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Exhibits	Attachments
Exhibit A Resumes	Attachment 1 Resumes of SMT
Exhibit B Board Questionnaires	Attachment 2 Student and Teacher Schedules
Exhibit C Track Record --NA	Attachment 3 Student Discipline Policy
Exhibit D School Information--NA	Attachment 4 Organization Chart
Exhibit E Evidence of Value-Added Achievement--NA	Attachment 5 Facility Related Letters
Exhibit F School Report Cards--NA	
Exhibit G Consensus and Community Support--NA	
Exhibit H Curriculum to Standards Crosswalk--NA	
(Exhibit H is not required in this renewal application)	
Exhibit I Curricula	
Exhibit J Curriculum and Instructional Model	
Exhibit K By-Laws	
Exhibit L Code of Ethics	
Exhibit M Evaluation Tools for Staff	
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Exhibit O Parent Petition of Support--NA	
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PART 1: INTRODUCTION

I. Applicant Information

1. Name of proposed charter school **The Renaissance Charter School (TRCS)**

2. Indicate whether the proposed charter school is a conversion of an existing public school. If it is an existing school, please provide its name. **NA**

3. Name of lead applicant **Sandra Geyer, Chair on behalf of the TRCS Board of Trustees**

4. Mailing address **35-59 81 Street; Jackson Heights, NY 11372**

5. Telephone number(s) **718-803-0060**

6. E-mail address **sloup@verizon.net**

7. Name of management company (if any); Contact (name/phone/e-mail) **NA**

8. Name of partner organization (if any); Contact (name/phone/e-mail) **NA**

9. Tentative or preferred location of proposed charter school, including community school district (CSD) **35-59 81 Street; Jackson Heights, NY 11372; CSD 30**

10. Tentative opening date of proposed charter school (include day, month and year)
 Tuesday, September 9, 2015

11. First year projected student enrollment **630**

12. First year grade levels to be served **K-12**

13. Total projected enrollment at the time of charter renewal (after five years of operation) **630**

14. Grades served at the time of charter renewal (after five years of operation) **K-12**

15. Total projected enrollment at full growth **630**

16. Grade levels served at full enrollment **K-12**

17. Indicate whether you have applied previously to NYCDOE or to any other charter entity. If so, indicate the entity, date of application submission, and outcome. **This is a renewal application.**

Proof of a federal and state criminal records check [Ed.L. §2852(4)] for the lead applicant and proposed school leader(s). Include a list of the name(s) and of the applicant(s) whose fingerprints have been submitted, the dates on which they have been fingerprinted, and provide the receipt(s). The TRCS school leadership and staff have undergone the required Federal and State criminal records check and have been fingerprinted and all fingerprints are on file with the NYCDOE.

II. Executive Summary

1. Mission Statement:

TRCS is based on the conviction that a change in the destiny of a single individual can lead to a change in the destiny of a community, nation, and ultimately humankind. Its mission as a K-12 school is to provide a comprehensive academic program aligned with the New York State learning standards that fosters educated, responsible, humanistic young leaders who will through their own educational development and personal growth spark a renaissance in New York City and beyond. Its graduates will be global citizens with an abiding respect for peace, human rights, the environment, and sustainable development.

2. **Goals:** TRCS' goals include:

Standard 1: High Academic Attainment and Improvement

Absolute Performance for Elementary and Middle School

- 1) Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3 through 8 graders who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above Level 3 on the New York State ELA examination.
- 2) Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3 through 8 graders who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above Level 3 on the New York State Mathematics examination.
- 3) Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 4th and 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above Level 3 on the New York State Science examination.
- 4) By the end of the year, 80% of kindergarten students who were enrolled at the School on BEDS day will perform at or above Level B on the Fountas and Pinnell A-Z Text Level Gradient.
- 5) By the end of the year, 80% of first grade students who were enrolled at the School on BEDS day for two consecutive years will perform at or above a Level G on the Fountas and Pinnell A-Z Text Gradient.
- 6) By the end of the year, 80% of the second grade students who were enrolled at the School on BEDS day for at least two consecutive years will perform at or above a Level K on the Fountas and Pinnell A-Z Text Gradient.

Value-Added Performance/ Progress

- 1) Throughout the next charter term, each grade-level cohort of the same students in Grades 4 through 8 (i.e. students who are in the school for two years in a row) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State ELA exam (baseline) and 75 percent at or above Level 3 on the current year's State ELA exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's ELA exam, the school is expected to demonstrate some growth (above 75 percent) in the current year.
- 2) Throughout the next charter term, each grade-level cohort of the same students in Grades 4 through 8 (i.e. students who are in the school for two years in a row) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State Math exam (baseline) and 75 percent at or above Level 3 on the current year's State Math exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's Math exam, the school is expected to demonstrate growth (above 75 percent) in the current year.

High School and Post-Secondary Success Goals

- 1) Each year, 75 percent of the 9th grade cohort¹ will have scored at least 65 on the New York State Regents examinations in ELA.
- 2) Each year, 75 percent of the 9th grade cohort will have scored at least 65 on a New York State Regents examination in Math.
- 3) Each year, 75 percent of the 9th grade cohort, who are not taking an alternate or Pathways assessment in lieu of the History Regents exam, will have scored at least 65 on the New York State Regents examination in History.
- 4) Each year, 75 percent of the 9th grade cohort will have scored at least 65 on a New York State Regents examination in science.
- 5) Throughout the course of the school's next charter term, the school will show progress towards achieving 75% of each graduating senior class having taken and passed three or more regents examinations, College Now STEM courses of Advanced Placement examinations in science and / or mathematics.
- 6) Throughout the next charter term, the school will show progress towards having 75% of students enrolled in each grade, 9th through 11th accumulate 10 or more credits towards graduation. The school will be accountable for all credits accumulated by students who are currently enrolled in the school.

Graduation Rates

- 1) Each year, at least 75 percent of each 9th grade cohort² will graduate within four years.
- 2) Each year, at least 80 percent of each 9th grade cohort³ will graduate within five years.

College Matriculation

- 1) Each year, 75 percent of 12th grade students will apply and be accepted to a post-secondary institution, college or university. This goal will be measured by a review of the school's roster of 12th grade students and their letters of admission or acceptance. Each year, the post-secondary institution, college or university acceptance rate will be determined by dividing the number of 12th grade students by the number of students receiving an admission or acceptance letter from a post-secondary institution, college or university.

Comparative Performance

- 1) Each year, the percent of 3rd through 8th grade students performing at or above Level 3 on the State ELA exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located (excluding students in specialized and/or gifted and talented schools).
- 2) Each year, the percent of 3rd through 8th grades students performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades in the same grades of the Community School District in which the school is located (excluding students in specialized and/or gifted and talented schools).

¹ Cohort is defined as the group of students entering grade 9 on or before BEDS day in the same year at any school, regardless of when the student enters the charter school.

² Cohort is defined as the group of students entering grade 9 on or before BEDS day in the same year at any school, regardless of when the student enters the charter school.

³ Cohort is defined as the group of students entering grade 9 on or before BEDS day in the same year at any school, regardless of when the student enters the charter school.

- 3) Each year, the percent of students in the high school accountability cohort passing an English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the Community School District in which the school is located (excluding students in specialized and/or gifted and talented schools).
- 4) Each year, the percent of students in the high school accountability cohort passing a Math Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the Community School District in which the school is located (excluding students in specialized and/or gifted and talented schools).

AYP Status

- 1) Each year, the school will be deemed “In Good Standing” on the NYS Report Card.

Standard 2: Responsive Educational Program and Environment

Student Engagement

- 1) Each year, the school will have an average daily student attendance rate of at least 95 percent, as measured using the methodology set out in the New York City Department of Education Attendance template.
- 2) Each year, 95 percent of all students enrolled on the last day of the school year who do not move (and who, after 8th grade, do not choose to apply for and gain admission to specialized or private high schools), will return the following September.

Adherence to Contract Terms

- 1) Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, and the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.
- 2) Per the 2010 amendment to the Charter Schools Act, the school shall demonstrate good faith efforts to attract, retain and meet or exceed enrollment and retention targets for students with disabilities, English language learners and students who are eligible applicants for free- and reduced-priced lunch program as prescribed by the Board of Regents through the State Education Department

Standard 3: Responsible School Leadership, Governance and Management

- 1) “The Collaborative School Governance committee, consisting of elected parents, students, teachers and staff, will develop and/or review an annual Comprehensive Education Plan which guides the school’s priorities for the following year. The committee will either meet nine times per year as a whole group, or if it has formulated working committees these committees will meet on a regular basis to address the priorities as set forth in the Charter Comprehensive Education Plan.

Standard 4: Financial Sustainability and Internal Controls

Enrollment Stability

- 1) Each year, student enrollment will be within 15% of full enrollment as defined in the school’s contract. This will be measured each year by an analysis of student enrollment figures in ATS.

Financial Compliance

- 1) Every year, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings⁴.

Financial Viability

- 1) Each year, the school will operate on a balanced budget⁵ and maintain a stable cash flow.

Standard 5: Strong Culture and Supportive Relationship

Parent Satisfaction

- 1) Each year, parents will express satisfaction with the school's program as evidenced by responses on the NYCDOE School Survey. The school will only have met this goal if 50% or more families participate in the survey.

Staff Satisfaction

- 1) Each year, teachers will express satisfaction with school leadership and professional development opportunities as evidenced by responses in the teacher section of the NYCDOE School Survey. The school will only have met this goal if 50% or more teachers participate in the survey.
- 2) Each year, teachers will express satisfaction with their job by returning to the school at a rate of 75% or more (excluding teachers who retire or move out of New York City), as measured by their signing of the Staff Preference Sheet in the Spring.
- 3) Each year, teachers will express satisfaction and commitment with their job by actively participating in the many teacher leadership initiatives at the school including serving on the board, Collaborative School Governance Committee, as a teacher coordinator or coach or leading an action research or RFP initiative.

Student Satisfaction

- 1) Each year, students in grades 6 through 12, will express satisfaction with the school as evidenced by responses in the student section of the NYCDOE School Survey. The school will only have met this goal if 50% or more of students enrolled participate in the survey.

Additional Mission-centered Goals

- 1) Through qualitative measures, including student engagement in service learning, social activism, leadership development and community-service activities, the school will live its motto, "*Developing Leaders for the Renaissance of New York.*"
- 2) In support of TRCS' mission to develop leaders and global citizens, students will regularly engage with community and cultural partners through experiential learning opportunities, interdisciplinary units developed in core subjects, and the high school leadership program matching students with internships and outside elective credits.

3. Educational Program:

Student Population—TRCS serves families from northwestern Queens and beyond. The current registration of K-12 students reflects a rich mixture of diversity and talent. Students are approximately 18% Asian, 10% Black, 57% Latino, and 13% White. The students TRCS serves are economically disadvantaged with 72.9% qualifying for free- or reduced-priced lunch, with the figure jumping to 79% in the high school. TRCS is located in CSD 30, a district that has struggled to promote academic achievement in its traditional public schools as is evident by CSD 30 students' performance on the New

⁴ The NYCDOE will determine a finding to be "major" if it indicates a deliberate act of wrongdoing or reckless conduct seriously jeopardizes the continued operation of the school.

⁵ A budget will be considered "balanced" if revenues equal or exceed expenditures. Exceptions will be made in years in which the Board approves to draw from the School's significant reserve funds in order to fund increased investment in the school's academic and/or operational program that could not be covered from operating revenues.

York State ELA, math and science assessments. The table below provides the results on the 2013-14 NYS ELA and Math assessments and 2012-13 NYS Science assessment.

% of students performing at Level 3 or better		
English Language Arts	Mathematics	Science
Grade 3 34.0%	Grade 3 42.4%	Grade 4 88%
Grade 4 33.6%	Grade 4 43.8%	Grade 8 69%
Grade 5 30.2%	Grade 5 41.3%	
Grade 6 27.7%	Grade 6 41.5%	
Grade 7 31.0%	Grade 7 37.7%	
Grade 8 35.1%	Grade 8 33.8%	

Educational program—TRCS’ instructional philosophy is based on the conviction that a change in the destiny of a single individual can lead to a change in the destiny of a community, nation, and ultimately humankind. Its mission as a K-12 school is to provide effective and innovative instruction to foster educated, responsible, humanistic young leaders who will become global citizens with an abiding respect for peace, human rights, the environment, and sustainable development. TRCS has established a culture of community, cooperation, and collaboration. The school integrates a strong emphasis on college preparatory study, experiential learning and project-based learning experiences—including internships and other learning experiences that occur outside of the school building—to create highly-engaged, holistic and life-long learners. In this type of environment students will meet all academic standards as a matter of course.

In the school’s small, village-like atmosphere, teachers collaborate closely, classes are arranged in clusters, and parents play a central role. The Collaborative School Governance committee, composed of staff, parents, and students, reviews the quality of the academic program on an ongoing basis to ensure that the needs of all learners are being addressed. The school’s collaborative leadership model promotes high levels of staff, parental and student involvement in setting academic priorities and governing the school. Also, teachers at TRCS are able to meet each student’s needs because of the school’s commitment to teacher empowerment, along with a curriculum with clear outcomes, differentiated instruction, and ongoing professional development.

The motto of TRCS is “Developing Leaders for the Renaissance of New York,” and a critical belief is that humanism, social awareness and leadership can be emphasized along with—and in a way that is supportive of—high academic standards. The study of New York is woven appropriately into various subjects, and teachers at all grade levels are encouraged to use New York City as a teaching resource. The arts also play an integral role in the school’s academic program. Students at TRCS take classes in dance, music, fine arts and drama. TRCS also places a strong emphasis on leadership development, and it provides learning experiences ranging from internships to peer-tutoring to project-based classroom activities that encourage and prepare students to assume leadership roles and to work collaboratively with others.

TRCS is committed to promoting the academic success of all students. To this end, TRCS respects each student’s individual learning style and treats all students, staff and parents with dignity, respect and the support of a caring community. Students are assessed at an early age and repeatedly through their education so that their specific needs can be quickly identified and met. More comprehensive evaluations are provided when necessary.

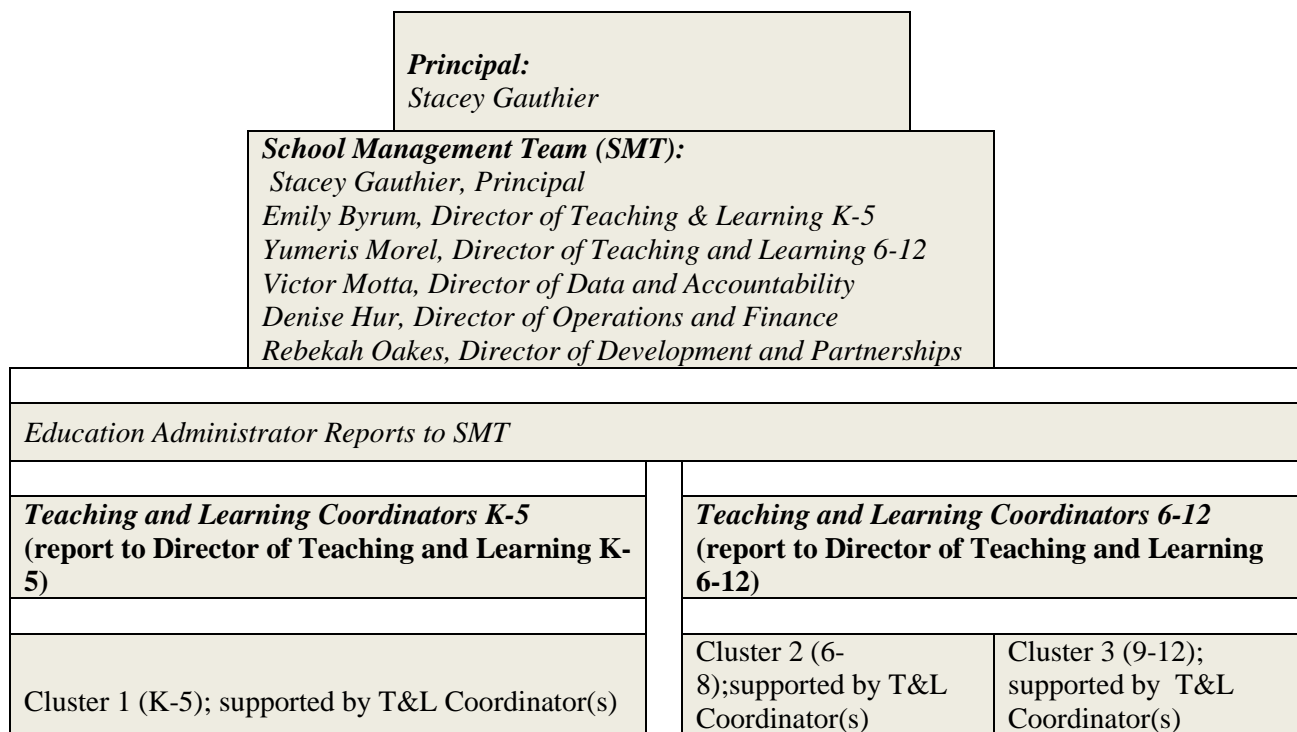
4. Enrollment Planning:

TRCS will have a maximum enrollment of 30 students in each grade K-4. There will be one classroom of these 30 students at each of these grade levels. By Grade 5, TRCS will increase the number of students to

60 with two classrooms of approximately 30 students at each grade level 5-12. With this enrollment plan, TRCS will serve a maximum of 630 students in Grades K-12. Incoming kindergarten students must attain the age of five by December 31 of the year they enter school. High school students can attend TRCS until the age of 21 or until a high school diploma is obtained, whichever comes first.

