. A complaint investigation report, entitled Letter of Findings, will be issued to the complainant that addresses each allegation in the complaint and contains Findings of Fact, Conclusions and Corrective Actions (with a specified timeline) where warranted, as well as the reasons for the District's final decision.

All complaints and responses will be kept on file. Complainants not satisfied with the findings/remedy of the District may elect to appeal.

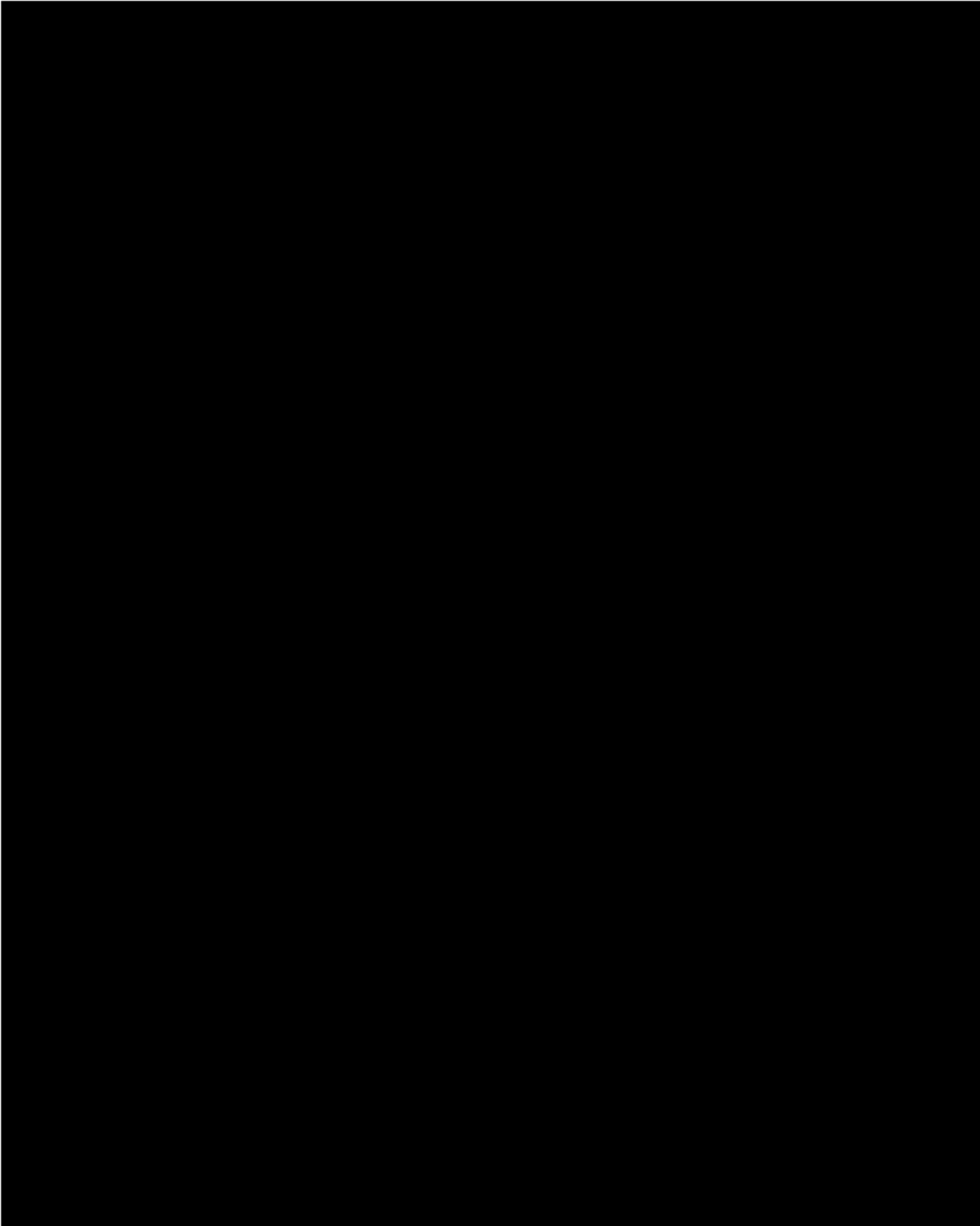
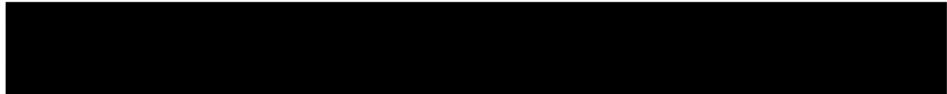
Cameron Apt



