

## Charter Application Summary

Charter School Name	Syracuse Academy of Science and Citizenship Charter School
Applicant Name(s)	Dr. Fehmi Damkaci
Media Contact Name	Dr. Tolga Hayali
Media Contact Email Address	hayali@sascs.org
Media Contact Telephone Number	315.728.9555
District of Location	Syracuse City School District
Opening Date	September 2016
Proposed Charter Term	Five Years
Proposed Management Company or Partners	None
Projected Enrollment and Grade Span During Charter Term	525, K-6
Projected Maximum Enrollment and Grade Span	975, K-12
<i>Mission Statement:</i> Syracuse Academy of Science and Citizenship Charter School will provide support, challenges and opportunities for its students, and it will instill the necessary skills and knowledge in math, science, and technology to empower students, through high intellectual standards, preparing them for college, career, and citizenship. The school seeks to graduate students who can think critically and creatively, who are committed to a lifetime of learning and civic involvement, and who are conscious of local, global, and environmental issues.	

### School profile

The Syracuse Academy of Science and Citizenship Charter School (SASCCS) will be located in the Syracuse City School District (SCSD) and is expected to serve students residing there due to admission preference for Syracuse residents. Initially, we will have grades kindergarten, one, and two with 168 students; then one grade will be added every year afterwards. The total number of students will steadily increase over eleven years to reach 975. Student/Teacher ratio will be 13 to 1 or less. SASCCS will also have an enrollment preference for the ELL population. The number of school days will be increased from 180 to 195, starting in the fourth year. Students will be required to complete 225 hours of community service through kindergarten to twelfth grades.

SCSD is serving more than 20,300 students with a 14% ELL population. SCSD has been classified as a “Focus District” by NYSED in the 2014-2015 school year. Only 51% of the 2010 cohort group received a Regents diploma. With a maximum student population at full capacity of 975 students in K-12, SASCCS will be able to offer personal attention and home visits, which are difficult to achieve in a school district with nearly 2,900 ELL students. Therefore, there is a great need and demand for a college preparatory charter school with special emphasis on math, science, and technology education in Syracuse with ELL enrollment preference.

### School programs

SASCCS has been designed as an innovative school choice in Syracuse that will be accountable to the city residents as modeled after Syracuse Academy of Science Charter School (SASCS), which was successfully modeled in Utica (UASCS) in 2013.

The immediate focus of SASCCS is to equip students for both short-term and long-term academic success, to keep a broad spectrum of options open for students’ future endeavors, and to prepare them to be responsible and productive citizens. We believe that an educated citizen in the

twenty-first century must have the skills and understanding to participate and work productively in a multicultural, globally-oriented environment, including the skills required to use technology to its full potential. SASCCS will model citizenship and civic involvement by inviting local leaders as speakers, participating in job shadowing, and extended community services. As students participate in community service opportunities, they become aware of the issues facing their region, and by becoming an active part of the solution, they become more involved, caring citizens.

Through our meetings with community leaders and residents, as well as canvassing surveys, we have garnered interest, feedback, and support for SASCCS. More than 97% of 479 survey respondents showed an interest in SASCCS and would consider enrolling their children. We have developed 10 Design Elements that reflect the main tenets of SASCCS: 1) College Preparation, 2) Focus on STEM, 3) Environmental Education, 4) Glocal Education, 5) Youth Leadership Program, 6) Tutoring and After-School Programs, 7) Parental Involvement and Home Visits, 8) Performance-based Accountability, 9) Extended Learning Time, 10) Small School Environment.

Students will be required to complete 26 high school credits, which is well above state and city standards, and 225 hours of community service, as part of its citizenship mission, for graduation over thirteen years. SASCCS will adopt a uniform student dress code.

SASCCS believes that its small school atmosphere, coupled with extensive after-school activities, extended school day, and summer school will provide the attention that an at-risk population, including ELLs and students with disabilities, needs to succeed. Students with disabilities and ELL students will generally receive instruction as part of the regular classroom with other students, as appropriate, with supplemental instruction as needed by our special education teacher or teachers trained by the coordinator.

## **Governance**

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Our prudent governing board with close oversight on our schools' educational, organizational, and financial operations, as well as experienced administrators will be crucial and instrumental in modeling the school practices aligned with our mission and key design elements at SASCS and UASCS.

We have amassed extensive experience and expertise spanning from academics and college collaborations to financial expertise, parental involvement, legal expertise, and community outreach. Our staffing plan includes the necessary number of administrative staff, full time teachers, teacher aides, special education and ELL teachers, and non-instructional support staff to implement our design and mission effectively. In order to replicate effectively, the superintendent will closely work with the new school's director. The future SASCCS elementary school dean will have at least three years of experience at SASCS elementary school setting.

The founders of SASCCS all have the common trait of strong involvement in academic studies and institutions of learning. We also share a common vision for the value of academic excellence in the development and well-being of individuals and of the community as a whole. We are driven by a sense of civic duty. We feel a responsibility to the Syracuse community and believe that our extensive experience and expertise will establish a great new school.

We have been committed to this project since the autumn of 2014, and have dedicated many resources toward its success. We believe we have the experience, commitment, and resources to achieve our goals, stated in detail in this proposal. We are committed to overcoming any potential concerns or problems regarding the application and to working with the State Education Department and other related authorities to make SASCCS a reality.

## A Charter School Application

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Presented to

**The New York State Education Department**

*October 4th, 2015*

1001 Park Avenue • Syracuse • NY 13204  
Phone: (315) 428-8997 • Fax: (315) 428-9109

[www.sasccs.org](http://www.sasccs.org)

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

## A. MISSION STATEMENT AND OBJECTIVES

**Mission Statement:** The Proposed Syracuse Academy of Science and Citizenship Charter School (SASCCS) will provide support, challenges, and opportunities for its students, and it will instill the necessary skills and knowledge in math, science, and technology to empower students through high intellectual standards, preparing them for college, career, and citizenship. The school seeks to graduate students who can think critically and creatively, who are committed to a lifetime of learning and civic involvement, and who are conscious of local, global, and environmental issues.

**Objectives:** Learning and professional opportunities and cooperation, and achievement and accountability characterize SASCCS’s objectives.

- a) Improve student learning and achievement,
- b) Increase learning opportunities for all students but in particular for ELL students,
- c) Use innovative teaching methods,
- d) Create professional opportunities for all staff members,
- e) Provide parents and students with expanded educational choice, and
- f) Provide a performance-based accountability system

Not only are SASCCS key design elements directly derived from the school’s mission, but these elements also provide tangible evidence of the school’s objectives in action. Charter objectives are aligned with Education Law §2850(2) as seen in Table 1. Additionally, key design elements and mission tenets are aligned with SASCCS’s objectives.

**Table 1: Design Elements and Their Alignment with School Mission Tenets and School Objectives**

Mission Tenets	Alignment	Design Elements	Alignment	SASCCS Objectives
(I) Challenges/ opportunities for students	III	1. College Preparatory	a, b	a. Learning improvement b. Learning opportunities c. Innovative teaching methods d. Opportunities for staff e. Choice for parents and students f. Performance- based accountability
	II	2. Focus on STEM	a, b, c	
(II) Focus on STEM	II, VI	3. Environmental Education	b, e	
	III, IV, V	4. Glocal Education	a, b, e	
(III) College and career oriented	I, III, IV	5. Youth Leadership	b, e	
	I, II, III	6. Tutoring and Afterschool Programs	b, c, f	
(IV) Citizenship and civic involvement	III	7. Parental Involvement and Home visit	e	
	I	8. Performance-based Accountability	f	
(V) Local and global issues	I	9. Extended Learning Time	a, b	
(VI) Environment al issues	I	10. Small School Environment	a, b, e	

The immediate focus of SASCCS is to equip students for both immediate and long-term academic success, to make a broad spectrum of options available for their future endeavors, and to prepare them to be responsible and productive citizens. We believe that an educated citizen in the twenty-first century must have the skills and understanding to participate and work productively in a multicultural, globally-oriented environment, including the skills required to use technology to its full potential.

Beyond its core program, SASCCS is dedicated to challenging and stimulating every child. By meeting its objectives, SASCCS will provide students with a positive educational and social experience in a structured, challenging, and nurturing environment. It will be an organization in which students, teachers, and parents are communally aware of and committed to the school's mission and goals.

SASCCS has been planned to support and enhance the academic growth, social competence, and emotional functioning of all its students, including ELL, special education, and students at-risk. It will provide a rich learning environment that promotes a strong sense of self and community, fosters positive relationships among peers and staff, and practices effective communication and peaceful conflict resolution. Its small size will allow for personal relationships among students, staff, administration, and families, ensuring that no student falls through the cracks.

By incorporating as many opportunities as possible for students (particularly individuals with multicultural, minority race, or at-risk backgrounds) to interact with community and business leaders, including politicians and members of law enforcement, SASCCS will embolden students to mimic these successful counterparts. The school not only seeks to educate students regarding local and global civic and environmental issues, but also to inspire students to become deeply involved with investigation, change and management processes required to create a bright future.

The school will replicate the strengths of two existing college-preparatory public charter schools, which have the same mission, key design elements, and have proven to be effective in operation, educational methodology, and curriculum. In addition, SASCCS will have an enrollment preference for the ELL population, an extensive after school ELL program and increased from 100 hours to 225 hours of community service requirement extended to all grades.

## B. KEY DESIGN ELEMENTS

SASCCS believes every child is academically able, if given a chance. Our core educational belief has been described in Section I-A, which can be summarized as providing multiple opportunities beyond the classroom for students to realize and fulfill their academic abilities. Essential to the realization of each student's academic abilities will be the establishment of outstanding instructional quality and curriculum. In addition, during school hours, at-risk students will receive one-on-one and small group tutoring. The ELL population will be offered weekend and summer intensive programs to improve their English skills. After school hours and during vacations, not only will more academic tutoring be made available, but students will also be able to participate in academic competitions; local, national, and international field trips; and a multiplicity of clubs and activities. Through these chances for engagement and relationship-building, students will increase their cognitive development and gain a sense of attachment to the community at large. The Key Design Elements at SASCCS directly align with the school's mission and objectives, and draw heavily from successful implementation at [Syracuse Academy of Science](#)

(SASCS) and Utica Academy of Science (UASCS) Charter Schools. SASCCS will be modeled after Syracuse Academy of Science (for parent and student testimonials visit [sascsblog.org](http://sascsblog.org)). All the academic, financial, organization experiences accumulated at SASCS over 10 years and UASCS over 3 years will be shared and passed along to SASCCS through its governance body and the Superintendent. The SASCCS competition-based science and math program is modeled after the SASCS program—a program that garnered so many scholarships and awards for its students that it is featured as a “Successful Practice” on the NYSED [website](#). Its extensive and extended programs for the ELL population are modeled after the successful UASCS ELL recruitment and programs. SASCS has met or exceeded the Syracuse City School District (SCSD) and the state graduation rates, state test scores, and college acceptance and has a successful operational and financial management, strong governance, and community support; and UASCS is proving to be a successful replication. UASCS has already shown great success in attracting ELLs by exceeding its targeted ELL level. With these schools as models for SASCCS, we are confident that it will be successful once in operational.

## **1. Design Element: College Preparatory**

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*Mission Alignment:* College and Career Oriented; *Objective Alignment:* Learning Improvement and Learning Opportunities.

It is important to ensure that all students are college ready—and especially important to address the substantial inequalities in college readiness among students from various racial and ethnic backgrounds and family income levels. Improving college readiness is crucial to the development of a diverse and talented labor force that is able to maintain and increase U.S. economic competitiveness throughout the world.<sup>1</sup>

Aligned in every way with the school’s mission to graduate college-ready and civic-minded students, the importance of college readiness is understood very well at SASCCS. In addition to high quality instruction and curriculum, programs during school, after school, and during the summer that have been already developed and practiced at SASCS and UASCS will be replicated at SASCCS to make sure that every student has an opportunity to attend college. The model school SASCS has 92% or higher college acceptance rate over five consecutive years. The school will create a college-bound culture and will provide an extensive and targeted curriculum aimed at college preparation.<sup>2</sup> These programs include (but are not limited to) a School-wide College Culture Program, a Monthly Advisory Program, Saturday SAT Classes, MathCounts, Science Olympiad, SUNY Oswego Summer Science Immersion, and extensive college course offerings. We envision that college-prep culture will not start and end in school, but rather become an entire lifestyle, including aspects such as homework and managing time wisely.

The founding group of SASCCS will share the existing collaborations at SASCS to provide exposure, guidance, and involvement between the SASCCS students and staff and programs at local colleges. Involvement will range from field trips and college visits to inviting college staff members to participate at the school as keynote speakers, judges in academic competitions, and valued guests at special presentations and events.

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<sup>1</sup> ACT (2005) Crisis at Core: Preparing All Students for College and Work.

[http://www.act.org/research/policymakers/pdf/crisis\\_report.pdf](http://www.act.org/research/policymakers/pdf/crisis_report.pdf), accessed on 3/16/2015

<sup>2</sup> Boston Higher Education Partnership. (2007) From College Access to College Success: College Preparation and persistence.

<http://www.usc.edu/dept/chepa/IDApays/publications/130.pdf>, accessed on 3/16/2015.

## 2. Design Element: Focus on STEM

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*Mission Alignment:* Focus on STEM; *Objective Alignment:* Learning Improvement, Learning Opportunities, and Innovative Teaching Methods.

The curriculum will focus on science, technology, engineering and math (STEM), which provide the necessary foundation for college entrance and careers in technical fields. STEM education is a high national priority because of a lack of skilled workers in these fields.<sup>34</sup> Rising concerns about the ability of the United States to compete in the global economy have led to numerous calls for national efforts to increase the number and diversity of students pursuing degrees and careers in STEM fields.<sup>5</sup> The following STEM engagement activities are already implemented at SASCS and have been shown to improve student interest and academic preparedness for college and/or a STEM curriculum.

**Advanced Placement Level Chemistry and Biology Laboratories:** There is no doubt that state-of-the-art laboratories are a means to both strengthen the knowledge attained in classes, and to motivate and prepare students for further education by giving them hands-on opportunities to study STEM areas. State-of-the-art laboratories are also necessary for successful preparation for Advanced Placement science examinations, and are helpful in preparing teams for Science Olympiads.

**Science and Math Camps:** Accompanied by teacher-coaches and parent chaperones, students involved in competitive science or math teams will travel outside of the county or state for 3-4 days of intensive study combined with professor meetings and college tours.

**Science Olympiads:** SASCCS students will be participating in Science Olympiads. Science Olympiad competitions bring students together each year who have cross-trained in science disciplines in preparation for competition in a variety of events, with an emphasis on active, hands-on group participation. They require a well-planned, long-term commitment, and training which instills certain discipline within the students. Through commitment, coaching, and practice throughout the year, this apprentice and mentoring program improves the quality of our science education, increases student interest in science, and provides recognition for outstanding achievement in science education to both students and teachers. Participation of many students from minority groups (as demonstrated at the SASCS Science Olympiads) engenders respect and appreciation from the community. The students who participate in Science Olympiads have the opportunity to interact with students from many other schools, and learn how to appreciate diversity while competing.

**Science Fairs:** SASCCS will organize Science Fairs every year. Students will be encouraged to work on and prepare a project for the fair. Parents and community members visit the SASCS and UASCS science fairs and local businesses support the fairs by participating as judges. SASCCS will follow this model.

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<sup>3</sup> Congress Joint Economic Committee Chairman's Staff. (2012) STEM Education: Preparing for the jobs of Future. [http://www.jec.senate.gov/public/index.cfm?a=Files.Serve&File\\_id=6aaa7e1f-9586-47be-82e7-326f47658320](http://www.jec.senate.gov/public/index.cfm?a=Files.Serve&File_id=6aaa7e1f-9586-47be-82e7-326f47658320), accessed on 3/16/2015.