5. Governance and Organizational Design:

The TRCS Board of Trustees has oversight responsibility for the programs and activities of the school. The management of school programs, operations and activities is delegated to the School Management Team. The composition of the Management Team is defined on an ongoing basis, based on an analysis of school needs. The current Management Team and Teacher leadership structure is illustrated in the following chart:



TRCS is committed to implementing a Collaborative Leadership Model. This commitment is at the heart of TRCS’ governance philosophy, and one of the school’s core beliefs is that schools are stronger and more viable when constituents work together to utilize each others’ strengths and talents. The school’s multi-level leadership structure is summarized below:

- 1) The *Board of Trustees* of TRCS is composed of appointed and elected members from inside and outside the school community. The Bylaws of the Board of Trustees are attached. The Board is responsible for: a) determining whether the school is fulfilling the mandates of its Charter; b) monitoring the fiscal integrity of the school; and c) evaluating and overseeing the performance of the school’s Principal. The Board of Trustees is responsible for oversight of all school activities, but may delegate management responsibilities to the Principal and Management Team with the understanding that it will retain ultimate oversight responsibility. The Principal reports directly to the Board.
- 2) The *Collaborative School Governance Committee*, which is composed of appointed and elected representatives of all school constituencies, which monitors the quality of life and sets academic

priorities at the school. The work of this committee has resulted in the development of a Charter School Comprehensive Education Plan, which the committee continues to monitor, review and amend on an ongoing basis. The Collaborative School Governance Committee also plays a leadership role in ensuring that the goals of the Comprehensive Education Plan are met each year. With advice from the Comprehensive School Governance Committee, the school's management team implements the initiatives and policies of the Comprehensive Education Plan.

- 3) The school's *Management Team* is comprised of the Principal, a Director of Data and Accountability, two Directors of Teaching and Learning (K-5 and 6-12), a Director of Operations and Finance, and a Director of Development and Partnerships. See Attachment 1 for SMT resumes.
6. **Financial Management Plan:** Briefly describe key elements of your financial plan. Include any additional financial resources identified. Indicate anticipated fees to be paid to institutional/ management partners.

The Board of Trustees of TRCS monitors the fiscal integrity of the school. The Director of Operations and Finance and the school accountant provide both verbal and written financial reports regularly to the Board. In addition, the Board has established a Finance Committee to oversee the school's budget development and financial initiatives. The Finance Committee, excepting on matters relating to personnel and real estate, is open to all members of the school community.

TRCS has been cited by the Office of New Schools for Best Practices in Fiscal Management. The school has managed its funds wisely and conservatively as documented in its certified financial statements prepared as part of its independent audits conducted by certified public accountants and by the health of its reserve fund.

7. **Facilities:** Briefly describe your proposed school's private facility plan, including incubation/ permanent space plans and financing options.

TRCS is located at 35-59 81 Street, Jackson Heights, NY 11372. The school will continue to be located at this site during the renewal charter term.

III. Capacity

1. Applicant Team, Members of Board of Trustees, and Key Personnel

- a. *Identify the key individuals responsible for the creation and operation of the proposed charter school. Describe the proposed role, if any, each individual will serve should a charter be granted to the group.*

The key individuals responsible for the operation of the charter school are the Trustees, the Principal and the School Management Team. ***Resumes for Trustees and key personnel are attached.***

The membership, contact information and professional/philanthropic affiliations of the current Board of Trustees are discussed later in this section of the narrative. The Board of Trustees includes persons from among the following groups, each of which is described further in the By-laws:

- *The Founders Group:* Members of the Board of Trustees who were selected from a group of teachers and parents from the original Renaissance School, which became TRCS, and who help ensure that the original vision and mission of the school is incorporated into ongoing governance and operations at TRCS.
- *Appointed Parents:* Parents appointed for 5 year terms to ensure ongoing and meaningful parental input in school governance.

- *Appointed Staff:* Staff appointed for 5 year terms to ensure ongoing and meaningful staff input in school governance.
- *Elected Teachers:* Teacher is elected for two-year terms by a plurality of votes cast by secret ballot of teachers employed at TRCS at the time of the vote.
- *Elected Parents:* Parents elected for three-year terms by a plurality of votes cast by secret ballot of parents/guardians of students enrolled at TRCS at the time of the vote.
- *Community Members:* Community members elected by members of The Board of Trustees for three-year terms to ensure that their varied experience, knowledge and expertise will enrich the TRCS community.

The Principal, Stacey Gauthier, is responsible for management of the school’s programs and operations, under the supervision of and with oversight from the Board of Trustees. The Principal is supported by a School Management Team. The current composition of the School Management Team is:

- Victor Motta, Director of Data and Accountability
- Emily Bynum, Director of Teaching and Learning—grades K-5
- Yumeris Morel, Director of Teaching and Learning—grades 6-12
- Denise Hur, Director of Operations and Finance
- Rebekah Oakes, Director of Development and Partnerships

b. Identify, by name and affiliation, the primary individual(s) who were involved in the technical writing and editing of this application.

The following persons were primarily responsible for the development of this renewal charter application: a) Stacey Gauthier, Principal, TRCS; e) Rebekah Oakes, Director of Development, TRCS; f) Victor Motta, Director of Data and Accountability; g) Denise Hur, Director of Operations and Finance; h) Wayne D. Jones, JPS Solutions, LLC., Consultant; and i) Mary Grace Eapen, TIER Consulting Services, LLC, Consultant.

c. Describe the specific attributes you will seek out in board members and key staff in your school. How will you recruit board members?

The specific requirements and duties of Board members are described in the By-laws. In addition to the qualifications stated in the By-laws, there are other attributes that are important for Board members to possess. These include: a) a strong understanding of and personal commitment to the accomplishment of the school’s mission; commitment to using professional skills and experience and/or other resources to support the school; c) prior board experience or other experience that would contribute to having an understanding of the proper and appropriate role of a Board member; d) possession of professional skills, professional/personal experience and/or community-based that would contribute to the success of the Board and the school—e.g. skills and/or experience related to education, law, finance, fundraising, personnel, and health and safety; and e) willingness to serve actively on at least one of the committees of the board and to seriously consider the leadership of a committee. Trustees are selected through a process that assesses their strengths and experience and matches such strengths and experiences with the objectives and needs of TRCS, and they are expected to use their experiences and expertise to support the governance and operations of the school.

Key staff positions include the Principal, Director of Data and Accountability, Directors of Teaching and Learning, grades K-5 and 6-12, Director of Operations and Finance and Director of Development and Partnerships. Each of these positions is currently filled by highly-qualified persons. In the event of vacancy, TRCS will seek to fill the position with persons whose experience and qualifications are substantially similar to those of the persons currently holding the positions. The expected qualifications include specific experience in the tasks, duties and activities that will be performed as part of the job, as well as proven ability to work collaboratively in an educational environment that utilizes cooperative

instructional and management approaches and demonstrated ability to perform effectively in urban instructional programs serving diverse student populations.

To fill board vacancies, as well as key staff positions, TRCS leverages its networks and relationships, along with those of its Board of Trustees and community-based partners and supporters. The collective network of these individuals and organizations will continue to be an important factor in TRCS’ ability to attract, retain and develop high quality board members and staff.

d. *For purposes of incorporation, please list the names and addresses of proposed members of the school’s governing board of trustees. Include professional and philanthropic affiliations.*

Name of Trustee	Qualifications--Affiliations
Sandy Geyer; [REDACTED]	Board Chair, Member of committee that founded TRCS; retired Co-Director of TRCS.
Dr. Monte Joffee; [REDACTED]	Board Vice Chair, Chairperson of committee that founded TRCS; retired /Principal of TRCS.
Everett Boyd, [REDACTED]	Board Secretary, Teacher, TRCS
Stacey Gauthier; [REDACTED]	Principal; Founding parent; founding community member.
Justin Ginsburgh, [REDACTED]	Independent Strategic Planning Consultant, Ginsburgh LLC
Chester Hicks, [REDACTED]	Parent Representative
Maggie Martinez De Luca, [REDACTED]	Professor, Bank Street College Graduate School of Education and Sarah Lawrence University
Francine Smith; [REDACTED]	School Aide, Former PTA Co-President; founding parent; member of School Leadership Team since 1993.
Helen Zumaeta, [REDACTED]	Teacher Representative

e. *Provide background information such as resumes and board questionnaires in the following Exhibit A: Board Resumes; Exhibit B: Board Questionnaires [§2851(2)(m)]:*

2. Institutional Partnerships
Not Applicable

IV. Conversion Plan
Not Applicable

V. Private School Status
Not Applicable

PART 2: HOW WILL YOUR SCHOOL BE AN ACADEMIC SUCCESS?

VI. Goals

1. Mission Statement [Ed.L. §2851(2) (a)]: TRCS is based on the conviction that a change in the destiny of a single individual can lead to a change in the destiny of a community, nation, and ultimately humankind. Its mission as a K-12 school is to provide a comprehensive academic program aligned with the New York State learning standards that fosters educated, responsible, humanistic young leaders who

will through their own educational development and personal growth spark a renaissance in New York City and beyond. Its graduates will be global citizens with an abiding respect for peace, human rights, the environment, and sustainable development.

2. Goals

Standard 1: High Academic Attainment and Improvement

Absolute Performance for Elementary and Middle School

- 1) Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3 through 8 graders who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above Level 3 on the New York State ELA examination.
- 2) Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3 through 8 graders who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above Level 3 on the New York State Mathematics examination.
- 3) Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 4th and 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above Level 3 on the New York State Science examination.
- 4) By the end of the year, 80% of kindergarten students who were enrolled at the School on BEDS day will perform at or above Level B on the Fountas and Pinnell A-Z Text Level Gradient.
- 5) By the end of the year, 80% of first grade students who were enrolled at the School on BEDS day for two consecutive years will perform at or above a Level G on the Fountas and Pinnell A-Z Text Gradient.
- 6) By the end of the year, 80% of the second grade students who were enrolled at the School on BEDS day for at least two consecutive years will perform at or above a Level K on the Fountas and Pinnell A-Z Text Gradient.

Value-Added Performance/ Progress

- 1) Throughout the next charter term, each grade-level cohort of the same students in Grades 4 through 8 (i.e. students who are in the school for two years in a row) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State ELA exam (baseline) and 75 percent at or above Level 3 on the current year's State ELA exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's ELA exam, the school is expected to demonstrate some growth (above 75 percent) in the current year.
- 2) Throughout the next charter term, each grade-level cohort of the same students in Grades 4 through 8 (i.e. students who are in the school for two years in a row) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State Math exam (baseline) and 75 percent at or above Level 3 on the current year's State Math exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's Math exam, the school is expected to demonstrate growth (above 75 percent) in the current year.

High School and Post-Secondary Success Goals

- 1) Each year, 75 percent of the 9th grade cohort⁶ will have scored at least 65 on the New York State Regents examinations in ELA.
- 2) Each year, 75 percent of the 9th grade cohort will have scored at least 65 on a New York State Regents examination in Math.
- 3) Each year, 75 percent of the 9th grade cohort, who are not taking an alternate or Pathways assessment in lieu of the History Regents exam, will have scored at least 65 on the New York State Regents examination in History.
- 4) Each year, 75 percent of the 9th grade cohort will have scored at least 65 on a New York State Regents examination in science.
- 5) Throughout the course of the school's next charter term, the school will show progress towards achieving 75% of each graduating senior class having taken and passed three or more regents examinations, College Now STEM courses of Advanced Placement examinations in science and / or mathematics.
- 6) Throughout the next charter term, the school will show progress towards having 75% of students enrolled in each grade, 9th through 11th accumulate 10 or more credits towards graduation. The school will be accountable for all credits accumulated by students who are currently enrolled in the school.

Graduation Rates

- 1) Each year, at least 75 percent of each 9th grade cohort⁷ will graduate within four years.
- 2) Each year, at least 80 percent of each 9th grade cohort⁸ will graduate within five years.

College Matriculation

- 1) Each year, 75 percent of 12th grade students will apply and be accepted to a post-secondary institution, college or university. This goal will be measured by a review of the school's roster of 12th grade students and their letters of admission or acceptance.
- 2) Each year, the post-secondary institution, college or university acceptance rate will be determined by dividing the number of 12th grade students by the number of students receiving an admission or acceptance letter from a post-secondary institution, college or university.

Comparative Performance

- 1) Each year, the percent of 3rd through 8th grade students performing at or above Level 3 on the State ELA exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located (excluding students in specialized and/or gifted and talented schools).
- 2) Each year, the percent of 3rd through 8th grades students performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades in the same grades of the Community School District in which the school is located (excluding students in specialized and/or gifted and talented schools).

⁶ Cohort is defined as the group of students entering grade 9 on or before BEDS day in the same year at any school, regardless of when the student enters the charter school.

⁷ Cohort is defined as the group of students entering grade 9 on or before BEDS day in the same year at any school, regardless of when the student enters the charter school.

⁸ Cohort is defined as the group of students entering grade 9 on or before BEDS day in the same year at any school, regardless of when the student enters the charter school.

- 3) Each year, the percent of students in the high school accountability cohort passing an English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the Community School District in which the school is located (excluding students in specialized and/or gifted and talented schools).
- 4) Each year, the percent of students in the high school accountability cohort passing a Math Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the Community School District in which the school is located (excluding students in specialized and/or gifted and talented schools).

AYP Status

- 1) Each year, the school will be deemed “In Good Standing” on the NYS Report Card.

Standard 2: Responsive Educational Program and Environment

Student Engagement

- 1) Each year, the school will have an average daily student attendance rate of at least 95 percent, as measured using the methodology set out in the New York City Department of Education Attendance template.
- 2) Each year, 95 percent of all students enrolled on the last day of the school year who do not move (and who, after 8th grade, do not choose to apply for and gain admission to specialized or private high schools), will return the following September.

Adherence to Contract Terms

- 1) Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, and the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.
- 2) Per the 2010 amendment to the Charter Schools Act, the school shall demonstrate good faith efforts to attract, retain and meet or exceed enrollment and retention targets for students with disabilities, English language learners and students who are eligible applicants for free- and reduced-priced lunch program as prescribed by the Board of Regents through the State Education Department

Standard 3: Responsible School Leadership, Governance and Management

- 1) “The Collaborative School Governance committee, consisting of elected parents, students, teachers and staff, will develop and/or review an annual Comprehensive Education Plan which guides the school’s priorities for the following year. The committee will either meet nine times per year as a whole group, or if it has formulated working committees these committees will meet on a regular basis to address the priorities as set forth in the Charter Comprehensive Education Plan.

Standard 4: Financial Sustainability and Internal Controls

Enrollment Stability

- 1) Each year, student enrollment will be within 15% of full enrollment as defined in the school’s contract. This will be measured each year by an analysis of student enrollment figures in ATS.

Financial Compliance

- 1) Every year, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings⁹.

Financial Viability

- 2) Each year, the school will operate on a balanced budget¹⁰ and maintain a stable cash flow.

Standard 5: Strong Culture and Supportive Relationship

Parent Satisfaction

- 1) Each year, parents will express satisfaction with the school's program as evidenced by responses on the NYCDOE School Survey. The school will only have met this goal if 50% or more families participate in the survey.

Staff Satisfaction

- 1) Each year, teachers will express satisfaction with school leadership and professional development opportunities as evidenced by responses in the teacher section of the NYCDOE School Survey. The school will only have met this goal if 50% or more teachers participate in the survey.
- 2) Each year, teachers will express satisfaction with their job by returning to the school at a rate of 75% or more (excluding teachers who retire or move out of New York City), as measured by their signing of the Staff Preference Sheet in the Spring.
- 3) Each year, teachers will express satisfaction and commitment with their job by actively participating in the many teacher leadership initiatives at the school including serving on the board, Collaborative School Governance Committee, as a teacher coordinator or coach or leading an action research or RFP initiative.

Student Satisfaction

- 1) Each year, students in grades 6 through 12, will express satisfaction with the school as evidenced by responses in the student section of the NYCDOE School Survey. The school will only have met this goal if 50% or more of students enrolled participate in the survey.

Additional Mission-centered Goals

- 1) Through qualitative measures, including student engagement in service learning, social activism, leadership development and community-service activities, the school will live its motto, "*Developing Leaders for the Renaissance of New York.*"
- 2) In support of TRCS' mission to develop leaders and global citizens, students will regularly engage with community and cultural partners through experiential learning opportunities, interdisciplinary units developed in core subjects, and the high school leadership program matching students with internships and outside elective credits.

VII. Educational Program

1. Educational Design

- a. ***Describe your school's expected student population, including demographics, academic performance, home languages, ELL, and special education populations.***

⁹ The NYCDOE will determine a finding to be "major" if it indicates a deliberate act of wrongdoing or reckless conduct seriously jeopardizes the continued operation of the school.

¹⁰ A budget will be considered "balanced" if revenues equal or exceed expenditures. Exceptions will be made in years in which the Board approves to draw from the School's significant reserve funds in order to fund increased investment in the school's academic and/or operational program that could not be covered from operating revenues.

Located in Jackson Heights, TRCS serves families from northwestern Queens and beyond. The current registration of K-12 students reflects a rich mixture of diversity and talent. Students are approximately 18% Asian, 10% Black, 57% Latino, and 13% White. Approximately 73% of students—and roughly 79% of high school students—are eligible for free or reduced lunch. As a result, TRCS students reflect the mosaic of New York City. Six and one-half percent (6 ½%) of students are ELLs and 17.6% are students with disabilities. TRCS services students whose families speak 20 different home languages. The diversity of the student body is perfect soil for the development of leadership.