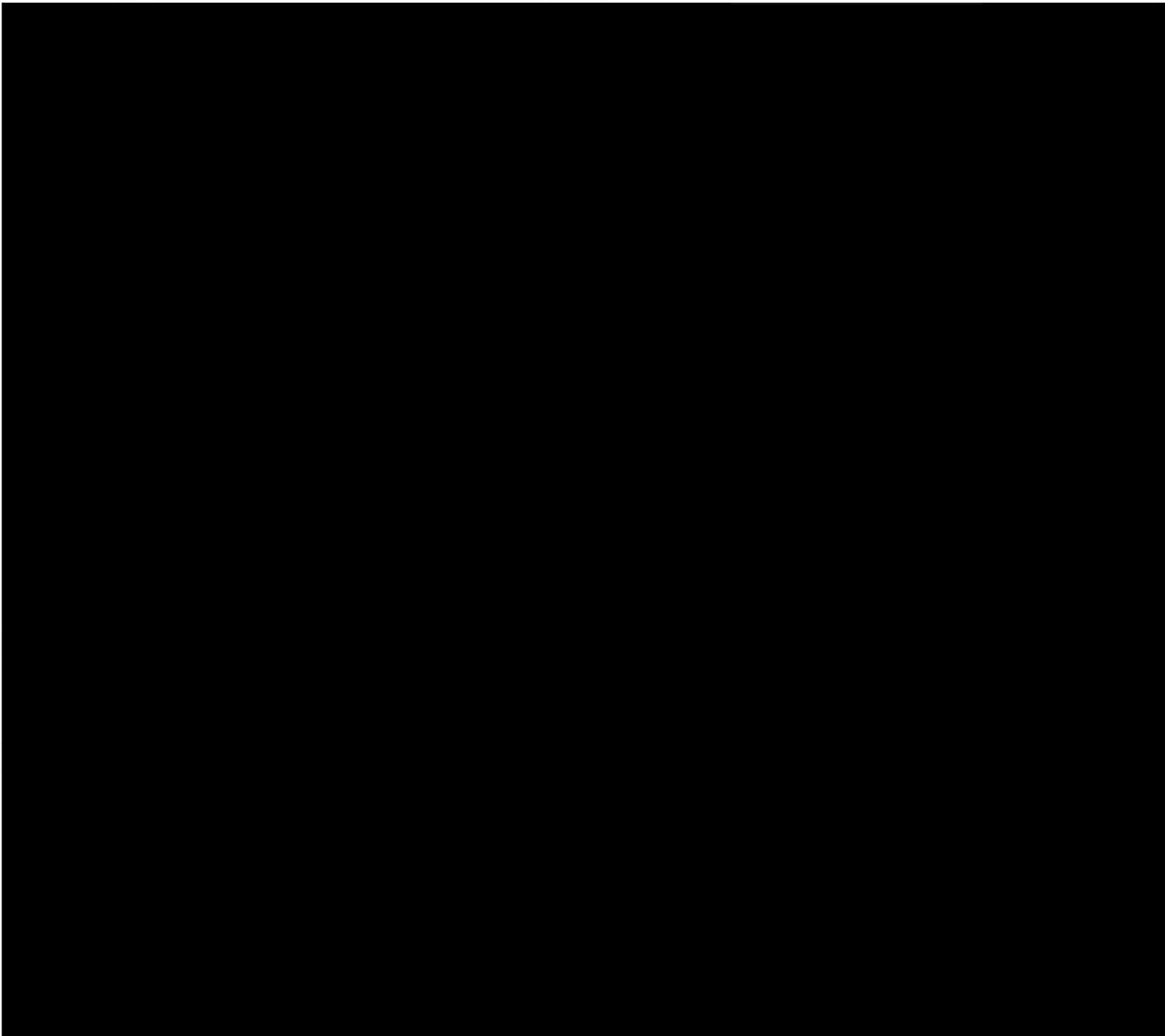


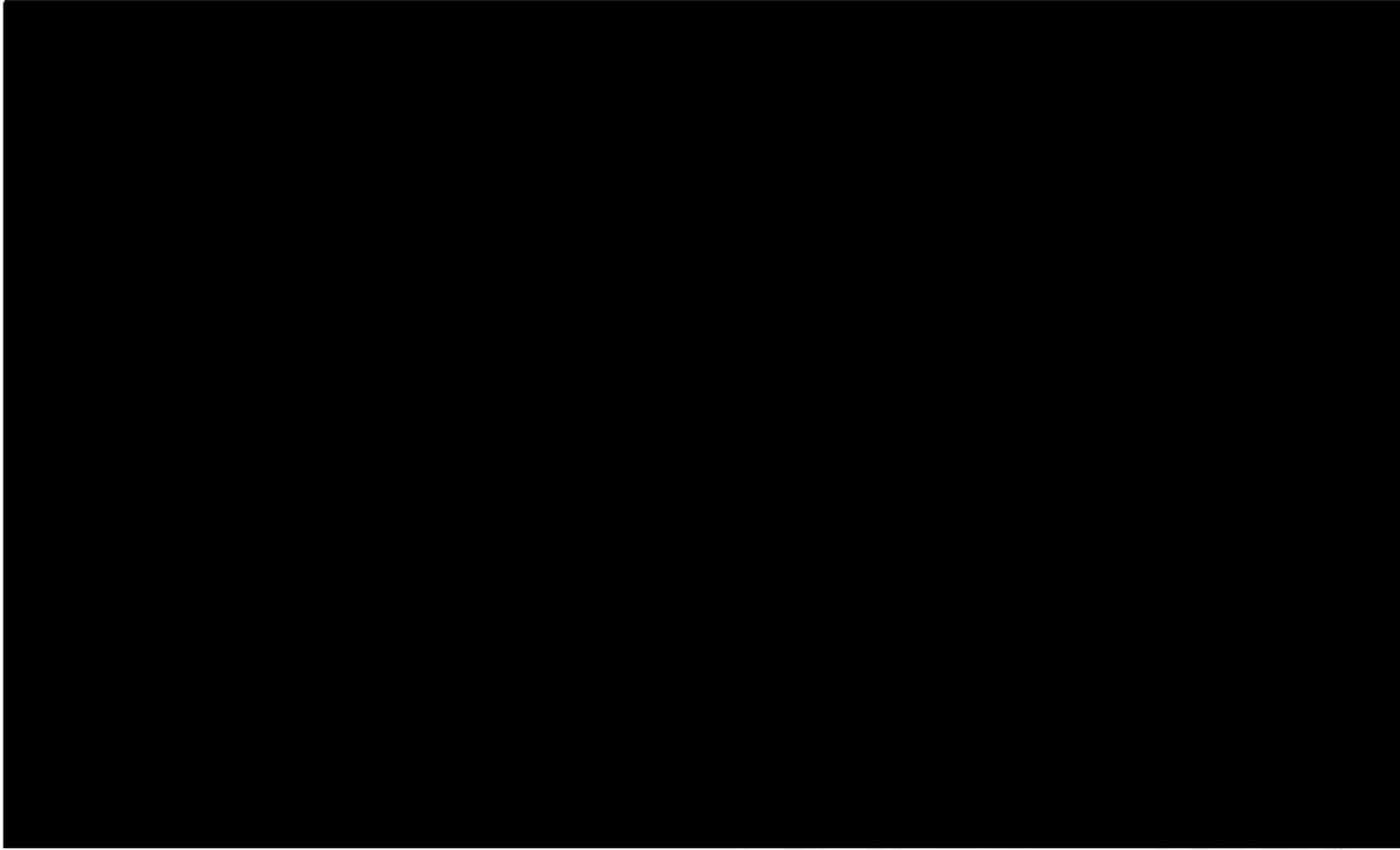


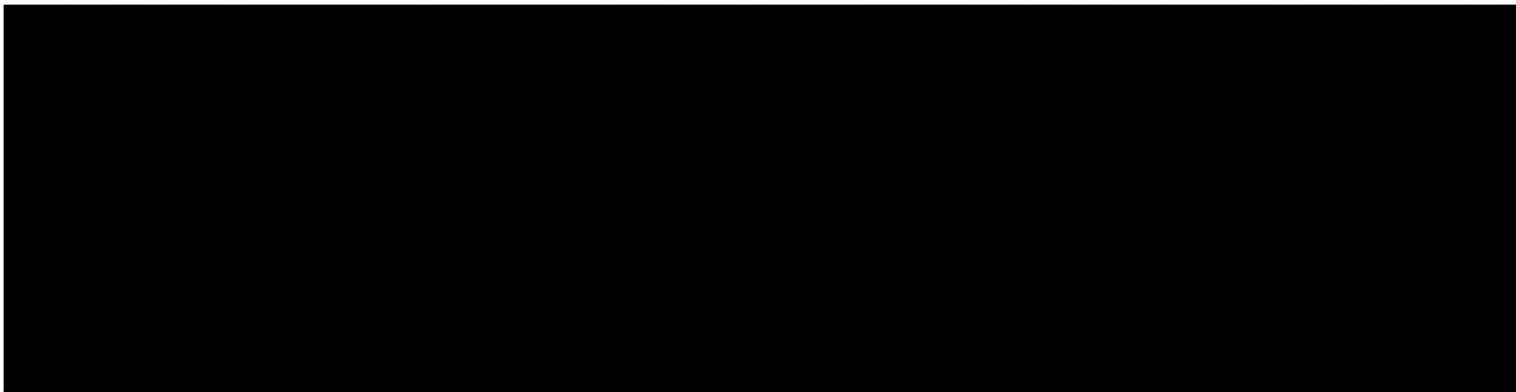
CRAIG RYBCZYNSKI |



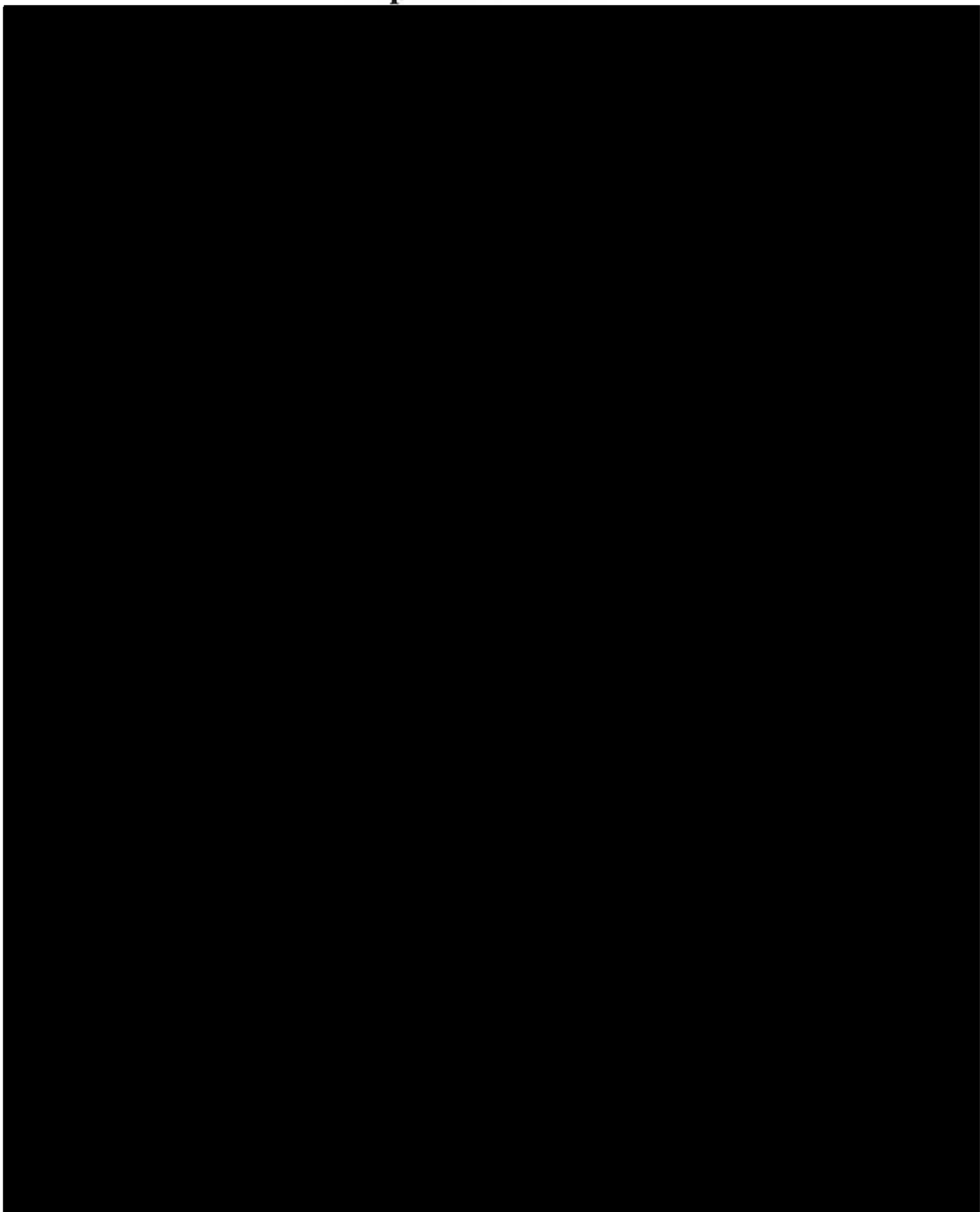


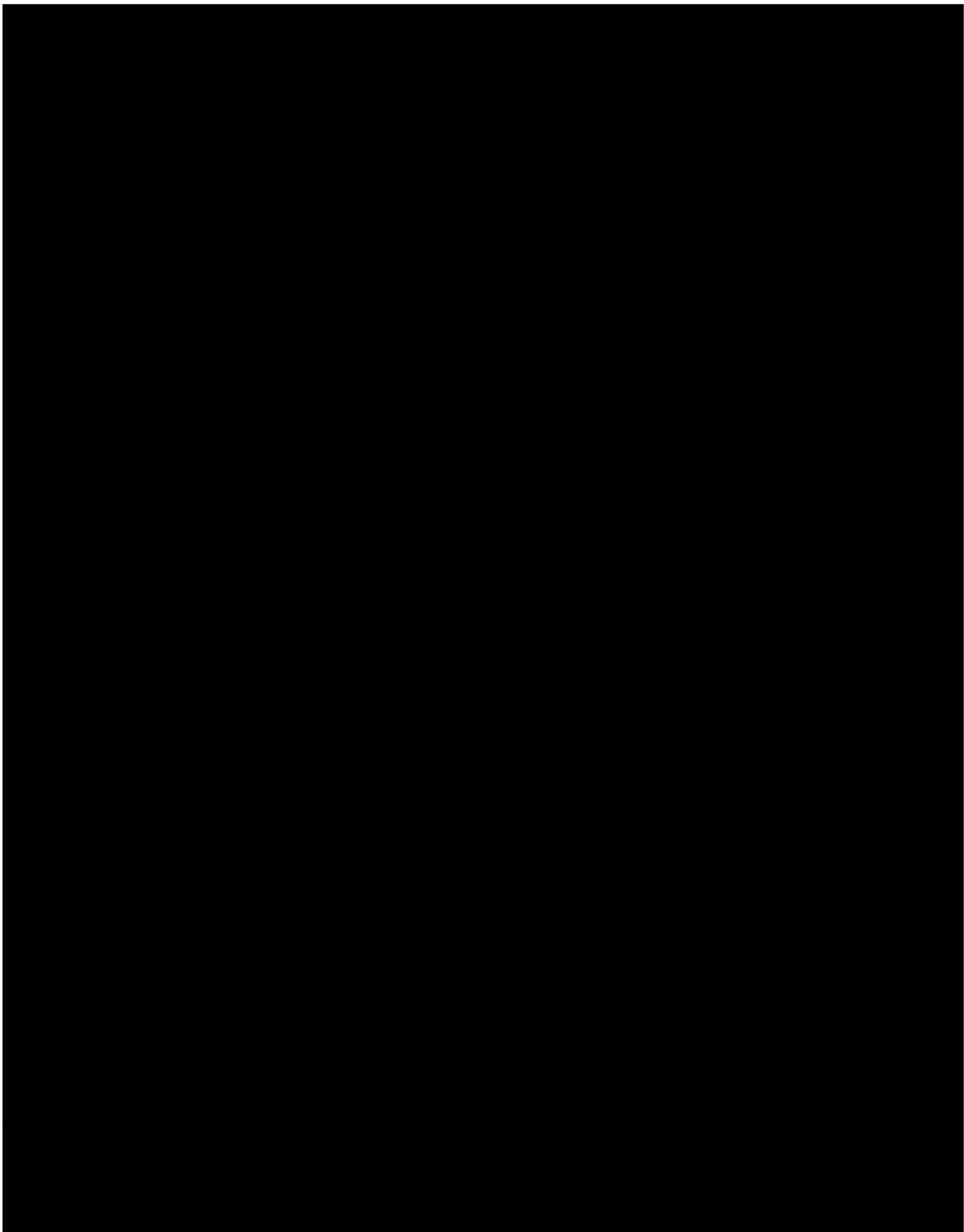


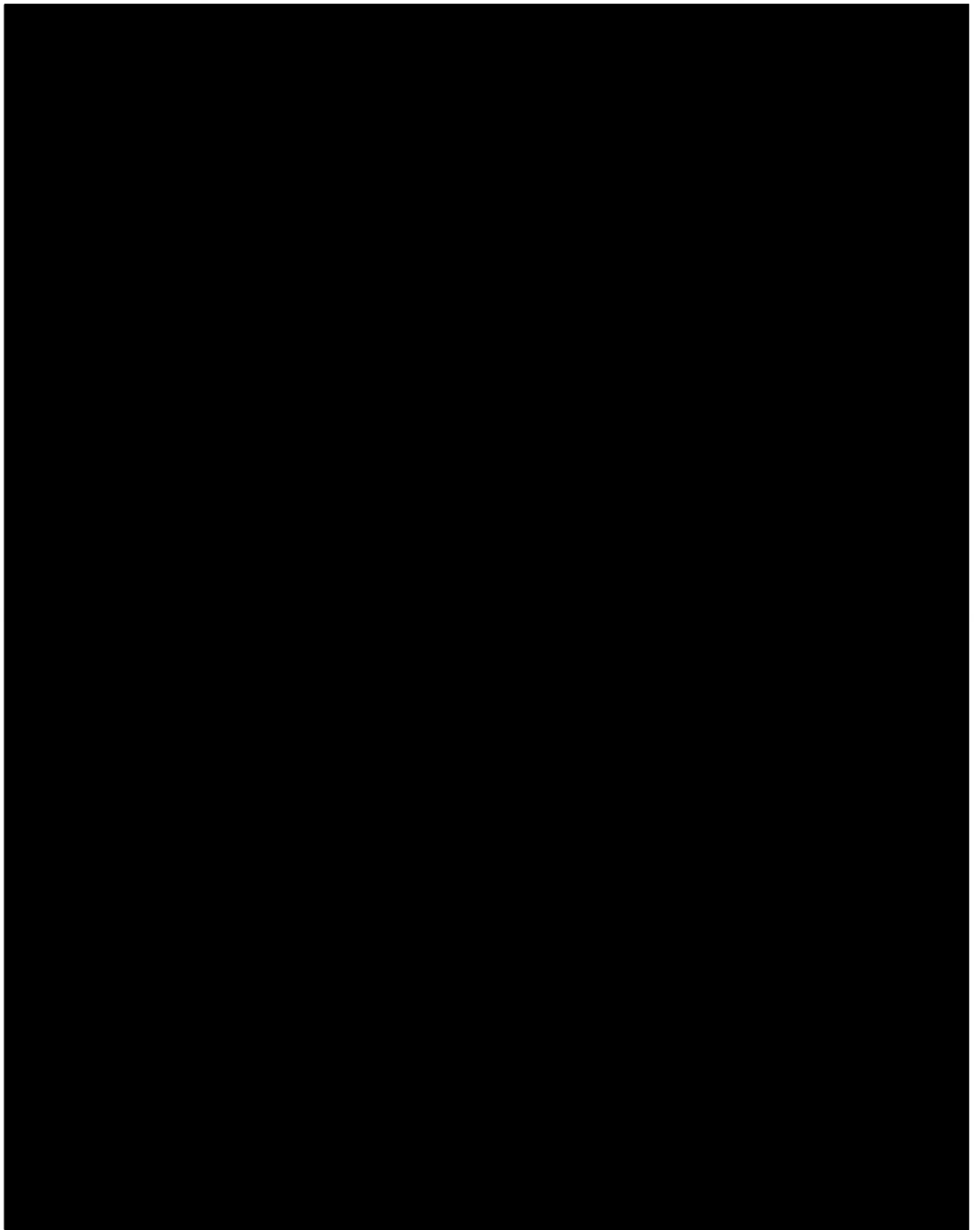


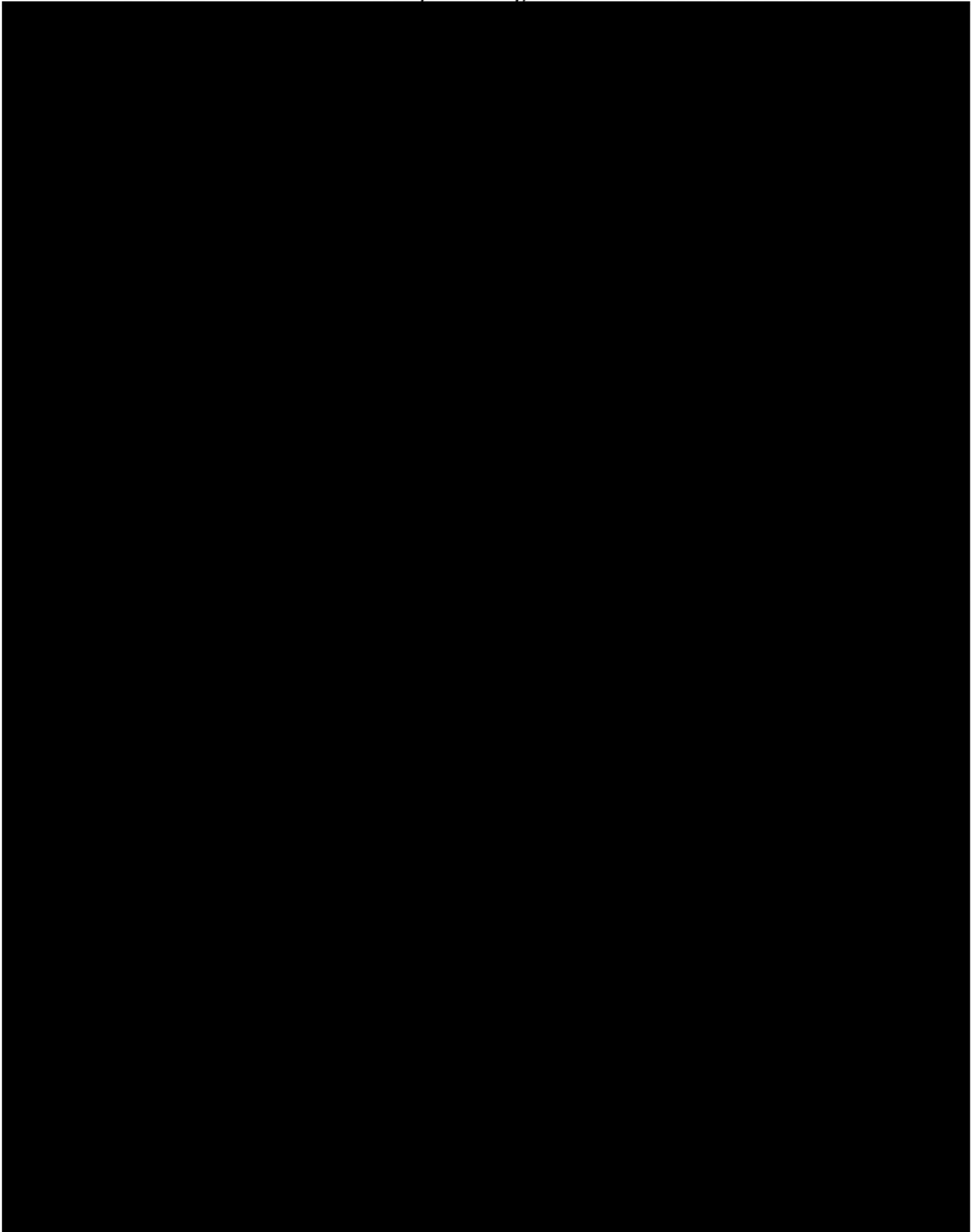


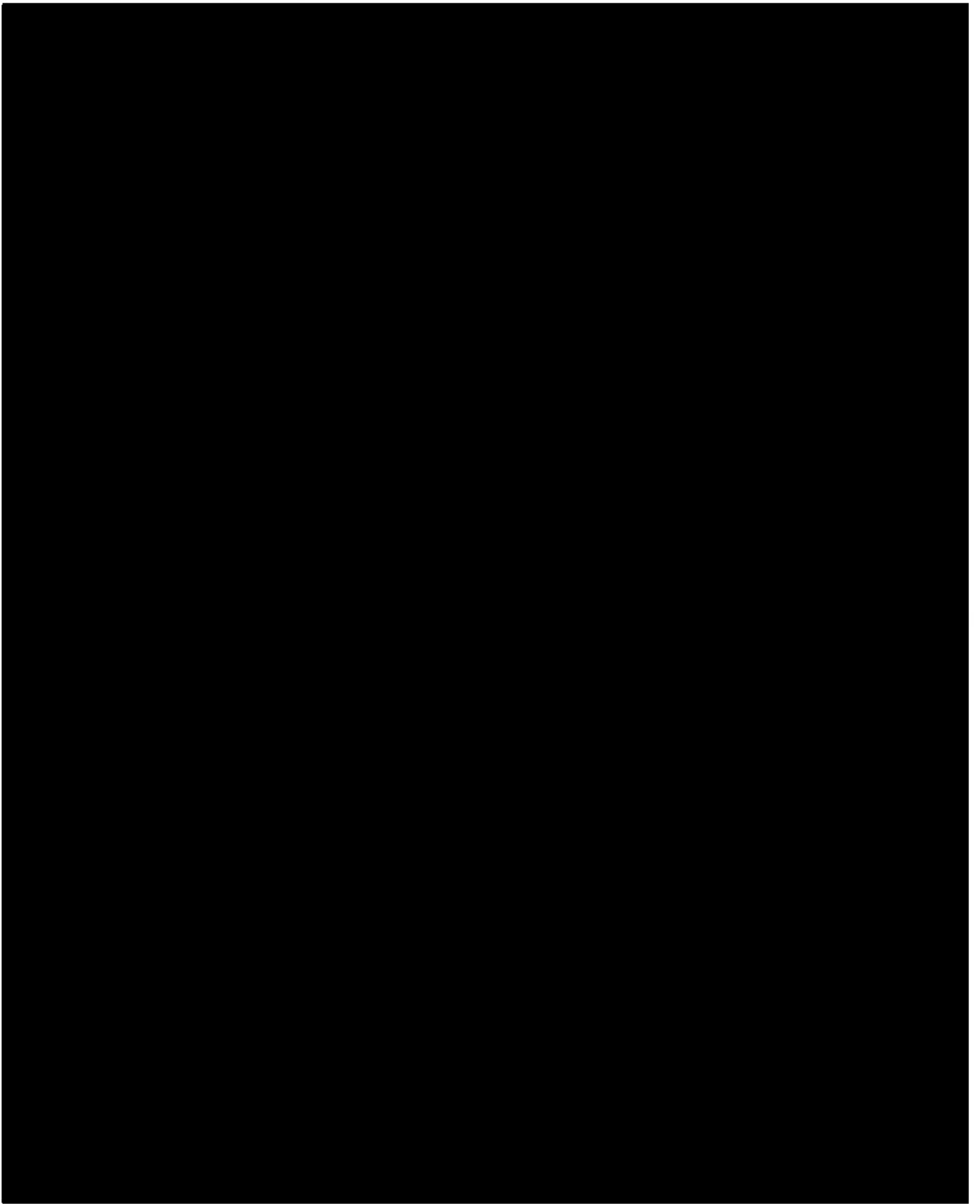
Stephanie N. Harris

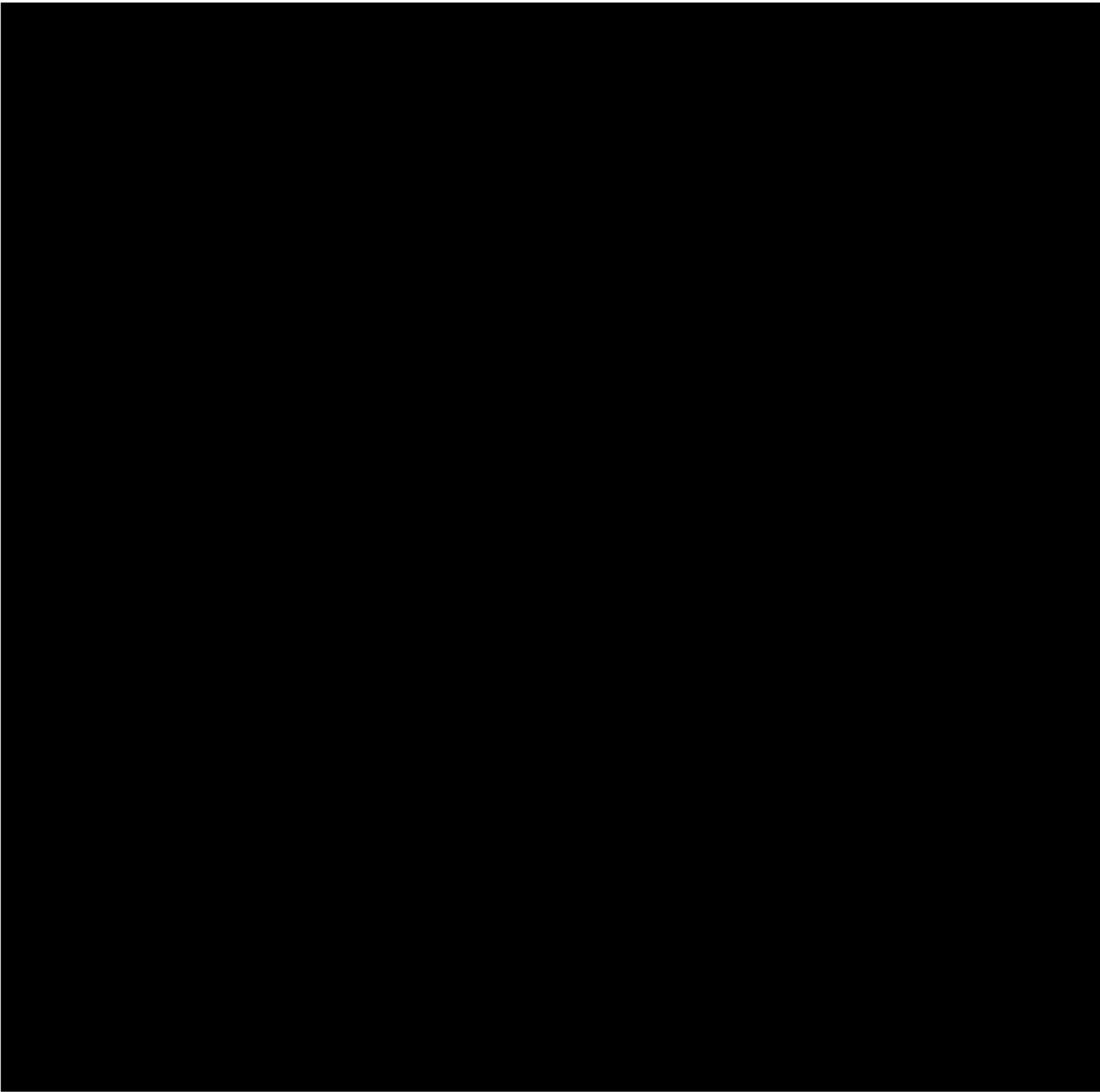


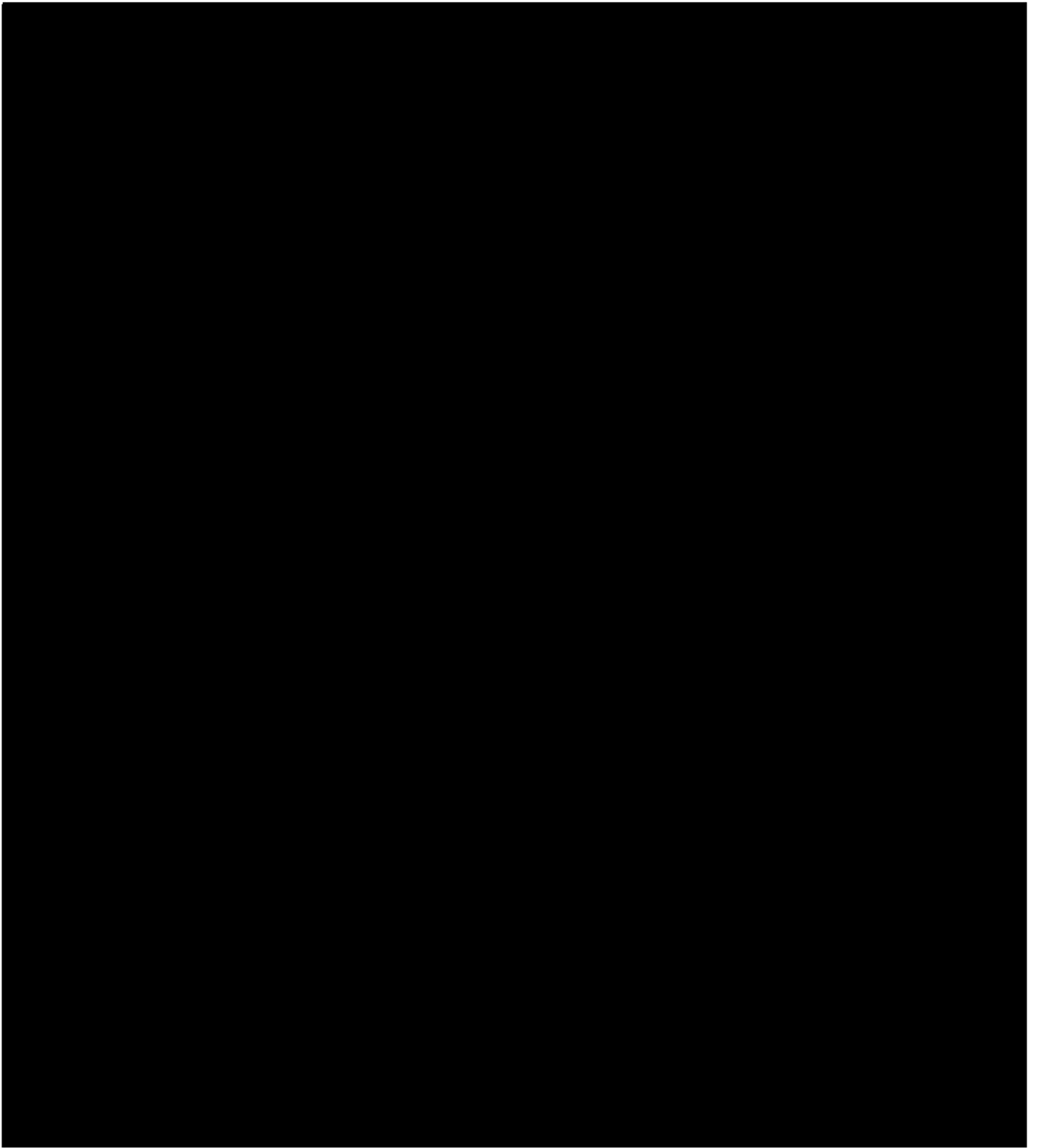


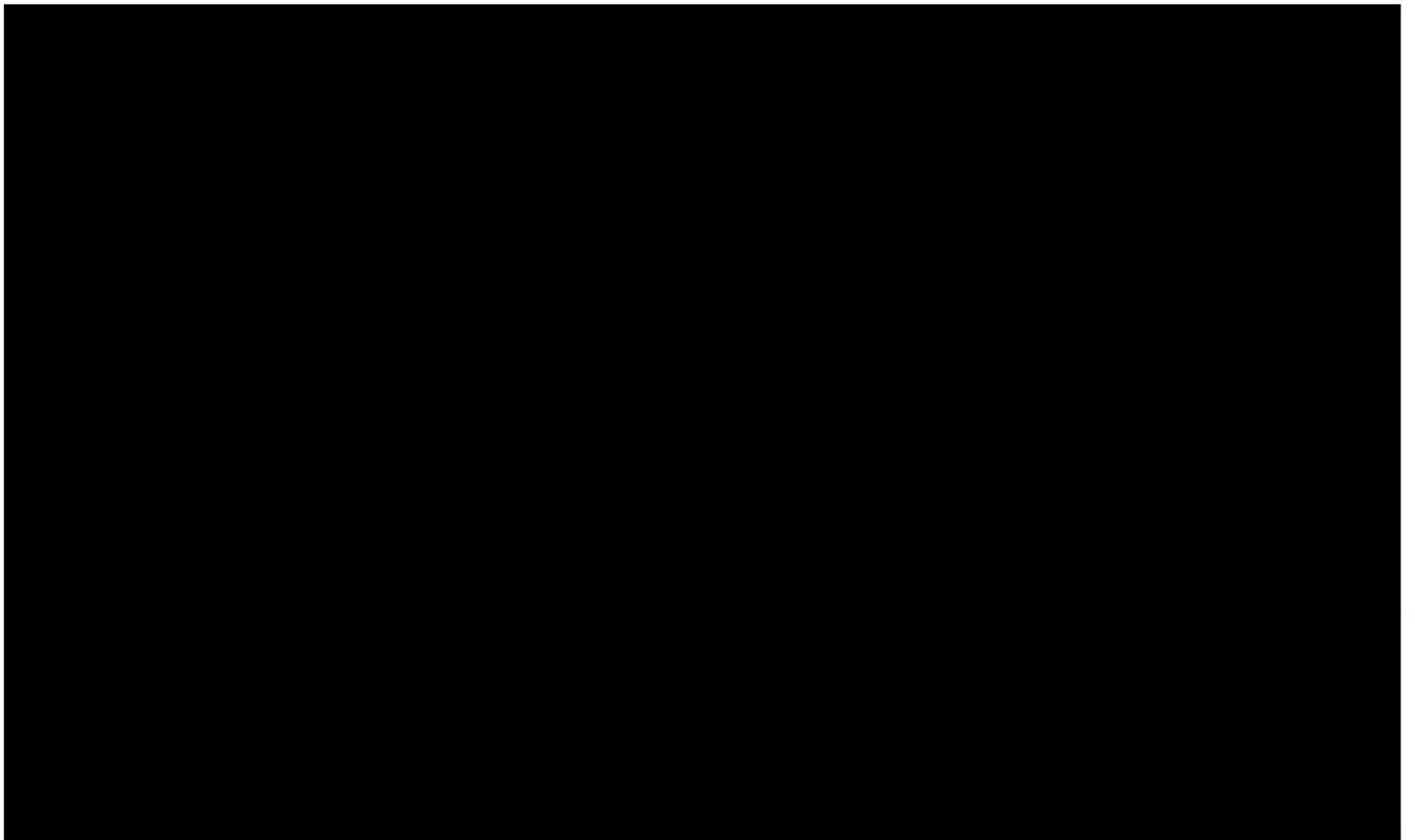












Request R-14i Board Members RFI Forms

The following are the requested forms from proposed board of trustees members for Rochester Sports Academy Charter School of Sports Business and Health Sciences



Charter Schools Institute
The State University of New York

**Request for Information
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

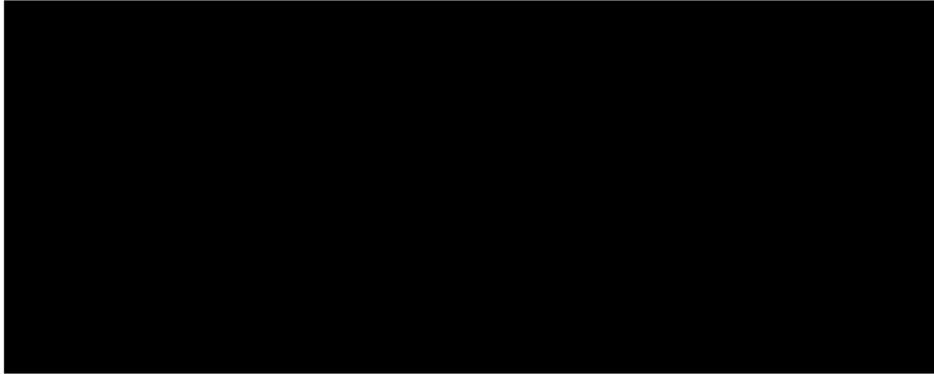
Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Rochester Sports Academy Charter School of Business and Health Sciences
2. Full name: Dr. Myra Henry



3. A brief educational and employment history (or you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

Does not apply to me. Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

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

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

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

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

N/A.

I / we have no such interest.

Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

N/A.

I / we or my family do not anticipate conducting any such business.

Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Dr. Myra Henry, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Rochester Sports Academy Charter School is true and correct in every respect.

Myra Henry

Digitally signed by Myra Henry
Date: 2022.02.21 08:03:47
-05'00'

Signature

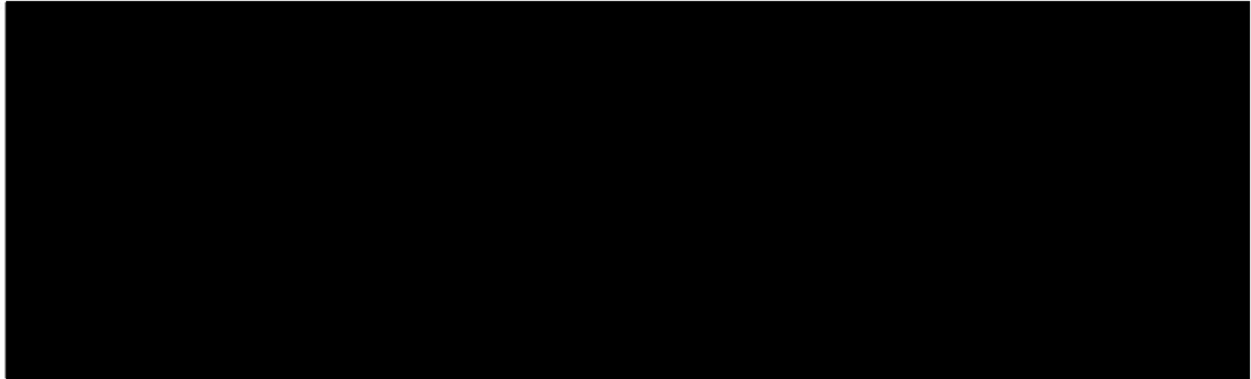
2/21/22

Date

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Rochester Sports Academy
2. Full name: Cameron Apt



3. A brief educational and employment history (or you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

Defense Industry Networks, board member (not-for-profit)

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

Does not apply to me. Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

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

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

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

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