<sup>4</sup> President's Council of Advisors on Science and Technology (2010). Prepare and Inspire: K-12 Education in STEM for America's Future. <https://www.whitehouse.gov/sites/default/files/microsites/ostp/pcast-stemed-report.pdf>

<sup>5</sup> National Research Council (NRC). 2012. Monitoring Progress Toward Successful K-12 STEM Education: A Nation Advancing? Washington, DC: National Academies Press. <http://isep.buffalo.edu/documents/MonitoringProgressTowardSuccessfulK-12STEMEducation-ANationAdvancing.pdf>, accessed on 3/16/2015.

**SUNY Oswego Science Immersion Program:** Since 2009, SASCS high school students have participated in a summer program at SUNY Oswego. There they learn science disciplines under the guidance of Oswego professors, in conjunction with their high school teachers, and improve their lab skills. In this way, the Science Immersion Program provides an additional professional development benefit for teachers, which in turn positively impacts all their students. Through this program, teachers spend four weeks interacting with their students and professors on a more in-depth science research project than normally possible, using equipment and facilities not typically available to high schools. The Science Immersion Program also provides an excellent college culture experience for students. Students reside on the SUNY campus for four weeks, eat their meals in the cafeteria, and get a taste of what college life is like. This program will be extended to interested high school SASCCS students.

**Math Competitions:** At SASCCS, students from every grade level who are interested in or have a talent for mathematics are encouraged to participate in extensive training to preparing for Math Competitions. SASCS has been able to establish a tradition of successful Math Competition Teams and will support SASCCS in the establishment of Math Competition Teams. Participation on these teams has given students a new perspective of math for future success. At finalist competition levels, students see firsthand that colleges award on-the-spot scholarships to students who excel in math. The MathCounts team commits to gathering at school on Saturday mornings to study for approximately 20 consecutive weeks. Because part of the competition includes teamwork, the MathCounts team also attends teambuilding activities, including horseback riding and go-karting, to strengthen friendships and knowledge of one another's strengths.

**K-7 Lego Program:** Modeled after the Lego Program at SASCS Elementary school, SASCCS will offer a Lego curriculum to all its students to enhance problem-solving skills, in a context which makes it fun and engaging to learn using Science, Technology, Engineering and Mathematics. It blends STEM knowledge and skills with soft skills such as team work, creative thinking, critical thinking, and communication. It also enhances eye-hand coordination which results in greater gross and fine motor skills and brain development at an early age.

**8-12<sup>th</sup> Grades Robotics Program:** Modeled after the Robotics Program at SASCS High school, SASCCS will create a competitive robotics team and offer in-school, after-school and Saturday robotics instruction and teamwork. Participation in the Robotics Program promotes hands-on application of the STEM curriculum, in which problem solving takes place through students' emerging engineering skills.

### **3. Design Element: Environmental Education**

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*Mission Alignment:* Environmental issues; *Objective Alignment:* Learning opportunities, Choice for parents and students.

Environmental education is a learning process that increases knowledge and awareness of the environment and associated challenges; develops the necessary skills and expertise to address the challenges; and fosters attitudes, motivation, and the commitment to make informed decisions and take responsible action (UNESCO, Tbilisi Declaration).<sup>6</sup> Research also suggests that there is a high correlation between student academic achievement and environmental education programs at

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<sup>6</sup> UNESCO (1977) Intergovernmental Conference on Environmental Education.  
<http://unesdoc.unesco.org/images/0003/000327/032763eo.pdf>, accessed on 3/17/2015

K-12 setting.<sup>7</sup> The school's environmental education will promote awareness of environmental challenges, and will include environment-related programs for practicing acquired knowledge. SASCCS will offer environmental chemistry courses, will touch on environment-related issues in all its courses, making environment one of the signature items embedded in the curriculum and school culture. The school will have a greenhouse (or share one currently located at SASCS elementary school) to create a composting program, grow vegetables and learn sustainable and organic farming.

#### **4. Design Element: Glocal Education**

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*Mission Alignment:* Local and global issues, citizenship and civic involvement; *Objective Alignment:* Learning improvement, Choice for students and parents.

The school will teach thinking globally and acting locally. The school's enrollment preference for ELL will create a diverse student population (e.g., ELLs and those eligible for free and reduced lunch) in order to create a small-world community within the school to promote its glocal educational mission. The school will combine extensive local and international interactions through local, national, and international field trips, and through visits by local, national, and international leaders, and members of institutions, to improve their understanding of other cultures. In addition to extended community service by students from K-12 and to promote citizenship, the school will also invite the community leaders to participate in education by sharing their experiences with our students to increase community involvement.

**Local Involvement (Citizenship):** At SASCCS, volunteering is core to the school's identity. Volunteerism is an incredibly enriching experience that will benefit all students – personally, academically and professionally. Community service learning embedded in the curriculum will perpetuate constructive participation by students, parents, and staff in the life of the school to promote citizenship. As students participate in community service opportunities, they become aware of the issues facing their region, and by becoming an active part of the solution, they become more involved, caring citizens.<sup>8</sup> The community involvement will directly carry the school experience into the real world, throughout higher education, work, family, and community and civic affairs. By recognizing challenges and taking part in solving them, students become better problem solvers and gain real-life application experience. Such success typically leads to a can-do attitude that spreads to academic and work pursuits. In turn, colleges and workplaces view volunteerism as a positive and desirable characteristic in applicants. These student volunteers are seen as more dependable, responsible, able to follow instructions, become committed citizens and having intrinsic motivation. According to a recent two-part study, students who participated in school-required community service were 22 percentage points more likely to graduate from college than those that did not, and were more likely to have improved their Reading, Math, Science, and History scores.<sup>9</sup> Students personally benefit as they develop a sense of pride that comes from seeing

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<sup>7</sup> Oksana Bartosh (2012). Environmental Education: Improving Student Achievement. Master's Thesis at Environmental Studies at Evergreen State College. <http://www.seer.org/pages/research/Bartosh2003.pdf>, accessed on 3/17/2015

<sup>8</sup> Skinner, R. and Chapman, C. (1999). Service-Learning and Community Service in K-12 Public Schools. National Center for Educational Statistics, September. <http://nces.ed.gov/pubs99/1999043.pdf> accessed on 2/28/2015.

<sup>9</sup> Dávila, A., and M.T. Mora (2006), Civic engagement and high school academic progress: An analysis using NELS data [Part I]. Center for Information and Research on Civic Learning and Engagement (CIRCLE), 52 <http://www.civicyouth.org/PopUps/WorkingPapers/WP52Mora.pdf> accessed on 3/1/2015.

how their actions benefit their community. They may find that their volunteering experiences leads to a fulfilling career, as they discover skills they need to develop or observe an adult whose work and leadership they wish to emulate. Through volunteer experiences, students build a network of relationships and advisors who will strengthen ties to the community and serve as references in the future. The combination of volunteer experiences and building references can lead to significant scholarship opportunities as well. Studies also indicate that students who participate in community service are more likely to become voters, and continue their involvement in their communities as problem solvers and active change agents and citizens.<sup>10</sup> Administration and staff at SASCCS will reinforce productive attitudes toward work, community, school, friends, and self; a willingness to sacrifice for the common good, as well as for personal fulfillment; deep respect for family, school, and community; and the capacity to appreciate the opportunities life affords. Students will be required to complete 225 hours of community service (extended compared to SASCS's required 100 hours) learning through kindergarten to twelfth grades, which will be part of their curriculum.

SASCCS will model citizenship and civic involvement based on SASCS's success in inviting local leaders from political, service, business and academia as speakers or judges of student projects and performances, participating in job shadowing opportunities, and visiting workplaces.

**Global Involvement:** Using measures of intellectual development established by Perry (1970), McKeown (2007) demonstrates important effects on students' intellectual development due to an extended first-time experience abroad, and suggests that a significant first-time experience abroad plays a major role in students' cognitive development<sup>11</sup> and promote world citizenship. This is critically important given the increasing globalization of the world economy that has created a large need for people in the workforce who can be comfortable with and understand other cultures. Based on strong research evidence and enthusiastic student and parent interest, SASCS teachers have arranged and chaperoned student visits to Bosnia, Kenya, Japan, Turkey, Spain, Belgium, France, the Netherlands, Germany, and Canada. UASCS also have arranged trips to Spain and Bosnia in its first two years of operation. Parents supported the idea of exposing their children to other cultures. SASCCS plans to mirror the positive experience and feedback received from parents and participants at SASCS and UASCS. SASCCS will share plans for international field trips through discussion during the open meetings. Such trips will not be mandatory and parents will be expected to cover the cost for their child participating in international trips. Students may organize fundraisers to help partially defray the cost of such trips. However, the school will use exchange programs to lower the cost of housing and ground transportation in the visiting country. Faculty will also be encouraged to prepare their students to participate in international competitions, attendance at which may be sponsored by the school. SASCCS will announce proposed trips before January every year through mail inserts with report cards, newsletters, and on the school website. We will utilize teachers and parents as chaperones for the international trips, as needed.

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Dávila, A., and M.T. Mora (2007), Do gender and ethnicity affect civic engagement and academic progress? [Part II]. Center for Information and Research on Civic Learning and Engagement (CIRCLE), 53. <http://files.eric.ed.gov/fulltext/ED495764.pdf> accessed on 3/1/2015.

<sup>10</sup> Hart, D., Donnelly, T.M., Youniss, J., & Atkins, R. (2007). High school community service as a predictor of adult voting and volunteering. *American Educational Research Journal*, 44(1), 197- 219.

<sup>11</sup> McKeown, J.S. (2007) *The First Time Effect: The Impact of Study Abroad on College Student Intellectual Development*, Albany, NY: SUNY Press. Perry, W.G. (1970) *Forms of Intellectual and ethical development in college years: A scheme*. New York: Holt, Rinehart, and Winston

## 5. Design Element: Youth Leadership Program

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*Mission Alignment:* Challenges/opportunities for students, citizenship and civic involvement;  
*Objective Alignment:* Learning opportunities, choice for students and parents.

Our community needs outstanding leaders and citizens with both strong and good character. Tomorrow's community leaders will be trained and educated today through strong interpersonal skill building, positive citizenship through community involvement, and critical reflections with role models and mentors.<sup>12</sup> The school's curriculum and instructional quality will reach beyond standard academic topics to train students on the traits of a good leader. The school will teach universally recognized values (e.g., honesty, stewardship, kindness, generosity, courage, freedom, justice, equality, citizenship and respect) as part of its character education program. Character education will be offered one hour per week in grades kindergarten through seven. In addition, these values will be emphasized using multicolored posters, banners, and bulletin boards featuring a value or virtue of the month, lively morning public address announcements and occasional motivational events with parents throughout the year. Parents will be encouraged to be part of these efforts to reinforce the values outside of the school setting. The school will offer extracurricular activities to help students build character and life skills. These programs will be offered on a monthly basis and last three to four hours. In addition, each program will provide focus-group reflections that allow for a transfer of learning between the activities and the classroom.

SASCCS will create a mentorship program similar to SASCS to ensure that participating students in grades 8-12 have access to a non-parent adult mentor to provide emotional support, companionship, gender and racial identity role model, self-esteem and self-efficacy beliefs, citizenship, social competence, skills for avoiding risky behaviors and engaging in positive health behaviors, and quality of relationships with parents, peers, and other adults. In addition, the objectives of the program center on increasing school attendance rates, academic performance, and post-secondary attainment. Students will benefit from a higher sense of leadership, life skills, and academics. The program incorporates collaboration with local organizations to expose students to additional mentorship and different opportunities both educationally and personally. Additionally, students participate in collegiate enrichment geared to help students navigate educational systems and prepare for 21st century careers.

A student committee will be supervised to organize an annual "women's leadership panel", which is modeled after SASCS. Each year, the panel may emphasize different a focus, such as STEM, diversity, glass ceiling, etc., which is related to common gender and leadership issues. These panelists will serve as a role model for to students and inspire with their talks to encourage them to think outside of the box.

Like SASCS, SASCCS will encourage its students to join in the free six-week [Terra Summer Youth Leadership and Citizenship program](#). The program aims to develop leaders who are invested in their city at all levels of racial, ethnic, and economic background. It will offer students the opportunity to serve as volunteers in local nonprofits and learn from their peers by sharing their work, education and life experiences during afternoon seminar series.

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<sup>12</sup> Osberg-Conner, J.H. & Strobel, K. R. (2007). Leadership Development: An Examination of Individual and Programmatic Growth. *Journal of Adolescent Research*. 22, 275-297.

## 6. Design Element: Tutoring and After-school Programs

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*Mission Alignment:* Challenges/Opportunities for students, Focus on STEM, and College Preparatory; *Objective Alignment:* Learning opportunities, Innovative teaching methods, Performance-based accountability.

According to a new study by the University of Chicago Urban Education Lab., students who were at risk for dropping out greatly improved their math test scores and school attendance with the help of intensive tutoring and mentoring.<sup>13</sup> Additionally, researchers found that tutors could teach strategies during their tutoring sessions and that students could learn the strategies while they worked on their class assignments and continued to be successful after tutoring ended, indicating that they were able to use the strategy they had learned in tutoring sessions.<sup>14</sup> Research has also shown that well-designed tutoring programs that use volunteers and other nonprofessionals as tutors can be effective in improving children's reading skills.<sup>15</sup> The school will include a master schedule that includes daily remedial instruction, tutoring or academic enrichment in math and reading for all students during the regular school day. For further tutoring and enrichment, the SASCCS will offer Saturday Academy, Saturday SAT Classes, MathCounts, Science Olympiad, and the SUNY Oswego Summer Science Immersion program. Enrichment programs will increase the performance of low-achieving students and will prepare high-achieving students for regional, national, and international science and engineering fairs. ELL and special education instructors will be available for “push-in, pull-out” and after-school tutoring.

**Tutoring:** All teachers will provide after school tutoring for students in need, three days each week. The teachers and Dean of School will determine student needs based on data and target those students whose performance does not reflect their potential for remedial instruction, tutoring, and academic enrichment programs.

As modeled at UASCS, the school will provide tutoring to English language learners (ELL) for a minimum of two school days each week and Saturday. If an ELL student attends all tutoring sessions, the student will be offered to 6 hours of extra ELL instruction per week on top of mandated ELL units/minutes. An ELL teacher will work with students to provide remedial, enrichment, or other support during these hours.

Tutoring at SASCCS allows for dialogue and interaction that create an atmosphere of individualized supportive learning. Tutors impart encouragement, inspiration, motivation and confidence to students enabling them to keep a positive attitude and succeed in their courses. The goal of SASCCS's tutoring is for students to become independent learners with an interest in lifelong learning, and to help students refine the skills they need to succeed on their own.

**Students at risk:** A key feature of the school day will be integrated remediation and/or enrichment. Students who are struggling academically will be assigned to remediation classrooms, where they will receive additional instruction or academic assistance in addition to their regular classes. The SASCCS program will benefit students at risk of academic failure in a number of

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<sup>13</sup> Cook, P. J.; Dodge, K.; Farkas, G.; Fryer, Jr., R. G.; Guryan, J.; Ludwig, J.; Mayer, S.; Pollack, H.; Steinberg, L. (February 2015) Not Too Late: Improving Academic Outcomes for Disadvantaged Youth. Institute for Policy Research. <http://www.ipr.northwestern.edu/publications/docs/workingpapers/2015/IPR-WP-15-01.pdf> accessed on 3/1/2015.