TRCS provides parents and students with an excellent alternative educational setting within the public sector. Students in Queens have fewer choices of small schools and charter schools than their counterparts in other boroughs. There are only four other charter schools (Our World Neighborhood Charter School, VOICE Charter School, Academy of the City and the Growing Up Green Charter School) in northwestern Queens, one of which is an elementary school. There are no other small middle schools and high schools in the neighborhoods of East Elmhurst, North Corona, Jackson Heights, Woodside, or Sunnyside. Students of this age would have to travel either to Flushing or Long Island City/Astoria to find another school of choice.

TRCS provides a very clear alternative for families. It is one of the few public K-12 schools in the city. The K-12 pattern allows families to keep children of different ages all in one school. It also provides multiple opportunities for peer tutoring and cross-grade groupings. For example, a group of high school students can work with students in younger classes as part of the school’s internship program; other students volunteer in classes as well.

TRCS also provides a clear educational choice for parents in Community District 30, where the school is located, and beyond, who may be concerned about the instructional outcomes in the district’s traditional public schools.

The table below provides the results on the 2013-14 NYS ELA, Math and NYS Science assessments.

% of students performing at Level 3 or better		
English Language Arts	Mathematics	Science
Grade 3 43.5%	Grade 3 43.5%	Grade 4 92%
Grade 4 37.5%	Grade 4 50%	Grade 8 90%
Grade 5 15.1%	Grade 5 38.9%	
Grade 6 29.6%	Grade 6 20.4%	
Grade 7 27.8%	Grade 7 42.6%	
Grade 8 41.5%	Grade 8 51.9%	

Families might be seeking a school that has a consistent curriculum theme which lends unity to the educational experience. The school is enriched by a student body that is drawn from a wide variety of neighborhoods throughout the city and offers an increasingly rare opportunity for students to participate in a truly diverse community.

At TRCS there are *elective activities* available for all students in grades K-12. Elective activities include sports, science, cooking, programming, robotics and clubs in art, instrumental music and drama, as well as the Future Farmers and Teens for Racial and Ethnic Awareness (TREA). In addition, all students in grades 9-12 participate in the Leadership Program, which enables them to participate in internship and other experiential learning programs with TRCS partner organizations throughout NYC. Activity groups such as student council and the yearbook committee also meet before or after school. In addition, several

high school students perform after-school service learning internships with local organizations and inside the school.

b. Describe your school's instructional methods and philosophy.

In the proposed renewal period, TRCS will mirror the current educational program which includes, but is not limited to, the instructional methods and philosophy. TRCS' instructional philosophy is based on the conviction that a change in the destiny of a single individual can lead to a change in the destiny of a community, nation, and ultimately humankind. Its mission as a K-12 school is to provide effective and innovative instruction to foster educated, responsible, humanistic young leaders who will through their own personal growth spark a renaissance in New York City and beyond. Its graduates will be global citizens with an abiding respect for peace, human rights, the environment, and sustainable development.

Towards accomplishing this goal, TRCS has built a culture of community, cooperation, and collaboration. Its core belief is that a dynamic learning community which prizes friendship and deep respect will open both the hearts and minds of students. The school integrates a strong emphasis on college preparatory study, experiential learning and project-based learning experiences—including internships and other learning experiences that occur outside of the school building—to create highly-engaged, holistic and life-long learners. In this type of environment students will meet all academic standards as a matter of course.

In the small, village-like atmosphere, teachers collaborate closely, classes are arranged in clusters, and parents play a central role. Students in grades K-3 stay with the same dedicated teachers for two years, providing stability and enabling each student to feel cared for and well-known. Indeed, TRCS reflects the spectrum of the different ethnic backgrounds, talents, and abilities that exists in New York City.

The study of New York is woven appropriately into various subjects, and teachers at all grade levels are encouraged to use New York City as a teaching resource. Rooted in their community, as they advance, students engage in community involvement activities and work on individual and small group projects to prepare them for the work world of the 21st century. Since the arts are so central to New York, they are an integral part of the instructional program at TRCS. Students at TRCS take classes in dance, music, fine arts and drama.

TRCS is committed to graduating individuals who are competent, powerful thinkers, engaged citizens, and life-long learners who will create and support the renaissance of New York. Through learning experiences ranging from internships to peer-tutoring to project-based classroom activities, students are encouraged and supported in assuming leadership roles and in working collaboratively with others. At TRCS, the spirit of leadership and collaboration is also transmitted through example. On an ongoing and systematic basis, TRCS staff members model collaborative leadership, which is characterized by compassion and responsible dialogue. Through this process wise, informed and shared decision-making emerges.

TRCS is committed to promoting the academic success of all students. To this end, TRCS respects each student's individual learning style and treats all students, staff and parents with dignity, respect and the support of a caring community. Students are assessed at an early age and repeatedly through their education so that their specific needs can be quickly identified and met. More comprehensive evaluations are provided when necessary.

Teachers at TRCS are able to meet each student's needs because of the school's commitment to teacher empowerment, along with a curriculum with clear outcomes, differentiated instruction, and ongoing professional development. The Collaborative School Governance committee, composed of staff, parents, and students, reviews the quality of the academic program on an ongoing basis to ensure that the needs of all learners are being addressed.

The motto of TRCS is “Developing Leaders for the Renaissance of New York,” and a critical belief is that humanism, social awareness and leadership can be emphasized along with—and in a way that is supportive of—high academic standards. Leaders take responsibility—full responsibility—for themselves and their environment, never confining themselves to the limitations of what is commonly perceived as possible. This includes work with at-risk students. Three core beliefs that guide this work at TRCS are that (1) everyone has capabilities that can be tapped and harnessed, (2) the collective work of individuals is necessary to accomplish this goal, and (3) the development of the internal capacity of the staff results in higher student achievement. To assist students at risk to succeed, TRCS provides:

- A high quality IS program, headed by a Coordinator of Special Education Compliance/IS, that includes a certified guidance counselor, special education teachers, an ELL teacher, a certified social worker, related service providers, and paraprofessionals. The IS program provides case management and instruction for students with IEPs, at-risk students, and English Language Learners. TRCS also has Integrated Co-Teaching classrooms in which classroom teachers and Special Education teachers work together in the classroom to support all students.
- The Learning Center (TLC), a program for high school learners who require long and short-term support through differentiated instruction and small group and individualized instruction.
- Support for at-risk students and their teachers through an Intervention Team whose members identify students who are not meeting standards and a Student Support Team whose members study and discuss students who are in crisis or exhibit persistent behaviors that prevent them from meeting learning standards;
- A Professional Learning Community (PLC) professional development program that through reflective practice fine tunes instruction and insures that it is aligned to assessments and standards;
- A Title One Reading Remediation Program for K-8 students who need academic support;
- An extended day program to provide students with additional support through afterschool tutoring in addition to extracurricular activities.

c. Describe methods, strategies and/or programs for meeting the needs of students at-risk of academic failures. Include any diagnostic methods or instruments that will be used to identify and assess those students who are performing below grade level as well as the processes/programs/tools to be used in providing them with remedial instruction.

TRCS’ methods, strategies and programs for meeting the needs of students at-risk of academic failure during the proposed renewal period will be the same as those currently in use at the school. TRCS is committed to providing excellent student support to enable all students to meet academic standards. TRCS aims to be proactive in its student support services by emphasizing early detection and prevention of problems. This begins in the early childhood grades in which a variety of screenings take place for speech, vision, development and hearing. The school has a Student Support Team composed of representative staff from all clusters. The Team has representatives on duty throughout the day to manage problems and crises that may occur. The team also conducts an anti-bullying program and peer mediation to provide preventative actions.

In addition, TRCS has many programs designed to identify and provide strong student support to students at-risk of academic failure:

- Student progress towards the Learning Standards is the most important agenda item of the Professional Learning Communities (PLCs) which meet by cluster to help staff members improve their professional practice with the support of their colleagues. One student support protocol is the case study of an individual student so the collective wisdom of the group can provide suggestions for helping the student meet standards.
- Student progress towards the Common Core Learning Standards (CCLS) forms the core of TRCS’ cycle of peer review. At the start of the year all teachers complete a set of goals which include targets they set towards helping their students meet the CCLS. Teachers pair with a peer

to conduct class visits in which the peer looks for evidence to support whether the partner is making progress in meeting his/her annual goals. Teachers meet with their respective Director of Teaching and Learning to review their progress throughout the year. At the end of the year teachers conduct a self-evaluation on their progress. When all testing data become available, the self-evaluation of the teacher includes the data from his/her class. One goal of this work is to examine how professional, self-reflective practice supports students.

- Data-driven decision-making forms the basis of instructional decisions at TRCS. The school's Student Information System produces crucial information to help track the progress of individual students as well as to examine important trends. The School Management Team meets regularly to review data trends and also works closely with teachers and instructional staff to review data. This work enables the school to find early warnings of students in crisis.
- The Collaborative School Governance Committee meets regularly with the agenda of conducting action research to find ways to improve the instructional program and quality of life at the school. As a result of their research, new goals are set for the school.
- The Learning Center (TLC) is a program located in the school's media center which provides both long-term and short-term support to help students meet the CCLS. TLC is located at the very hub of the school so that student support services are accessible and that, for students, "getting help" is an easy and comfortable process.
- The Instructional Support Team monitors the progress of students who are considered at risk and makes recommendations for supporting their learning. On the basis of data and discussion the Instructional Support Team provides specific strategies for helping individual children succeed. This includes both students with IEPs and at-risk students. The team works closely with general education teachers, the staff of the TRCS Learning Center, and special education teachers to differentiate instruction for students. When appropriate, the group makes recommendations for professional development activities.
- The Student Support Team meets regularly to find ways to remove the impediments that block academic achievement by providing more peer support, examining the quality of student life, and finding ways to meet the needs of students.
- Parallel to PLCs, discipline groups meet frequently to address the Learning Standards and examine student progress by disciplinary areas. Discipline committees cut across clusters and look at instruction longitudinally. Groups can make recommendations for new courses, propose changes in course content, and order the textbooks and materials they need to help students achieve the learning standards.
- The Instructional Support Committee composed of instructional support staff holds regular meetings to discuss ways of helping students with special learning needs meet standards. The committee has oversight for students with IEPs or 504s, English Language Learners, students with low test profiles, students with attendance problems, and students with emotional problems.

d. Describe how information gathered by your school's planning team through school visits, classroom observation, and research on best practices has informed the educational approach described above.

TRCS is a well-established charter school currently seeking its third five-year renewal term. Its leadership constantly engages in dialogue and sharing of best practices with other charter school leaders and educators in New York City and beyond. Such dialogue and sharing of best practices occur on an ongoing basis through the school's involvement with the New York Charter School Center, the Center for Educational Innovation—Public Education Association, the New York Geographic Alliance and related programs. . In addition, TRCS shares best practices with traditional public schools, most notably through a NYS Charter School Dissemination Grant-funded program in which TRCS teachers work and share effective practices with teachers from the Truman High School, a traditional public school in NYC. This ongoing sharing of ideas, strategies and best practices will continue to occur throughout the next charter term.

In addition to the successful record of academic achievement that TRCS has established using the instructional approach and strategies described above, there is considerable research that supports TRCS' educational model and the impact of the strategies used by TRCS on increased student learning and achievement. An impressive array of research substantiates that *small schools* such as TRCS improve student learning and achievement. Klonsky's (1995) review of the literature makes a case for small schools. He states:

There is now a compelling body of research on a wide range of measures showing that when students are part of smaller, more intimate learning communities, they are more successful. The latest research demonstrates that small schools, particularly schools of choice, have measurably positive impact on inner-city kids, especially African-American and Latino students and youngsters from low-income families (Klonsky, 1995, p. 1).

Klonsky claims that female, special education, at-risk, and gifted students are better served in small schools. He points out that security and violence-related incidents decrease as do incidents of drug and alcohol abuse. Students in these schools tend to have better outcomes on test scores, attend school more, and drop out less (Klonsky, 1995). A report by the American Legislative Exchange Council (Report Card on American Education, 1994) highlights the effect of small school size on graduation rates and SAT and ACT scores.

Studies have also shown that small schools can operate more flexibly and more responsively than large schools because there is less formal bureaucracy. In addition, students and teachers in small schools know each other better, there are higher levels of teacher satisfaction, and community members are more involved with the schools. According to a report from the KnowledgeWorks Foundation, "There is less violence in small schools, less vandalism, a heightened sense of belonging, and better attendance... Students earn higher grade point averages, and more participate in extracurricular activities." (*Dollars and Sense: The Cost-Effectiveness of Small Schools*, KnowledgeWorks Foundation, September 2002.)

According to the Report Card on American Education (1994) and supported by findings in the 2003 Report Card) minority students in small schools score better than minority students in large schools. The report also indicates that students do better in schools when the principal knows the name of each student. It appears that school size is an even more important variable than small class size; schools with a population below 300 students have the best results despite large class sizes in some of these settings. Well established research reports support these findings as well, particularly with respect to the positive impact of small school size on economically disadvantaged and African American students. Summers and Wolfe (1975) reported that school size is the most important determinant of school success after socioeconomic status in a study based in Philadelphia. This seems to be particularly significant especially for African-American students. Robert Crain (1986) in his study on high schools reports that size is of critical importance in schools that serve primarily African American populations; Crain holds that reducing high school size should be the highest priority in cities serving large black populations.

Anecdotal and some empirical data gathered for the TRCS renewal process indicate that students seem to "come around" in the school's small and personal setting; anecdotal evidence points to a phenomenon in which students with personal problems begin to settle down, improve in attendance, and gradually begin to focus on schoolwork. In contrast, Oxley (1994) concludes that large school size correlates to poorer attendance and less enthusiasm and involvement in school activities which in turn lead to higher dropout rates, vandalism, and violence. Wynne & Walberg (1994) have claimed that students in small schools have a greater sense of community and identity whereas large schools correlate with inefficiency, institutional bureaucracy, and loneliness.

Research also indicates that the *spirit of collaboration*, such as that which prevails among staff members at TRCS, enhances student achievement. Lee and Smith (1994) find that teachers collaborate more in small schools. They find more instances of team teaching and staff input into decisions occur in these

settings. Wehlage (1989) also documents that small educational communities can spur teachers' professional growth as well as students' academic and social development. Robert Larson (1991) notes in his study of two Vermont high schools over the course of five years that teachers in small schools initiate more innovations. Lee, Dedrick and Smith (1991) note that small size impacts positively on teacher satisfaction which in turn can result in greater student satisfaction.

Bryk *et al* (1993) have studied the success of Catholic high schools and note that they tend to be much smaller than public schools. Bryk notes that within smaller schools there is a greater feeling of community, better relations between students and teachers, greater teacher satisfaction resulting in greater effort, more leadership opportunities for students, a perception among students that teachers care for them, and greater interest in schoolwork. Students in small schools are more engaged and have higher academic achievement (Lee & Smith, 1993).

Finally, collaborative leadership as practiced at TRCS is an example of an effective management practice that can lead to high student performance. Leithwood & Menzies (1998) theorize that the disappointing results of the school-based management reforms of the 1980's and 1990's lie with the low level of power accorded to the management groups. They point to research positing that involvement would increase if management teams were empowered to examine a "comprehensive set of complementary changes in job designs, information systems, physical setting, personnel policies, training orientation and other elements of the organization's design" (p. 278). This leads to the creation of a "high involvement" or "high performance" (Lawler, 1986) organization. In such a business or school the entire organization is designed to support the continuous learning, growth and development of participants and participants at all levels of the hierarchy accumulate knowledge, skill, power, information and rewards. This type of organization is also envisioned by Senge (1990).

Seemingly paradoxical, narrowly conceived collaborative efforts, when not dedicated to creating high involvement and performance organizations, actually drain the energies of staff members. In contrast, the team leadership at TRCS has proven itself to have the autonomy and creativity to respond to the challenges and can therefore be seen as an example of a high involvement organization. This conclusion is supported by the final report of a four-year study of New York charter schools in which the TRCS leadership model was highlighted as a promising practice (Ascher, et al, 2004, pp. 13-14).

e. Describe how instructional decisions will be made in your school.

Instructional decisions at TRCS during the proposed second renewal term will be made in a manner that is the same as that currently practiced at the school. As discussed more fully in the Governance section of this narrative, TRCS is committed to a Collaborative Leadership Model in its instructional and operational decision-making process. One of the core principles of the Collaborative Leadership Model is that no one individual alone can successfully lead students to academic success, social growth and their development as future leaders, and that schools are stronger and more viable when constituents work together to utilize each others' strengths and talents. To support collaborative leadership at the school, TRCS has established a Collaborative School Governance Committee composed of appointed and elected representatives of all school constituencies, which monitors the quality of life and sets academic priorities at the school. Among the responsibilities of the Collaborative School Governance Committee is the ongoing evaluation of the implementation of goals set forth in the school's Comprehensive Education Plan (CEP) and, in coordination with and with oversight from the Board of Trustees, developing, assessing and recommending changes to educational policies that impact the instructional budget or programs. Examples of policy decisions made by the Collaborative School Governance Committee in the recent charter term include the decision to purchase a student information system, to implement innovative family engagement strategies, to support technological advances in instruction, and to revisit the mission in supporting our students to become Global Citizens. This last decision supported our involvement in the Global Humanities Dissemination Grant Project, and the integration of geography-infused learning experiences into Global Studies and other content areas.