Discussions of incorporating UR Medicine CHAMPP program into education corporations school curriculum and programs. CHAMPP is a program under my direct operation at UR Medicine and would therefore be a potential plan of business with the education corporation.

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

N/A.

I / we have no such interest.

Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

N/A.

I / we or my family do not anticipate conducting any such business.

Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Documenting such behaviors or events which lead to suspicion. Bringing to the attention of the chair of the board.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Cameron Apt, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Rochester Sports Academy is true and correct in every respect.

Cameron Apt

Digitally signed by Cameron Apt
Date: 2022.02.18 13:29:51
-05'00'

Signature

2/18/2022

Date

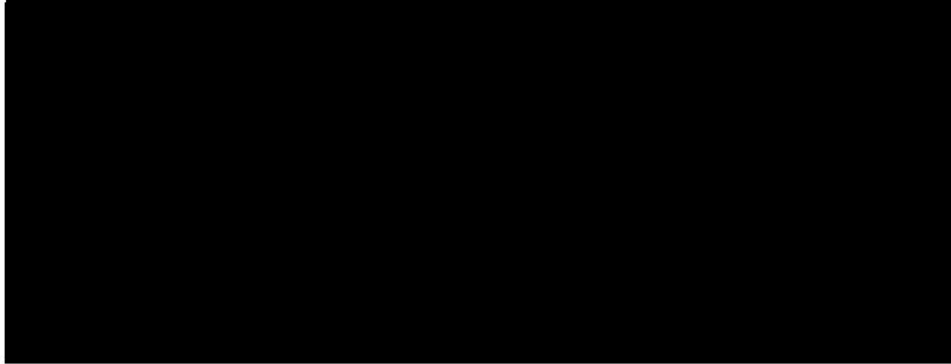
**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

Rochester Sports Academy

2. Full name: William Burrows



3. A brief educational and employment history (or you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

Spencerport CSD - Audit Committee

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

Does not apply to me. Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

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

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

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

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

N/A.

I / we have no such interest.

Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

N/A.

I / we or my family do not anticipate conducting any such business.

Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Depending on what the facts appear to be. I would first raise the concern with the partner of the audit firm that we have engaged for our financial statements audit. If the auditor was concerned or felt strongly it would be raised to legal council. At which point they would determine next steps including self reporting to NYSED.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

I have worked on school district audits as an auditor. I anticipate holding people to the highest ethical and moral expectations. I do not take this position lightly as public funds are those to be treated with the most respect.

Certification

I, William Burrows, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Rochester Sports Academy is true and correct in every respect.

Bill Burrows

Digitally signed by Bill Burrows, Finance
Manager, UR-Physics and Astronomy,
585-275-4352, w.burrows@rochester.edu