<sup>14</sup> Hock, M. F.; Pulvers, K. A.; Deshler, D. D.; Schumaker, J. B. (2001). The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students and Students with LD. Remedial and Special Education. 22, 172-186. <http://hunter.web.brockport.edu/pdf%20files/The%20Effects%20of%20an%20After-School%20Tut%20article.pdf> accessed on 3/1/2015

<sup>15</sup> Evidence that Tutoring Works (2001). Department of Education, Washington, DC. Planning and Evaluation Service. <http://www.gpo.gov/fdsys/pkg/ERIC-ED464343/pdf/ERIC-ED464343.pdf> accessed on 3/1/2015.

important ways. When a student is identified as being “at risk” of not completing their education based on factors such as poor school performance, poor attendance, behavioral difficulties, or economic or environmental disadvantage, he or she will be reported to the Dean of School by the guidance counselors. Additionally, SASCCS will make referrals to outside resources on an as-needed basis to address more complex and difficult issues.

## **7. Design Element: Parental Involvement and Home Visits**

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*Objective Alignment:* Choice for parents and students.

The research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement.<sup>16</sup> There are strong indications that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at home. Based on research<sup>17</sup>, highly effective parent involvement which impacts student achievement includes following characteristics: i) Establish a daily family routine, ii) Monitor out-of school activities, iii) Model the value of learning, self-discipline, hard work, iv) Express high but realistic expectations for achievement, v) Encourage children's development/progress in school, vi) Encourage reading, writing, and discussions among family members, and vii) Support student work on homework assignments.

These characteristics will be emphasized by the teachers during home visits to encourage parents to take active role in student's learning at home. In addition, home visits will create a better triad of parent-student-teacher relationships to establish these characteristics. Parental involvement, including home visits, will constitute a significant part of our school's strategic goals. As part of this unique communication program, the SASCCS educators will contact a minimum of ten school parents each week, and carry out a minimum of twelve home visits each academic year. Combining both comprehensive school programs and parental involvement will motivate students and eventually result in higher student performance.

**Student Database System:** The SASCCS Student Database System will give online access to parents, students, teachers and administrators. Database access will be available through smartphone and computer platforms. It will enable parents to be continuously and actively involved in their children's education. Parents will be able to see their children's assignments, teacher comments, test scores, and attendance instantly. Teachers will also use the database to post comments regarding student performance.

## **8. Design Element: Performance-based Accountability**

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*Mission Alignment:* Challenges/Opportunities for students; *Objective Alignment:* Performance-based accountability.

The school must achieve academic and organizational excellence through outstanding instructional quality coupled with the school's key design elements to remain a viable educational alternative in the community. Student performance and teaching and learning will be measured quarterly through data collected and tracked by multiple assessment instruments, including STAR Math and Reader Testing, Benchmark Exams utilizing ExamView Software, and full-length practice tests for state assessments. Student performance will be documented and reviewed by

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<sup>16</sup> Cotton, K. and Wiklund, K. R. (1989). Parent Involvement in Education. School Improvement Research Series. <http://educationnorthwest.org/sites/default/files/parent-involvement-in-education.pdf> accessed on 3/1/2015.

<sup>17</sup> Henderson, A. T.; Berla, N. (1994) A New Generation of Evidence: The Family is Critical to Student Achievement. Report by National Committee for Citizens in Education. <http://firststepskent.org/wp-content/uploads/2014/09/Parent-Involvement-Research-Article.pdf> accessed on 3/1/2015.

teachers, and school administrators. From these performance results, teachers will create intervention plans to improve individual student achievement. There will be an extensive teacher observation and enrichment program, in which each and every teacher is visited biweekly and given feedback, with resources tailored for their individual needs using NYSED approved models, such as Danielson Framework for teacher evaluation and the Teachscape program. There is research evidence that performance-based accountability policies and the performance information they provide encourage teachers to work harder, be more instructionally focused, and develop their instructional capacities.<sup>18</sup> Therefore, teachers will be incentivized based on student performance, home visits, and extracurricular activities. In addition, the school will use a comprehensive system based on its performance metrics to more effectively oversee school operations and school leadership using NYSED approved models, such as Marzano rubric. Based on these rubrics, school leaders will be incentivized.

## **9. Design Element: Extended Learning Time**

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*Mission Alignment:* Challenges/Opportunities for students; *Objective Alignment:* Learning improvement and Learning opportunities.

An emerging body of research suggests that expanding instructional time is as effective as other commonly discussed educational interventions, such as reducing class size, increasing teacher quality, and retaining in grade, intended to boost learning.<sup>19</sup> With a foundation in high-quality instruction and a college-preparatory curriculum, SASCCS will bolster student opportunities for success by having extended school hours: regular classes from 8 am to 4 pm. The extended school day provides additional one hour per day which results in instructional time equal to 23 school days in a year. Furthermore, school days will be increased from the standard 180 days to 195 school days starting from the school's fourth year (2019-20). This will add 15 additional instruction days for every student compared to a typical school district calendar year. The purpose for delaying the additional instructional days for three years is to maintain a sound budget with an increase in teacher salaries, benefits, and transportation cost.

For grades 6-12, extra help, one-on-one tutoring, and/or enrichment programs until 5 pm on weekdays and between 10 am and 2 pm on Saturdays will be available on an as-needed basis.

In addition, SASCCS will offer a 2-week summer enrichment program, as modeled at SASCS and UASCS, for incoming kindergarten students. It will be strongly encouraged to gain experience in a structured setting with teachers and groups of children in their new environment. At risk-students and ELL students from first to seventh graders will also be strongly encouraged to attend a 2-week summer enrichment program to get a head start and to close the achievement gap. These programs will be offered on a voluntary basis and transportation will be provided by parents.

## **10. Design Element: Small School Environment**

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*Mission Alignment:* Challenges/Opportunities for students; *Objective Alignment:* Learning improvement, Learning opportunities, and Choice for parents and students.

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<sup>18</sup> Hannaway, J. and Hamilton, L. (2008) Performance-Based Accountability Policies: Implications for School and Classroom Practices. Report by Urban Institute, Washington D.C. [http://www.urban.org/uploadedpdf/411779\\_accountability\\_policies.pdf](http://www.urban.org/uploadedpdf/411779_accountability_policies.pdf) accessed on 3/3/2015.

<sup>19</sup> Marcotte, D. E. and Hansen, B. (2010). Time for School? EducationNext, winter (10), 53-59. [http://educationnext.org/files/ednext\\_20101\\_52.pdf](http://educationnext.org/files/ednext_20101_52.pdf), accessed on 2/28/2015.

Recent research shows that school size is an important factor in student achievement.<sup>20</sup> A small school setting provides positive gains in Mathematics, English, Science, and History, more credit accumulation, and higher graduation rates. In addition, attending a small school leads to a substantial increase in likelihood of college enrollment. Students are also less likely to require remediation in reading and writing when at college. Detailed school surveys indicate that students at small schools are more engaged and closely monitored, despite fewer course offerings and activities. Teachers report greater feedback, increased safety, and improved collaboration. SASCCS schools offer a small, safe, nurturing environment to students. As modeled in SASCS and UASCS, we will have multiple campuses with small student populations. With its small school size and low student/teacher ratio, and the schools feel like a family. Our staff knows our students individually and works with them and their families to achieve the best possible outcome for each student.

**C. ENROLLMENT, RECRUITMENT, AND RETENTION**

**Table 2: Five-year Enrollment Plan**

Grades	Ages	Year 1 2016–17	Year 2 2017–18	Year 3 2018–19	Year 4 2019–20	Year 5 2020–21
<b>K</b>	5	75	75	75	75	75
<b>1</b>	6	48	75	75	75	75
<b>2</b>	7	48	48	75	75	75
<b>3</b>	8		48	75	75	75
<b>4</b>	9			75	75	75
<b>5</b>	10				75	75
<b>6</b>	11					75
<b>Total</b>		168	246	375	450	525

**Rationale for school/grade/class size:** One of SASCCS’s key design elements is a small school setting, a characteristic similar to SASCS’s structure, which has enabled increased learning opportunities for all of its students. The school’s small setting will allow SASCCS to set individual goals for each student based on an intimate knowledge of students’ academic backgrounds and abilities. Based on SASCS and UASCS experience, with fewer students and low student-to-teacher ratio (14/1), SASCCS will be able to give students the attention they need to build the relationships that are required to help at-risk students succeed. For the first two years, we want to keep the school as small as possible so that the culture, tone, and school environment can be set similar to our other schools. Therefore, Kindergarten will start with three sections and first and second grades will start with only two sections of classes. After successful results over the first two years, combined with extensive recruitment efforts, we believe SASCCS will attract more students. We would also have high school grades in a separate building to maintain a small, college-going environment. The waiting list of our model school SASCS, the feedback and support received from Syracuse community based on survey and one-on-one interactions indicates that the enrollment target is very attainable and provides an attractive school option, particularly for those Syracuse families whose only other choice is a larger and low-performing public school.

<sup>20</sup> Abdulkadiroglu, A.; Hu, W.; Pathak, P. A. (2013) Small High Schools and Student Achievement: Lottery-Based Evidence from New York City. The National Bureau of Economic Research, Working Paper No. 19576. <http://economics.mit.edu/files/9158> accessed on 3/3/2015.

**Recruitment and Retention Plan:** Best practices of SASCS and UASCS, which generated a waiting list in its first year of operation in Utica with a high ELL population, and 1,400 applicants on the waiting list of SASCS, will be utilized with the new school. Information about SASCCS and the admission process will be disseminated throughout the city via flyers, bulletin boards, media and direct mailings to all parents who have children at proposed school grades. Fliers will be put at free clinics, doctor’s offices, and distributed with free newspaper. In addition, the parents whose children are on the waiting list from past years in SASCS will be informed about the new school opportunity and encouraged to apply both schools. The school will hold open houses on each Saturday in February and March, 2016 for prospective students and their parents or guardians to provide comprehensive presentation about the school and accept application. The open house announcements will be provided through several media outlets.

Interested parents and guardians who do not attend one of the school’s springtime open houses will be provided with a packet of written materials covering all the topics formally discussed at the open houses, and a meeting will be scheduled with appropriate school staff for interested parties to verbally review all the materials and answer any questions.

It is important that the school ensures students and parents/guardians understand the school’s values and its academic and social expectations before they make a decision to enroll their children. The school will take whatever additional steps are deemed necessary to make sure that parents/guardians are provided with this important information.

*Recruitment and Enrollment Preference of ELL:* To attract and recruit English language learners, the school will give enrollment preference to ELL student population (comprising approximately 14% of Syracuse’s student population). SASCCS will reach out to the significant refugee population in Syracuse using the networks of Catholic Charities, Interfaith Works, North-side Learning Center (providing after-school programs for refugee student populations) and cultural centers established by minority groups such as Bosnian and Turkic Cultural Centers. Support letters from Catholic Charities, one of two local agencies that resettle refugees in Syracuse community, is provided in attachment 2. As shown in Table 3<sup>21</sup>, Syracuse receives 23% of the refugees arrived in NY State, raking second city in the state over last years. Syracuse mayor Stephanie Miner is one of 18 mayors encouraging President Barack Obama to accept additional Syrian refugees. She stated in a letter to Obama that "we have taken in refugees, and will help make room for thousands more." The proposed school will serve the refugee children to help their integration to community through its extensive ELL support and citizenship program.<sup>22</sup>

**Table 3: Refugee Population Arrival by City in NYS**

	City	FY2012		FY2013		FY2014	
Rank		#	% in NYS	#	% in NYS	#	% in NYS
#1	Buffalo	1406	29.6	1368	31.4	1366	33.8
#2	Syracuse	1070	22.5	1013	23.3	930	23.0
#3	Rochester	735	15.5	709	16.3	637	15.8
#4	Utica	525	11.1	450	10.3	425	10.5
	<b>NYS Total</b>	<b>4746</b>		<b>4353</b>		<b>4041</b>	

<sup>21</sup> The data compiled from Refugee Processing Center. [www.rapsnet.org](http://www.rapsnet.org), accessed on 3/7/2015.

<sup>22</sup> [http://www.syracuse.com/news/index.ssf/2015/09/miner\\_to\\_obama\\_syracuse\\_will\\_take\\_its\\_share\\_of\\_syrian\\_refugees.html](http://www.syracuse.com/news/index.ssf/2015/09/miner_to_obama_syracuse_will_take_its_share_of_syrian_refugees.html) accessed on 9/29/2015.

By following the success of UASCS in attracting more ELLs than its target in its first year of operation, SASCCS will do the following best practices to attract and recruit more ELL students than its target. *The school will request the address of parents with ELL students from district for direct mailing.* School information in multiple languages will be available at SASCCS, delivered through targeted mailings, and distributed by hand in refugee housing locations, and refugee community centers. To recruit ELL population, current website and brochure highlights enrollment preference for ELL. In addition, the school will employ staff from various communities to have direct connection. In the flyers and informational meetings, the special education and ELL services will be emphasized to attract students from those populations.

*Recruitment of FRPL students:* Targeting ELL from refugee population, most likely qualified for FRPL, will also help recruitment of FRPL student population (comprising approximately 77% of Syracuse's student population in 2013-14). The proposed building for SASCCS is located in the low socio-economic income part of Syracuse City: K-8 public schools within 1 mile of the proposed location has 85%-90% FRPL population. SASCCS will adopt the following best practices in order to meet and exceed the free and reduced lunch-eligible students' goals. The best practices for recruiting include: a) targeted mailings to all Syracuse residents who have school-age children; b) media spots, including low profile and free news outlets to reach out to lower socioeconomic populations; and c) active recruitment in the refugee populations who are generally eligible for the free and reduced lunch program. We believe that our parents, who will be mostly from the lower-socioeconomic population, will be our best advocates in their communities to attract new students from the same surroundings, as evidenced by SASCS's experience.

*Recruitment of students with disabilities:* SASCCS recognizes the fact that it is a challenge for charter schools to meet and exceed their local district in terms of the number of students who need special education services. SASCCS will put forth good-faith efforts to meet or exceed enrollment and retention targets, as prescribed by NYSED, which will be comparable to the Syracuse City School District ratios, which is 20% in 2013-14. To achieve this goal, during open house recruitment sessions, SASCCS will actively seek out families who have children with disabilities and communicate qualifications of our instructors in detail during the enrollment process. We will inform them of the programs we offer for students with disabilities and qualifications of the instructors in detail during the enrollment process. All of our brochures will indicate that all students are welcome, and that the school has resources for students who are in need. By receiving these resources in a smaller setting, it is to the students' advantage.

*The school will request the address of parents of students with disabilities from district for direct mailing.* In our flyers and informational meetings and showcases, special education services will be emphasized even further to attract students with disabilities. Our school's catalog will include a special section for special education services. For a better retention rates, we will make sure the students receive the required special education services through diligent contact with parents and the students' home school districts in a timely manner. We will make sure the regular classroom teachers are updated about the special requirements of the students with disabilities so that students with disabilities will feel comfortable to remain at SASCCS.

The SASCCS retention program, in general, is subsumed under the overarching goal of providing a safe, belonging environment where students feel accepted, nurtured, and motivated. A key element of the school's retention program is to involve students in short- and long-term extracurricular activities that will not only improve students' connectedness and relationships with

other students and staff members, but also identify and develop students' interests and capabilities. SASCCS will conduct two annual satisfaction measurements as part of its retention program: a survey and an essay competition. Over the past twelve years the model school SASCS and the newly established school UASCS were registered a rating of over 95% parent satisfaction with the school's programs, has conducted annual surveys of its entire student, family and staff population to determine areas of strength and weakness. In the event that a student withdraws from the school for reasons other than relocation or graduation, we will attempt to conduct an exit interview to determine factors which led to their withdrawal. The school leadership will review survey and exit interview data, as well as anecdotal responses. In addition ELL, students with disabilities, and free and reduced lunch student percentages will be reported to the Board of Trustees (BoT) on an annual basis to create an action plan.