The implementation of the school’s instructional program and educational policies is delegated by the Board of Trustees to the Principal and the School Management Team (SMT), which is currently comprised of a Director of Data and Accountability, a Director of Teaching and Learning for grades K-5, a Director of Teaching and Learning for grades 6-12, Director of Operations and Finance and Director of Development and Partnerships. The Principal and SMT may seek input from members of the expanded SMT which includes, the Administrator of School Culture, Coordinator of Special Education Compliance/IS , Science Coach/PLC Facilitation and the Collaborative School Governance Committee/Teacher Representative to the Board of Trustees.. The composition of the SMT may be modified based on analysis of the school’s evolving needs and circumstances. The SMT, under the direction of the Principal, seeks and incorporates input from instructional staff, parents, students and other stakeholders on an ongoing basis regarding the effectiveness of the curriculum and instructional methodologies, as well as regarding instructional challenges and areas in need of additional staff development or parental and home support. This process enables the Principal and SMT, with advice and support from a variety of school stakeholders, to make and implement decisions in areas such as curricula, instructional strategies and delivery techniques and assessment protocols.

2. Curriculum

- a. *Provide a description of the curriculum and how it will be implemented, including the objectives, skills, and content to be covered in each grade the schools will serve.*

TRCS expects all students to meet and exceed state learning standards. To accomplish this, the school’s curriculum has a three-tiered approach—(1) core academics based on compacted and effective delivery of standards-based instruction; (2) project-based learning; and (3) community involvement/ experiential learning. The Arts, Health and Spanish are important components of the curriculum. Teachers are also encouraged to use the focus of NYC as a critical resource in instruction. The school’s guiding belief is that individuals girded in their community are best equipped to be global citizens, to respect human rights, to protect the environment and to advocate for peace and sustainability.

Four Premises Underlie Efforts Towards Achieving These Goals:

- *TRCS, as a village of learners, nurtures hearts and minds.* Deep human bonds can be nurtured within a village that values respect and kindness. In such an environment, students build open and trusting friendships with each other and staff members move beyond cooperation to the level of collaboration and take on the role of mentors of students. Also, parents are honored, and each level of the school communicates with one another. A key outcome of establishing such a village is that minds open as hearts open.
- *TRCS values and protects the forums within its village.* Important discussions take place in many of its centers: meetings of the Board of Trustees, the Collaborative School Governance Committee, SMT meetings, PLCs, cluster and staff meetings, PTA and Student Council meetings, cluster town meetings and various committee meetings. Informal discussions occur all the time, as well. It is through community-wide participation in these discussions that effective decisions can be made and “buy-in” can be achieved.
- *TRCS values the spirit of self-motivated and collaborative action.* TRCS was started as part of a New Visions grant and was a traditional public school for seven years prior to converting into a charter school. TRCS was started by a group of individuals who wrote and submitted a successful charter school application independently and without the backing of any prominent organization. The group’s spirit that “the impossible can become possible” has continued to be a bedrock principle of the school. TRCS honors dreams, and it encourages and supports members of the school community who develop ideas to improve the school’s instructional, operational and student support initiatives that they wish to carry to fruition.

- *TRCS fights aggressively for the happiness and success of each student.* TRCS' leadership, staff and community work collaboratively to identify and address needs that impact academic outcomes for each of its students. Using assessment data, as well as qualitative means (e.g. teacher observations, critical friends groups and ongoing dialogue to review and enhance instruction), TRCS differentiates instruction to address student needs and learning styles. With this commitment, the school ensures that its accountability goals will be met.

TRCS' curriculum is aligned with the CCLS. TRCS utilizes all State exams with the understanding that these exams, by their very design, conform to CCLS. Other assessments are utilized in areas where no State exams exist or when TRCS wishes to enrich available assessment data. TRCS also develops local assessments aligned with State standards, including teacher-developed assignments and tests, portfolios and student case studies that examine student work. The school utilizes the information from these assessments to refine curriculum and classroom practice and to ensure that the school can respond effectively to the needs of individual learners. Through insights from these assessments, instructional staff members are able to get a complete picture regarding individual and group student achievement and to determine if students perform at or above the expected performance levels. Modifications to curriculum and individual student programs are made where these assessments reveal that students are not performing at appropriate levels.

English Language Arts—The whole language/writing process approach begins in the early childhood grades with a balanced literacy program centered on the *Fountas & Pinnell Leveled Literacy Intervention System*. The balanced literacy approach is reflected through the *Guided Reading and Writing Workshop* instructional models, which start in the early childhood grades and continues through high school. The *Writing Workshop* model views writing as an ongoing process. TRCS also uses *Wilson Reading* across all grades. To address the curricular shifts of CCLS, TRCS has placed a greater emphasis on Junior Great Books at K-8 and teachers across all grades utilize on the EngageNY Curriculum Modules to support their selection of texts and literature.

In Middle and High School, developing student writing skills is a central emphasis of the program and curriculum. All students take a core English class and a Literacy Skills class that focuses more exclusively on the mechanics of writing. In both classes, there is a strong focus on the Writing Workshop instructional model that emphasizes mini-lessons that model what is being taught, independent practice time and conferences with teachers. At TRCS, strong emphasis is also placed on the writing process, making certain that writing goes through all steps in the process, including drafting, peer reviewing and publishing. In the school's English classes, students are exposed to diverse and challenging literature that is a mixture of both classic and contemporary and that provides students with opportunities to explore a variety of genres. Students are asked to actively and critically engage what they read. TRCS classes incorporate both the Shared Inquiry Discussion as devised by the Great Books Foundation and Socratic Discussions. Advanced Placement Literature is available to students in the HS.

Math—The TRCS approach to mathematics emphasizes connections between (1) skills and mathematical applications in other academic disciplines; and (2) real world experiences. K-3 students use *Singapore Math*, Grades 4-5 use *Math In Focus*, Grades 6-8 use *Go Math* and Prentice Pearson *Mathematics* is used in the high school division. Teachers also use the EngageNY math modules as well as "home grown" instructional materials. High school math instruction prepares students for the Algebra I, Algebra II and Geometry Regents Examinations. Students are encouraged to take Pre-Calculus, Calculus and other higher math either on-site at TRCS or in one of the many College Now courses offered through the school' partnership with Queens College.

Science—Many innovative approaches to science education can be found at TRCS. K-7 use the *Full Option Science System (FOSS)*. Students study units on the solar system, the living environment, weather, predators, life cycles, geography and the built environment. In K-7th grades, TRCS utilizes the *Full Option Science System (FOSS)* curriculum, a research-based curriculum developed at the Lawrence Hall

of Science at the University of California, Berkeley. 8th grade students take a Regents-level Earth Science course that follows the New York State Core curriculum. All K-8th graders participate in labs and complete lab journals. In grades 9-12, students pursue Regents-level and elective courses: Living Environment, Chemistry, Agriculture and Physics. In addition, TRCS is an Urban Advantage School that incorporates many innovative programs to provide its students with experiences and leadership opportunities that will fuel a passion for science. Advanced Placement Biology is available to HS students.

Social Studies—The underlying study of New York has rich applications in the field of social studies. The foundation for this approach is established in the interdisciplinary core of the K-3 curriculum. Students study family, school and community through hands-on activities and neighborhood analyses. Grade K-5 teachers use *Social Studies Alive!* Curriculum and Grades 6-12 teachers utilize the *History Alive!* Curriculum as they lead students through the New York sequence of social studies courses. *Social Studies Alive!* and *History Alive!* includes highly interactive components that appeal to students whose strengths lie in varying multiple intelligences. In high school, freshmen take an integrated Humanities curriculum focused on ancient history. To prepare for the Global History and Geography Regents exam, sophomores study Global History, enriched by the school’s targeted, small-group, hands-on Global Labs. Juniors are provided a standards-aligned course in U.S. History and take the U.S. History Regents examination. Seniors study Economics and Government. Advanced Placement World History and US History are available to HS students.

TRCS also integrates standards-aligned geography-infused learning experiences into Social Studies content instruction. TRCS’ use of geography-infused learning experiences in Social Studies and other content areas has been supported by private and public grants (including a Charter Schools Dissemination grant from the New York State Education Department) and has been identified as “best practices” by educational organizations and institutions (including the National Alliance for Public Charter Schools, which invited TRCS to present at its 2009 annual conference).

Spanish—K-12 students take Spanish instruction with the goals of (1) native speakers developing the fluency to take middle level university coursework; and (2) non-native speakers meeting second language acquisition standards measured by the Spanish Comprehensive Regents examination. Advanced Placement Spanish Literature and Spanish Language are available to HS students.

Arts—Since the arts play such a vital role in the culture of New York, TRCS places an important emphasis on arts education. K-4 students have classes in Creative Movement, and TRCS students receive regular instruction in Instrumental Music, Fine Arts or Drama throughout the K-12 spectrum. In grades K-9, students rotate between their studies of different art forms. In the 10th grade, students select a specialty in one art form and, over the next three years, they explore the art form in depth with the goal of creating a level of skill that could be used for entry as a college major if so desired. An arts elective is also available to those 8th-12th grade students who may want to study an art form outside their arts major.

In addition to instruction in the various art forms, TRCS integrates the arts into various aspects of study in other subjects. There are many arts organizations allied with TRCS through grants from the New York Center for Arts in Education, the Queens Council on the Arts, the New York State Council on the Arts, the New York Foundation on the Arts and others. These partnerships are dedicated to providing TRCS students with a direct connection to the arts in New York City, and they support the use of each artistic discipline as “a way of knowing” other academic subjects.

Leadership Opportunities and Curriculum-Embedded Trips and Special Events—To further TRCS’ goal of developing leaders for the renaissance of New York, the curriculum is supported by opportunities for students to develop leadership and to enrich their knowledge through field learning experiences. TRCS programs supporting leadership development include: a) TREA Student Mentors; b) Middle School Peace Patrol; c) Student Peer Mediators; d) Senior Activity Committee; e) Student Government; f)

Collaborative School Governance Committee Student Representative positions; and g) Students Care, h) Sadie Nash Young Women’s Leadership Project, i) and Move This World.

Curriculum embedded trips and special events include: a) field trips to museums, theaters, art galleries and films; b) school-organized college visits; c) 7th-12th grade “Rensizzle Week,” in which students explore subjects of their choosing; d) art, music and drama exhibitions; e) talent shows and open mic nights; and f) multicultural celebrations.

Exhibit H—Curriculum to Standards Crosswalk [Ed.L.§2851(2)(a)]—Not required for the renewal submission.

Exhibit I - Curricula

Exhibit J - Curriculum & Instruction Model

3. Assessment

a. *Describe how teachers or teams of teachers will be made accountable for student results. Describe the role of the principal in this.*

At TRCS, the concept of accountability is embedded deeply in the school culture with every stakeholder in the school—including each teacher, cluster, student and parent—having personal responsibility for student success. It is the responsibility of the Principal, in coordination with the Collaborative School Governance Committee, the Director of Data and Accountability and the Directors of Teaching and Learning for grades K-5 and 6-12, to establish and maintain a school-wide learning environment that fosters accountability, the use of data, and collaboration and teamwork among teachers to ensure students are able to achieve at high levels. All TRCS teachers and instructional staff are made aware that they will be held accountable for student results.

However, recognizing that merely holding teachers accountable for student success is incomplete without also providing the support and resources necessary to facilitate high levels of student achievement, TRCS provides ongoing professional development and both structured and unstructured opportunities for dialogue, peer support, cooperative development of learning experiences and collaborative instructional decision-making to help teachers and the entire school community meet accountability goals.

b. *Describe how your school will use ongoing assessment data to drive the instructional program.*

Student achievement is assessed through both standardized tests and course grades. TRCS students take all state examinations. In the primary grades, students are assessed through Fountas and Pinnell Benchmark Assessment System (F&P) and various screenings for speech, hearing, vision, and motor coordination. When additional information about literacy acquisition is required, TRCS administers to students the Wilson Reading Assessment and ACT High School Readiness Examination in 8th grade. TRCS high school students take Regents, PSAT, SAT and various AP examinations. While these reports reveal individual student achievement, it also necessary to examine school-wide trends. An Annual School Report is filed in which progress towards charter accountability goals is analyzed.

The TRCS Database permits school staff members to look at student achievement longitudinally as well. TRCS uses a Student Information System (accessible by students and parents for real-time information on student attendance and achievement) to store, manage and analyze assessment data. These tools and resources enhance the use of assessment data in instructional decision-making and facilitate the use of data in establishing individual student achievement, classroom achievement and school-wide achievement targets. TRCS integrates the use of these tools and resources to support and improve instruction,

professional development, professional collaboration and academic interventions throughout the new charter term.

c. Provide a chart describing the assessments that your school will use, both formative and summative.

DATE (approx)*	TEST	IMPACT	PURPOSE
July 15 – June 15	NYSITELL	Grades K - 12 New entrants admitted whose home language is other than English	To identify students who are entitled to bilingual/English as a Second Language (ESL) programs
September	Math Diagnostic	Grades 6-8	To identify math levels
Fall Winter Spring	Fountas & Pinnell Benchmark Assessment	Grades K - 5	To assess reading levels
September – June	Math targeted formative assessment in class and after-school tutoring programs	Grades 3-5	To assess math competencies to revise instruction as needed.
October	PSAT	Grades 10, 11	Preliminary SAT (PSAT) for 10th and 11 th graders and the National Merit Scholarship Qualifying Test (NMQT) for 11th graders
December	Mock ELA Exam	Grade 7 - 8	To assess student progress toward State and City standards in ELA
December	Mock ELA Regents Exam	Grade 11	To assess student progress toward NYS English Language Arts regents
January	Mock ELA Exam	Grade 6	To assess student progress toward State and City standards in ELA
January	Mock Math Exam	Grades 6 – 8	To assess student progress toward State and City standards in Math
February	NYS ELA Exam (ELA)	Grades 3 – 8	To assess student progress toward NYS standards in English language arts
February	NYS Mathematics	Grades 3 – 8	To assess student progress toward NYS standards in mathematics
March	Mock Mathematics Exam	Grades 3 – 5	To assess student progress toward State and City standards in Math

March	Mock ELA Exam	Grades 3 – 5	To assess student progress toward State and City standards in ELA
January	Mock Global Regents	Grade 10	To assess student progress toward NYS Global regents
January	Mock US History Regents	Grade 11	To assess student progress toward NYS US History regents
January	Mock Chemistry Regents	Grades 10 – 11	To assess student progress toward NYS Chemistry regents
January	Mock Living Environment Regents	Grade 9	To assess student progress toward NYS living Environment regents
January	NYS Regents	Grades 9 – 12	To assess student performance in various subject areas as required by NYS for graduation
May	Advance Placement Examinations (AP Exams)	Grades 10 - 12	To assess student performance in various Advanced Placement subject areas
May	NYS Science Performance Test	Grades 4, 8	To assess elementary and intermediate-level Science programs and to assess student progress towards NYS standards in science
April - May	NYS English as a Second Language Achievement Test (NYSESLAT) (Speaking portion)	Grades K-12	To measure student progress in developing English language proficiency
June	NYS Science Written section	Grade 4, 8	To assess elementary and intermediate-level science programs and to assess student progress towards NYS standards in science
May	NYS English as a Second Language Achievement Test (NYSESLAT) (Reading, Writing, Listening)	Grades K - 12	To measure student progress in developing English language proficiency
June 2, 3	Intermediate NYS Social Studies	Grade 8	To assess Grade 8 student progress towards NYS standards in social studies
June 16 - 25	NYS Regents	Grades 9 - 12	To assess student performance in various subject areas as required by NYS for graduation.

*Note: TRCS will administer all New York State mandated assessments as prescribed by NYS on the dates that are required for each school year.

d. ***Describe the rationale for selection of assessments. For example, if you adopt goals based on student assessments other than New York City and State tests (e.g. Terra Nova), please explain why your school selected these assessments.***

The rationale for using each of the above-listed assessments is explained in the “Purpose” column of the above table.

e. ***Describe your school’s promotion requirements for each grade.***

TRCS, for students in grades K - 8, uses a combination of criteria to determine promotion to the next grade including, but not limited to: a) attendance; b) lateness; c) assessments (state, local and other school instruments); d) class work; e) homework; and f) social/emotional readiness.

Holdover procedure is as follows:

- Initial recommendation for holdover (Promotion-in-Doubt) is made by the general education teacher(s);
- The recommendation is submitted to the respective grade span’s Director of Teaching and Learning;
- All recommendations are reviewed and discussed by the school administration before a final determination is made;
- Parents will be notified in writing of the determination and to make an appointment for a conference with all appropriate personnel;
- A copy of the written notification is placed in the student’s permanent record;
- At the conference, a plan for intervention and/or prevention is made;
- If, at the end of the school year, the student is still not meeting the standards and above criteria, the general education teacher makes a recommendation for holdover;
- This recommendation is given to the respective grade span’s Director of Teaching and Learning;
- All recommendations for holdover are reviewed and discussed by the school administration prior to final determination;
- Parents are notified of this holdover via telephone and in writing;
- Final holdover notification is also noted on the final report card for the school year; and
- Written notification is also placed into student’s permanent record.

In grades 9 - 12, the above criteria are used by each subject teacher to determine if the student will pass the class. As per NYSED regulations, all high school classes are on a credit basis. In order to progress to the next grade, the student must earn the appropriate number of credits as follows:

grade	Minimum academic credits to be promoted
9	11
10	22
11	33
12	44 (graduation)

Credits will be accrued in a manner consistent with New York State requirements as each student progresses through the grades and then the credit totals will be adjusted before graduation to achieve the 44 credits required for graduation in New York State. Also taken into account for promotion and graduation are the requirements for the New York State Regents examinations and the specific credits per discipline as delineated by the New York State Education Department.