Date: 2022.02.18 13:23:40 -05'00'

Signature

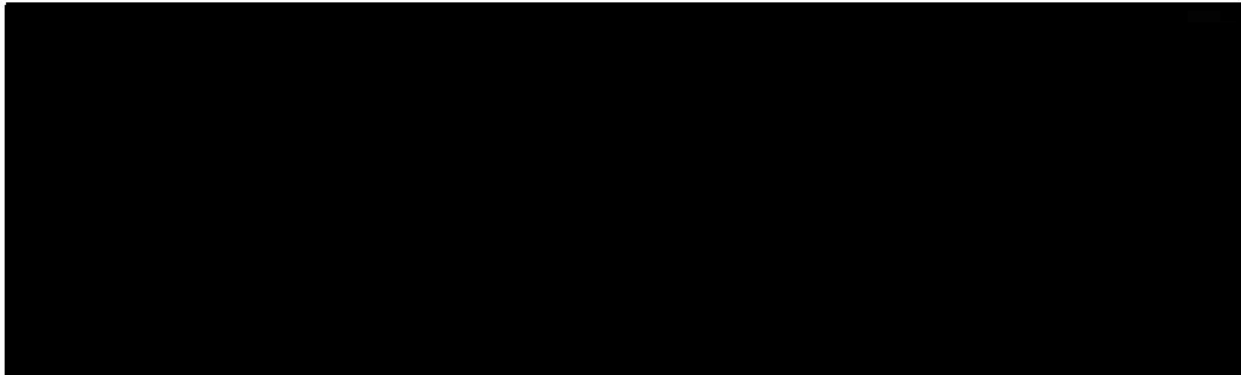
2/18/2022

Date

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Rochester Sports Academy (RSA) Charter School of Business and Health Sci
2. Full name: Craig Rybczynski



3. A brief educational and employment history (or you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

Does not apply to me. Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

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

Details:



9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

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

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

N/A.

I / we have no such interest.

Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

N/A.

I / we or my family do not anticipate conducting any such business.

Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would give that person the opportunity to disclose their interest in the opportunity. The Board would then evaluate if the contract or partnership would benefit the school and we would do our due diligence to vet the business dealing. The Board would then vote to determine the outcome. The process must be fair and transparent.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Craig Rybczynski, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Rochester Sports Academy is true and correct in every respect.

Signature

2/18/2022

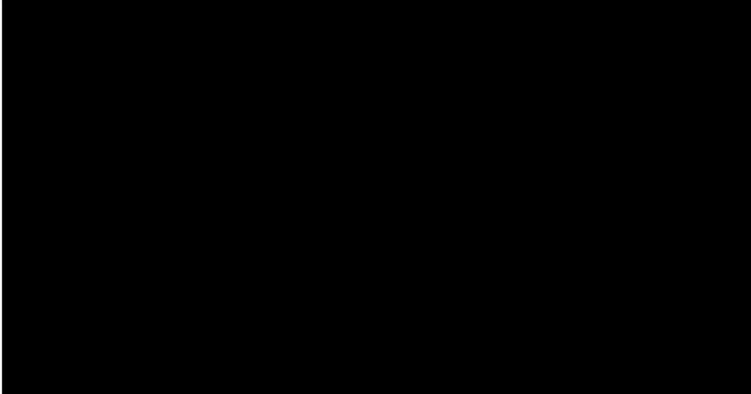
Date

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Rochester Sports Academy

2. Full name: Sady Alvarado-Fischer



3. A brief educational and employment history (or you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

Greater Rochester Health Foundation
Out Alliance
New York Civil Liberties Union (Genesee Valley Chapter)

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

Does not apply to me. Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

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

Details:

I know Myra Henry as the President and CEO of the YWCA. Our organizations (I work at Excellus BCBS) collaborate on various community events/initiatives.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

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

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

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

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

At this time, I am not aware of what any of the potential education service providers are, and therefore believe that I would not (nor would my spouse) know any such persons. If that changes, I would let RSA know.