**Application, Admission, and Enrollment Process:** Admission to SASCCS shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or on any other ground that would be unlawful.

All children who would be eligible for enrollment in public schools in New York State in the available grades will be eligible to enroll in the charter school, subject to availability and the process set forth below.

SASCCS will admit each student eligible for public school that submits a timely application, unless the number of applications exceeds the capacity of the student's requested grade level or of the school building. If the number of eligible applications for admission exceeds the spaces available for students, a random lottery will be held as defined below.

Prospective students and their parents or guardians are encouraged to spend a day visiting the school and sitting in on a classroom instruction period. It is important that students and their parents/guardians understand the values of the school along with its academic and social expectations before they are asked to make a decision to enroll their children. The school will make staff available to any parent or guardian who needs help completing the application.

Parents or guardians wishing to submit an application for their child to attend SASCCs is required complete and submit an application online, by mail, or in person. The school does not require any action (beyond the submission of an application) on the part of potential students or their families as a condition of enrollment. The application deadline is by the first day of April each year. Both online and hard copy application forms will follow the template application form distributed by [NYSED](#) on November 18, 2011.

SASCCS will determine the available seats after giving preference to the students returning to the charter school in the second or any subsequent year of operation. If the number of timely submitted applications of eligible students for admission to the school exceeds the capacity of the grade level of the school, students will be accepted for admission from among such applicants by a random selection process (lottery).

The admissions lottery will be conducted during the month of April. The admissions lottery will be publicized on the application form, website, and will be open to the public.

Prior to SASCCS's admissions lottery, a database will be generated containing the name, grade level, and district of residence of every student who has submitted an application. During the lottery, an individual unaffiliated with SASCCS will supervise the use of computer software to generate a randomized, ordered list of all students who have submitted an application. SASCCS will then use the ordered list to admit students using the following preference process: first

preference will be given to children of employees; second preference will be given to siblings of students enrolled in the charter school; third preference will be given to ELL students residing in the Syracuse City School District; fourth preference will be given to students residing in the Syracuse City School District, fifth preference, if additional seats remain, will be given students who live outside of local school district, in the order that their name appears on the list.

Students' ELL status for lottery purposes will be determined by following ways: a) If first time schooled in US, students who claim to speak language other than English at home on the application form will be tested with NYSESLAT (for ELL Status) at school before the lottery date, or b) If schooled in US, the parents/guardians must submit ELL paperwork from existing school before the lottery date to be considered for ELL enrollment preference.

Once a student has been admitted to SASCCS, within a week, parents or guardians will be notified by email, by telephone, and/or by letters sent to the residence provided in the application. The admitted student list will be available at the school's main office and it is parents' responsibility to check the status of their students. Applicants will be asked to submit all the required forms (such as birth certificate; immunization records; the most recent report card; proof of residency; a copy of the most recent IEP (Individualized Educational Programs), if applicable; physical and dental exam done within 12 months) to complete the student's enrollment. These forms and confirmation of enrollment must be submitted by end of May. The admitted student, who submitted all required forms and documents by deadline, is automatically guaranteed a seat at SASCCS for all subsequent grade-levels, unless that student withdraws from the school. At the end of each school year, parents or guardians will be asked to submit a letter confirming their desire to enroll their child in the school for the following year. Students whose names are not selected from the list during the admissions lottery are placed on the school's waiting list in the order that their names appear on the original list. In addition, students who apply after the application deadline will be placed on the waiting list in the receiving order. A separate waiting list will be maintained for each grade level.

When an admitted student does not submit the required the documentation by the deadline or an enrolled student withdraws from the school, the school will contact the parent or guardian of the students next on the waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at the charter school before proceeding to the next name on the list. Families will be given 24 hours to respond with intentions to enroll a student or the space will be forfeited to the next applicant on the waitlist. The waitlist for each grade level will be maintained until the end of the school year. Waiting lists will not be carried over from year to year.

#### D. COMMUNITY TO BE SERVED

**SASCCS in Syracuse:** In addition to providing a small public school setting in a city that has five very large public high schools, the founding group is especially excited to serve the racially diverse Syracuse population. SASCS, serving the same population, will bring its multicultural experience to bear in the development of a sensitive school culture at SASCCS. The Syracuse demographic data shows a significantly lower standard of living than New York State as a whole, with only 26% of residents holding a bachelor's degree or higher, home ownership at 38.5%, and a per capita income of \$19,121. City of Syracuse has been receiving about 23% refugee population arriving in New York State last three years (Table 3). It makes Syracuse rank second in refugee settlement after Buffalo. We believe we have the experience, commitment, and resources to

achieve our goals, stated in detail in this proposal. Our promise to the people of Syracuse is to create a successful institution of academic excellence that will help not only its students, but the parents, teachers, and the community at large as well. We seek the opportunity to fulfill this aim. We are committed to overcoming any potential concerns or issues regarding the application and to working with the NYSED and other related authorities to make SASCCS a reality.

**Need for SASCCS:** The SCSD is classified as a “Focus District” by NYSED, indicating that a high percentage of underachieving students reside within the district. SASCCS believes that its small school atmosphere, coupled with extensive after-school activities and an extended school day (as part of its enrichment programs), will provide the attention that an underachieving students and at-risk population, including ELLs and students with disabilities (SWDs), needs to succeed. Of the 20,300 students in the district, around 14 percent are ELLs. ELLs speak a total of 74 different languages and represent 80 countries. Of these students, approximately 50 percent are refugees, according to Mayra Todd, SCSD’s ELL director. Other ELLs are: secondary refugees/migrants; immigrants; or individuals who were born in the United States, but grew up in a home in which a language other than English is spoken. Of smaller numbers are foreign-born children adopted by U.S. parents, and children of professionals from other countries who are temporarily living in Syracuse for professional or educational reasons. According to Jackie LeRoy, an ELL teacher with the SCSD who presented the ELL program to the study committee, there has been tremendous growth of ELLs in the Syracuse city school district.<sup>23</sup> As a result, there is a need for a charter school to focus on this population by providing enrollment preference.

In SCSD, there are sixteen elementary, five K-8, six middle, and five high public schools. Data retrieved on 3/10/2015 from data.nysed.gov indicates that 77%<sup>24</sup> of students in SCSD receive a free or reduced lunch, much higher than average in New York State (43% reduced lunch and 7% free lunch in 2012–13. District data also indicate that the ratio of ELL students in 2013–14 is 14%. In the 2013–14 school year, the percentage of SWDs enrolled is 20%, according to NYSED reports. Therefore, SASCCS’s academic program must emphasize methods that enhance learning opportunities and achievement for ELL students and SWDs. SASCS students who have IEPs find that services at the charter school exceed their expectations, and meet or exceed all requirements listed on their IEPs through the charter school or district resources. SASCS’s retention rate and graduation rate for students with IEPs are very high, and includes several graduates who have been salutatorian and valedictorians. SASCCS will replicate SASCS’s success with SWDs and provide exceptional service to this population. As well, SASCS and UASCS have high retention rates for their ELL populations, beginning with a welcoming and embracing attitude, and continuing with services and opportunities provided to the ELL population; this will also be offered at SASCCS.

**Table 4: Syracuse District vs. NY State Student Population Comparison**

	SCSD	NY State
<b>FRPL (2013-14)</b>	77%	50%
<b>ELL (2013-14)</b>	14%	8%
<b>SWD (2013-14)</b>	20%	16%
<b>Graduation rate (2010 cohort)</b>	51%	76%
<b>Dropout rate</b>	17%	5%
<b>College Attending (4 yr + 2yr colleges)</b>	20 % + 41%	47% + 32%

<sup>23</sup> <http://onondagacitizensleague.org/wp-content/uploads/2013/09/OCL-Refugees-2013-w-final.pdf>, accessed on 3/11/2015.

<sup>24</sup> <http://data.nysed.gov/enrollment.php?year=2014&instid=800000040902>

The data in Table 4 and Table 5 provide evidence of student needs wherein our school model can be a great help, such as increasing ELA and math scores, graduation rates, and college attendance for all students. Since there is a gap between SCSD overall performance compared to State level performance, the proposed school, SASCCS, can help to close the gap at every level, based on its model school's success.

According to the Syracuse City District's Report Card provided by the NYSED, in 2014, the percentage of students meeting or exceeding the state standard for grades 3-8 was 8% in ELA and 8% in math, while the figures were 31% in ELA and 36% in math for the state.

The dropout rate of SCSD in 2013-14 was 17%. Graduates of the 2009 cohort group attending a 4 year college is 20%, with 41% attending a 2 year college. For the 2008 cohort group, only 22% of graduates attended a 4 year college, with 50% attending a 2 year college.

**Table 5: Percentage of Students in SCSD Achieving Level 3 and 4 in ELA and Math**

Years	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>ELA</b>						
<b>2011–2012</b>	27 %	28%	24%	25%	21%	20%
<b>2012–2013</b>	9%	9%	8%	8%	8%	10%
<b>2013–2014</b>	10%	9%	8%	8%	7%	9%
<b>MATH</b>						
<b>2011–2012</b>	29%	35%	28%	23%	24%	21%
<b>2012–2013</b>	8%	11%	6%	7%	5%	3%
<b>2013–2014</b>	13%	12%	10%	7%	6%	1%

**Expansion of School Choice:** With a maximum student population at full capacity of 975 students on at least two campuses, SASCCS will be able to offer the personal attention and individual insight that is difficult to achieve in a large school district. SASCS has also been accredited by the Middle State Association and will serve as a recognized model school for SASCCS. In addition, the STEM-focused curriculum and additional math and science course requirements for graduation will help in achieving a higher college acceptance rate at SASCCS than Syracuse City School District.

Our focus on science at SASCCS will be similar to that of SASCS, which has been published as NYSED Best Practices article posted on the [NYSED website](#). SASCCS's unique characteristics which may complement the SCSD will include summer science research program in college settings, tutoring and extensive after-school programs, small setting, longer hours and days, and higher graduation requirements. SASCCS's other unique features as listed as its key design elements include youth leadership program, environmental education, and global and local education by community service and international field trips.

**Capability of Founders:** The developers of SASCCS includes individuals who have designed and implemented successful charter schools (SASCS and UASCS), who are certified K-12 educators, who are scientists and researchers, who are university professors in various fields, and who are community leaders and organizers. We feel a responsibility to the Syracuse community and believe that our extensive experience and expertise in replication (at UASCS) will establish the school. We also share a common vision for the value of academic excellence in the development and well-being of individuals and of the community as a whole. In this context, we have embarked

on this project to open a charter school in our state to fulfill our vision. SASCCS will be a not-for-profit organization. The feelings of having contributed to our community and helped children, parents, and teachers alike in this institution will be our reward for our efforts.

**Demand and Support for SASCCS:** SASCCS has conducted a survey asking Syracuse residents if they would be interested in sending their children to SASCCS and whether they thought the education in Syracuse city should be improved. In addition, we have visited local community organizations and received their feedback on proposed charter school.

SASCCS organizers conducted paper survey and online survey through our [website](#). More than 97 percent of about 479 respondents showed an interest in SASCCS and would consider enrolling their children if it is chartered. Additional outreach is being conducted through our website.

The organizers conducted open meetings on January 17, 24, and 31 and September 12 and 19 (morning and afternoon sessions each day) at SASCS High School cafeteria. These meetings were publicly announced through Syracuse.com and on our website. Support letters are being gathered (and are attached) from community and business leaders. School leaders met with leaders of Catholic Charities and North Side Learning to gather feedback regarding demand and the need of refugee populations.

We have met with several Syracuse residents, business owners, and Syracuse leaders who recognize the need and the demand for a college preparatory school with enrollment preference to ELL students and also commend our capabilities to establish and operate such a school, and hence will fully support SASCCS during its inception, establishment and operation in various capacities. More details have been provided in the next section.

## E. PUBLIC OUTREACH

**Informing the public:** SASCCS organizers have used many instruments and media to reach the Syracuse Public, including: meetings with several community leaders face-to-face or by phone; [web page](#); radio, and newspaper interviews; face-to-face and online public surveys; visits to religious facilities such as churches; and public information sessions at the SASCS cafeteria (on January 17, 24, and 31 and September 12 and 19 (morning and afternoon sessions each day). We reached out twice (in March and September) via email (total around 2,600 people) to the alumni and current parents of SASCS and applicants on its waiting list, which is more than 1,400.

We have met, informed and received feedback from community leaders such as, *Anthony Bottar*, Board of Regents; *John A. DeFrancisco*, NY State Senator; *Joanne M. Mahoney*, County Executive; *Baye Muhammad*, Parks and Recreation Commissioner; *Philip Felice*, Board President of Sacred Heart Church; *Michael F. Melara*, Executive Director of Catholic Charities of Onondaga County serving refugee populations; *Felicia Catricone*, Program Director of Catholic Charities of Onondaga County; *Rev. John D. Manno*, St. James Church; *Rev. Thomas Fitzpatrick*, Our Ladies of Lourdes Church, and *Ronald Toscorella*, Senior VP of Pathfinder Bank (community based bank); *David J. Valesky*, NY State Senator; *Stephen Fleury*, LeMoyne College Education Department Chair; *Suzanne Gilmour*, LeMoyne College Director of Education Leadership; *Kimberly A. Boynton*, President and CEO of Crouse Hospital; *Khalid Bay*, Syracuse Common Councilor 4<sup>th</sup> District; *Samuel D. Roberts*, Assembly member; *Dr. Lorrie Clemo*, Provost of SUNY Oswego, and *Dr. Joseph Shedd*, Program Chair of Educational Leadership at Syracuse University, and hundreds of Syracuse residents and small business owners.

We also met with the SCSD superintendent *Sharon Contreras* and Mayor of Syracuse City *Stephanie Miner* to present the school program.

We were invited by Syracuse 20/20 board, one of the most prestigious organizations formed by business and community leaders to improve quality of life and government in Syracuse, to share information about SASCS and its success. Syracuse 20/20 board members including Teacher Association President *Kevin Ahern*, Co-Chairperson *Kathleen Murphy Pietrafesa*, Vice President and Market Manager of Clear Channel Media & Entertainment *Rick Jacobush*, Administrator of Syracuse 20/20 *Laurie Black*, Vice President of SUNY EOC *Tim Penix*, and cofounder and partner of Paramount Realty Group and President of Armory Development & Management, Inc., *Robert Doucette* were informed about the new charter school proposal during this information meeting.

Ten public information sessions have been held at the cafeteria of Syracuse Science Academy since early 2015. They were announced through local newspapers, website, and emails. Founders provided detailed information about the school design as well as model school programs, to inform the public about their intents.

A press release was sent to local newspapers and radio stations describing our intention and school design. Two articles appeared on [newspapers](#) and one radio interview was broadcasted on [local NPR station WRVO](#).

**Responding to the public comments:** Founders, who have been serving the same community for over 12 years with SASCS, have assessed the need and demand in Syracuse for this new initiative and accordingly developed the school program, addressing the challenges the community is facing with poverty, increasing immigrant needs and an at-risk student population.

The following questions (all of which are addressed in detail within this proposal) were posed by citizens and community leaders during our meetings: What is the difference between SASCCS and existing school, SASCS? Where is the proposed school location? Do we need to submit student applications to both SASCCS and SASCS separately? How will you identify the ELL students for enrollment preference? Are non-ELL students eligible to apply? Does the new school have the same extended school days and year as SASCS? What are the proposed STEM programs? Why does the school name include citizenship? How do you fund international trips? Questions were also asked about the history and success of Syracuse Academy of Science.