TRCS will follow all requirements for graduation, including Regents examinations, as set by the Board of Regents. TRCS will require all high school students to complete three years of mathematics and three years of science.

4. Student Enrollment

a. *Provide a student enrollment growth plan.*

TRCS will serve approximately 630 students. Class size is approximately 30 in each class in. There is one class per grade (K-4) two classes per grade (5-12). TRCS will house grades K-12. Incoming kindergarten students must attain the age of five by December 31 of the year they enter school. Kindergarten students will be 5-6 years old. Students at each grade level will be one year older than the previous year (with the exception of students who repeat the year). High school students can attend TRCS until the age of 21 or until a high school diploma is obtained, whichever comes first.

The enrollment chart for TRCS follows:

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1	30	30	30	30	30	60	60	60	60	60	60	60	60	630
2	30	30	30	30	30	60	60	60	60	60	60	60	60	630
3	30	30	30	30	30	60	60	60	60	60	60	60	60	630
4	30	30	30	30	30	60	60	60	60	60	60	60	60	630
5	30	30	30	30	30	60	60	60	60	60	60	60	60	630

5. Special Populations

a. *Describe the methods and strategies by which your proposed charter school will assure the provision of services to special education students in compliance with all federal laws and regulations, [Ed. L. §2851(2)(s)].*

TRCS will comply with all aspects of IDEA, ADA, and FERPA legislation and pertinent NYS education laws. In specific, TRCS will provide services in accordance with Education Law § 2853 of the NYS Education Laws. The TRCS school building is barrier-free and completely handicapped-accessible as per the regulations of the Americans with Disabilities Act Legislation. The TRCS enrollment process, which is conducted by lottery, will ensure equal access for all students with disabilities. TRCS will educate students with disabilities in the least restrictive environment with their non-disabled peers to the extent appropriate and allowed by each student’s individualized education plan (IEP) prepared by the Committee on Special Education (CSE) of the students’ school district of residence and all applicable federal laws, including the Individuals with Disabilities Act (IDEA). TRCS will not discriminate in admission and enrollment practices on the basis of a student having or being suspected of having a disability. In addition, TRCS has integrated proactive measures into its student recruitment initiatives to ensure that families of students with disabilities are made aware of the opportunities provided by the school and to facilitate the recruitment of a proportionate number of students with disabilities. These measures include outreach and networking with organizations that provide services to families and children with disabilities.

Students with disabilities will also be expected to participate in, and receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students to the extent allowed by the IEP prepared by the CSE of the students’ district of residence. Students with disabilities will receive all notices concerning school-sponsored programs, activities and services.

The Referral Process— If teachers and/or the parents of a student enrolled in the school as a regular education student determine that a student is in need of an evaluation for possible disability, the student

will be referred to the local Committee on Special Education (CSE) for evaluation (see 34 CFR §300.22, 300.312 and 300.340 et al) by the Coordinator of Special Education. Said referral will include 1) stated reasons for the referral including any testing results, records or reports, 2) description of all attempts to remediate the student's performance or issues, including supplemental aids or support services, 3) detail teacher/parent discussions and teacher/teacher meetings (cluster) and 4) describe the extent of parental contact and involvement prior to and during the referral process. TRCS will also provide all information and evaluations to the CSE necessary to assist them in determining eligibility and services, if any. The CSE team will complete all comprehensive evaluations as they determine necessary and then, at a prearranged time, meet to determine if there are learning issues that may impact academic success and finally, based on the evaluation and diagnosis, determine eligibility for special education services or related services and then, if eligible, to develop an Individual Education Plan (IEP). The IEP documents CSE's evaluation and findings and articulates a program to augment, supplement and rehabilitate the student via mandated services to be administered to the student in order to provide a Free and Appropriate Education (FAPE) for the student. TRCS will follow all provisions of each student's IEP as appropriate and possible within the constraints of the school.

In the case of students whose IEPs require the provision of specialized services not available at TRCS, the Coordinator will arrange for and the school will contract with individual providers on a per diem, fee for service, basis or contact the local CSE to arrange for services to be provided by the NYC Department of Education.

Maintenance of Records—The Coordinator of Special Education Compliance will ensure that a central file with all special education evaluation material, including the IEP and diagnostic reports, is maintained and that this file is kept confidential, in accordance with FERPA and IDEA guidelines. The Coordinator will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have a copy of the IEP in accordance with NYS law and will be informed of their specific responsibilities in implementing the IEP. Additionally, it is the responsibility of the Coordinator to provide annual and on-going professional development for all staff regarding IDEA, FERPA, ADA and NYS Educational laws pertaining to the education of students with disabilities. This includes, but is not limited to, specific provisions of a student's IEP thus ensuring that all staff members are aware of the mandates so described.

CSE Meetings—TRCS will liaison, via the Coordinator, with the local CSE Chairperson to ensure the participation of appropriate staff at IEP meetings. The CSE Chairperson will arrange for IEP meetings to be conducted by the CSE at the school to facilitate participation of school staff. Appropriate staff, including the student's general education teacher(s) will be released, with class coverage provided for, in order to attend all CSE meetings pertaining to their students or arrangements will be made for staff to participate via teleconference. This is in compliance with the IDEA regulations that the general education staff is a full participant in the development of the student's IEP. While TRCS may mail mandated procedural safeguard notices to the parents, it remains the legal responsibility of the local CSE to fulfill these mandates.

Record Confidentiality—The Coordinator will ensure that a central file with all Special Education reports, including the IEP, is maintained. Access to these records will be overseen by the Coordinator in accordance with IDEA and Family Educational Rights and Privacy Act (FERPA) and NYS Regulations 34 CFR § 300.560 – 577 and 34 CFR Part 99. The Coordinator will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP. All appropriate staff may have access to the entire Special Education File, including the IEP, on a need-to-know basis. All staff will be trained, on an annual basis, on confidentiality requirements by the Coordinator. In accordance with FERPA, parents will be allowed to inspect and review all of their student's educational records maintained by TRCS. TRCS will also adhere to the requirements of the Freedom of Information Act and provide access within a reasonable period of time following written request (but not more than 45 days from request).

Progress Reports—Parents will be informed of both the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals on the same frequency as progress is reported to all students with regard to grades from all courses. A completed Progress toward Annual Goals Report (Page 6 of the New York City IEP) will be an attachment to the general progress report. This Report will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period and the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review and where needed, the reasons the student did not meet the goal.

Discipline—TRCS adheres to all aspects of IDEA and NYS Education Law with regard to the disciplining of students with disabilities. As such, TRCS strives to respect the needs and rights of all students regardless of their special needs. However, all protections of these laws are adhered to at all times. Additional information regarding the school's student discipline policy is provided elsewhere in this application narrative.

Child Find—TRCS will comply with the federal Child Find requirements (34 CFR §300.125), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or intensive education program, or referral to the CSE of the student's district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

Section 504—Students requiring modifications, as outlined in Section 504 of the Rehabilitation Act of 1973, will be given such educational accommodations as stated in a completed 504 Form filed with the Coordinator of Special Education Compliance, who will function as the 504 Coordinator. The Coordinator will follow the appropriate aspects of procedure with regard to 504 students as with the students with disabilities. Compliance issues are within the same realm.

Staff Responsibilities/Training—The responsibilities of the special education teacher will include: providing direct and indirect instruction; long- and short-term planning to address individual needs of students; evaluation of students’ progress; establishing and maintaining classroom management procedures; reporting on all special education issues to the Coordinator of Special Education Compliance; preparing written reports accurately and in a timely manner; effectively communicating with teachers and parents to facilitate the IEP process; effectively consulting with parents, teachers, and administrators; representing TRCS at CSE meetings; remaining knowledgeable on current special education laws, rules, and regulations; and maintaining the privacy of student records and information.

Professional training and development for staff involved with the education of students with disabilities will include the following: the referral process to the CSE, development of a student’s IEP, implementation of a student’s IEP, evaluation of a student’s progress toward meeting IEP goals and objectives, meeting reporting requirements to parents and CSEs, and discipline of students with disabilities. This is done on an annual basis by the Coordinator of Special Education Compliance.

Methodology of Instruction—TRCS will comply with all provisions of students’ IEPs. TRCS will provide a menu of services to students with IEPs and 504s as mandated. At the current time, approximately 18% of TRCS students are entitled to special services including students with IEPs and 504s. According to NYS Charter Law (Education Law 56), highly qualified special education teachers are hired to provide Integrated Collaborative Team-Teaching (ICT) and Special Education Teacher Support Services (SETSS) as an IEP mandate. The special education teacher works together with the general education teacher to modify instruction and tests, adapt materials, and provide push-in coaching to support instructional goals. TRCS Instructional Support staff includes an administrator, the Coordinator for Special Education Compliance Directors of Teaching & Learning, Related Services (i.e. Speech services, social work, IEP paraprofessionals and OT) and The Learning Center (TLC). Services will be provided either by direct agreement with appropriate, licensed professionals as outlined by the IDEA legislation or by agreement with the NYC Department of Education.

Reporting Requirements--In compliance with 34 CFR §300.750, TRCS will submit an annual report to the State Education Department detailing the number of students with disabilities it serves, the nature of each student’s disability, and each student’s educational placement and setting. Regarding reports that are the responsibility of the district of residence, TRCS will make any necessary data available to the district in a timely fashion. TRCS will also comply with 8 NYCRR §119.3, which details requirements for the “Charter School Report Card” and includes information relating to students with disabilities. In compliance with 34 CFR §300.750, TRCS will submit annually the following reports by the dates noted:

PD-1C/4C	<i>Count of Students with Disabilities Provided Special Education December 1 and the Settings in which Students with Disabilities are Provided Services</i>	December 13
PD-5C	<i>Students Exiting Special Education</i>	Mid-July
PD-6	<i>Special Education Personnel</i>	Feb 1
PD-8	<i>Students with Disabilities Suspended for Disciplinary Reasons</i>	Mid July

The Coordinator for Special Education Compliance will be responsible for ensuring the collection, maintenance, and reporting of all data regarding students with disabilities. The reports listed shall be provided to the school district of residence and the state education department, as required. e.g. special education data required by the annual School Report Card shall be included as part of TRCS’s Annual Report which shall be provided to the Board of Regents through the NYC Department of Education.

Assessment of Students with Disabilities—All students with disabilities shall take state assessments except in cases that the IEP developed by the CSE of the student’s district of residence determines that such students cannot participate in regular state assessments. In these instances, the State Alternate

Assessment (NYSAA) will be administered as required by law. TRCS also will present to and discuss with members of the CSE each component of the school's assessment program, and will ask the CSE to make a determination about which, if any, of these various assessment measures would be appropriate to include in these children's IEPs. If the CSE determines that none of the various assessments administered by the school are appropriate for a given student with disabilities, TRCS may create individualized assessment instruments based on goals and objectives of a child's IEP and a thorough task analysis, which then will be submitted to the CSE for approval and then included in the child's IEP

b. *Describe the methods and strategies by which your school will serve students with Limited English Proficiency (LEP), by grade level.*

TRCS shall serve any and all students with limited English proficiency (English Language Learners or "ELL") using structured English language immersion so that they achieve proficiency in the English language as quickly as possible. TRCS shall comply with all applicable laws including Title VI of the Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.

Overview of ELL program—Students at TRCS with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. TRCS ensures that ELL students will not be excluded from curricular and extra-curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. In order to nurture students who will become leaders in a diverse and multicultural society, TRCS believes that its community is strengthened by the representation of as many cultural/language groups as possible. Through respecting the culture and resources of English Language Learners, TRCS will help newcomers feel at home and a part of the school. This will, in turn, help them learn English more quickly with the goal of attaining full fluency by graduation as measured by the NYSESLAT or equivalent examination. The NYSESLAT or equivalent examination will be used to assess student progress, make program modifications and determine individualized point of exit from ESL programming. Student success in class work as measured by teacher and supervisory observation will also be utilized to track the progress of ELL students.

English language acquisition is viewed through the wider lens that all members of the community—students, staff, and parents—should develop second language capability. The staff will always include bilingual members, reflecting our school's community. ELL students will have periods of English language instruction that is carefully geared to their individual age and ability level. Students will also have regular English classes as part of their program. In addition, school-wide understandings and initiatives will enhance the ELL program. TRCS will: a) build sufficient time for teacher planning and collaboration time to allow teachers to intensively address individual needs; b) provide staff development in ESL techniques, materials, and programs; c) incorporate technology into language instruction; d) provide sensitivity training about the needs of ELL students for the entire TRCS community; e) train students to serve as peer tutors; and f) address the dominant language needs of families as appropriately as possible in school communications and meetings.

TRCS will quickly identify and provide close supervision of the progress for ELL students. It will:

- Provide orientation programs and continued outreach to parents to educate and assist transition to American life.
- Expand the ties to ELL and cultural resources within the greater community.
- TRCS will work with the New York City Department of Education to find best school practices to ensure usage of the most effective evaluative standards and strategies.

Identification of ELL Students—TRCS will use the State Education Department’s process for identifying students who are English Language Learners as follows:

- Home Language Information Survey will be used to screen all new enrollees for potential limited English proficiency;
- If the home language is other than English or the student’s native language is other than English, appropriate TRCS staff shall conduct an informal interview in the student’s native language and English;
- If the student speaks a language other than English and the student speaks little or no English, TRCS will administer the NYSITELL. A score below the designated cut score for the child shall determine eligibility for services. The NYSITELL shall be administered only once to each incoming student.

TRCS’s teachers will be responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency. All teachers will receive professional development training on techniques for detecting whether a student has English language deficiencies and on communicating with students designated as ELL students. Any student suspected of having limited English proficiency will be tested to determine if and what level of services, if any, are necessary.

English Immersion Program & Services—All students that are English Language Learners will be expected to become proficient in the English language at a rapid pace. TRCS believes that a structured English immersion program will be most helpful to ELL students in improving their abilities to master the language. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will be in English. However, the level of English used for instruction—both oral and written—will be modified appropriately for each ELL student. All teachers will receive professional development on communicating with students designated as ELL and in techniques for detecting whether a student has English language deficiencies.

Exit Criteria—The proficiency of an identified ELL student in the English language will be measured at least annually to determine whether continued special services are warranted. TRCS will evaluate each student’s performance in academic content areas to measure the student’s progress in core subjects. TRCS also will use the New York State English as a Second Language Achievement Test (NYSESLAT) to assess ELL students, as required by the State Education Department to implement the federal *No Child Left Behind* Act, in lieu of administering the state English Language Arts assessment. The scores on the NYSESLAT indicate the proficiency level—either Beginning, Intermediate, or Advanced—the student has achieved each year, and whether the student’s level of English is high enough to exit the program. If an ELL student fails to show appropriate progress in these academic areas, modifications to the instructional program may be made. Any student classified and receiving educational services as an ELL student who subsequently tests high enough to exit the program will be deemed to be no longer in need of ELL services. The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student’s level of English proficiency is high enough to exit ESL services.

Accountability and Evaluation of the ELL Program—An annual evaluation will take place to ensure that the ELL program is achieving the desired result of students making progress in the acquisition of the English language and making progress academically. In order to determine whether any programmatic modifications are necessary, TRCS will evaluate the progress of its ELL students on standardized assessments and non-standardized assessments against that of the non-ELL students. TRCS also will track students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified ELL and non-ELL students as measured by standardized assessments and non-standardized assessments. TRCS will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur.

Staffing—TRCS provides all necessary staff and specialized curricular materials to enable ELL students to achieve proficiency and attain the high standards established for all students in the school. TRCS will directly provide or make referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling and parental counseling.

TRCS is prepared to address the needs of students who are struggling with the structured English immersion program by providing, if it is determined to be the best course of action, pull-out instruction and/or assignment to a highly qualified professional under the direction of a highly qualified ELL teacher. Small group instruction will be provided whenever possible. This program reports to the Director of Teaching & Learning.

6. School Characteristics

a. Please provide your school's daily and weekly schedule from a student perspective. Please provide your school's daily and weekly calendar from a teacher perspective. Please provide an annual calendar [Ed.L. §2851(2)(n)].

The K-12 student and teacher schedules are attached as Attachment 2. TRCS follows the NYCDOE school calendar as a baseline, and makes adjustments to best serve the needs of our students, with a minimum of 180 days. The 2015-16 calendar has not yet been released by NYCDOE.

b. Your school's code of conduct / discipline policy

TRCS is a village and, as such, can prosper only when everyone takes full responsibility for its safety and well-being. Everyone, regardless of his/her age, has certain rights and responsibilities, and it is mutual respect for all that holds the community together. In that regard, TRCS believes that student behavior shall reflect the standards of good citizenship expected of members of a democratic society. High personal standards of courtesy, decency, proper language, honesty, respect for others, and morality shall be maintained.

TRCS has established a Student Support Team (“Student Support”) to, among other things:

1. Provide support for students to help prevent discipline code infractions. This support includes: Peer Mediation Programs, Advisories, support to individual students, support to parents and legal guardians (“parents”) through conferences and parent meetings, working with teaching and learning to provide professional development to staff in related matters and referral to the PLC when needed;
2. Investigate incidents and determine the appropriate consequences for students who violate the school’s discipline code. This includes: Investigating all occurrences of disciplinary infractions, determining and implementing consequences on a case-by-case basis, including suspension and expulsion when deemed necessary; and
3. Assist the Learning Center (“TLC”) with both in- and out-of- school suspensions.