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

N/A.

I / we have no such interest.

Yes.

Details:

At this time, I am not aware of what any of the potential education service providers are, and therefore believe that I would not (nor would my spouse) have any such ownership or interest. If that changes, I would let RSA know.

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

N/A.

I / we or my family do not anticipate conducting any such business.

Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

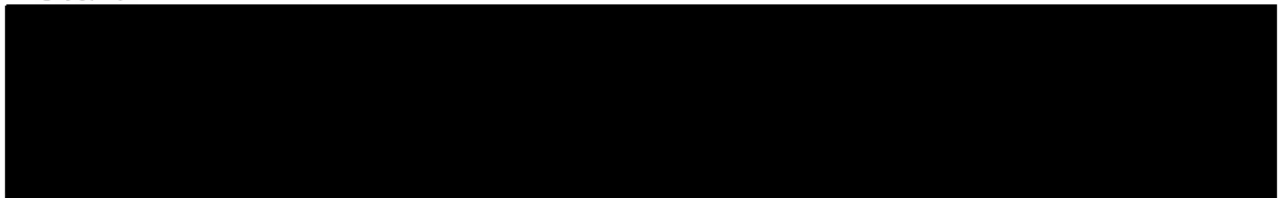
Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:



17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

Yes.

Details:

At this time, I am not aware of what any of the potential education service providers that are doing business with the education corporation, and therefore believe that I would not (nor would my spouse) have any financial interest. If that changes, I would let RSA know.

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would most likely address the Board president or another board member for guidance on what steps to take.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Sady Alvarado-Fischer, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Rochester Sports Academy is true and correct in every respect.

Signature

02/20/2021

Date

Request R15. District and School Relations

a. Relationship Strategies

RSA's applicant group understands and appreciates the education provided to students by the Rochester City School District and other districts in the Greater Rochester community. RSA's applicant group has reached out to the Superintendent and members of the Rochester City School District to schedule a meeting the week of July 19, 2021 to discuss all components of Rochester Sports Academy and inquire about collaborative efforts regarding meeting the needs of all students through effective academic and social-emotional support practices. Additionally, RSA presented at the Rochester City Board District Board meeting for Charter Schools in the fall of 2021. It is RSA's hope that other districts in the Greater Rochester community would find it beneficial to partner, with the goal of providing students an array of academic, athletic, and other collaborative community-based opportunities.

RSA Administrators and Board Members are eager to partner with various community organizations and businesses. Additionally, there is excitement amongst RSA's applicant group about working collaboratively with the City of Rochester, various Minor League Sports teams, private and public community based organizations, and businesses in Greater Rochester. Through fostering meaningful working relationships with these organizations, students at RSA will be provided opportunities to grow personally and professionally while being a valued member of the community. The potential for advanced learning that will enrich students' academic and social-emotional experiences entrenched in the mission and vision is what sets RSA apart from others.

b. School Partnerships

During the pre-opening year, RSA Administrators plan to work collaboratively with administrative teams throughout the Greater Rochester community to learn about best practices in the areas of academics, athletics, and social/emotional support services that have been effective in supporting students. Additionally, RSA administrators will share key design elements of the school that will provide hands-on experience and holistic development with a keen focus on diversity, equity, and inclusion.

To facilitate the transition of middle school students to RSA, Administrators will develop a strategic plan to work collaboratively with districts in the Greater Rochester community that enroll students in grades 6-8. Examples of elements of the strategic plan include school visits, information sessions, and distribution of RSA materials. With the goal of providing students the best educational options that align with their passions and career interests, RSA understands some students may be interested in transferring out of RSA after enrolling. For students in this category, RSA administrators will work collaboratively with their home school to assist with this transition.

Request R-16ac. Facilities

a. Facility Needs

Rochester Sports Academy (RSA) Charter School of Business and Health Sciences envisions a facility that meets the needs associated with Sports Business and Health Sciences. RSA’s ideal facility would include: 28 classrooms, space for clerical staff, space for athletic training and performance (weight room, fitness/cardio room), space for a broadcast studio, space for internet and surveillance servers, 1 full-size gymnasium, 1 auxiliary gymnasium, soccer field, track, boys, girls, all gender locker rooms, space for Egaming, space for media arts, 2 conference rooms, office for the CEO, Principal, Traveling Nurse, Counselor, staff break room, 2 teacher work rooms, 1 cafeteria that can seat a maximum of 500 people, space for library, 2 computer labs, kitchen (additional space for food storage/prep), and space for building/grounds equipment.

Facility Outlook

Space	Year 1	Year 2	Year 3	Year 4	Year 5
Clerical Space	1	1	2	2	2
Administrative Office Space	3	3	6	6	6
Teacher Work Room	1	1	2	2	2
Conference Room	2	2	2	2	2
Athletic Training/Fitness Space	1	1	1	1	1
Broadcast Studio Space	1	1	1	1	1
Internet/Surveillance Space	1	1	1	1	1
Full-size gymnasium	1	1	1	1	1
Auxiliary gymnasium	1	1	1	1	1
Egaming Space	1	1	1	1	1

Media Arts Space	1	1	1	1	1
Cafeteria	1	1	1	1	1
Library	1	1	1	1	1
Computer Lab	1	2	2	2	2
Kitchen Space	1	1	1	1	1
Building/Grounds Equipment Space	1	1	1	1	1
Soccer Field	1	1	1	1	1
Boys, Girls, All Gender Locker Room	1	1	1	1	1
Track	1	1	1	1	1

b. Facility Selection

Based on the desired facility being able to accommodate the needs of Rochester Sports Academy (RSA) Charter School of Business and Health Sciences, it is likely that co-founders may have to look to acquire a private space.

Rochester Sports Academy (RSA) Charter School of Business and Health Sciences does not have a facility at this time, however, RSA administrators and members of the board of trustees have consulted with real estate agents about potential building locations. Furthermore, RSA’s applicant group will consult with SUNY and the Department of Education regarding grants and other forms of assistance for the purposes of building rental support.

There are several vacant school buildings within the city of Rochester that have the potential to be RSA school sites. Due to the declining number of students in public schools, some of these buildings will be available for the 2023-24 academic year.

c. Facility Related Conflicts of Interest

Rochester Sports Academy (RSA) Charter School of Business and Health Sciences does not have any facility-related conflicts of interest at this time. As RSA administrators and board members continue working to identify and secure a building location, SUNY will be consistently updated on RSA’s progress. The Board of Trustees, Chief Executive Officer, and Principal will be involved in the identification of a building. Once a building is identified, the proper

negotiations will be had based on required building renovations. RSA's applicant group plans to hold several fundraising events to secure additional funds that can be contributed to building expenses while waiting for CSP funds to become available. The CEO and Principal, while not hired at this time, will volunteer their time now to identify the building. Once a building is identified negotiations for a lease will continue until the charter is approved. Once the Charter is approved the Board will sign the lease with the landlord once CSP funds are available for a deposit.

Costs. The full cost of rent is included in RSA's current budget. RSA's applicant group estimates between \$9 and \$12 per square foot. RSA administrators included a contingency in the budget in the event that renovations must be paid for. RSA's applicant group is requesting an extra \$250,000 from CSP due to the fact that RSA will lease a building for the life of the charter.

d. Additional Facility Information

The overall supervision of the Rochester Sports Academy (RSA) Charter School of Business and Health Sciences facility will fall under the leadership of the Director of Operations. The Director of Operations will be responsible for confirming all emergency and safety response plans are communicated, implemented and adhered to, maintaining the certificate of occupancy, ensuring compliance with the Americans with Disabilities Act while RSA is chartered, and guarantee RSA is an educational facility that students, staff, and the community take pride in to enhance the school culture.

Request R-17. Food Services

Rochester Sports Academy (RSA) Charter School of Business and Health Sciences will provide breakfast and lunch daily. RSA will hire a cafeteria manager responsible for ordering food and cafeteria supplies and a full-time cook responsible for preparing meals. The cafeteria manager, who will assist with food preparation, will also be responsible for food safety and nutritional guidelines, and food and supplies inventory. The cook will also be responsible for preparing the food menu, and preparing food in accordance with New York State Education Law. The overall supervision of the cafeteria and food service are the responsibility of the cafeteria manager. The food service program will fall under the leadership of the Chief Executive Officer.

Request R-18. Health Services

Rochester Sports Academy (RSA) Charter School of Business and Health Sciences will not hire a full-time school nurse. Instead, RSA will utilize a traveling nurse provided by the Rochester City School District. In the event this does not work out, the cost of a nurse was included in the RSA budget.

The Chief Executive Officer will supervise the collection of student health records and immunizations. During the intake process, students will be required to submit immunization records, medical examination records, and medical administration forms. The Nurse in conjunction with the school counselor will work with families needing assistance obtaining health services by referring them to specific community agencies.

New York State Public Health Law 2164 requires all students be presented to a health professional to administer the necessary immunizations against poliomyelitis, mumps, measles, diphtheria, Haemophilus influenzae type b (Hib), rubella, hepatitis B, and varicella.

The nurse will be provided with office space within the building to conduct medical support services. There will be an identified location to maintain confidential medical records under lock and key. The only individuals with access to this information will be the Chief Executive Officer, Principal, and Nurse.

Request R-19. Transportation

Any student residing in the Rochester City School District will be provided transportation services by the district. Students enrolling at Rochester Sports Academy Charter School of Business and Health Sciences from other districts will be responsible for coordinating their transportation through their district with the assistance of the principal and counselor. During the intake process, students will be notified of their transportation responsibilities and provided guidance on the proper steps to secure transportation needs. The principal will be responsible for working with families on providing guidance on transportation needs for general education students as well as students with IEPs and 504 plans.

Request R-20. Insurance

Rochester Sports Academy (RSA) Charter School of Business and Health Sciences will obtain full insurance before the school is opened. The following costs are taken directly from an insurance premium put together by Austin & Co, Inc. During lease negotiations, RSA's Board of Trustees and Chief Executive Officer will have insurance for the land as well as the property.

- Personal Property, Equipment Breakdown, Crime, Automobile: \$4,306. Limit: \$2,984,600
- Excess Crime (computer fraud, banking fraud), Cyber risk: \$3,377. Limit: \$6,955,000
- Directors and Officers: \$6,448. Limit: \$3,116,000
- General Liability, Umbrella, Excess D&O, Excess Fiduciary: \$24,074. Limit: \$42,000,000
- Student Accident: \$5,174. Limit: \$50,000
- Catastrophic Student Accident: \$462. Limit: \$1,000,000

Total costs are estimated to be \$43,841 and with limits at \$56,148,841. The Board of Trustees will review several policies prior to deciding. These costs are in the budget.

Request R-21ac. Fiscal Soundness

a. Budget Narrative

Input will be requested from different sets of stakeholders to inform the annual budget. Once the School starts and is operational, teachers will be involved in the budgeting process in the areas of supplies, materials, and professional development and will be invited to participate annually. The organization of this will be the responsibility of the Chief Executive Officer and Principal. Community members and families will be involved in input both through in-person meetings, Zoom, and website postings. This aligns with the need for parent/community feedback on the federal applications such as Title 1. The Principal will be available to discuss parent budgeting concerns at meetings scheduled throughout the year. Once input from the various stakeholders has been gathered and synthesized by the Chief Executive Officer, this will be given to the Treasurer of the Board. They in turn, will develop a draft budget for presentation to the Board. The draft budget will be submitted to the Board by the May meeting at the latest for approval in the June meeting. The final budget will be submitted to the authorizer as part of the Annual Report.

b. Financial Planning

The organization providing backend services has the day-to-day responsibilities for ensuring the budgeting and use of funds at the school level. The Board will be responsible for the overall integrity of all funds being awarded and expended by the school. During the pre-opening period, the Board of Trustees will develop the School's Fiscal Policies and Procedures. These policies will outline the handling of equipment and funds within the school and will align with all applicable laws, good accounting practices, and the School's Code of Ethics. The Policies and Procedures will outline the following: development of inventory, ordering/accepting/paying for orders, number of contracts and orders which must have Board approval, who is tasked with signing for the school, number of signatures on checks, receiving and opening mail, approval of payment on invoices, among many other aspects of managing money for a multimillion-dollar corporation. The CEO will present the Board with monthly financials which the Board will have two weeks to review prior to the board meeting. The Board can call for an external audit of the School's books at any time. The CEO and Board Treasurer will meet bi-monthly. These items will be outlined in the RSA Fiscal Policies and Procedures which will be developed and approved by the Authorizer during the pre-opening period.

c. Fiscal Audits

RSA's annual independent audits on school funds and CSP Funds separately will align with the assurances included in the application packet. RSA will hire an independent certified public accounting firm licensed in New York State to conduct their annual financial audits. The Audited Financial Statements will be submitted by November 1 (if still required but will be

available for review regardless). The Financial Transparency report will be submitted by November 1 annually following the guidelines put out by the State.²⁹

The process for conducting the audit will be to hire a certified CPA firm to conduct an audit on the finances of the School and CSP funds separately. These audits will follow US GAAP as well as best practices. It will align with RSA's Code of Ethics. The Board will hire the auditors who will start organizing for the audit with the Treasurer and CEO by July to take place in August and September. The Audit Committee will be responsible for working with the auditors to ensure all records are available for review. The School will be responsible for supplying all records necessary for the auditors to complete the audit. Agreed upon procedures between RSA and the external auditor are due no later than forty-five days after the commencement of the agreed upon procedures. The work between RSA and the external auditor shall start within sixty days after the charter school has received and disbursed more than \$50,000.00. The finalized audit will be submitted to SUNY by November 1 of each year.

d. Dissolution Procedures

In the unfortunate event it is determined that RSA must close, the following policies and procedures will take place. Using the SUNY School Closing Plan and adhering to NY Education Law §220(5), §2851(2)(t), §219(4), §220(1), and §220, the following actions will be taken.