**Solicitation of public input on educational and programmatic needs of students:** Feedback has been received from the public through the school [website](#) (<http://www.sasccs.org>), comments under news posted on newspaper sites, feedback from surveys on [newspaper](#) sites, visits to community leaders, business owners, and informational sessions held at SASCS.

There has been an increase in the number of ELL students and the refugee population, and there are several community organizations, which have been serving this population. In the last two years, local colleges and organizations organized a conference regarding the needs of this population and their college needs in particular. Our founders have been engaged in all these activities and have been aware of the increasing need to serve this population. Based on the feedback from the community leaders regarding the growing needs of refugee and ELL population, we decided to provide enrollment preference to ELL students. We have integrated an extensive ELL and community service program into our design, which is different from the model school. Several community members, including Catholic Charities, which serves this population, appreciated the school's openness to this idea and applauded the path that has been laid out for serving a high-need area.

Based on the input during our informal meeting with several local leaders, the extensive field trip model of SASCS in its K-7<sup>th</sup> grades received very positive remarks and has therefore been included in this school's design for the same grades.

Based on community feedback, SASCCS developers extended community service requirements to K-7 grades as part of the citizenship and civic involvement in the school design. SASCCS will begin community service requirements starting from kindergarten, which results in 225 hours of total community hours. This alteration focuses on creating an ingrained citizenship and social responsibility attitude as opposed to creating just one more hoop for seniors to jump through before graduating. (Details are in Section II. Educational Plan, sub-section E.).

Community members provided feedback regarding elements of the proposed school's structure and curriculum that they found appealing. Parents and residents provided positive feedback regarding the school's small size and students receiving one-on-one attention. They like the emphasis on a positive, safe and structured environment. Parents embrace the school's proposed character education and focus on STEM and college preparatory. Part of the structure they truly appreciate and support are the school uniforms. Parents and residents also endorse the school's early emphasis on college preparation, through students' participation academic competitions, school-wide participation in PSAT and SAT tests and preparatory classes, visits to college campuses and having a mindset that college is an attainable reality for all students.

## F. PROGRAMMATIC AND FISCAL IMPACT

**Programmatic Impact:** In Syracuse, there are sixteen elementary, five K-8, six middle, and five high public schools serving 20,328 students. In addition, there are only two charters schools; a K-8 (serving capacity 690) and a K-12 (serving capacity 975 students). SASCCS's intended programmatic impact on the public schools is to be a model of quality public education through its comprehensive educational program, which we expect will inspire energy in schools throughout the city. In this respect, we plan on possible collaborations and partnerships with the local school districts for citywide science fairs, mathematics competitions, and arrangements for hosting future science fairs and Science Olympiads in the city of Syracuse. We strongly believe that such projects will greatly benefit and create dynamism among students from both public and private schools. We met with the SCSD Superintendent in December 2014 about possible collaborations and school plans. Our model school SASCS worked with the district grant office to submit a federal grant program for a teacher development program together in 2013, which can demonstrate our willingness working with district schools. There are around 35 private schools in Syracuse and surrounding cities with a total of around 5,000 students. According to the latest version of the Private Secondary School Guide published by Peterson's, tuition and other expenses for a private, college-prep school are between \$6,000 and \$15,000. The Syracuse school district has the fourth highest child poverty rate among 684 districts in the state, according to 2011 U.S. Census data: 43.4 % of the children in 5-17 age groups (14% in Onondaga County and 21% in the US in general). Seventy seven percent of the students are eligible for free or reduced lunch. In this respect, SASCCS will offer an alternative for low-income families who would like to send their children to college-prep small school environment. SASCCS's programmatic impact on private schools will be positive as it would serve as friendly competition.

**Fiscal impact:** We expect to draw all the students from SCSD. According to the [proposed SCSD 2015-2016 budget](#) and total number of enrolled students, total expenditure per pupil is approximately \$19,329. Table 6 shows the potential financial impact on SCSD, based on the

SCSD’s [proposed](#) annual budget of \$391,203,254 in 2015–2016 with a 3% yearly increase. State aid per pupil for SCSD students for charter schools is \$12,280, and our five year budget and impact table is prepared with this assumption. Even if we estimate a 3% increase in the state aid per pupil rate for charter schools, total financial impact will not be higher than 1.5%, which can be considered a small impact compared to the student served by SASCCS.

**Table 6: Projected Financial Impact of SASCCS on SCSD Budget**

	Year 1 2016–17	Year 2 2016–17	Year 3 2017–18	Year 4 2018–19	Year 5 2019–20
<b>SASCCS<sup>25</sup></b>	\$1,939,432	\$3,106,992	\$4,788,306	\$5,762,122	\$6,729,710
<b>SCSD</b>	\$402,939,351	\$415,027,532	\$440,302,709	\$453,511,790	\$467,117,144
<b>% of SCSD Budget</b>	0.5%	0.75%	1.09%	1.27%	1.44%

## II. EDUCATIONAL PLAN

### A. ACHIEVEMENT GOALS

#### ELA Goals:

Based on an ELA curriculum that aligns with the Common Core State Standards from grades K–12, at the conclusion of 12<sup>th</sup> grade, students will be able to cogently comprehend, discuss, research and write intelligently and insightfully with adherence to academic ELA standards about:

- Text in which multiple layers of interpretation exist and understand complex, abstract meaning.
- Narrative structures written in a complex or unconventional style, rife with implicit meaning, including shifts in points of view and/or perspective, and not necessarily adhering to chronological order.
- Sophisticated graphics in informational texts, including the ability to provide information about the text that is only conveyed through graphic information.
- Text that contains implicit or inferred meaning, has heavy use of figurative or ironic language, or is purposefully ambiguous or misleading at times.
- Text containing complex, sophisticated, and multiple themes and understand experiences that are not fantasy, but are distinctly different from experiences of the common reader, including references/allusions to other texts and cultural elements.
- Text that requires extensive, perhaps specialized content knowledge.

#### ELA Evaluation Method:

1. New York State ELA Assessments, Grades 3-8
2. New York State Regents - Grade 11
3. Attaining 6 English credits for graduation
4. STAR Early Literacy assessment, Kindergarten
5. STAR Reader, computer adaptive assessment, Grades 1-11
6. Benchmark tests
7. PSAT, SAT, ACT
8. College Readiness

<sup>25</sup> Based on proposed five year budget.

### **Social Studies Goals:**

Based on a social studies curriculum that aligns with the State Standards from grades K-12, at the conclusion of 12<sup>th</sup> grade, students will be able to cogently comprehend, discuss, research and write intelligently and insightfully with adherence to academic English language standards about:

- Text in which multiple layers of interpretation exist and understand complex meaning about the creations and characteristics of civilizations (with a particular emphasis on United States and the legal documents that shape its government), contributions of ancient civilization to modern day life, how events history build off of other events, advancement of technology, causes and effects of war.
- Sophisticated graphics in informational texts and in primary or secondary documents, including the ability to provide information that is only conveyed through graphics
- All types of sophisticated and intricate maps in informational texts and in primary or secondary documents, including the ability to provide information that is only conveyed through mapped information.
- Fundamental comprehension of economics, taxation, monetary policy, and business and personal finance

### **Social Studies Evaluation Method:**

1. Benchmark assessments
2. New York State Regents in Social Studies
3. Attaining 4 Social Studies credits for graduation

### **Science Goals:**

Based on a science curriculum that aligns with the State Standards from grades K-12, at the conclusion of 12<sup>th</sup> grade, students will learn:

- Scientific method of inquiry and problem solving, including collecting, organizing, examining and evaluating data.
- Cell structure and function, genetics, evolution, human body systems, and ecosystems
- Earth systems models, weather patterns, cyclic patterns, physical and chemical properties.
- Force, mass, and acceleration; wave reflection, refraction and diffraction.
- Sophisticated graphs, tables, and charts in informational texts including the ability to provide information that is only conveyed through graphic information.
- Incorporating algebraic knowledge to solve problems.

Students will also be able to correctly and independently utilize scientific tools and equipment in response to science-based questions and tasks.

### **Science Evaluation Method:**

1. Benchmark assessments
2. New York State Science Assessment, Grade 4 and Grade 8
3. New York State Regents
4. Attaining 4 Science credits for graduation
5. SAT II subject tests, when applicable

### **Mathematics Goals:**

Based on a mathematics curriculum that aligns with the Common Core State Standards from grades K-12, at the conclusion of 12<sup>th</sup> grade, students will be fluent in the following processes and proficiencies: problem solving, reasoning and proof, communication, representation, and

connections. Students will be able to make sense of problems and persevere in solving them with precision and structure, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model everyday life and work situations with mathematics, and look for and express regularity in repeated reasoning. Graduates will also be able to demonstrate proficiency in adaptive reasoning, strategic competence, conceptual understanding, and will have attained procedural fluency and a productive disposition toward mathematics.

**Mathematics Evaluation Method:**

1. New York State Math Assessments, Grade 3-8
2. New York State Regents
3. STAR Early Literacy assessment (for Numeracy), Kindergarten
4. STAR Math assessment, Grades 1-11
5. Benchmark assessments
6. Attaining 4 mathematics credits for graduation
7. PSAT, SAT, ACT
8. College Readiness

**Student Achievement Goals:**

In the initial year of its charter, SASCCS will establish a baseline achievement level according to the district results. For each consecutive year, SASCCS will improve its results by an additional 5 percentile points compared to the surrounding district’s results in that year and up to fifteen percentile points difference after four years and beyond, as shown in Table 7. This table shows our achievement goals with absolute baseline, annual growth, and comparison with the local school district. SASCCS will be in “Good Standing” under NYS NCLB Accountability System after its second year.

**Table 7: SASCCS Student Achievement Goals with SCSD Results as Baseline**

SASCCS	Year 1 2016–17	Year 2 2017–18	Year 3 2018–19	Year 4 2019–20	Year 5 2020–21
<b>Grade 3 ELA</b>	SCSD	SCSD +5%	SCSD +10%	SCSD +10%	SCSD +13%
<b>Grade 3 Math</b>	SCSD	SCSD +5%	SCSD +10%	SCSD +10%	SCSD +13%
<b>Grade 4 ELA</b>	SCSD	SCSD +5%	SCSD +10%	SCSD +10%	SCSD +13%
<b>Grade 4 Math</b>	SCSD	SCSD +5%	SCSD +10%	SCSD +10%	SCSD +13%
<b>Grade 5 ELA</b>	SCSD	SCSD +5%	SCSD +10%	SCSD +10%	SCSD +13%
<b>Grade 5 Math</b>	SCSD	SCSD +5%	SCSD +10%	SCSD +10%	SCSD +13%
<b>Grade 6 ELA</b>	SCSD	SCSD +5%	SCSD +10%	SCSD +10%	SCSD +13%
<b>Grade 6 Math</b>	SCSD	SCSD +5%	SCSD +10%	SCSD +10%	SCSD +13%
<b>Grade 7 ELA</b>	SCSD	SCSD +5%	SCSD +10%	SCSD +10%	SCSD +13%
<b>Grade 7 Math</b>	SCSD	SCSD +5%	SCSD +10%	SCSD +10%	SCSD +13%
<b>Grade 8 ELA</b>	SCSD	SCSD +5%	SCSD +10%	SCSD +10%	SCSD +13%
<b>Grade 8 Math</b>	SCSD	SCSD +5%	SCSD +10%	SCSD +10%	SCSD +13%

**B. SCHOOL SCHEDULE AND CALENDAR**

At SASCCS, the school day for students will begin at 8:00 am and end at 4 pm. SASCCS will have 180 days of school for first three years and the school days will be increased to 195 school

days starting from fourth year, with two weeks added at the beginning of the school year and one week with the elimination of winter break. Attachment 3(b) provides the proposed school calendar for Year 1 (2016-17). The school's master schedule will include daily remedial instruction or academic enrichment for all students during the regular school day, and Title 1 tutoring for core academic subjects (including push-in and pull-out attention given to students at risk). During this same class period, students who are excelling academically will be assigned to enrichment classes, where they will complete projects that will be entered into competitions, as a means of adding experiential and presentational elements to their learning while deepening comprehension and levels of applied understanding in core subjects.

SASCCS believes that well-developed skills in English and math are fundamental to success in every type of coursework; therefore, schedules for students in grades K-4 will include 200 daily instructional minutes of ELA (100 minutes of reading, 50 minutes of writing, and 50 minutes of guided reading) and 100 minutes daily of Math; in grades 5-8 students will have 80 instructional minutes each day in these two core courses. Stemming from SASCCS's college preparatory emphasis, English teachers will also focus on SAT verbal skills beginning in junior high school, and continuing throughout high school. In the high school, the emphasis on English and math skills will be reflected in SASCCS's graduation standards, with a minimum of 6 English credits, 4 science credits, and 4 math credits required. These graduation standards will ensure that students will have at least one hour of ELA, one hour of science, and one hour of math every day from 6<sup>th</sup> grade until they graduate to make them college ready in both subjects. This requirement is designed based on research outcomes published by ACT in corresponding ACT College Readiness Benchmark in 2011.

**After-school and weekend activities:** From 4 pm to 5 pm, SASCCS will provide tutoring and enrichment activities for those who are at-risk or need supplemental instruction, as well as who would like to excel further. In replicating SASCS's successful academic initiatives, SASCCS will adopt its Title 1, "Saturday School," and "Study During Break" Programs. The Title 1 program and teachers provide opportunities to reach all students, on Saturdays as well as after school.

**Breaks and Summer Schools:** During week-long breaks, students who are academically at-risk will be strongly encouraged to attend special sessions to receive supplemental instruction in math and ELA. Students who do not pass the ELA and math by the end of the regular school calendar will be enrolled in a two-week "summer school" (daily instruction from 9.30 am to 2 pm with a thirty minute lunch break) to prepare them for the upcoming year (see school calendar under Attachment 3b).

**Teacher's Schedule:** Teachers are expected to be in school between 8 am and 4:30 pm on regular school days. Teachers are expected to make home visits between 4:30 and 5:30 pm on an irregular schedule to reach their target home visits. Prior to the start of school, all staff members will participate in 60 hours within 10 days of professional development (see our calendar under Attachment 3b), which is detailed under the professional development section below. During the school year, staff members will also receive a minimum of two full professional development days, not including any special seminars and training opportunities which may be approved for individual staff members.

Teachers will have a weekly common departmental planning time in which they will come together to ensure horizontal and vertical curriculum alignment and share best practices with one another. Table 8 summarizes weekly staff meetings for administrators and teachers. SASCCS will

also promote staff and student opportunities for interdisciplinary instruction, not only through Common Core alignment, but also through field trips, internal fairs, competitions and assemblies such as the Science Fair, Liberal Arts Tunnel Fair, and the Black History Month celebration. To promote staff cohesion and interdisciplinary teaching, teachers will be encouraged to conduct four peer observations throughout the school year.

**Table 8: Regular Staff Meetings at SASCCS**

Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"> <li>▪ Admin meeting</li> <li>▪ Standup meeting with all staff</li> <li>▪ Organizational Council Meeting (biweekly)</li> <li>▪ Continuous improvement professional development committee meeting (biweekly)</li> <li>▪ Meeting with Board President, Vice President, Superintendent and Operations Manager</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grade level meetings</li> <li>▪ Academic Council Meeting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Admin and Grade chairs meeting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Admin meeting</li> <li>▪ Standup meeting with all staff and administrators</li> </ul>

**C. CURRICULUM AND INSTRUCTION**

In kindergarten through second grade, a combination of instructional strategies will be used in order to meet needs of all students. Since the foundation of student achievement is reading, in lower grades SASCCS will dedicate 100 minutes to reading instruction, 50 minutes to guided reading and 50 minutes to writing block daily. Instructional programs such as the Journey’s Reading Program for reading and 6+1 Traits of Writing Program for writing will be utilized to teach English Language Arts (ELA). Students will be divided into small groups and rotated between guided reading, literacy lessons, and self-directed computer-based instructions. A co-teacher assigned to each class for grades K-4 will enable these small group instructions. Students reading levels will be assessed using Star Reading and Fountas and Pinnell. After initial testing, student’s work will be regularly reassessed to ensure proper placement. In grades 3-4, ELA instructions will be designed around text study, word study, interactive read aloud, and reading comprehension through independent and guided reading. Students with significant deficits in decoding will receive additional targeted intervention. Middle school students will have two periods of ELA hours for reading and writing. Students reading level will be assessed periodically by using computer adaptive testing programs such as Star Reading. Students who are 2 or more grade levels behind in reading will be enrolled in guided reading to build decoding and comprehension with instructional level texts.