Student Support has at its philosophical core the belief that any disciplinary action is meant to educate the student to understand why his/her conduct was inappropriate and to guide the student in a way that will help him/her avoid committing future infractions. Discipline is not a punitive response, but rather one to promote self-reflection and responsibility for one’s actions. Student Support’s primary function is to provide the student with a program that supports his/her academic achievement at TRCS while addressing the inappropriate behavior.

TRCS recognizes that it is necessary from time to time to discipline a student’s conduct and behavior, and that such discipline may result in suspension, removal of a student from the educational setting, or some

other disciplinary measure, including, in extreme cases, expulsion. To ensure compliance with the constitutional and legal rights of TRCS students, this policy and procedure document outlines (1) examples of inappropriate and prohibited conduct; (2) the general range of penalties; (3) what steps must be taken before a student may be disciplined; (4) the protections provided a suspended student to ensure that the right to public education is not infringed; (5) additional protections afforded students with disabilities to ensure compliance with federal and state laws; and (6) the appeals process.

INAPPROPRIATE AND PROHIBITED CONDUCT

The following conduct is inappropriate and prohibited. The list is NOT inclusive, and is intended only to provide examples of and guidance to the school community with respect to the type of conduct TRCS deems inappropriate and prohibited in school, at school-sponsored events, and on the school bus. TRCS also reserves its rights to impose discipline for off-campus and out-of-school conduct.

1. Unexcused absences and	18. Stealing or taking the property of others without permission
2. Lateness to school or class	19. Sexual harassment
3. Unauthorized use of telephone, elevator or other school property	20. Sexual acts on school property or at school sponsored events
4. Not returning school property	21. Bullying
5. Non-payment for school meals	22. Intimidation
6. Unapproved use of computers, fax, cell phones, beepers, Game Boys, Blackberries, PSPs, iPods, and similar devices	23. Hazing
7. Engaging in verbally rude or disrespectful behavior	24. Discriminating in any way based on race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability
8. Smoking	25. Engaging in behavior which creates a substantial risk of or results in injury
9. Lying	26. Engaging in threatening, dangerous or violent behavior
10. Engaging in scholastic dishonesty (i.e., but not limited to, cheating and plagiarizing)	27. Conspiring to and participating in an incident of group violence or gang-related violence
11. Falsifying records or signatures, including, but not limited to, parent notes and report cards	28. Using force against or inflicting or attempting to inflict serious injury against another student, school personnel, or other personnel involved in the school's educational program, including parents
12. Destruction of school property including graffiti	29. Using extreme force against or inflicting or attempting to inflict serious injury upon students or staff
13. Unauthorized entry or presence on school property	30. Using, selling or distributing illegal drugs or controlled substances including alcohol and tobacco
14. Inappropriate use of the Local Area Network or Internet	31. Possessing any weapon including a firearm
15. Insubordination; defying or disobeying school employees, kitchen staff, custodial staff, medical room staff, safety agents or other persons involved in the school's educational program	32. Using an item as a weapon
16. Fighting or engaging in physically aggressive or threatening behavior	33. Acting in any way that may endanger the health, welfare and safety of the school and neighborhood community.
17. Engaging in inappropriate or unwanted physical contact of any kind	

PENALTIES

Penalties for violations of these standards of acceptable behavior shall include, but are not limited to the following:

1. Verbal and written warnings to the student and or parents/guardians

2. Probation
3. Reprimand
4. Peer mediation
5. Learning and behavioral contracts between the school, parents and student
6. Before or after-school detention
7. Restoration to the Community/Community Service
8. Suspension from athletic, social, extracurricular activities, and other privileges
9. In-school suspensions
10. Out of school suspensions
11. In extreme cases, expulsion.

The school's full and complete Discipline Code is attached as Attachment 3, and has been approved by the NYCDOE.

c. Describe the manner in which the school will communicate with students' families and how the school will promote parental and staff involvement in school governance. [Ed.L. §2851(2)(c)].

Consistent with its collaborative school governance model, TRCS communicates with parents and families on an ongoing basis and encourages and supports parents and staff in participating in school governance. TRCS is committed not only to developing students as leaders, but also to developing parents, teachers, and support staff as educators who will help revitalize and reinvigorate our educational system. TRCS is strongly committed to parental involvement in all aspects of school governance. Appointed and elected parent representatives are members of the Board of Trustees. Roughly 50% of voting members of the Collaborative School Governance Committee is composed of parent members. TRCS has an active Parent-Teacher Association with several committees including Fundraising and After-school Programs. In addition, parents are included in various school-wide committees including Hiring and Finance Committees,. Parents were also active in the original Charter School application committee and in the renewal process.

Staff members are equally involved in all aspects of school governance and administration. Staff members are included in the Board of Trustees, the Collaborative School Governance Committee and various committees including Hiring and Bullying Prevention Committees. The cluster configuration allows for a "grass roots" type of involvement in decision-making and consensus building. Cluster meetings involve teachers in important decisions such as textbook selection, curriculum, scheduling, literacy, and student support.

7. Teacher Effectiveness

a. Describe the attributes, skills and characteristics that you will seek out in teacher candidates for your school.

Teachers must have at least a Bachelor's degree and ideally have at least a Master's Degree. Teachers must also have student teaching or prior relevant experience or similar experience (e.g. Teach for America or Bank Street Urban Semester), preferably in an urban setting. All teachers hired by TRCS during the charter term will meet the certification requirements of the Charter School Act. Also, the school will seek candidates who have demonstrated effectiveness in facilitating high student achievement, an understanding of and commitment to the mission and objectives of the school, a demonstrated capacity for working in and supporting a collaborative school governance model and ability to work effectively with peers, students, families and other school stakeholders.

b. *Describe your school's plan to provide teachers with the enrichment, training, tools for improvement, and opportunities for collaboration and communication.*

The motto of TRCS is “Developing Leaders for the Renaissance of New York.” If students are to grow as leaders, it is vitally important for staff members to also develop leadership capacity. TRCS has created a pathway for staff members who wish to assume leadership roles; teacher leadership results in greater buy-in, more trust, and increased dedication. TRCS teachers are given great flexibility to set their own annual performance goals and work towards them. This flexibility has been enhanced over the course of the last charter term through a revision of the school’s teacher performance evaluation process to incorporate specific teacher-established goals and targets. As a charter school, TRCS has the flexibility to create leadership roles for individuals who wish to seek such responsibilities.

The Principal is responsible for (1) teaching and learning/professional development, (2) instructional support services, (3) operations, (4) student support services, (5) parent engagement, and (6) external relations. The Principal is rated by the school’s Board of Trustees.

The Professional Learning Community (PLC) is the forum through which small cohorts of teachers, organized around grades or subjects, meet to discuss student work and professional practice. At PLCs, staff members can assume formal or informal leadership to directly impact teaching and learning within the cluster. In addition, each cluster has a PLC coach who also helps facilitate communication and represent the needs of the cluster. Coaches gather together monthly to plan joint approaches to improving each cluster’s meetings and review outstanding school issues from a K-12 perspective. Interested staff members are encouraged to apply to become PLC coaches.

Professional Development Principles—TRCS offers meaningful and sustained professional development opportunities to promote higher levels of student achievement. The school’s professional development plan is based on the following five principles: a) professional development at TRCS aims to provide teachers with the strategies and support they need to take responsibility for their own personal and professional development; b) the TRCS professional development model is based upon the belief that teachers learn best through active involvement, reflection, and articulation of what they have learned; c) the main practices of the model include collegial feedback (PLCs), on-site inquiry, study groups, peer observation, peer review and classroom visitation; d) the review of student work and teacher work is at the core of the model of professional development; and e) all of these practices are considered to be vehicles for reflection, change and increased student outcomes.

Pedagogue Goal Statements--Each year pedagogical staff members are required to submit a statement detailing their professional goals, plans for achieving those goals, and student performance data that will demonstrate whether the pedagogue has reached his/her goals. Included in the annual goal statement are (1) individual responses to school-wide goals, (2) individual professional goals, (3) proposed new teaching strategies to address the goals, and (4) proposed anecdotal and statistical evidence of student work to demonstrate whether the pedagogue reached his/her goals. The pedagogue creates this statement over the summer and then at the beginning of the school year presents it to his/her PLC for review. The goal statement is revised and a copy submitted to the Director for Teaching and Learning. **Professional Learning Communities**—TRCS faculty is currently organized into three clusters (K-5, 6-8, 9-12) with a liaison from Instructional Support in each group. These clusters form the organization of PLCs which are the focus of professional development and peer support. Each PLC is facilitated by a teacher, who is referred to as a PLC coach. All meetings are focused on children and their learning through examining student and teacher work. PLCs:

- Align classroom and school standards to the CCLS.
- Decide upon standards for evaluating student attainment of these standards.
- Help teachers set standards for their own teaching.
- Use close examination of student work as empirical evidence to document student learning.
- Examine teacher work for the purpose of determining how well their strategies address

student standards.

Protocols are used to process student and teacher work in a reflective, non-judgmental, inquiry manner. Protocols help create, strengthen, and sustain professional learning communities. Each PLC meeting is often lengthy because deep thinking, reflective dialogue, and collaboration take time. Through their work PLC members become accountable to each other and with group support they are often able to surmount challenging obstacles in professional practice.

PLC Coaches Group—The Principal, Directors of Teaching and Learning and the PLC coaches meet together as a coaches group to develop skills needed to facilitate PLC and to review their own work. The PLC coaches meeting concentrates on facilitation skills to support trust building, team-building, and support conversations typically difficult for teachers to engage in. For example, teachers find it hard to conduct safe and open conversations about race/class/gender or to talk reflectively about their own work. Coaches learn how to use various communication protocols, such as the “tuning protocol,” “consultancy,” or “critical incident” as organized and safe frameworks for giving and receiving feedback.

Coaches learn ways to support their PLC teachers in their peer-observation and peer-coaching work. This is important because conversations, which include giving direct and honest feedback about the instructional practice, are often difficult. Coaches work together to discuss portfolios that teachers will produce to document their professional growth. Coaches study the extent to which teachers focus on evidence to substantiate improvement and growth.

Administrative Classroom Observations—TRCS has established a teacher evaluation process that includes observations **based on the Danielson Framework for Teaching** and that supports improved classroom instruction. Evaluations are part of an ongoing, year-round process in which a teacher discusses performance with his or her administrator, including discussion about progress made since the last review and goals for the next evaluation. The evaluation process is designed to ensure that both the teacher and his/her administrator understand their respective roles in assisting and supporting the teacher to achieve his/her career goals. TRCS views evaluation as an opportunity for professional growth and development. Accordingly, TRCS’ evaluation process is one that engages teachers in goal-setting and dialogue around areas of professional practice, and the results of teacher evaluation are used to guide TRCS in decision-making regarding professional development, mentoring, coaching and other initiatives to support teachers in their professional growth. Since 2012, TRCS has been engaged in a collaboration with the United Federation of Teachers (UFT) to modify its teacher evaluation system to align with recent changes in New York State education law (to the extent such law applies to TRCS, as a public charter school) and the recent Determination and Order of the Commissioner of Education, dated June 1, 2013 (to the extent such Decision and Order applies to TRCS). The challenge for TRCS has been to establish a teacher evaluation process that is robust and substantially in alignment with the above while still reflecting the unique mission, history and collaborative culture and of TRCS. In order to ensure that the process of modifying the teacher evaluation system benefits from input and feedback from a diverse group of school stakeholders, TRCS has designed the process to be uniquely teacher-driven. The intention is to craft a plan that blends statewide measurements with other indicators of authentic learning.

Include a sample agenda of content for teacher enrichment that may be required in advance of school opening in the fall.

Fall 2014-15: Professional Development Schedule

Tuesday, September 2 nd	Wednesday, September 3 rd	Thursday, September 4 th	Friday, September 5 th
8:30 – 9:30 a.m. <u>All Teachers/Staff</u> “Welcome Back Breakfast/SMT Presentation” (Auditorium)	8:30 – 3:10 p.m. <u>Gr. PK-3 (ALL DAY)</u> “Message Time Plus Seminar I” presented by The Children’s Literacy Initiative (Room 302) (Please note that CLI will cater breakfast and lunch for workshop attendees.)	8:30 – 3:10 p.m. <u>Gr. PK-4 (ALL DAY)</u> “Writing Workshop Seminar I” presented by The Children’s Literacy Initiative (Room 302) (Please note that CLI will cater breakfast and lunch for workshop attendees.)	8:30 – 12:00 p.m. <u>Gr. PK-12</u> Classroom Setup
9:30 – 12:00 p.m. <u>All New Teachers</u> “New Teacher Orientation” (Auditorium)	8:30 – 12:00 p.m. <u>Gr. 4-12</u> PLC/Coaches/Partner Work (Details TBA)	<u>Gr. 5-12</u> Classroom Setup/ Professional Responsibilities	12:00 – 1:00 p.m. Catered Lunch (Cafeteria)
9:30 – 10:30 p.m. <u>All T&L Coordinators</u> Meetings with T&L Directors (Emily or Yumeris) (Room 206)	9:30 – 12:00 p.m. <u>All Teachers</u> Classroom Setup/ Professional Responsibilities	12:00 – 1:00 p.m. LUNCH on your own	1:00 – 3:10 p.m. <u>Gr. PK-12</u> Classroom Setup
9:30 – 12:00 p.m. <u>All Teachers</u> Classroom Setup/ Professional Responsibilities	12:00 – 1:00 p.m. LUNCH on your own	1:00 – 3:10 p.m. <u>Gr. 5-12</u> Classroom Setup/ Professional Responsibilities	
12:00 – 1:00 p.m. LUNCH on your own	1:00 – 3:10 p.m. <u>Gr. 4-12</u> Classroom Setup/ Professional Responsibilities		
1:00 – 3:10 p.m. <u>All Teachers/Staff</u> Cluster Meetings (Details TBA)			



- *Describe your first-year teacher enrichment priorities. Discuss specific structures that will be put in place to support teachers and facilitate their success in driving student progress.*

In addition to being included in TRCS’ ongoing training and professional development activities, first year teachers are encouraged and supported in working with veteran teachers and engaging in peer review activities. Also, the Principal, Directors of Teaching and Learning and Director of Data and Accountability work together each year to identify potential gaps in first-year teacher experiences and capacities and to design professional development initiatives to address them.

PART 3: HOW WILL YOUR SCHOOL BE A VIABLE ORGANIZATION?

VIII. Governance Structure and Organizational Design

1. Organizational Design

a. Provide an organizational chart that reflects levels of staffing management of the charter school.

The TRCS Board of Trustees has oversight responsibility for the programs and activities of the school. The management of school programs, operations and activities is delegated to the School Management Team. The composition of the Management Team is defined on an ongoing basis, based on an analysis of school needs. The current Management Team and Teacher leadership Structure is illustrated in the organization chart (Attachment 4)

b. Describe the reporting and oversight structure of your school, including the relationship between the board of trustees and school administration and EMO (as applicable) regarding governance and management of the school [Ed.L. 2851(1)].

TRCS is committed to a Collaborative Leadership Model. Since its inception as a New Visions School in 1993, the school's governance structure has been one centered on collaboration, cooperation and communication among all stakeholders. One of the core principles of the governance structure is that no one individual alone can successfully lead students to academic success, social growth and their development as future leaders. TRCS is unwavering in its commitment to this model, since a core premise is that schools are stronger and more viable when constituents work together to utilize each others' strengths and talents. The school's multi-level leadership structure is summarized below:

1) The *Board of Trustees* of TRCS is composed of appointed and elected members from inside and outside the school community. The Bylaws of the Board of Trustees are attached. The Board is responsible for: a) determining whether the school is fulfilling the mandates of its Charter; b) monitoring the fiscal integrity of the school; and c) evaluating and overseeing the performance of the school's Principal.

2) The *Collaborative School Governance Committee*, which is composed of appointed and elected representatives of all school constituencies, which monitors the quality of life and sets academic priorities at the school. The committee's work results in the development of a Charter School Comprehensive Education Plan, which the committee continues to monitor, review and amend on an ongoing basis. The Collaborative School Governance Committee also plays a leadership role in ensuring that the goals of the Comprehensive Education Plan are met each year. With advice from the Comprehensive School Governance Committee, the school's management team implements the initiatives and policies of the Comprehensive Education Plan.

3) The school's *School Management Team* is comprised of the Principal, the Director of Data and Accountability, two Directors of Teaching and Learning (K-5 and 6-12), a Director of Finance and Operations and a Director of Development and Partnerships.

Reporting and Oversight Structure—The Board's main function is oversight in the following three areas: a) determining whether the school is fulfilling the mandates of its Charter; b) monitoring the fiscal integrity of the school; and c) evaluating and overseeing the performance of the school's Principal. The Board delegates to the Collaborative School Governance Committee broad policy-making in terms of the setting of academic priorities and the quality of life at the school. It delegates to the management team responsibility for daily management of the school, including academics, operations and reporting. The management team reports regularly to the Board and Collaborative School Governance Committee on appropriate matters. The School Management Team completes the Annual Report and submits it to the school's authorizers who upon review turn it over to the State Education Department. The leadership

team is also responsible for filing and reporting the annual Consolidated Application, financial statements, renewal documents, and other relevant reports.