RSA will follow the steps exactly as outlined in the Plan. Using the suggestions in the Plan, RSA Chief Executive Officer and Board of Trustees will develop a strategic dissolution plan which will be separated into the suggested areas, which provides RSA with a timeline:

1. Immediate tasks (immediately and 1 week of closure activity)
2. Ongoing task (through completion of the closure)
3. Pre-closure tasks (45 days within the closure action)
4. Post-closure tasks (one week to 120 days after the last day of instruction)

A Transition Team will be created. The Transition Team will consist of all administrators, Board Members, and the SUNY Liaison. After forming the Transition Team, one administrator and one Board member will be assigned to each of the four areas above. After the members of the transition are identified, it will be determined what level of staffing will be required in each area. These staff will then be assigned with clear goals around each of the 51 dissolution checklist items.

After forming the Transition Team, particular attention will be paid to communicating with our families and supporting them as they identify other schools. Families where English is not their preferred language, will be communicated with using interpreters.

Following the guidelines in the SUNY Closure Plan, a press release with all the relevant details will be distributed. The counselors will be assigned as the School Closure Coordinator and will

²⁹ [Financial Transparency | New York State Education Department \(nysed.gov\)](https://www.nysed.gov/financial-transparency)

be available to families at all times. The various initial closure notification letters will be distributed to the relevant stakeholders, including the School District(s). Students' records and financial records will be secured with all the necessary components intact.

Instruction will continue until the end of the year. Administration is responsible for meeting with staff and parents/guardians regularly. Legal counsel will be hired to determine the appropriate funding for the dissolution escrow account. The school will distribute the necessary transition letter to various stakeholders. The school will hire an external CPA to oversee the final closing of the books. The school must also make a list of all creditors and debtors to ensure all funds are expended correctly.

All benefit providers (health, long term disability, retirement, etc.) will be contacted and told the school is closing. The school will then work with these providers to ensure all staff wanting to remain covered have the option to do so. The school will create an inventory list that outlines if the property was purchased with federal dollars. As well, the school will develop a Disposition of Assets plan to deal with any property the school owns.

All of these procedures will be overseen by the SUNY Liaison who will have access to any and all records, transcripts, meeting minutes, etc. as requested to ensure a smooth closure.

R-21e Budget Template

e. Budget Template



Charter Schools Institute
The State University of New York

**2022 New School Proposal
Budget(s) & Cash Flow(s) Template**

Rochester Sports Academy (RSA) Charter School

Contact Name:	Dr. Gabriel Marshall
Contact Title:	President & CEO
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]
First Academic Year:	2023-24
Pre-Opening Period:	July 1, 2022 - June 30, 2023

ROCHESTER SPORTS ACADEMY (RSA) CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2023-24	2024-25	2025-26	2026-27	2027-28
	Grades	9	9-10	9-11	9-12	9-12
	Enrollment	100	200	300	400	400

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2023-24	2024-25	2025-26	2026-27	2027-28
	Grades	9	9-10	9-11	9-12	9-12
	Enrollment	100.00	200.00	300.00	400.00	400.00

**NOTE: Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

**NOTE: Concisely state the assumptions that are being made for personnel wages in the section provided below.*

ADMINISTRATIVE PERSONNEL WAGES	WAGES					
	Salary/Incr %	0.00%	3.00%	3.00%	3.00%	3.00%
Executive Management	\$ 135,000	\$ 135,000	\$ 139,050	\$ 143,222	\$ 147,518	\$ 151,944
Instructional Management	\$ 125,000	\$ 125,000	\$ 128,750	\$ 132,613	\$ 136,591	\$ 140,689
Deans, Directors & Coordinators	\$ 50,000	\$ 50,000	\$ 51,500	\$ 228,045	\$ 234,886	\$ 241,933
CFO / Director of Finance	\$ 80,000	\$ -	\$ 80,000	\$ 82,400	\$ 84,872	\$ 87,418
Operation / Business Manager	\$ 120,000	\$ -	\$ 120,000	\$ 123,600	\$ 127,308	\$ 131,127
Administrative Staff	\$ 56,000	\$ 28,000	\$ 56,840	\$ 58,545	\$ 116,302	\$ 119,791
TOTAL ADMINISTRATIVE STAFF		\$ 338,000	\$ 576,140	\$ 768,424	\$ 847,477	\$ 872,901

Description of Assumptions

INSTRUCTIONAL PERSONNEL WAGES	Salary/Incr %	0.00%	3.00%	3.00%	3.00%	3.00%
Teachers - Regular	\$ 45,000	\$ 180,000	\$ 365,400	\$ 556,362	\$ 753,053	\$ 775,644
Teachers - SPED	\$ 45,000	\$ 45,000	\$ 91,350	\$ 139,091	\$ 188,263	\$ 238,911
Substitute Teachers	\$ 45,000	\$ 45,000	\$ 46,350	\$ 92,741	\$ 140,523	\$ 189,738
Teaching Assistants	\$ 20,000	\$ 20,000	\$ 40,600	\$ 81,818	\$ 244,273	\$ 331,601
Specialty Teachers	\$ 45,000	\$ 90,000	\$ 182,700	\$ 368,181	\$ 379,226	\$ 390,603
Aides	\$ 20,000	\$ 40,000	\$ 81,200	\$ 163,636	\$ 248,545	\$ 336,001
Therapists & Counselors	\$ 70,000	\$ 35,000	\$ 71,050	\$ 108,182	\$ 111,427	\$ 114,770
Other	\$ 45,000	\$ 11,250	\$ 22,838	\$ 46,023	\$ 92,403	\$ 95,175
TOTAL INSTRUCTIONAL		\$ 466,250	\$ 901,488	\$ 1,556,032	\$ 2,157,713	\$ 2,472,444

NON-INSTRUCTIONAL PERSONNEL WAGES	Salary/Incr %	0.00%	3.00%	3.00%	3.00%	3.00%
Nurse	\$ 40,000	\$ 40,000	\$ 41,200	\$ 42,436	\$ 43,709	\$ 45,020
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ 30,000	\$ 30,000	\$ 30,900	\$ 61,827	\$ 93,682	\$ 96,492
Security	\$ 30,000	\$ 30,000	\$ 30,900	\$ 61,827	\$ 63,682	\$ 65,592
Other	\$ 60,000	\$ 60,000	\$ 91,800	\$ 124,554	\$ 128,291	\$ 132,139
TOTAL NON-INSTRUCTIONAL		\$ 160,000	\$ 194,800	\$ 290,644	\$ 329,363	\$ 339,244

TOTAL PERSONNEL SERVICE WAGES		\$ 964,250	\$ 1,672,428	\$ 2,615,100	\$ 3,334,553	\$ 3,684,590
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ROCHESTER SPORTS ACADEMY (RSA) CHARTER SCHOOL

2023-24 through 2027-28

CHARTER ENROLLMENT BY GRADE					
GRADES	LEVEL	2023-24	2024-25	2025-26	2026-27
Kindergarten	Elementary School				
1st Grade	Elementary School				
2nd Grade	Elementary School				
3rd Grade	Elementary School				
4th Grade	Elementary School				
5th Grade	Select grade 5 level from dropdown list →				
6th Grade	Middle School				
7th Grade	Middle School				
8th Grade	Middle School				
9th Grade	High School	100	100	100	100
10th Grade	High School		100	100	100
11th Grade	High School			100	100
12th Grade	High School				100
Ungraded					
TOTAL		100	200	300	400

NUMBER OF CLASSES BY GRADE					
GRADES	LEVEL	2023-24	2024-25	2025-26	2026-27
Kindergarten	Elementary School				
1st Grade	Elementary School				
2nd Grade	Elementary School				
3rd Grade	Elementary School				
4th Grade	Elementary School				
5th Grade	Elementary/Middle School				
6th Grade	Middle School				
7th Grade	Middle School				
8th Grade	Middle School				
9th Grade	High School	4	4	4	4
10th Grade	High School		4	4	4
11th Grade	High School			4	4
12th Grade	High School				4
Ungraded					
TOTAL		4	8	12	16

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE					
GRADES	LEVEL	2023-24	2024-25	2025-26	2026-27
Kindergarten	Elementary School	0	0	0	0
1st Grade	Elementary School	0	0	0	0
2nd Grade	Elementary School	0	0	0	0
3rd Grade	Elementary School	0	0	0	0
4th Grade	Elementary School	0	0	0	0
5th Grade	Elementary/Middle School	0	0	0	0
6th Grade	Middle School	0	0	0	0
7th Grade	Middle School	0	0	0	0
8th Grade	Middle School	0	0	0	0
9th Grade	High School	25	25	25	25
10th Grade	High School	0	25	25	25
11th Grade	High School	0	0	25	25
12th Grade	High School	0	0	0	25
Ungraded		0	0	0	0

SUMMARY AND OTHER INFORMATION				
Total Elementary Enrollment	-	-	-	-
Total Middle School Enrollment	-	-	-	-
Total High School Enrollment	100	200	300	400
Total Ungraded Enrollment				
Total Enrollment	100	200	300	400
Change in Net Enrollment from Prior Year (Count)	100	100	100	100
Change in Net Enrollment from Prior Year (Percent)	100.0%	100.0%	50.0%	33.3%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS				

ESTIMATED ENROLLMENT BY DISTRICT				
ANNUAL ENROLLMENT BY DISTRICT TOTALS	100	200	300	400

ROCHESTER SPORTS ACADEMY (RSA) CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2023-24	2024-25	2025-26	2026-27	2027-28
	Grades	9	9-10	9-11	9-12	9-12
	Enrollment	100	200	300	400	400

**NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

**NOTE: State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	1.0	1.0	1.0	1.0	1.0
Deans, Directors & Coordinators	1.0	1.0	4.5	4.5	4.5
CFO / Director of Finance	0.0	1.0	1.0	1.0	1.0
Operation / Business Manager	0.0	1.0	1.0	1.0	1.0
Administrative Staff	0.5	1.0	1.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF	3.5	6.0	9.5	10.5	10.5

Description of Assumptions

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	4.0	8.0	12.0	16.0	16.0
Teachers - SPED	1.0	2.0	3.0	4.0	5.0
Substitute Teachers	1.0	1.0	2.0	3.0	4.0
Teaching Assistants	1.0	2.0	4.0	12.0	16.0
Specialty Teachers	2.0	4.0	8.0	8.0	8.0
Aides	2.0	4.0	8.0	12.0	16.0
Therapists & Counselors	0.5	1.0	1.5	1.5	1.5
Other	0.3	0.5	1.0	2.0	2.0
TOTAL INSTRUCTIONAL	11.8	22.5	39.5	58.5	68.5

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	1.0	1.0	1.0	1.0	1.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	1.0	1.0	2.0	3.0	3.0
Security	1.0	1.0	2.0	2.0	2.0
Other	1.0	1.5	2.0	2.0	2.0
TOTAL NON-INSTRUCTIONAL	4.0	4.5	7.0	8.0	8.0

TOTAL PERSONNEL SERVICE FTE	19.3	33.0	56.0	77.0	87.0
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**ROCHESTER SPORTS ACADEMY (RSA) CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2022 - June 30, 2023**

**NOTE: Please enter financial data on "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue	580,000	
Total Expenses	544,902	
Net Income	35,098	
	START-UP PERIOD	
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	-	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	580,000	
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	580,000	
LOCAL and OTHER REVENUE		
Contributions and Donations	-	
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	
TOTAL REVENUE	580,000	

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

FTE No. of
Positions

Executive Management	0.50	67,500	
Instructional Management	0.50	62,502	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	1.00	130,002	

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

1.00	130,002	
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		11,052	
Fringe / Employee Benefits		19,500	
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		30,552	

TOTAL PERSONNEL SERVICE COSTS

1.00	160,554	
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CONTRACTED SERVICES

Accounting / Audit		40,002	
Legal		15,000	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		1,200	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		50,000	
TOTAL CONTRACTED SERVICES		106,202	

SCHOOL OPERATIONS		
Board Expenses	6,000	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	10,000	
Equipment / Furniture	40,000	
Telephone	900	
Technology	20,600	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	15,000	
Office Expense	600	
Staff Development	-	
Staff Recruitment	15,000	
Student Recruitment / Marketing	25,000	
School Meals / Lunch	-	
Travel (Staff)	1,800	
Fundraising	-	
Other	3,000	
TOTAL SCHOOL OPERATIONS	137,900	
FACILITY OPERATION & MAINTENANCE		
Insurance	43,998	
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	34,248	
Repairs & Maintenance	50,000	
Equipment / Furniture	-	
Security	-	
Utilities	12,000	
TOTAL FACILITY OPERATION & MAINTENANCE	140,246	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	544,902	
NET INCOME	35,098	