The goal of elementary math program is to build students’ conceptual understanding of the mathematics outlined in the common core state standards while promoting critical thinking. Math instructions will be done in a variety of ways primarily using the modules provided through EngageNY and instructional materials such as the Go Math instructional series. Additionally, we will utilize science and social studies programs and materials such as the Science Fusion program

for teaching science and Houghton Mifflin and Harcourt's Social Studies series for teaching social studies.

Academically struggling students will be identified by using computer adaptive testing software and classroom and interim assessment data. Those students will be scheduled for a Response To Intervention & Instruction (RtII) period several times weekly – where students receive individually targeted reading and math interventions. Students struggling with academics will also receive differentiated instruction, additional tutoring, and pull-out support. Students struggling with behavior or emotional issues may receive an adult mentor, small group peer support, or professional counseling. Additional support may be provided during daily after-school “tutoring hours” and during summer session.

In K-7, field trips will be emphasized and organized regularly as part of its curriculum and instruction, as in SASCS. In K-2 grades, field trips will be organized twice a month, and grades 3-7 field trips will be organized once a month.

To provide instructional support, challenges and opportunities for all its students (explained in detail in Section I.B), SASCCS, as part of its key design element, will also extend regular, extensive tutoring assistance during and after school, during vacations and on weekends to students in need of additional instruction or desiring academic stimulation. Through technology-driven instruction will enable the teachers to provide means of engagement and options for all type of learners and students at different level of cognitive development.

SASCCS’s school model relies on a curriculum that particularly focuses on mathematics and science, and also acknowledges its primary role of developing literate graduates capable of functioning as successful adults. Another important feature of the model is that it is designed to prepare students to complete four-year college programs. In order to establish measurable and manageable academic standards, SASCCS will utilize New York State guidelines and other college preparation programs, particularly those successful at SASCS. SASCS’s curriculum and instructional methods have proven to be an effective education model that has resulted in outcomes that consistently surpass the school district results in which it is located and will be a model for the proposed charter school.

As part of its college preparatory mission, SASCCS will provide an extensive target-oriented curriculum that will prepare students to matriculate at four-year colleges. Enrolling all graduates in four-year degree programs will be the most important feature and focus of the proposed charter school’s education model. In K-7 grades, classrooms will be named after colleges, and field trips will be organized to local university campuses to create the awareness and desire to go to college. The curriculum model makes provisions for highly motivated students who are willing to take on the additional challenges of beginning Regents level courses in 8<sup>th</sup> grade, completing Advanced Placement courses in English, social studies, math, science, and computer science, and finishing freshman-level college coursework while still enrolled in high school. Also as part of our school’s college preparatory program, SASCCS will start a college credit program through the “Onondaga College Credit Now Program” and the “ESF in High School” from SUNY ESF similar to that implemented beginning in 2011 at SASCS. As part of its STEM and environmental focus, SASCCS will provide extensive enrichment programs and focused curricula to equip students more effectively in these areas. Several electives, AP courses, and college credits will be offered to fulfill our mission in these content areas. In addition, local issues will be incorporated into all content areas where appropriate by providing global perspective on the issue to equip students

better for the future, which is also part of our mission and a key design element (glocal education). This will be supplemented with several local, regional, and international field trips. Community service requirements will be applied to all grades K-12 to start early engagement within the community and raise awareness of local issues.

State standards (including Common Core Standard documents) and all curriculum documents will be available at all times to all staff members through Atlas Curriculum Mapping software, as in its model schools. Training will be given to the staff in whole group or departmental meetings, depending on each topic's applicability prior to the school year (during Summer Institute Training), and throughout the year in regular, planned intervals (minimum of once per month). Department meetings will focus on the developing and/or sharing and/or proper implementation of Common Core Standards. Successful implementation of State Standards will be measured through student achievement on all available and applicable New York State Testing Program assessments in grades 3-12.

Prior to the start of each school year, annual plans in each course that provide a step-wise plan broken down into weekly topics and aligned with State Standards, including Common Core Standards, must be submitted for approval to the School Dean. Additionally, lesson plans will be submitted weekly and will be checked by the School Dean for alignment with State Standards. The School Dean will also ascertain that Benchmark and Full Length Practice Tests are aligned with measures of success in achieving mastery of State Standards.

Character education will be part of the general curriculum in K-4<sup>th</sup> grades. In grades 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup>, a separate one hour weekly character education class will be offered. It will include universally recognized values (e.g., honesty, stewardship, kindness, generosity, courage, freedom, justice, equality, citizenship, and respect), using multicolored posters, banners, and bulletin boards featuring a value or virtue of the month, lively morning public address announcements and occasional motivational events with parents.

Environmental issues, one SASCCS key design element, will be embedded in several of its courses. In addition, the school will offer elective courses on environmental issues at the high school level; and there will be also a number of other opportunities where students can participate, such as science projects, field trips, and other extracurricular activities related to environmental issues.

Instructional strategies necessary to instill the skills and knowledge in literacy, math, science, and technology and empower students, through high intellectual standards, to be prepared for college and also to successfully implement the curriculum will include but not be limited to: frequently focusing on the upper levels of Bloom's Taxonomy within lessons and units (analyze, synthesize, and evaluate); differentiating lessons, assignments, and assessments; incorporating multiple learning styles; engaging students through pairing, group work, and responding to one another's ideas; meeting the needs of ELL students through language and terminology consistency, front-loading vocabulary, group pairing with non-ELL students, and other proven methods outlined in Section II.G of this proposal; frequently incorporating student use of technology within lessons, assignments and assessments. Younger grades will focus on explicit phonemic awareness and phonics-based reading instruction to insure that students learn to decode and read text. In addition, to attract more refugee students and help them to retain their language fluency and culture, SASCCS will offer foreign language options based on its student body.

Staff at SASCCS will also incorporate instructional techniques that have been proven effective in daily classroom teaching. These instructional techniques combine purposeful, planned teacher-student engagement with efficient classroom management techniques to create a strong learning environment. Based on the Doug Lemov's book *Teach Like a Champion* and the accompanying video compilation, SASCCS will practice and report on their success in using these methods within their grade chair meetings, and the School Dean will suggest these methods as resources and techniques to help teachers improve student engagement during lessons. Among over 50 techniques explicitly taught in Lemov's text, instructional techniques include: "No Opt Out:" teachers should not let kids off the hook who do not want to answer; "Right is Right:" teachers should only accept 100% correct answers, "Stretch It:" teachers should ask students WHY an answer is correct and HOW they arrived at it; "Cold Call:" to check for understanding, increase pace covering material, distribute work more fully, instruct more authoritatively, engage students more, and show teacher confidence in student knowledge, teachers ask questions and pause for everyone to create answer in their minds BEFORE teacher randomly calls on one student; "Everybody Writes:" to improve quality of ideas and writing, in response to a question, all students must compose an answer and be prepared to respond; also, students remember twice as much of what they are learning if they write it down.

#### D. ASSESSMENT SYSTEM

Assessments will be implemented to ensure that the goals of a lesson, a unit, content area, a program or the school are reached. Since performance-based accountability is one of our key design elements, assessments will be used as a basis for allowing BoT, administrators, and educators to prepare a better educational environment and educational activities to help each student excel further from year to year and in a specific content area. Moreover, assessments are used not only for assessing students but also for assessing the programs implemented by the school.

SASCCS evaluation and assessment will be conducted on an annual, quarterly, monthly, weekly, and daily basis. They will serve as opportunities for teachers and administrators to follow the overall progress of the school and to critique the program, adapt instructional approaches, and establish new goals and expectations to better serve the student population. Several assessment data will be part of the dashboard system which will help BoT to monitor the soundness of educational programs at SASCCS in a timely fashion to set goals and take action.

**External Assessment:** SASCCS will use several forms of external assessment tools in order to monitor the quality of its programs and instruction. State tests on ELA and math content areas, which are delivered at different grade levels, and Regents exams will provide us with comparative data, quarterly and year to year, and will enable us to compare SASCCS to the local district and to NY State averages. Students reading levels in elementary school will be assessed using Fountas and Pinnell. CAT assessment software, such as STAR Math, STAR Reading, STAR Early Literacy, will be used to measure student academic performance in mathematics and reading. STAR test results will also be used to monitor student progress and growth in school, and as a comparison to state and national norms. These test results will allow the school to estimate student mastery level of common core standards and to forecast their proficiency level on state tests.

All students will take the PSAT and SAT, which will provide us with comparative district, state, and national data. A course for PSAT and SAT I test preparation will be available as part of the college preparatory after-school program; this will be adjusted based on assessment results. AP

and SAT II subject tests will be optional but highly encouraged. These tests will also provide data that can assess the robustness of our program. Our high-level content area courses can be adjusted and modified based on SAT subject test results.

As part of our mission and key design elements, students will be encouraged to work on STEM and environmental projects and to participate in regional, national, and international competitions and science fairs. Performance in these competitions will also be used as an external assessment tool for those who participate.

Also, the end-of-year tests from all previous years will be used as a baseline for assessing curriculum effectiveness and progress for academically, socially, emotionally, or language-based needy students. The special education department, ELL department, counseling department, and advisory team leaders (and any parental input) will all be involved in developing new strategies to influence the hard-to-reach student population.

**Internal Assessment:** The internal assessment system will include graded class work and homework, quizzes, written and oral exams within each subject, and benchmark tests. The internal assessment system will provide the faculty with detailed and accurate information about student mastery of the subject matter. Homework will be graded both for mastery and effort. Quizzes will be administered at the end of topics, and exams will be administered at the end of units. Performance on all course-based interim and benchmark tests will continuously aid in the identification of effective services and intervention in a timely manner. The results of these tests at a grade, content, and student level will be discussed weekly by appropriate committees of teachers and administrators to take necessary action.

**Reporting:** All preparation and performance results for STAR testing in grades K-11, quarterly benchmarks, PSAT, SAT, NYSED tests, and Regents exams will be reported and presented by the Director to the BoT at a scheduled public meeting. Required data will be presented to NYSED. Cohort Regents, NYSED, and SAT assessment results will be an integral part of the performance accountability dashboard to measure school and instructor effectiveness. For greater accountability and transparency for parents, SASCCS will utilize the Web-Enabled Student Information System (SIS) Database (available for smart phones as well) that is already in use at SASCS for tracking student academic performance, daily assignments, and assessments. Teachers will be able to review all test results for each student, including results from PSATs and SATs through an online data dashboard.

Additionally, SASCCS will mail student academic progress reporting on the first Friday of every month in addition to end-of-quarter progress reports (typically resulting in 4 reports per quarter), providing frequent information to parents, particularly those who do not have Internet access, or are uncomfortable with accessing the database for information. STAR test results will also be mailed to parents.

For students who are at risk or struggling academically or socially, parents will be invited to participate throughout the year in weekly grade level meetings wherein student needs and progress are discussed and parent input is solicited. Since SASCCS will also conduct home visits, this will constitute another opportunity to build relationships in an informal setting that will benefit student academic and social development and to receive feedback from the parents.

**Data Driven Action Plans:** The teachers will receive intensive training on how to use data to design action plans during summer teacher institute before the school year starts. During the school year, data meetings will be conducted as soon as new data gathered with teachers and

administration, which will collectively decide on instruction content and methods at the onset of the plan and during subsequent observations. The action plans will also be reported to the Director and Superintendent's office and serve as a basis for decision-making, teacher and curriculum effectiveness, and student performance assessment. The effectiveness of the action plan at student level will be monitored by STAR assessment, which will be administered on a monthly basis to at-risk students and on a bi-monthly basis to all students. Every student will have individual goals on ELA and math. Based on achievement of the goals, intervention action plans will be revised.

Based on the results of the formative and summative assessments, school leaders will work with teachers to create and implement action plans for lessons that address deficiencies. Also, based on results, schools leaders may spend more time observing and mentoring teachers whose students appear to be struggling to perform. School wide action plans will also be reported to BoT.

Along with the presentation of detailed information regarding teacher preparation for examinations, the Director and Superintendent will recommend specific action plans, such as the hiring of additional staff to allow students to be broken into smaller groups for instruction based on assessment. For example, at SASCS in 2011, and UASCS in 2015 following the benchmark results, grades 6-8<sup>th</sup>, classrooms were split into two so that students could receive intensive small group instruction.

The decision to hire and assign Title 1 teachers or tutors at SASCCS will be based on assessment data as well. Also, based on assessment results, students will be selected for supplemental instruction and participation in academic enrichment and remediation programs.

## E. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS

**Promotion Requirements:** K-3<sup>rd</sup> Grades: Students must show progress towards meeting the Common Core English Language Arts (ELA) and Math Standards. The School Director will make the promotion decisions with input from the child's teacher and parents.

4<sup>th</sup>-7<sup>th</sup> Grades: Students must show sufficient progress towards meeting the Common Core ELA and Math Standards. If a student fails to attain at least a sixty-five (65) average in more than one (1) of the following core courses: Mathematics, Language Arts, Social Studies, or Science and one (1) special; he or she will not be promoted to the next grade-level. Any student failing two or more core subjects will need to attend summer school in the home district and pass the subject to be promoted to the next grade level.

8<sup>th</sup> Grade: Students must show sufficient progress towards meeting the Common Core ELA and Math Standards. Students must pass English, Mathematics, Science, and Social Studies classes.

9<sup>th</sup> – 12<sup>th</sup> Grades: SASCCS high school promotion standards require that each student needs to complete a minimum of 6 credit hours per year and have an overall GPA of 2.0 in order to be promoted from one grade to the next. Students are required 26 credits for graduation over four years, which is well above state and city standards. Since each student may have up to 8 credits, students will be encouraged to take a full load of credits each year and pass them all, so that they will be able to graduate with up to 32 credits, with additional electives and college courses beyond the requirements.

**High School Graduation and Diploma Requirements:** SASCCS graduation standards are aligned with our school's college preparatory nature, STEM-focus, and mission in that we are requiring more credits than the state requirements, particularly in the areas of language arts (2

additional credits), math (1 additional credit) and science (1 additional credit). Required courses, credit units, and community service hours for graduation are as follows;

Students must earn 26 credits in grades 9-12 in order to graduate. The minimum student load is six credits per year. Credit will only be granted once. When a course is repeated for credit, the grade earned upon repeating the subject will become a part of student’s record as well as the original grade.

Students must pass the following Regents mandatory tests: Comprehensive English; Global History and Geography (or United States History and Government); One (1) in Mathematics (Integrated Algebra, Algebra 2, or Geometry); One (1) in Science; and One (1) in any subject area. Alternative Assessments approved by the Commissioner pursuant to section 100.2(f) of Part 100 may be used in place of the required State assessments.