Decision-Making Process—The decision-making process of TRCS is purposefully designed as a multi-layered structure based on the corporate ownership model in order to accommodate the voices of as many constituents as possible, develop new tiers of leadership, provide independent and strong oversight, hear the voices of constituents such as parents and students, and effectively lead the school so students can meet all academic standards. The Board of Trustees includes representatives of staff and parent constituencies. Community representatives provide a strong independent presence, ties to the external community, and also play instrumental roles in the evaluation of the Principal. The Board meets frequently and makes decisions by a majority of votes cast as per its by-laws. The TRCS school management team is informed in its work by its participation in regular meetings with the Board, Collaborative School Governance Committee, coaches, and coordinators. This form of collaborative decision-making is both highly nuanced and research-based. Sergiovanni (1987) defines “the extent to which leadership roles are shared and the extent to which leadership is broadly exercised” as “leadership density”. Ogawa and Bossert (1995) define “total leadership” as the sum of leadership exerted by all people in varying roles and it, according to Pounder, Ogawa and Adams (1995), is positively related to school performance. Fullan (1997) states that, rather than school change being accomplished through a single person or leader, such change requires a blend of clear direction and collaboration.

2. Board Structure and Operations

Exhibit K - Bylaws

Exhibit L - Code of Ethics

3. Oversight

a. ***Just as your school’s board is ultimately accountable for the performance of your school, your school will hold affiliated personnel and partnership organizations (as applicable) accountable for their performance. Include a description of this evaluation process.***

The Board of Trustees will use data to ensure objectivity when looking at school performance. As discussed in the Personnel section and elsewhere in the application narrative, the school has established a data-driven process for evaluating the Principal. The Principal uses the Danielson Framework to evaluate the school’s administrative and instructional staff. Student achievement data—along with data from interviews and classroom observations—is analyzed to determine whether individual student, classroom and school-wide targets are being met and how effective the leadership and instructional staff are in helping students achieve. TRCS has no partnership organization.

b. ***Describe how the board of trustees will use data to inform decision-making processes.***

The use of data by the Board will help improve the quality of their decisions. Student assessment and achievement data will be collected, managed and stored in a data warehouse that provides online access to data and presents data in comprehensive and understandable reports. In addition, the Board will require the Principal to prepare reports and/or make Board presentations on a frequent basis regarding a variety of data, including assessment results, attendance/disciplinary information and relevant personnel-related data such as daily teacher attendance rates and teacher certification rates. This data will be used by Board members to help them oversee and support the school’s administrators and teachers in creating and maintaining a learning environment and instructional program that result in high academic performance and achievement. The Board will use data to: (1) establish priorities; (2) measure whether the School is meeting its goals, particularly those related to student achievement; (3) evaluate the effectiveness of the School’s policies and programs; (4) identify new issues or challenges; (5) diagnose problems and revisit proposed or enacted solutions; (6) hold the Principal, administrators, instructional staff and students—as

well as the Board itself—accountable for results; (7) “depersonalize” decisions; and (8) make informed budget decisions.

The Board recognizes the importance of building and enhancing its members’ capacity to use data effectively and to expect and support the development of a school culture that places an emphasis on the pervasive use of data in the decision-making process. Accordingly, and as discussed later in this narrative, the Board of Trustees will engage in training, technical assistance and support to improve its capacity to use data for the purposes listed above.

Exhibit M - Evaluation Tools for Staff and Institutional Partner

4. Board Capacity

- a. *Provide evidence that members of the board of trustees who you have selected have the capacity to monitor school operational functions including but not limited to fiscal oversight, facilities planning, legal, etc.*

The members of TRCS’ Board of Trustees have the capacity, experience and expertise necessary to monitor the school’s operational functions. As documented in the table provided above, the brief summary biography of each Board member that follows supports this observation. Their respective professional experiences span the areas of education, charter school management, not-for-profit management, real estate, communications, youth development and community service. In addition, a substantial share of board members have been affiliated with the school since its founding as a charter school, thereby underscoring their commitment to the mission and purpose of the school.

- b. *Describe the methods you will use to build capacity of your board of trustees. The application must provide for the training of the initial board of trustees and any new members, so that the trustees may understand their role, responsibility and the scope of their authority.*

Providing new Trustees with the information they need to perform effectively will be a critical step in developing and maintaining a strong Board of Trustees for TRCS. The responsibility for developing and implementing an effective program of Board orientation is shared between the TRCS Board Chair, the Executive Committee and the Principal. The elements of this program are described through the Board Orientation Timetable.

Board Orientation Timetable—The TRCS orientation process proceeds through four stages: a) *During the Recruitment Stage* – Before election to the Board; b) *New Member Orientation* - Training provided on election to the Board; c) *Early Service* – During the first three months of service; and d) *Ongoing Orientation* – Orientation, training and other supports for all Board members.

During the Recruitment--The orientation of TRCS Board members will begin early in the recruitment process. In the recruitment stage prospective Board members will receive an overview of the TRCS mission, and strategic plan, charter application, the education program, financial data, and other background information. Prospective Board members will also receive a list of expectations of Board members, including number of meetings, committee assignments, length of Board term and an idea of the time commitment required. They will also receive a list of current Board members and other key volunteers, as well as a copy of the charter school bylaws and Code of Ethics. For founding Board members, a retreat will be held upon approval of the charter that will include each of the elements and activities of the “During the Recruitment” phase of Board Orientation described herein.

New Member Orientation--When a new member has been brought onto the TRCS Board, the new Board member orientation process continues in the following way:

- Before the first Board meeting, the Board Chair or his/her designee will schedule a meeting between the new Board member and key individuals in TRCS. The new member will be provided with a Board member manual, which will include bylaws, Articles of Incorporation, the charter school contract and application, as well as a thorough description of the educational program including educational philosophy, curriculum, instructional methods, assessment, the current budget, last audited financial statements a list of board directors and their addresses, lists of committees and any staff assignments, copies of minutes for the previous year and a copy of the charter school strategic plan.
- Also during this meeting, the Board Chair or his/her designee will discuss options for committee involvement with the new member. The intent is to forge a solid match between the interests, skills and preferences of each Board member and the requirements and challenges of the committee he or she joins.
- At the new members' first board meeting, the Board Chair or his/her designee will introduce them to all current Board and staff members.

Early Service--During the first three months of service the Board Chair will ensure that:

- New Board members have become involved in their chosen committee assignment and continue orientation to the work of that specific committee. This responsibility will be shared by the Board Chair, the chair of the committee and the Principal.
- Written background materials continue to be provided to the new members in response to their interests and questions.

Ongoing Orientation--In addition to new Board director orientation, the Board will also be responsible for planning an annual and ongoing board education and training program for all of the board. The Board will also plan more specialized training and development activities to strengthen the leadership skills of Board directors who are being groomed for other leadership positions within the Board. Orientation, training and support on an ongoing basis for old and new Board members will be designed and implemented to ensure that:

- Full involvement of each new Board member is maintained through consultation with the committee chair and staff.
- All members continue to provide assistance and support so that they can carry out the responsibilities as Board members effectively.
- Board members can take advantage of opportunities to attend special workshops related to their assignments and interests. Special leadership training will be provided to current and prospective officers, including Chair and Secretary.
- Opportunities for the expansion of Board member responsibilities are created through the rotation of committee assignments to help satisfy the interests and needs of each Board member.

Training After School Opens--Board member training will include training for Board members during regularly scheduled Board meetings. At regular Board meetings: (1) new information will be presented to address emerging issues in the coming year; (2) an outside resource person will make a brief presentation or (3) discussion about an article on a topic of interest that was previously distributed for review. During regular board meetings, the training will be short, focused and well prepared.

c. Provide the qualifications that you seek in potential board members.

The Board may elect as a new member any person 18 years of age or older who, in its discretion, it believes will serve the interests of TRCS faithfully and effectively. The following list includes qualifications beyond the bylaws of TRCS that are considered important for board membership:

- A strong understanding of and personal commitment to the accomplishment of the School's mission.
- Commitment to using professional skills and experience and/or other resources to support the school.

- Prior board experience or other experience that would contribute to having an understanding of the proper and appropriate role of a Board member.
- Possession of professional skills, professional/personal experience and/or community-based service experience that would contribute to the success of the Board and the School. The skill sets that will be considered include, but are not limited to, education, law, finance, real estate, fundraising, nonprofit management, personnel and community service.
- Willingness to serve actively on at least one of the committees of the board and to seriously consider the leadership of a committee.

IX. Personnel

1. Personnel Process and Policies

a. *Hiring policies and procedures--Teachers.*

TRCS will be an Equal Opportunity/Affirmative Action Employer that will offer equal employment opportunities to individuals seeking to work in the school regardless of race, color, creed, national origin, age, sex, disability, marital status, sexual orientation or religious affiliation. TRCS recognizes that people are a school's most valuable resource. Therefore, the school diligently seeks its teachers and other instructional staff through a variety of means, including advertisements in newspapers and educational journals and relationships with colleges and graduate schools of education.

To be eligible to apply for a posted position, candidates must meet the position's minimum hiring specifications and must present a minimum of three verifiable references that support qualifications for the job. All potential school employees will undergo fingerprinting.

b. *Hiring policies and procedures—Administrators and other employees*

The hiring policies and procedures for administrators and other school employees are substantially similar to those for teachers. TRCS is committed to building staff capacity and, whenever appropriate, promoting staff members to leadership positions. Vacancies may also be filled through a process that includes advertisements in newspapers and educational journals, use of educational search firms and networking, and new employees will be recruited and selected via a similar process. Candidates for administrative positions are screened extensively, including background checks and the contacting of references.

Exhibit M - Evaluations Tools for Staff - Danielson Framework for Teaching Evaluation Tool.

Exhibit N - Job Descriptions

- 2. Collective Bargaining:** TRCS has collective bargaining agreements with the CSA (school administration), UFT (teachers and paraprofessionals), and DC 37 (school aides).

X. Community Support

1. Community Engagement—TRCS currently has an enrollment of almost 550 students with a waiting list that exceeds 2,400 students. The parental body extensively supported the charter conversion in 2000 in a vote certified by the NYC Board of Education - Office of Parental Advocacy and Engagement and continues to remain extremely satisfied and supportive of the school as indicated in recent parental survey. Results from the most recent NYCDOE School Survey indicate that greater than 90% of parents surveyed expressed satisfaction in the three domain areas: Instructional Core, School Culture and Systems of Improvement.

Exhibit O - Parent Petition of Support—Not applicable.

Exhibit P - Letters of Community Support

XI. Financial Management Plan

1. Financial Management

One of the main responsibilities of the Board of Trustees of TRCS is monitoring the fiscal integrity of the school. The Director of Operations and Finance and the school accountant provide both verbal and written financial reports regularly to the Board. In addition, the Board has established a Finance Committee to oversee the school's budget development and financial initiatives. The Finance Committee, excepting on matters relating to personnel and real estate, is open to all members of the school community.

TRCS has developed a Financial Policies and Procedures Manual, approved by its authorizer, that guides its operations. The school agrees to follow all policies and procedures regarding finance and management as outlined in its agreement with the Chancellor of the Board of Education of the City School District of the City of New York.

In addition to the Director of Operations and Finance, TRCS currently employs a Human Resource assistant. Together they comprise the Business Office and are responsible for the day-to-day management of the school's budget, with support from the School Management Team. The Director of Operations and Finance works collaboratively with other members of the school leadership in overseeing the budget.

TRCS has been cited by the Office of New Schools for Best Practices in Fiscal Management. The school has managed its funds wisely and conservatively as documented in its certified financial statements and by the health of its reserve fund.

The school anticipates no significant changes in its approach to the budgeting of funds which is programmatically-driven.

Insurance Coverage

TRCS will, at minimum, continue to provide insurance coverage for liability, property loss, and the personal injury of students as it has during its current charter.

Audits

A programmatic audit, as related to our measurements of accountability, will include an analysis of student achievement, attendance, suspension rates, staffing practices and other program indicators. The audit will be used for program review, evaluation, and modification. A fiscal audit will be conducted annually by a certified NYS accountant according to generally accepted accounting practices.

Programmatic Audit

TRCS's programmatic audit shall consist of the submission of an Annual Report to the Chancellor of New York City Board of Education and the New York Board of Regents in accordance with Education Law § 2857(2). This Report will include the state-mandated School Report Card, in accordance with regulations [8 NYCRR 119.3] of the Commissioner of Education, which is required of every New York public school. This Report Card will show the comparative academic and fiscal performance of TRCS and will also list: the school's federal and state revenue sources, expenditures for salaries, capital expenses, student services, drop-out rates, student suspensions, standardized test performance, student enrollment, students with limited English proficiency (LEP) data, and other relevant information. The Annual Report will further include a discussion of the progress made toward TRCS's achievement goals.

TRCS's administration and faculty throughout the school year will assess the programmatic effectiveness and the academic needs of the students to determine the extent, if any, that changes are warranted in the school's education program or its implementation. The charter entity shall be informed of any significant changes made, or pending to be made, that are deemed material to fulfill the achievement goals of TRCS.

Fiscal Audit

TRCS will hire an independent certified public accountant (CPA) to conduct an annual fiscal audit of all financial records including the balance sheet, cash flow statement and income statement, pursuant to Education Law § 2854(1)(c). This audit shall be included in its Annual Report. Additionally, the CPA will audit the school's journal entries, payroll and record/receipt filing systems. All transactions and documents will adhere to generally accepted accounting procedures (GAAP) and be in compliance with applicable standards set forth by the U.S. Comptroller General.

Exhibit Q - Start-up and Five-year Operating Budget and First Year Cash Flow

Exhibit R - Budget Narrative

PART 4: WILL YOUR SCHOOL COMPLY WITH ALL APPLICABLE RULES AND REGULATIONS?

XII. School Facilities

TRCS is located at 35-59 81 Street, Jackson Heights, NY 11372. The school will continue to be located at this site during the renewal charter term. Letters from the New York City Department of Education regarding the facility are attached as Attachment 5

XIII. Operations and Policies

Health Programs

TRCS shall provide health services in accordance to Education Law Section 2854(1)(b) and New York City Department of Health guidelines. TRCS currently has a full-time registered nurse assigned to the school by the NYC Department of Education. TRCS is located two blocks from Elmhurst General Hospital/HHC which is a dedicated emergency and trauma center.

TRCS has a Nurse who supervises the oversees the medical care of students with 504 plans including the disbursement of medication. The Nurse will also give treatment to students who are ill or injured, and to train faculty and staff in first aid, including but not limited to, cardiopulmonary resuscitation and emergency response utilizing the Automated External Defibrillator (AED). In the Nurse's absence these responsibilities will become that of the School Leader or his/her designee. The nurse will additionally be responsible for all record keeping and correspondence related to these responsibilities.

TRCS will comply NYS law regarding proof of immunization.

Before a child can be permitted to enter or attend TRCS, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.

Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

Defibrillator: TRCS, in accordance with §917 of the Education Law, will maintain on-site AED equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member(s) is trained in the operation and use of such equipment for use in TRCS and at any TRCS-sponsored events at other locations.

Medication Delivery System Procedures: TRCS will establish a secure, easy to understand, and safe medication delivery system. The School nurse, with support from the TRCS Principal, will communicate to parents, students and staff the requirements for the administration of medications in the school. TRCS will avoid misunderstandings by widely circulating the requirements. These requirements for the administration of medication in school will be communicated in the student-parent handbook; school publications/calendars; inserts with report cards; mailings to physicians and/or local medical societies; and individual parent/student counseling.

Pharmacies: (1) Only those medications necessary to maintain the student in school and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) should comply with all procedures; (2) Any prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students *will be given by the nurse or licensed practical nurses under the direction of the nurse. Administration of such prescribed medications will not be performed by the other members of TRCS staff;* and (3) Designated staff in the school setting, following assignment and in conjunction with approval by the nurse, may assist *self-directed students* with the taking of their own oral, topical and inhalant medication. The nurse as well as the school administration will assure that the staff person receives the training and supervision needed to perform these tasks in a safe and effective manner.

Physician Orders: TRCS requires written orders from a duly licensed prescriber and written parental permission to administer the medication. All medications, including nonprescription over the counter (OTC) drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status.

- Written orders for prescription and nonprescription OTC medications should minimally include: (1) Student's name and date of birth; (2) Name of medication; (3) Dosage and route of administration; (4) Frequency and time of administration; (5) For prn (as necessary) medications, conditions under which medication should be administered; (6) Date written; (7) Prescriber's name, title, and signature; and (8) Prescriber's phone number.
- The school nurse may request additional information, such as self-administration orders, diagnosis and/or potential adverse reactions, however, medication delivery should not be delayed pending this information, unless such information is essential to the safe administration of the medication.
- Special considerations: Medication orders must be renewed annually or when there is a change in medication or dosage: (1) The pharmacy label does not constitute a written order and *cannot* be used in lieu of a written order from a licensed prescriber; (2) When a properly labeled medication comes to the health office accompanied by a written request from the parent for administration of the medication, but without a written order from a licensed prescriber, the following procedure will be followed: (a) Contact parent regarding need for written order from a licensed prescriber; (b) Contact licensed prescriber to obtain verbal permission to administer medication; (c) Request fax or written orders to be received within 48 hours; (d) Contact parent and discontinue medication if written orders are not received in 48 hours; and (d) Document above steps.

Parental Responsibility: (1) A written statement from the parent or guardian requesting administration of the medication in school as ordered by the licensed prescriber is required; and (2) It is the responsibility of the parent or guardian to have the medication delivered directly to the health office in a properly labeled original container.