PRE-OPENING CASH FLOW 1-YEAR		ROCHESTER SPORTS ACADEMY (RSA) CHARTER SCHOOL													
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION													
		July 1, 2022 - June 30, 2023													
Total Revenue	-	-	-	-	-	-	-	350,000	-	135,000	-	95,000	-	580,000	
Total Expenses	-	-	-	-	-	-	-	109,317	89,717	113,717	64,717	68,217	99,217	544,902	
Net Income	-	-	-	-	-	-	-	240,683	(89,717)	21,283	(64,717)	26,783	(99,217)	35,098	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	-	-	-	-	-	-	-	240,683	150,966	172,249	107,532	134,315	-	
Net Income	-	-	-	-	-	-	-	240,683	150,966	172,249	107,532	134,315	35,098	35,098	
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	#REF!
REVENUE															
REVENUES FROM STATE SOURCES															
Grants															
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING															
Grants															
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	350,000	-	135,000	-	95,000	-	580,000	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	350,000	-	135,000	-	95,000	-	580,000	
LOCAL and OTHER REVENUE															
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-	350,000	-	135,000	-	95,000	-	580,000	

EXPENSES													
ADMINISTRATIVE PERSONNEL COSTS													
	FTE No, of Positions												
Executive Management	0.50	-	-	-	-	-	-	11,250	11,250	11,250	11,250	11,250	67,500
Instructional Management	0.50	-	-	-	-	-	-	10,417	10,417	10,417	10,417	10,417	62,502
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.00	-	-	-	-	-	-	21,667	21,667	21,667	21,667	21,667	130,002
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	1.00	-	-	-	-	-	-	21,667	21,667	21,667	21,667	21,667	130,002
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	-	-	-	-	-	-	-	1,842	1,842	1,842	1,842	1,842	11,052
Fringe / Employee Benefits	-	-	-	-	-	-	-	3,250	3,250	3,250	3,250	3,250	19,500
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	5,092	5,092	5,092	5,092	5,092	30,552
TOTAL PERSONNEL SERVICE COSTS	1.00	-	-	-	-	-	-	26,759	26,759	26,759	26,759	26,759	160,554
CONTRACTED SERVICES													
Accounting / Audit	-	-	-	-	-	-	-	6,667	6,667	6,667	6,667	6,667	40,002
Legal	-	-	-	-	-	-	-	8,000	2,000	2,000	2,000	500	15,000
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	200	200	200	200	200	1,200
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	15,000	15,000	5,000	5,000	5,000	50,000
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-	29,867	23,867	13,867	13,867	12,367	106,202

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YEAR 1 BUDGET AND ASSUMPTION	ROCHESTER SPORTS ACADEMY (RSA) CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2023 - JUNE 30, 2024						
Total Revenue	1,764,814	336,836	-	-	10,000	2,111,650	*NOTE: State assumptions that are being made for the 1-year budget in the section provided below.
Total Expenses	1,390,580	374,324	-	-	341,873	2,106,776	
Net Income	374,234	(37,488)	-	-	(331,873)	4,874	
Budgeted Student Enrollment	100					100	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
TOTAL REVENUE	1,764,814	336,836	=	=	10,000	2,111,650	

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YEAR 1 BUDGET AND ASSUMPTION	ROCHESTER SPORTS ACADEMY (RSA) CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS <i>*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.</i>												
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE																		
	JULY 1, 2023 - JUNE 30, 2024																		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL													
Total Revenue	1,764,814	336,836	-	-	10,000	2,111,650													
Total Expenses	1,390,580	374,324	-	-	341,873	2,106,776													
Net Income	374,234	(37,488)	-	-	(331,873)	4,874													
Budgeted Student Enrollment	100					100													
<table border="1"> <thead> <tr> <th colspan="3">PROGRAM SERVICES</th> <th colspan="3">SUPPORT SERVICES</th> <th rowspan="2">TOTAL</th> </tr> <tr> <th>REGULAR EDUCATION</th> <th>SPECIAL EDUCATION</th> <th>OTHER</th> <th>FUNDRAISING</th> <th>MANAGEMENT & GENERAL</th> <th>TOTAL</th> </tr> </thead> </table>							PROGRAM SERVICES			SUPPORT SERVICES			TOTAL	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
PROGRAM SERVICES			SUPPORT SERVICES			TOTAL													
REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL														
EXPENSES																			
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions																		
Executive Management	1.00	60,750	33,750	-	40,500	135,000													
Instructional Management	1.00	105,000	20,000	-	-	125,000													
Deans, Directors & Coordinators	1.00	42,000	8,000	-	-	50,000													
CFO / Director of Finance	-	-	-	-	-	-													
Operation / Business Manager	-	-	-	-	-	-													
Administrative Staff	0.50	28,000	-	-	-	28,000													
TOTAL ADMINISTRATIVE STAFF	3.50	235,750	61,750	-	40,500	338,000													
INSTRUCTIONAL PERSONNEL COSTS																			
Teachers - Regular	4.00	151,200	28,800	-	-	180,000													
Teachers - SPED	1.00	-	45,000	-	-	45,000													
Substitute Teachers	1.00	37,800	7,200	-	-	45,000													
Teaching Assistants	1.00	16,800	3,200	-	-	20,000													
Specialty Teachers	2.00	75,600	14,400	-	-	90,000													
Aides	2.00	33,600	6,400	-	-	40,000													
Therapists & Counselors	0.50	29,400	5,600	-	-	35,000													
Other	0.25	9,450	1,800	-	-	11,250													
TOTAL INSTRUCTIONAL	11.75	353,850	112,400	-	-	466,250													
NON-INSTRUCTIONAL PERSONNEL COSTS																			
Nurse	1.00	33,600	6,400	-	-	40,000													
Librarian	-	-	-	-	-	-													
Custodian	1.00	25,200	4,800	-	-	30,000													
Security	1.00	25,200	4,800	-	-	30,000													
Other	1.00	50,400	9,600	-	-	60,000													
TOTAL NON-INSTRUCTIONAL	4.00	134,400	25,600	-	-	160,000													
SUBTOTAL PERSONNEL SERVICE COSTS	19.25	724,000.00	199,750	-	40,500	964,250													
PAYROLL TAXES AND BENEFITS																			
Payroll Taxes		61,540	16,979	-	3,443	81,961													
Fringe / Employee Benefits		108,600	29,963	-	6,075	144,638													
Retirement / Pension		21,720	5,993	-	1,215	28,928													
TOTAL PAYROLL TAXES AND BENEFITS		191,860	52,934	-	10,733	255,526													
TOTAL PERSONNEL SERVICE COSTS	19.25	915,860	252,684	-	51,233	1,219,776													
CONTRACTED SERVICES																			
Accounting / Audit		-	-	-	100,000	100,000													
Legal		-	-	-	20,000	20,000													
Management Company Fee		-	-	-	-	-													
Nurse Services		-	-	-	-	-													
Food Service / School Lunch		-	-	-	-	-													
Payroll Services		-	-	-	6,000	6,000													
Special Ed Services		-	-	-	-	-													
Titlement Services (i.e. Title I)		-	5,000	-	-	5,000													
Other Purchased / Professional / Consulting		42,000	8,000	-	30,000	80,000													
TOTAL CONTRACTED SERVICES		42,000	13,000	-	156,000	211,000													

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5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		ROCHESTER SPORTS ACADEMY (RSA) CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2023-24 THROUGH 2027-28					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		2,111,650	3,132,146	4,631,569	6,210,617	6,416,670	
Total Expenses		2,106,776	3,171,321	4,629,068	6,210,463	6,412,808	
Net Income (Before Cash Flow Adjustments)		4,874	(39,175)	2,501	155	3,862	
Budgeted Student Enrollment		100	200	300	400	400	
		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	
REVENUE		Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES		0.0%	2.0%	2.0%	2.0%	2.0%	
Per Pupil Revenue	Basic Tuition (2021-22)						
PRIMARY School District: ROCHESTER CITY SD	13,995	1,259,550	2,569,482	3,931,307	5,346,578	5,453,510	
Other District 1: GREECE CSD	12,256	49,024	100,009	153,014	208,099	212,261	
Other District 2: GATES-CHILI CSD	13,230	26,460	53,978	82,587	112,318	114,565	
Other District 3: EAST ROCHESTER UFSD	14,130	28,260	57,650	88,205	119,959	122,358	
Other District 4: FAIRPORT CSD	11,760	23,520	47,981	73,411	99,838	101,835	
Other District 5:	-	-	-	-	-	-	
Other District 6:	-	-	-	-	-	-	
Other District 7:	-	-	-	-	-	-	
Other District 8:	-	-	-	-	-	-	
Other District 9:	-	-	-	-	-	-	
Other District 10:	-	-	-	-	-	-	
Other District 11:	-	-	-	-	-	-	
Other District 12:	-	-	-	-	-	-	
Other District 13:	-	-	-	-	-	-	
Other District 14:	-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.) -	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.) 13,868	1,386,814	2,829,101	4,328,524	5,886,792	6,004,528	
Special Education Revenue		242,435	303,045	303,045	323,825	412,142	
NYC DoE Rental Assistance		-	-	-	-	-	
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		1,629,250	3,132,146	4,631,569	6,210,617	6,416,670	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		20,000	-	-	-	-	
Title I		30,000	-	-	-	-	
Title Funding - Other		2,400	-	-	-	-	
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		420,000	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		472,400	-	-	-	-	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Erate Reimbursement		10,000	-	-	-	-	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		10,000	-	-	-	-	
TOTAL REVENUE		2,111,650	3,132,146	4,631,569	6,210,617	6,416,670	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		ROCHESTER SPORTS ACADEMY (RSA) CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2023-24 THROUGH 2027-28					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue		2,111,650	3,132,146	4,631,569	6,210,617	6,416,670	
Total Expenses		2,106,776	3,171,321	4,629,068	6,210,463	6,412,808	
Net Income (Before Cash Flow Adjustments)		4,874	(39,175)	2,501	155	3,862	
Budgeted Student Enrollment		100	200	300	400	400	
		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of Positions					<i>NOTE: For all 5-Years of FTE/Staffing detail please see the Staffing tab of this file.</i>
Executive Management	1.00	135,000	139,050	143,222	147,518	151,944	
Instructional Management	1.00	125,000	128,750	132,613	136,591	140,689	
Deans, Directors & Coordinators	1.00	50,000	51,500	228,045	234,886	241,933	
CFO / Director of Finance	-	-	80,000	82,400	84,872	87,418	
Operation / Business Manager	-	-	120,000	123,600	127,308	131,127	
Administrative Staff	0.50	28,000	56,840	58,545	116,302	119,791	
TOTAL ADMINISTRATIVE STAFF	3.50	338,000	576,140	768,424	847,477	872,901	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	4.00	180,000	365,400	556,362	753,053	775,644	
Teachers - SPED	1.00	45,000	91,350	139,091	188,263	238,911	
Substitute Teachers	1.00	45,000	46,350	92,741	140,523	189,738	
Teaching Assistants	1.00	20,000	40,600	81,818	244,273	331,601	
Specialty Teachers	2.00	90,000	182,700	368,181	379,226	390,603	
Aides	2.00	40,000	81,200	163,636	248,545	336,001	
Therapists & Counselors	0.50	35,000	71,050	108,182	111,427	114,770	
Other	0.25	11,250	22,838	46,023	92,403	95,175	
TOTAL INSTRUCTIONAL	11.75	466,250	901,488	1,556,032	2,157,713	2,472,444	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	1.00	40,000	41,200	42,436	43,709	45,020	
Librarian	-	-	-	-	-	-	
Custodian	1.00	30,000	30,900	61,827	93,682	96,492	
Security	1.00	30,000	30,900	61,827	63,682	65,592	
Other	1.00	60,000	91,800	124,554	128,291	132,139	
TOTAL NON-INSTRUCTIONAL	4.00	160,000	194,800	290,644	329,363	339,244	
SUBTOTAL PERSONNEL SERVICE COSTS		19.25	964,250	1,672,428	2,615,100	3,334,553	3,684,590
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		81,961	142,156	222,284	283,437	313,190	
Fringe / Employee Benefits		144,638	250,864	392,265	500,183	552,688	
Retirement / Pension		28,928	50,173	78,453	100,037	110,538	
TOTAL PAYROLL TAXES AND BENEFITS		255,526	443,193	693,002	883,657	976,416	
TOTAL PERSONNEL SERVICE COSTS		19.25	1,219,776	2,115,621	3,308,102	4,218,210	4,661,006
CONTRACTED SERVICES							
Accounting / Audit		100,000	102,000	104,040	106,121	108,243	
Legal		20,000	20,000	15,000	15,000	15,000	
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		6,000	10,000	12,000	15,000	15,000	
Special Ed Services		-	-	-	75,000	78,750	
Titement Services (i.e. Title I)		5,000	5,150	5,305	5,464	5,628	
Other Purchased / Professional / Consulting		80,000	85,000	87,000	90,000	90,000	
TOTAL CONTRACTED SERVICES		211,000	222,150	223,345	306,584	312,621	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	ROCHESTER SPORTS ACADEMY (RSA) CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2023-24 THROUGH 2027-28					
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	2,111,650	3,132,146	4,631,569	6,210,617	6,416,670	
Total Expenses	2,106,776	3,171,321	4,629,068	6,210,463	6,412,808	
Net Income (Before Cash Flow Adjustments)	4,874	(39,175)	2,501	155	3,862	
Budgeted Student Enrollment	100	200	300	400	400	
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	
SCHOOL OPERATIONS						
Board Expenses	10,000	12,000	15,000	15,000	15,000	
Classroom / Teaching Supplies & Materials	30,000	60,000	90,000	120,000	120,000	
Special Ed Supplies & Materials	2,000	5,000	5,000	5,400	5,600	
Textbooks / Workbooks	15,000	30,000	45,000	60,000	60,000	
Supplies & Materials other	18,000	25,000	25,000	45,000	30,000	
Equipment / Furniture	65,000	10,000	15,000	25,000	15,000	
Telephone	18,000	20,000	22,000	25,000	25,000	
Technology	45,000	5,000	5,000	8,000	10,000	
Student Testing & Assessment	15,000	25,000	30,000	35,000	35,000	
Field Trips	10,000	15,000	20,000	20,000	25,000	
Transportation (student)	5,000	6,500	7,500	8,000	10,000	
Student Services - other	20,000	22,000	25,000	60,000	45,000	
Office Expense	12,000	15,000	18,000	20,000	25,000	
Staff Development	10,000	12,000	15,000	18,000	20,000	
Staff Recruitment	6,000	8,000	10,000	12,000	12,000	
Student Recruitment / Marketing	10,000	12,000	15,000	20,000	22,000	
School Meals / Lunch	28,000	56,000	84,000	112,000	112,000	
Travel (Staff)	2,000	2,000	2,500	3,000	3,000	
Fundraising	-	-	-	45,000	46,350	
Other	25,000	27,000	30,000	32,000	35,000	
TOTAL SCHOOL OPERATIONS	346,000	367,500	479,000	688,400	670,950	
FACILITY OPERATION & MAINTENANCE						
Insurance	44,000	50,000	55,000	57,800	60,000	
Janitorial	48,000	54,000	60,000	90,000	90,000	
Building and Land Rent / Lease / Facility Finance Interest	135,000	139,050	143,222	147,518	151,944	
Repairs & Maintenance	36,000	100,000	150,000	300,000	200,000	
Equipment / Furniture	-	-	50,000	225,000	105,000	
Security	-	50,000	75,000	78,750	82,688	
Utilities	42,000	48,000	50,400	54,000	57,600	
TOTAL FACILITY OPERATION & MAINTENANCE	305,000	441,050	583,622	952,268	747,231	
DEPRECIATION & AMORTIZATION	-	-	10,000	20,000	21,000	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	25,000	25,000	25,000		
TOTAL EXPENSES	2,106,776	3,171,321	4,629,068	6,210,463	6,412,808	
NET INCOME	4,874	(39,175)	2,501	155	3,862	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	ROCHESTER SPORTS ACADEMY (RSA) CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2023-24 THROUGH 2027-28					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	
Total Revenue	2,111,650	3,132,146	4,631,569	6,210,617	6,416,670	
Total Expenses	2,106,776	3,171,321	4,629,068	6,210,463	6,412,808	
Net Income (Before Cash Flow Adjustments)	4,874	(39,175)	2,501	155	3,862	
Budgeted Student Enrollment	100	200	300	400	400	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: ROCHESTER CITY SD	90	180	270	360	360	
Other District 1: GREECE CSD	4	8	12	16	16	
Other District 2: GATES-CHILI CSD	2	4	6	8	8	
Other District 3: EAST ROCHESTER UFSD	2	4	6	8	8	
Other District 4: FAIRPORT CSD	2	4	6	8	8	
Other District 5:						
Other District 6:						
Other District 7:						
Other District 8:						
Other District 9:						
Other District 10:						
Other District 11:						
Other District 12:						
Other District 13:						
Other District 14:						
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	100	200	300	400	400	
REVENUE PER PUPIL	21,117	15,661	15,439	15,527	16,042	
EXPENSES PER PUPIL	21,068	15,857	15,430	15,526	16,032	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	10,000	20,000	21,000	
Other	-	-	-	-	-	
Total Operating Activities	-	-	10,000	20,000	21,000	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	10,000	20,000	21,000	
NET INCOME	4,874	(39,175)	12,501	20,155	24,862	
Beginning Cash Balance	35,098	39,972	797	13,297	33,452	
ENDING CASH BALANCE	39,972	797	13,297	33,452	58,314	

SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	3,000	3,000	6,000	
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	5,000	5,000	10,000	
Equipment / Furniture	-	-	-	-	-	-	-	40,000	-	-	-	40,000	
Telephone	-	-	-	-	-	150	150	150	150	150	150	900	
Technology	-	-	-	-	-	3,600	-	-	-	-	-	17,000	20,600
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	15,000	15,000
Office Expense	-	-	-	-	-	100	100	100	100	100	100	600	
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	8,000	3,000	2,000	1,000	500	500	15,000	
Student Recruitment / Marketing	-	-	-	-	-	10,000	5,000	5,000	2,000	2,000	1,000	25,000	
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	300	300	300	300	300	300	1,800	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	500	500	500	500	500	500	3,000	
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	22,650	9,050	48,050	4,050	11,550	42,550	137,900	
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	7,333	7,333	7,333	7,333	7,333	7,333	43,998	
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	5,708	5,708	5,708	5,708	5,708	5,708	34,248	
Repairs & Maintenance	-	-	-	-	-	15,000	15,000	10,000	5,000	2,500	2,500	50,000	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	2,000	2,000	2,000	2,000	2,000	2,000	12,000	
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	30,041	30,041	25,041	20,041	17,541	17,541	140,246	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	109,317	89,717	113,717	64,717	68,217	99,217	544,902	
NET INCOME	-	-	-	-	-	240,683	(89,717)	21,283	(64,717)	26,783	(99,217)	35,098	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: ROCHESTER CITY SD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F + G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for ROCHESTER CITY SD School District	Projected Impact (% of District's Total Budget)
Year 1 (2023-24)	90	13,995	1,259,550	-	1,259,550		#DIV/0!
Year 2 (2024-25)	180	14,275	2,569,482	-	2,569,482		#DIV/0!
Year 3 (2025-26)	270	14,560	3,931,307	-	3,931,307		#DIV/0!
Year 4 (2026-27)	360	14,852	5,346,578	-	5,346,578		#DIV/0!
Year 5 (2027-28)	360	15,149	5,453,510	-	5,453,510		#DIV/0!
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			(Enter Source on Tab 2, "Enrollment Chart")				
OTHER NOTES:							

***NOTE**
Please copy FISCAL IMPACT CHART (cell range B4:H14) and paste into the FISCAL IMPACT Section of the New School Proposal.

Second Largest Enrollment District: GREECE CSD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F + G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for GREECE CSD School District	Projected Impact (% of District's Total Budget)
Year 1 (2023-24)	4	12,256	49,024	-	49,024	-	#DIV/0!
Year 2 (2024-25)	8	12,501	100,009	-	100,009	-	#DIV/0!
Year 3 (2025-26)	12	12,751	153,014	-	153,014	-	#DIV/0!
Year 4 (2026-27)	16	13,006	208,099	-	208,099	-	#DIV/0!
Year 5 (2027-28)	16	13,266	212,261	-	212,261	-	#DIV/0!
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			(Enter Source on Tab 2, "Enrollment Chart")				
OTHER NOTES:							

***NOTE**
If required per guidance instructions, please copy the additional FISCAL IMPACT CHART (cells B16:26) and paste into the FISCAL IMPACT Section of the New School Proposal.

Request R-21f Letters of Commitment

f. Letters of Commitment

Rochester Sports Academy Charter School of Business and Health Sciences does not have any letters of commitment at this time.

Request R-21g Non SUNY Financials

g. Non-SUNY Financials

This request for supplemental information is not applicable.

Request R-22. Action Plan

Below is a Gantt Chart outlining the pre-opening plan for the Rochester Sports Academy (RSA) Charter School of Business and Health Sciences. Following the chart is a more detailed description of each of the tasks. The timeline is for the period of January 2023 to September 2023. Responsible parties are as follows: CEO = Chief Executive Office, PR = Principal, IC = Instructional Coach, and BOT = Board of Trustees.

Tasks	J a n u a r y	F e b r u a r y	M a r c h	A p r i l	M a y	J u n e	J u l y	A u g u s t	S e p t e m b e r	Responsible Party
Hire Staff										
1.Appoint Chief Executive Officer and Principal	←									BOT
2.Finalize the Employee Handbook	■									CEO, BOT
3.Marketing for remaining staff		■	■	■	■	■				CEO, PR
4.Hire remaining staff		■	■	■	■	■				CEO, PR
5. Onboard Staff			■	■	■	■	■			CEO, PR
6. Train Staff								■	→	PR, IC
Outreach, Lottery, Enrollment										
1.Student/Family Outreach	←	■	■	■						CEO, PR
2.Student Lottery				■						CEO, PR, BOT
3.Acceptance Packages to families				■						PR
4.Collect paperwork for students				■	■	■	■			PR
5.Process lottery rejections & contact parents from waitlist						■	■	■		PR
6. Review IEPs				■	■	■	■	■	→	PR
7.Request records for students from district				■	■	■	■	■		PR
8.Transfer students to school SIS				■	■	■	■	■		PR

Explanation of Pre-Opening Tasks. The following is a more in-depth description of the above items.

Staff Hiring: Immediately upon chartering, the Board will appoint the Chief Executive Officer and Principal. These two positions have already been identified so they will be ready to start as soon as CSP funds are available. Marketing for new hires will be the responsibility of the CEO. Posting for all positions will be ongoing starting in January and all remaining staff will be hired by August 1, 2023. The rest of the staff will be hired under the year1 operations budget and be onsite by September 1, 2023.

Outreach, Lottery, Enrollment: Outreach to parents, students, and the community will begin immediately after chartering and will continue until the lottery closes on April 1st at 5 p.m. The lottery will be overseen by the CEO, Principal, and Board of Trustees. If there are not enough students to fill all 100 seats, outreach and marketing to the community will continue. The Principal will be responsible for tracking efforts and outreach. Based on the parameters developed by the SUNY Charter School Institute, a lottery will be held. All students selected for a seat will receive acceptance packages including information about orientation, important school dates, and all the required paperwork necessary for enrollment. This paperwork will include student registration form, emergency contact form, Home Language Survey, Free and Reduced Lunch Form, Student Release forms for test data, Media Release Forms, Medical Forms, Records Release form from previous schools, School Calendar and other necessary paperwork. Records will be requested from student's previous schools. Students will be enrolled on the school's Student Information System (SIS) by the Principal. RSA will adhere to all local, city, state and federal regulations concerning all enrollment issues and will file all reports as required. The Principal will be responsible for collecting and maintaining this information and student files. The Principal will review all IEPs and will meet with parents and students concerning services.

Facilities: RSA Facilities is one of the most important aspects of the charter school start-up. There will be two ongoing tasks: negotiating a lease and ensuring that the developer obtains the necessary building certificates and finalizing the renovations. The landlord, CEO, and BOT will be responsible for this. The Board of Trustees are responsible for signing the lease. The day to day operation of facilities will be the responsibility of the CEO.

Furniture, Equipment, Supplies: Tasks include the ordering of all furniture, equipment, supplies, technology for staff and for classrooms in September, fireproof locked cabinets for IEP records and Regents exams, as well as getting all utilities turned on in the school's name. All wiring for technology and kitchen equipment will also be installed. This is the responsibility of the CEO. Everything will be in place for students by August 2023.

Services Compliance, Educational Materials and Compliance: These tasks encompass

all those items necessary for the school to ensure safety. Bussing and food for students will be available for the first day of school, staff will be trained on CPR, and all education materials will be finalized and ordered in time for a July delivery. The CEO will be responsible for completing all these tasks.

Fiscal, Policies & Procedures: Under this group of tasks is the securing of the 501(c)(3) status for this school which will start immediately upon chartering. After securing the 501(c)(3), the development plan will be implemented. During this time, all policies and procedures will be adopted by the Trustees. These policies and procedures include but are not limited to: Internal Financial Controls Policies and Procedures, Discipline, Personnel, Grievance, Medications Administration Plan, Health Services Plan, Technology Plan, School Safety Plan, FERPA, FOIL, Open Meetings Law, Code of Ethics, among others. This will be the responsibility of the CEO. During the School Year, the Principal will work with parents developing the necessary Title documents. The unaudited revenue/expense statements will be submitted by July 31, 2023 covering the start-up costs. The audit for the planning year and CSP grant will start in July 2023.

Professional Development and School Opening: Under this category is included all those activities necessary for the school to open its doors. During the first week in September, there will be an intensive orientation to the philosophy and structure of RSA, rules for behavior, dress, attendance, etc., for both staff and students will be reviewed. The classroom procedures for all classes will be developed. Staff will receive professional development in various areas including philosophy of the RSA model, the SIS, all software used by the school, assessment programs, appropriate use of prep times, expected use of common planning times, as well as classroom techniques in the areas of classroom management, differentiated instruction, and curriculum. Teachers will map out their first semester lesson plans in all areas and begin work on the Common Benchmark Assessments in each core area.

The orientation of students and parents will also stress the importance of expected behavior and outcomes. Students will be given their class schedules at this time. They and their parents will meet with teachers as well as other staff. During this time parents will have their first Parent-Teachers Association meeting during which time they will elect officers, one of which (president) will sit on the Board of Trustees.

Overall, RSA believes this plan will result in a school that is ready for opening day.

Request R-23 Supplemental Narrative

a. Supplemental Narrative

This request for supplemental information is not applicable.

b. Supplemental Attachments

This request for supplemental attachments is not applicable.