**Table 9: Graduation Requirements**

Subject	Units of Credit
<b>Language Arts</b>	6 Credits including SAT vocabulary and “reading and research” or “writing competency”
<b>Social Studies</b>	4 Credits; including 1 unit of American history, ½ unit of government and ½ unit of economics.
<b>Mathematics</b>	4 Credits, may include Integrated Algebra, Geometry, and Algebra 2/Trigonometry, Pre-calculus, Calculus, SAT Mathematics
<b>Science</b>	4 Credits; including at least one course in life science, one in physical science, and third in either life sciences or physical science)
<b>Physical Education</b>	2 Credit
<b>The Arts</b>	1 Credit; including dance, music, theatre, and/or visual arts.
<b>Languages other than English</b>	1 Credit
<b>Health</b>	½ Credit
<b>Career &amp; Technical Education Electives</b>	3.5 Credits
<b>Total</b>	26 credits

**Community Service:** As part of the Commitment Letter signed by each student and his or her guardian, each student must complete 225 hours of community service as a graduation requirement. The total volunteer hour requirement for graduation will be pro-rated based on the grade level that each student enters the school. Students attending fewer years at SASCCS will complete hours on the following scale: K-4th grades: 7 hrs per year. 5th-7th grades: 15 hrs per year. 8th-10th grades: 20 hrs per year. 11th and 12th grades: 30 and 55 hrs per year, respectively. All community services will be tracked as part of an online Student Information that is accessible to students and parents 24/7. Activities for community service hours must be pre-approved by designated school personnel. Paperwork affirming completion of hours will be compiled by guidance personnel and stored in the Guidance Office. Students will receive training at the beginning of each year regarding what constitutes acceptable community service, and they will be given a tabulation at the mid- and endpoints of each academic year showing service hours tabulated to date and the number of hours remaining before meeting graduation requirements. Activities for which the student receives compensation will not be counted toward the

requirement. Chores for family members, including babysitting, will not be permitted. Middle and High school students will write a reflective paper and prepare a portfolio on their community service learning to reflect on their learning. In addition, Terra Science and Education Foundation will award \$300 to any graduating senior who accumulates a minimum of 400 hours of community service throughout their years of schooling at SACCS for the school approved and documented community service.

**Grading Scale:** Class rank is determined by the total number of quality points earned under the points system. Quality points are assigned by a grade earned in a particular phase. The followings are the sample quality point values of grades earned in a particular phase:

**Table 10: Sample Grading Scale**

A+: 98–100	B+: 87–89	C+: 76–79	D+: 69–70	F: 64–0
A: 93–97	B: 83–86	C: 73–75	D: 67–68	
A–: 90–92	B–: 80–82	C–: 71–72	D–: 65–66	

Students who desire greater academic challenges will be given the opportunity to begin Regents-level classes in 8<sup>th</sup> grade (Living Environment and Integrated Algebra) and to begin AP-level classes in 9<sup>th</sup> grade.

## F. SCHOOL CULTURE AND CLIMATE

High parental involvement and safe and disciplined school environment is one of our key design elements, and those two elements will go hand-in-hand when it comes to a positive impact on student behavior. Following admission to the school, each student and his/her parent or guardian will take part in a one-on-one meeting with administrative personnel, during which time both the student and parent sign a commitment letter that includes SASCCS’s behavior and academic expectations. Additionally, each year, before students attend opening day at SASCCS, they will be able to attend one of several orientation sessions conducted by school administrators. During orientation, behavioral and academic expectations will be reviewed and reinforced. As part of the orientation training, parents will be made aware of academic progress and disciplinary notes that will be available online, 24/7, through the SIS database. Parents who do not have Internet access at home will be able to access the database through public forums and can come to the school and use the public kiosk.

**Discipline Policy:** To ensure that an environment is created where teaching and learning can flourish, the SASCCS will replicate the discipline policy from SASCS and UASCS, which has developed to include a series of rules that address proper student behavior, student dress code (all students will wear a polo shirt with the school’s logo and khaki pants with an optional school-logo hoodie), maintenance of order within the school and during school activities, and a statement of student rights and responsibilities. By consistently upholding a strict dress code policy, the school will establish a uniformity of expectations and equanimity among the student body that tends toward fewer socioeconomic disciplinary issues among students and cliques.

Code of Conduct for elementary, middle, and high school students will be designed appropriate for their age groups. School staff will ensure that parents and students are well-informed of these policies, both before enrollment and at the time students sign up for entry into the charter school. Accordingly, students will not be surprised about what type of behavior is

expected from them, and parents will be reassured about the type of classroom environment that will be maintained in the charter school.

The discipline and order policies of SASCCS include the following components: a) Student Disciplinary Code (which includes the Dress Code); b) Maintenance of Public Order on School Property; c) Student Rights and Responsibilities.

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. Depending on the severity of the infraction, disciplinary responses include suspension (short or long term), detention, exclusion from extracurricular activities, and expulsion. Where appropriate, school officials also will contact law enforcement agencies.

To ensure safety in the school environment at both school buildings, the school will have external and internal cameras in classrooms, hallways, and gathering areas. SASCCS will employ full-time hall monitors and a Dean of Students to handle matters of student discipline and safety. In addition, SASCCS will institute additional controls through visitor regulations and teacher hall-monitoring between classes. To protect student privacy and prevent harassment, the students will be directed to storage locations for cell phones and electronic devices that students attempt to bring into the school. Elimination of cell phones and electronic devices also decreases distraction from academic activities. Finally, an essential component of the safe environment begins during the Summer Institute wherein every teacher establishes and discusses his or her classroom disciplinary policies and behavioral expectations, which must align with all school policies. These behavioral policies and expectations will be upheld throughout the year at every school-based function ranging from lunchtime to basketball games to international field trips, and will be discussed consistently in Grade Chair and Standup Meetings. As part of teacher training during the summer institute, discrimination, bullying, and harassment are fully addressed in terms of instruction, classroom management, and student behavior to create a harmonious, respectful environment for learning. By establishing a “one band, one sound” mindset, the school will create a predictable set of boundaries and rules for all students, making it a safe environment for students and staff.

**Discipline Procedures for Special Education Students:** In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. The school will comply with 34 CFR §§ 300.519-300.529 of the Code of Federal Regulations and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge (in accordance with 34 CFR 300.527(b)) that a disability exists may request to be disciplined in accordance with these provisions.

If there is any reason to believe that the infraction is a result of the student’s disability, the student will immediately be referred to Committee on Special Education (CSE) of the student’s district of residence. If a connection is found, no penalty may be imposed, and the school will work with the CSE to consider a possible program modification.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student’s

district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than 10 days during the school year without the specific involvement of the CSE of the student's district of residence prior to the 11th day of suspension, because such suspensions may be considered to be a change in placement.

**Provision of Services during Removal:** We will, for those students removed for a period of less than 10 days, ensure that each affected student receives all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school will also provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals, equals 10 or more school days, but does not constitute a change in placement, during the school year, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, make the service determination. During any removal for drug and weapon offenses (pursuant to CFR 300.520(a)(2)), services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by CFR 300.520(a)(2).

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

**Dignity for All Students Act:** SASCCS is committed to the requirements of the Dignity for All Students Act, which takes effect on July 1, 2012. The Dignity Act is intended to give students in public schools an educational environment free from discrimination and harassment, particularly from harassment based on a student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. All staff will receive training on the Dignity Act during Summer Institute for promoting a positive school culture. Dean of Student will be the designated contact for handling violations of the Dignity Act, especially bullying.

## G. SPECIAL STUDENT POPULATIONS AND RELATED SERVICES

Labels are not barriers in our thinking of services and instruction for our special education and ELL students. Instead, SASCCS sees them as part of the school's cognitive diversity. Students with disabilities and ELL students deserve access to deep learning experiences by engaging with others. Students with disabilities and ELL students will receive the same notices concerning school-sponsored enrichment programs, activities, and services as other students. SASCCS will deliver the same curriculum and expectations for all students, including special education and ELL students. Students with disabilities and ELL students will receive instruction mainly as part of a regular classroom with other students, as appropriate, with supplemental instruction by our special

education teachers or ELL teachers, and teachers who are trained by the coordinator. All teachers will be trained in delivering modified instruction to serve the needs of the special education and ELL population in their classes by providing multiple means of representation (demos-texts-videos-article), providing multiple means of action and expression (graphic organization, digital text), and/or providing multiple means of engagement in order to address cognitive diversity in their classroom. All teachers will have the responsibility to read IEPs and talk with the special education or English Language Learners (ELL) coordinator to develop a teaching strategy for their content.

**Students Suspected of Having a Disability:** A student suspected of having a disability will be referred in writing to the chairperson of the CSE of the student's district of residence for an individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional staff member of the charter school. Such referrals will: (1) state the reasons for the referral and include as support any test results, records, or reports upon which the referral is based, if any; (2) describe interventions made to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose, if any, and (3) describe the extent of parental contact or involvement prior to the referral. (4) Once interventions have been attempted, and have not been successful, the referral will be sent to the school of residence following the guidelines set forth by the appropriate district. A copy of such referral, along with the procedural safeguards notice described in 34 CFR §300.121, will be sent to the student's parents.

**IEP and Its Implementation:** Initial evaluations, reevaluations and revisions of IEPs, and the procedures relating thereto are the responsibility of the CSE of the student's school district of residence, (see 34 CFR §§ 300.122, 300.15, 300.22 et al). SASCCS will implement the IEP developed by the CSE of the student's school district of residence for each student with a disability, and will cooperate with the student's district of residence to ensure that all services recommended in the IEP are provided to the student.

SASCCS will provide substitute coverage for teachers as necessary to ensure that they are able to attend CSE meetings. As required by the IDEA, the student's regular education teacher, and the student's special education teacher or service provider, will be involved in the development and implementation of a student's IEP, provided that the student is, or may be, participating in the regular education environment. SASCCS will ensure that the teachers, through the Special Education Coordinator, will be made knowledgeable as to which students have an IEP. The Special Education Coordinator will review students' disabilities with the classroom teachers, and also will review/clarify the prescribed accommodations on the students' IEP. While SASCCS may send the mandated procedural safeguards notice to the parents, it is the responsibility of the CSE of the student's school district of residence to do so. Every teacher of a student with a disability will be provided a copy of the student's IEP and training will be provided by the special education coordinator, as needed, to ensure their understanding of the student's needs and his or her specific responsibilities related to implementing the student's IEP.

SASCCS will provide resource and related services as prescribed on students' Individual Education Plans provided by their home districts, in accordance with Federal IDEA regulation (section 300.114) "to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled, and that special classes separate schooling or other removal of children from regular educational environment occurs only if the nature or severity of the

disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily.”

SASCCS will have a resource room designated for special education services and will have highly qualified and appropriately certified special education teacher(s) on staff and will contract with appropriately certified or licensed individuals to provide the special education programs and services as indicated on each student’s IEP. SASCCS will hire staff, where necessary, to meet the needs of our special education students, and will continue to contract special service providers where necessary. All special education teachers will be certified and highly qualified pursuant to the requirements of the No Child Left Behind Act. All teachers will have special professional development to impart knowledge and skills for reaching all students, particularly those with ELL and SWD needs. In addition, content teachers with special certification will be given priority in hiring.

SCSD might “attempt to tailor the IEP to meet the individual needs of the student in the context of the charter school program”, and SASCCS will in turn has provided the prescribed services indicated on students’ IEP. We will investigate all available possibilities to provide the services and fully implement the student’s IEP working in cooperation with the Syracuse City School District Committee on Special Education. This may include but not be limited to; a) by the school district of residence; b) by the charter school directly, or c) by contract with another provider. Education law 2851(2)(s)

Quarterly progress reports regarding each student and his or her IEP, as well as copies of all report cards will be sent to the student’s parents and to the student’s district of residence at the time of the annual review. The school district is welcome at any time to monitor the school’s implementation of its special education program.

**Staffing:** SASCCS will hire staff as needed to meet the needs of its special education students. In addition to the contracted special service providers noted above, SASCCS will hire a certified Special Education Teacher as Special Education Coordinator, whose responsibilities will include: 1) Providing direct and indirect instruction; 2) Long and short-term planning addressing individual needs of students; 3) Evaluating students’ progress; 4) Establishing and maintaining classroom management procedures; Reporting to the Director; 5) Preparing written reports accurately and submitting them in a timely manner; 6) Effectively communicating and consulting with teachers, parents, and administrators to facilitate the IEP process; 7) Effective professional liaising between school and home; 8) Maintaining open lines of communication via telephone or in writing between SASCCS and the Special Education Coordinator of students’ residing school district; 9) Representing SASCCS at district CSE meetings, 10) Remaining current on rules set forth in special education law and regulations; 11) Maintaining privacy of student records and information.

During the teacher orientation week every August, the Special Education Coordinator will hold training and review sessions to address areas of special education services. All SASCCS staff members will attend the training and review session. The School Dean will be present during the meeting to address any other issues raised connected to the education of students with disabilities. During such training sessions, SASCCS staff will be given guidelines regarding the following: 1) The referral process to the CSE; 2) Development of a student’s IEP; 3) Implementation of a student’s IEP; 4) Evaluation of a student’s progress toward meeting IEP goals and objectives; 5) Meeting reporting requirements to parents and CSEs; 6) Confidentiality and student records;

and, 7) Discipline of students with disabilities. As the need arises throughout the year, the special education coordinator will repeat the seminar on the special education services. During the professional days, there will be dedicated sessions on special education services. We will invite professionals/experts for teacher workshops who will assist regular education teachers to incorporate various strategies with special needs students in their classroom. Through these speakers, teachers will learn or be refreshed with creative ideas for modifications and accommodations to their subject material, emphasizing empathy for students with disabilities.

**Child Find Requirements:** The school 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 student's home district CSE. 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 be suspected, the student will be referred to the student's home district CSE for an evaluation.

Referrals may be made by any professional staff member of the charter school, by parent or guardian, by professional agency to whom parent has given permission, or by the student (if 18 years or older). Such referrals will: (1) state the reasons for the referral and include any test results, records, or reports upon which the referral is based, if any; (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose, if any, and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral, along with the procedural safeguards notice described in 34 CFR §300.121, will be sent to the student's parents.

**Access to Student Records/FERPA:** SASCCS will follow all applicable requirements of the IDEA and the Family Educational Rights and Privacy Act (FERPA) and observe regulations relating to the confidentiality of student records (34 CFR §300.123 and 34 CFR Part 99). All appropriate staff will be trained in such requirements, and the charter school's Special Education Coordinator 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 children's educational records maintained by the charter school. Upon receipt of such a request, SASCCS will adhere to the requirements of the Freedom of Information Act. In any event, the charter school 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, SASCCS will (with the exception noted below) obtain signed and dated written consent from 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 the charter school determines that such persons have "legitimate educational interests." All files that are 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.

**Assessment of Students with Disabilities:** All students at SASCCS will be expected to take the mandatory New York State assessment exams. While administering the NYS assessments to students with disabilities, SASCCS will make arrangements for accommodation of the testing modifications specified in their IEPs.

The IEP developed by the CSE of the student's district of residence for some students with disabilities may determine that such students cannot participate in regular state assessments. In these instances, the State Alternate Assessment will be administered as required by law. The SASCCS also will present to and discuss with members of the district CSE each component of the school's assessment program, and will ask the CSE of the student's district of residence 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 of the student's district of residence determines that none of the various assessments administered by the Syracuse Academy of Science and Citizenship Charter School are appropriate for a given student with disabilities, SASCCS 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 of the student's district of residence for approval (or denial) to be included in the child's IEP. [Among the assessment instruments that may be used include those outlined in the following: for social skills, the Social Skills Rating System (Gresham & Elliot, 1990); for adaptive behavior, the Adaptive Behavior Scale (Lambert, Nihira & Leland, 1993); for life skills, Life Skills Instruction for All Students with Special Needs (Cronin & Patton, 1993).]

Parents of students who have been identified with a disability and have an IEP will receive quarterly report of their child's progress in meeting IEP goals.