Prescription medications: The pharmacy label must display: (1) Student name; (2) Name and phone number of pharmacy; (3) Licensed prescriber's name; (4) Date and number of refills; (5) Name of medication/dosage; (6) Frequency of administration; and (7) Route of administration and/or other directions

OTC Medications: (1) Must be in the original manufacturer's container/package with the student's name affixed to the container. The same applies to drug samples; (2) For certain medications, especially **controlled substances**, standards of best practice include counting the medication upon receipt and periodically thereafter. This is not a legal requirement but constitutes a sound practice when handling controlled substances. Discrepancies should be reported to the parent immediately. The school administration should be informed of any discrepancies when such discoveries occur. Best practice includes close supervision of medication taking; (3) Medications will not be transported daily to and from school. Parents will be advised to ask the pharmacist for two containers, one to remain at home and one at school; (4) Instructions will be left for substitute nurses that are clear and concise on the handling of all aspects of medication acceptance, handling, delivery and storage; and (5) Education of families regarding the TRCS's medication protocols is an ongoing responsibility of TRCS.

Medication Administration: (1) All medications will be administered as close to the prescribed time as possible. Given student schedules and compliance with coming to the nurse in a timely fashion, medications accepted for school administration generally may be given up to one hour before and no later than one hour after the prescribed time. However, parents and licensed prescribers will be advised, so that they can advise TRCS if there is a time-specific concern regarding administration of the medication. Parents, students, and the nurse will work together to ensure the student receives his/her medication at the appropriate time; (2) If a student fails to come for a dose, the administration will provide support to nurse, such as a school safety agent, administrative or clerical staff to locate the student. If the medication has not been given for any reason within the prescribed time frame, TRCS will make all reasonable efforts to notify the family that day, as the family may need to adjust a home dose accordingly; (3) If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will be informed of the poor compliance, so that the medication protocol can be reviewed and possible adjustments made, i.e., home administration, extended release medication; (4) Ongoing communication and collaboration between TRCS and parents will occur to assist students in assuming personal responsibility for their health behaviors; (5) A medication may be changed or discontinued by a written order of the licensed prescriber at any time. If a parent requests discontinuation of a prescribed medication without the prescriber's order to do the same, TRCS will send a confirmation to the parent with a copy to the prescriber of TRCS's intention to discontinue the medication on the parent's request; and (6) When the dose of a medication is changed by a licensed prescriber's written order and a parent request, and the old pharmacy bottle label has not been corrected, the nurse may label the bottle with the correct dose until the new pharmacy labeled prescription bottle is received. The importance of parent compliance with sending in a new bottle quickly will be conveyed.

Storage of Medication: (1) No medication will be brought into TRCS without knowledge of the nurse. Procedures that facilitate this practice so that parents and students do not feel the need to hide medication or to circumvent cumbersome procedures will be publicized; and (2) All medications, except as otherwise arranged, will be properly stored and secured within a health office cabinet, drawer or refrigerator designated for medications only. The site must include a lock for the cabinet, drawer and refrigerator, as well as a lock to the outside health office door. Controlled substances will always be secured and will never be left open or accessible to the public at any time. Even self-directed students will not be given unsupervised access to controlled substances under the care of TRCS. Whenever possible, medication storage units will be secured to the wall or floor, and will not have breakable glass doors. If possible, all medications will be stored in a health office. However, there may be instances when requests are made by a parent and physician for a student to carry and self-administer medications because of the emerging nature of the health problem or the severity of the health condition.

Carry and Self-administer Medication: If the TRCS nurse receives a request from a parent and licensed prescriber to permit a student to carry and self-administer her/his own prescribed medication, such decisions will be made on an individual basis and in accordance with the following criteria: (1) Severity of health care problems, particularly asthmatic or allergic conditions; (2) Licensed prescriber's order directing that the student be allowed to carry her/his medication and self-administer; (3) Parent statement requesting compliance with licensed prescriber's order; (4) Student has been instructed in the procedure of self-administration and can assume responsibility for carrying properly labeled medication in original container on her or his person or keeping in school; (5) School nursing assessment that student is self-directed to carry and self-administer her/his medication properly; and (6) Parent contact made to clarify parental responsibility regarding the monitoring of the student on an ongoing/daily basis to insure that the student is carrying and taking the medication as ordered. This contact will be documented.

Any student self-administering medication without proper authorization will be counseled by the school nurse. In addition, the parents will be notified. In all instances, school administration will also be informed. Periodic reevaluation of the effectiveness of the procedure will be instituted.

Emergency Medication: The requirements allowing registered professional nurses to administer agents used in the emergency treatment of anaphylaxis include: (1) Following non-patient specific standing orders and protocols authorized by a physician or a nurse practitioner and (2) Maintaining or ensuring the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer anaphylactic treatment agents.

Non-FDA Sanctioned Requests/Herbal Remedies, Dietary Supplements and Natural Products: TRCS will not honor requests for use of herbal remedies, dietary supplements and natural products as they are not sanctioned by the FDA. Such matters will be explained to the parent whose cooperation will be sought to have such medications administered outside of school. An appropriate notation should be made on the student's health record.

Food Services

TRCS is its own school food authority. TRCS has its own chef and food service staff on its payroll. The School serves breakfast, lunch, snack and dinner. TRCS has a nutrition committee that meets with the food service staff. The School follows all SED rules and regulations regarding the types of food (including portions) that are provided to students.

Transportation Services

TRCS will utilize the New York City Department of Education's Office of Pupil Transportation for school bus service for eligible K-6 and special education students and Metrocards for eligible K-12 students.

Admissions Policies

Admissions

The Renaissance Charter School is a non-sectarian, public school. TRCS does not discriminate against any student on the basis of ethnicity, national origin, religion, gender or disability. Admission to TRCS is determined according to the following guidelines:

1. Parents/Guardians interested in having their child attend TRCS are strongly encouraged, but not required, to attend an Open House.
2. Applications will be available at the school beginning (date to be determined each year) and at the conclusion of each open house. Upon request applications will also be mailed to interested families. TRCS also participates in the online charter school common application.

3. TRCS will conduct a lottery for openings in kindergarten, fifth grade class, and available seats in 9th grade. Students in TRCS' pre-K program have an admissions preference for seats in Kindergarten, Siblings of current students who submit applications by the due date also have an admissions preference. Students who are residents of CSD 30 who submit applications by the due date are considered after these preferences are filled.
4. Some seats may be available in grades 1-4, 6-8, 10-12. Applications for these grades are automatically wait listed and will be considered only if openings occur in which case a lottery will be conducted if applicants exceed available seats.
5. Applications must be received by 3:00 p.m. on (date to be determined each year, but no earlier than April 1) in order to be included in the initial lottery. It is the parent's / guardian's responsibility to ensure that the completed application is received by the due date.
6. Only fully completed applications will be considered. Applications for kindergarten, fifth grade and ninth grade should include a self-addressed, stamped envelope if US mail notification of acceptance is preferred. Otherwise, notification of acceptance will be made via email.
7. Any application received after 3:00 PM on (date to be determined each year, but no earlier than April 1) will be placed on a waiting list. Wait list applications are only valid for one school year.
8. Notification of acceptance or wait list will be sent no later than (date to be determined each year) i.e. Due to a large number of applicants in the initial lottery, no admissions decisions will be given over the telephone.
9. Parents/Guardians who accept an offer of admission for their child must return a confirmation no later than 3:00PM on (date to be determined each year). A copy of the child's birth certificate, proof of residence, proof of immunizations, most recent report card and IEP, if any, must be submitted with the confirmation. If TRCS does not receive a confirmation and the copies of required documents, the offer of admission will be passed to a child on the wait list. It is the parent's /guardian's responsibility to ensure that TRCS receives the reply by the due date.
10. An orientation conference will be scheduled for all parents/guardians and their child who accept admission to The Renaissance Charter School. The conference serves as a forum to establish relationships and clearly convey the philosophy and program of the school. Parents / Guardians will be notified of the date for orientation.
11. If seats become available after the initial lottery, a lottery of wait list applications will be conducted.
12. Final acceptance of all students into pre-kindergarten is conditional upon the student turning 4 years of age no later than December 31 of the year admitted. Final acceptance of all students into kindergarten is conditional upon the student turning 5 years of age no later than December 31 of the year admitted. Students applying for grades 1-12 must submit copies of final report cards and/or transcripts from current schools and must meet the criteria for promotion to the grade for which they are applying.

When a vacancy occurs, a new lottery will be implemented within one week. Priority will again be given to siblings of current students and residents of CSD 30.

Transfers and Withdrawals

Parents/guardians may withdraw their children at any time from TRCS. A TRCS pupil accounting registrar will facilitate paperwork requirements. Students will be dropped from the TRCS register who have 20 or more consecutive unexcused absences as will students over 17 who are truants. .

Students in 8th grade must confirm attendance at TRCS by the initial lottery application deadline as set forth each year. Students in 8th grade who submit NYC DOE high school enrollment forms confirming attendance to another high school will also lose their priority to attend 9th grade at TRCS and their seat will be made available in the lottery.

Student Safety and Discipline

The Renaissance Charter School Student Discipline Policy which contains pertinent policies for maintaining student discipline including rules and procedures for disciplining, suspending, or expelling students is attached. (Attachment 4)

Code of Ethics

TRCS is based on the concept of community. The community must be protected carefully because every action of staff members has an impact—subtle or overt—on the lives of students. Working together to create the right environment will facilitate the growth and community of the nurturers which in turn will determine the development of future leaders. All employees, trustees and officers are expected to preserve the highest standards of integrity and ethical principles. Any action that is in violation of the spirit and purpose of the code is considered unethical. Individuals must hold the welfare of students as the paramount concern. There is to be no personal financial profit in any school endeavor. All conflicts of interest must be avoided.

This policy is affirmed the TRCS Board of Trustees Code of Ethics. **See Exhibit L: Code of Ethics.**

Federal Requirements

Child Find Requirements

TRCS will comply with the federal Child Find requirements (34 CFR §300.125), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Intensive Education Program, or referral to the CSE of the student's district of residence. Other students will be brought to the attention of the Student Support Team if they are demonstrating any problems within the regular classroom environment. A response to intervention process is initiated with tiers of interventions implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

Data reporting requirements of the IDEA

In compliance with 34 CFR §300.750, TRCS will submit an annual report to NYSED detailing the number of students with disabilities it serves, the nature of each student's disability, and each student's educational placement and setting. For reports that are the responsibility of the district of residence, TRCS will make any necessary data available to the district in a timely fashion and will comply with 8 NYCRR §119.3, which details requirements for the "Charter School Report Card" and includes information relating to students with disabilities.

In compliance with 34 CFR §300.750, TRCS will submit annually the following reports by the dates noted: (1) PD-1C/4C: Dec. 13 - *Count of Students with Disabilities Provided Special Education on December 2 and the Settings in which Students with Disabilities are provided services*; (2) PD-5C: mid-July - *Students Exiting Special Education* ; (3) PD-6: Feb. 1 - *Special Education Personnel*; (4) PD-8: mid-July - *Students with Disabilities Suspended for Disciplinary Reasons*; and (5) SEDCAR-1: Mar. 1 - *ASEP Request for IDEA Sub-allocation*.

The special education staff in conjunction with the Principal will be responsible for ensuring the collection, maintenance, and reporting of all data regarding students with disabilities. The reports listed shall be provided to the school district of residence and NYSED, as required. For example, special education data required by the Annual School Report Card shall be included as part of TRCS's Annual Report, which shall be provided to the Board of Regents through NYSED (a copy which also would make available to the school district).

FERPA

TRCS will follow all applicable requirements of the IDEA and the Family Educational Rights and Privacy Act (“FERPA”) and implementing regulations relating to the confidentiality of student records (34 CFR §300.560-577 and 34 CFR Part 99). All appropriate staff will be trained in such requirements, and the TRCS School Leader or his/her designee will be responsible for ensuring the confidentiality of personally identifiable information within student records. In accordance with FERPA, parents will be allowed to inspect and review all of their student’s educational records maintained by TRCS. Upon receipt of such a request, TRCS will adhere to the requirements of the Freedom of Information Law. In any event, TRCS will comply with such a request for access within a reasonable period of time, but in no case more than 45 days after it has received the request.

Before disclosure of any personally identifiable information relating to a student to someone other than the parent or eligible student, TRCS will (with the exception noted below) obtain a signed and dated written consent of the parent or eligible student. Personally identifiable information may be released without the prior consent of the parent or eligible student to school officials and teachers only if TRCS determines that such persons have “legitimate educational interests.” All files required by law to be kept confidential shall be kept under lock, in a place and manner that restricts access to only those individuals who are authorized to view these records. More specifically, special education records shall be kept under a locked file cabinet under the supervision of the School Leader or his designee in his or her secure office. The School Leader or his/her designee shall maintain a list of those staff allowed to access specific files, including the respective student’s teacher and parent. A sign-out sheet shall be maintained by the School Leader or his/her designee for all records to keep track of their location at all times.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31): (1) School officials with legitimate educational interest; (2) Other schools to which a student is transferring; (3) Specified officials for audit or evaluation purposes; (4) Appropriate parties in connection with financial aid to a student; (5) Organizations conducting certain studies for or on behalf of the school as long as data cannot be ascribed to any particular student; (6) Accrediting organizations; (7) To comply with a judicial order or lawfully issued subpoena; (8) Appropriate officials in cases of health and safety emergencies; and (9) State and local authorities, within a juvenile justice system, pursuant to specific State law.

TRCS may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. TRCS will tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that TRCS not disclose directory information about them. TRCS will notify parents and eligible students annually of their rights under FERPA. The actual means of notification will be a special letter to parents and guardians.

TRCS ensures parents of special education students that the frequency of communication to them about the progress of their students provided by TRCS will occur at least as often as similar communication to parents of non-special education students. At least quarterly, progress reports regarding each student and his or her IEP, as well as copies of all report cards, will be provided to the student’s parents and to the student’s district of residence. The district of residence is welcome at any time to monitor TRCS’s implementation of its special education program.

PART 5: MISCELLANEOUS

XIV. Operational Impact/Dissolution

1. **Operational Impact [Ed.L. §2851(2)(q)]:**

Fiscal Impact on Public Schools

TRCS will continue to have minimal fiscal impact on NYCDOE public schools during its next charter term. For purposes of this analysis, TRCS expects that the NYCDOE will have to transfer \$13,877 annually for each child enrolled during the 2015-16 school year—the first year of the next charter term; in 2016-17 per pupil funding grows by \$150 to \$14,027 and stays constant at that figure for the remaining years of the charter term. According to information on the NYCDOE website, the NYC school district budget is \$24 billion¹¹. The number of such students in the first year of the next charter term will be 630 and the financial impact on the NYCDOE will be \$8,742,510, or 0.035% of the total NYC DOE budget. In subsequent years, the financial impact remains minimal. As documented in the chart below, TRCS will have little to no financial impact on the city during this time.

Year	# of Students	Per Pupil Allocation (assuming 3% annual increase)	Projected Charter Cost	District Budget (using NYCDOE assumptions with 3% annual increase)	Projected Impact (i.e. % of NYCDOE's Overall Funding)
2015-16	630	\$13,877	\$8,742,510	\$24,000,000,000	0.036%
2016-17	630	\$14,027	\$8,837,010	\$24,720,000,000	0.036%
2017-18	630	\$14,448	\$9,102,240	\$25,460,000,000	0.036%
2018-19	630	\$14,881	\$9,375,030	\$26,230,000,000	0.036%
2019-2020	630	\$15,327	\$9,656,010	\$27,010,000,000	0.036%

Fiscal Impact on Non-Public Schools

With respect to non-public schools, TRCS is not anticipated to have a great effect on these institutions as the TRCS expects that many of its students will come from low-income families that would not have had the means to pay for high tuition private schools. For families who had previously made their choice to send their children to low-tuition parochial or private schools, the option to withdraw their children from those schools in favor of high performing free public charter schools may reduce enrollment of these nonpublic schools. However, TRCS will most likely appeal to families of students in the existing traditional public schools, since most of these schools are not meeting state standards and, consequently, their students would benefit from the programs offered at TRCS.

2. **Dissolution [Ed.L. §2851(2)(t)]:**

TRCS will follow all procedures regarding closure or dissolution as listed in its agreement with the Chancellor of the Board of Education of the City of New York.

Logistical Transfer of Students

In case of dissolution, TRCS will inform the parents of each student in grades K-8 the name and address of the student's zone school. TRCS will inform the Office of High School Admissions of the dissolution and work with the Office to provide placement for each high school student. TRCS will also distribute a letter that lists alternative school choices for all students.

¹¹ <http://schools.nyc.gov/AboutUs/default.htm>

Transfer of Student Records

In case of dissolution, all student records will be transferred to appropriate school districts and/or schools. Parents will be notified that a copy of such records will be available to each student's parent or legal guardian upon request.

Public Meeting

In case of dissolution a public meeting will be conducted to provide information on the school's dissolution to parents and other interested community members.

Transfer of the School's Assets

In case of dissolution TRCS will conduct an audit of all school assets. After satisfaction of outstanding debts pursuant to Education §220, the remaining assets of TRCS attributable to public funding are to be paid back to the school district(s) having resident children served by the charter school in its final year of educating students. If more than one school district had children served by the school, then the repayment of funds would be done proportionally based on the number of children served by the charter school. At the school's discretion material resources such as books, furniture, and equipment will either be sold or physically transferred to the Department of Education. TRCS will ask the Department of Education to designate a liaison to negotiate the transfer of outstanding material resources or financial assets to the Department. In compliance with law, TRCS has established an escrow account of no less than \$70,000 to pay for legal and audit expenses related to the dissolution of the charter school.

XV. Institutional Partnership Agreement

Not applicable.