**Students with Limited English Proficiency:** SASCCS will have an enrollment preference for the ELL population who reside in SCSD. Therefore, we expect to have higher ELL populations. Our extensive ELL programs will be replicated based on a successful program developed at UASCS where we had 18.4% ELL student population in its first year of operation and surpassed its ELL enrollment goal.

Students at SASCCS with limited proficiency in English will achieve comprehension, speaking, reading and writing competence in the English language through the use of the school's services and teaching methods. The requirements to meet the needs of language acquisition are consistent with many good teaching methods that most teachers utilize daily. SASCCS will ensure that ELL students will not be excluded from curricular and extracurricular 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. The ELL teacher will work in conjunction with classroom teachers to provide information on the linguistic, cultural, academic, and social adjustment of ELL students at all ages and grade levels.

ELL student who have basic interpersonal communication skills (BICS) and are at a beginning level of cognitive academic language proficiency (CALP) to handle most of the classroom communication will be integrated in the mainstream classroom. Those who have not achieved BICS and/or CALP will be referred to the 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, home visits, and parental counseling.

Parents whose English proficiency is limited will receive notices and information from the school in their native language whenever possible, so that we will be able to encourage the participation of all parents in the SASCCS community, regardless of their home language. Parents of ELL students will also be kept abreast of their child's progress in English language acquisition.

**Staffing:** SASCCS budgeted to hire two teachers with ESOL certification in its first year, and will be increased up to 5 ELL teachers serving K-5 grades, based on ELL student enrollment. One of the ELL teachers will be the school's ELL coordinator. The ELL coordinator's and teachers duties include: assessing the need for ELL classes; training teachers to meet the needs of ELL students; training and assigning tutors to help ELL students reinforce their English language skills; and collaborating with the Special Education Coordinator to meet the needs of ELL special education students, who will receive ELL services in accordance with their IEPs.

**Identifying ELL students:** The process of identifying ELL students will begin with the Home Language Questionnaire to screen all new entrants—those students who have never attended any school in New York State before—for potential limited English proficiency. If English is the only language spoken in the home as indicated on the Home Language Questionnaire (HLQ), then the screening process need not continue. If the home language or the student's native language is other than English, then appropriate school staff will informally interview the student and the parent/guardian in English, or when necessary, in their native language whenever possible.

If the student speaks a language other than English and speaks little or no English, then the school will administer the Language Assessment Battery-Revised (LAB-R). A student who scores below the designated proficient level will be designated as limited English proficient (LEP), thus making him or her eligible for ELL services. The LAB-R will be administered only once to each incoming student.

**ELL program and its implementation:** SASCCS will follow the freestanding ELL program as described in the Guidelines for Programs under Part 154 of Commissioner's Regulations for pupils with Limited English Proficiency, published by NYSED. SASCCS will adopt SIOP (sheltered instruction observation protocol) in which all content area teachers will have specialized training in meeting the needs of ELL students. The goal of this program is acquisition of English language skills, so that the ELL student can succeed in an English mainstream classroom. SASCCS believes that integration of ELL students in the mainstream classroom creates the conditions for language learning, by increasing peer interaction that uses language fitting the cognitive level of the ELL student. In order to achieve this effectively, we will make sure that all our teachers are on board.

ELL students will receive the same academic content as those students who are non-ELL students. All instruction will be in English; however, the level of English used for instruction—both verbal and written—will be modified for any ELL student, if necessary. Teachers will modify their teaching, as part of SIOP, by using physical activities, visual aids, field trips, technology, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects. Grade-level appropriate low-level reading materials will also be provided to ELL students.

All SASCCS teachers will receive ongoing professional development training in working with ELL students and SIOP. Professors from local universities and individual professionals will be invited for onsite workshops during the school professional development days.

Within the school’s daily schedule are blocks of time that can and will be used for more intensive English language instruction for ELL students.

**Table 11: English as a Second Language Program**

English Language Learners (ELL) and English Language Arts (ELA)				
Required Units of Study				
Grades	Beginning (1–13%ile)	Intermediate (10–23%ile)	Advanced (20–33%ile)	Transitional (30–40%ile)
<b>K-5</b>	3 ELL	2 ELL	1 ELL +1 ELA	1 ELL + 1ELA
<b>6 and 8</b>	2 ELL	2 ELL	1 ELL + 1 ELA	1 ELL + 1 ELA
<b>9 to 12</b>	3 ELL	2 ELL	1 ELL + 1 ELA	1 ELL + 1 ELA

SASCCS’s tutoring center plays an important role in the success of ELL students in their content area classrooms. ELL students also will be strongly encouraged to attend tutoring sessions after school hours and on Saturday to improve their English. If an ELL student attends all tutoring sessions, the student will be given 5 to 6 hours of extra ELL instruction per week on top of mandated ELL units/minutes. An ELL teacher generally works with a student to provide remedial, enrichment, or other support. In addition, based on the success of summer ELL school at UASCS, all ELL students will be highly encouraged to attend two weeks summer ELL school.

ELLs at SASCCS will also benefit from field trips, because they provide a live experience that enhances classroom learning. Field trips enrich and expand the curriculum, strengthen observation skills by immersing children into sensory activities, increase children’s knowledge in a particular subject area, expand children’s awareness of their own community, and the use the language in an actual setting outside of a classroom.

SASCCS will assign a special classroom for ELL education for after-school ELL teaching. The ELL room will be equipped with necessary books, audiovisual equipment and other supplies. SASCCS will ensure that a certified ELL teacher will be assigned to teach our ELL students in a freestanding ELL program. Assurance of provision of the appropriate staff, curriculum, other materials, and facilities will be submitted to local Bilingual/ESL Technical Assistance Centers (BETAC) department every year before the deadline.

**Assessment of ELL students:** The English language proficiency of each ELL student will be measured at least annually, using NYSESLAT to determine whether continued ELL services are warranted. The school will also evaluate each student’s performance in academic content areas to measure progress in core subjects. If an ELL student fails to show appropriate progress in these academic areas, as measured by the appropriate tests, and by teacher assessment of classroom work, modifications to the instructional program may be made for individual students. In addition, SASCCS will look at disaggregated data for ELL students as a group, to evaluate the progress these students are making in the acquisition of the English language and in core subjects. This data will provide information as to whether broader program modifications are necessary and whether additional professional development ought to be provided to our teaching staff. Upon reaching proficiency in the English language, as measured by NYSESLAT, ELL students will be exited from the ELL program.

### III. ORGANIZATIONAL AND FISCAL PLAN

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

**Applicant Group Origin:** The applicant group includes an established group of board members who have built a capacity overseeing SASCS and its first replication at UASCS. As board members of successful two inner-city charter schools, the founding group seeks to disseminate their best practices again in Syracuse, as part of its civic duty as a response to need. The developers of the proposed charter school have extensive experience in national and international education at both the secondary and postsecondary levels. This experienced founding board includes founders of two successful charter schools established in New York and Massachusetts. Founder members include university professors, community leaders, parents, a former public school superintendent and a judge. The broad experience of these applicant members offers strong educational support and enables them to establish and oversee the school operations, and acquire the financial and community support necessary for a high-quality college preparatory program.

**Proposal Development:** The group has been working on the new replication planning for over a year. Seven members of the applicant group are current board members and one member is the current superintendent of SASCS and UASCS. The group has a good understanding of the need and demand in the proposed school city and district since SASCS is already serving the same community. After establishing the school's key design elements and structure for a successful model, the group has prepared the application under the leadership of Dr. Fehmi Damkaci on a weekly schedule over the last nine months. Dr. Damkaci is the primary author of the final application. There are no paid consultants or organizations were involved in the development, fiscal planning, or writing of the application.

*Dr. Fehmi Damkaci:* Professor of Chemistry and Chair of chemistry department at SUNY Oswego. Dr. Damkaci conducts research on medicinal and nanotechnology research. He has three years of middle and high school chemistry teaching experience, and recently received Management and Leadership Development Certificate from Harvard University. He has received more than four million dollars as Principal Investigator (PI) and co-PI in federal grants (NSF, DoE) for developing programs to serving STEM and diverse student populations. He was a founding member of a successful secondary-level charter school in Boston, MA. He has been a board member of the Syracuse Academy of Science Charter School (SASCS) since 2006, and board president since 2010. He has been the board president of Utica Academy of Science Charter School (UASCS) since 2013, its inception. He received a Scholarly Activity Mentorship Award in 2015, an International Educator award in 2014 from International Center of Syracuse and an Environmental Educator Award in 2013 from the Center of Environmental Innovation. He is a proposed board member and will oversee the school's educational leadership, school design, policy development, and science/technology and environment related curricular and extra-curricular activities.

*Rev. Sherman Dunmore:* Community leader in Utica and a chaplain at the Marcy Correctional Facility. He has been an active leader in inner-city youth programs and a parent board member at the SASCS since 2006 and UASCS since its inception. He is a proposed board member and will oversee the school's civic engagement, community outreach activities, and parental involvement.

*Dr. Ahmet Ay:* Professor of Math and Biology at Colgate University in Hamilton, NY. Dr. Ay teaches undergraduate courses in both math and biology, and engages students in his research. He

is a board member at SASCS and UASCS over three years. He is a proposed board member as a vice-president and will oversee the STEM-related educational activities and university relations.

*Mr. Muris Hadzic:* Research associate and Ph.D. fellow in finance at Syracuse University. He serves as the board treasurer at the SASCS and UASCS. He has actively helped refugee students in mentoring and tutoring at Northside Learning Center, a community based organization. He is a proposed board member as a treasurer who will be active in community outreach activities and student mentoring programs and will oversee the school's financial operations, operational quality, and real-estate issues.

*Jawwaad Rasheed, J.D.:* Magistrate at Oneida County Family Court of Utica/Rome and Adjunct Professor at State University of New York Mohawk Valley Community College. He is also a co-director of the Junior Frontiers of the Mohawk Valley, an inner city youth organization in Syracuse. He has a passion for providing opportunities to students and a commitment to helping them explore ways to achieve their academic best. He is a board member at SASCS and UASCS. He is a proposed board member and will be active in college preparatory programs and in compliance with legal regulations.

*Ms. Chanel Turnquest:* Parent of three SASCS graduates. She is a certified real estate agent with 10 years of experience. She is a community leader serving as an advisor of youth chapter of NAACP. He is a board member at SASCS and UASCS. She is a proposed board member overseeing community outreach and addressing the school's real estate needs.

*Dr. Murat Baysal:* Current parent of two SASCS students at elementary and middle schools. He has been voluntarily coaching SASCS's middle and high school robotics team. He is a mechanical engineer and a faculty member at Morrisville State College. He is a board member at SASCS and UASCS (pending NYSED approval). He is a proposed board member overseeing STEM education.

*Dr. Tolga Hayali:* Superintendent of SASCS and UASCS, and parent of two SASCS students at elementary and middle schools. He is also the proposed superintendent for SASCCS. He has extensive charter school administration experience over 15 years. His doctoral thesis topic is "Influence of High School Academic on Freshman College Mathematics and Science Courses" which is well aligned with school's STEM and college preparatory mission. He is helping in the preparation of the application regarding school design, academics, and expansion plans.

*Mrs. Linda Spencer:* Former Chief of Staff at Syracuse Academy of Science Charter School. She has 12 years of experience with SASCS and charter schools. She served at various levels of administrations through her tenure at SASCS, such as Dean of Students, Dean of Academics, Elementary School Dean, and Chief of Staff. She is only an applicant member helping in the preparation of the application regarding student discipline issues.

*Mrs. Marilyn Dominick:* Former Superintendent of Schools at Jordan Elbridge Central School District, Hammondsport Central School District, and Deruyter Central Schools in Central New York and former elementary school principal of Deruyter Central. She has extensive experience on teaching, professional development, coaching and school leadership. She is only an applicant member helping in the preparation of the application regarding professional development and school design.

## B. BOARD OF TRUSTEES AND GOVERNANCE

The Board of Trustees oversees the school on behalf of public under the guidelines set by the New York Board of Regents. The BoT reports to the NYSED Charter School Office at least on an

annual basis, which monitors school operations. The BoT will request approval from NYS Board of Regents for identified material changes, and from NYSED for identified non-material changes according to its approved charter.

The applicant group, except three members as noted above, who are also board members of SASCS and UASCS, will also serve as the initial BoT as provided as attachment in online application. Initial BoT will have seven board members. SASCCS's by-laws, including board member eligibility, terms, method of appointment, and the board's functions, have been provided in Attachment 5b. Monthly BoT meetings will be open to public and will be publicized through the school website and the school's bulletin board. The public announcement will include date, time, and the place of the meetings.

**Roles and Responsibilities of the Board:** The BoT is responsible for monitoring the financial, educational, and managerial well-being of the school by ensuring all are aligned with the mission and guidelines set by the Board of Regents. Key responsibilities of the BoT include:

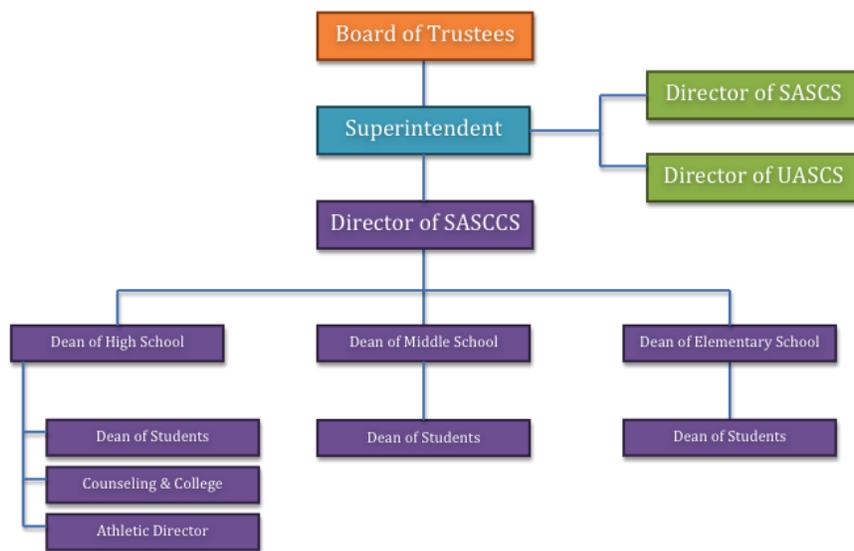
- Continuously monitoring the current needs of students and the community and setting goals and objectives for the school aligned with these needs,
- Ensuring that the school's educational goals and objectives are met,
- Developing and approving school policies and regulations,
- Recruiting and evaluating the school's Superintendent,
- Approving school's staff,
- Approving the school's business plan and annual budget,
- Selecting and evaluating the school facilities and approving of renovation plans,
- Providing the means for the professional development of staff and the board itself,
- Advocating on behalf of the SASCCS by establishing partnerships with community organizations, institutions of higher education, and corporate entities, and
- Hearing and making determinations regarding complaints submitted to the Board in a timely manner pursuant to SASCCS's complaints process.

**Advisory Board and Board Development:** An Advisory Board, consist of community leaders, parents, educators, business leaders, and other professionals, will provide complementary expertise and counseling to the Board of Trustees. The Board of Trustees may request advice as needed. This group will provide counsel on various aspects of school development, community involvement, and public outreach, and recommend resources to support the mission of the school. The Advisory Board members believe in the school's mission and will stay apprised of its progress in achieving its goals. The advisory board will be a great source in the recruitment of new members of the Board of Trustees, since they will be familiarized with the school activities, programs, and mission during their tenure as advisors.

**Board Training:** The Board will hold an annual retreat program to evaluate its governance roles such as annual goals, strategic, succession, and financial planning. The Board will work with external consultants to receive training, e.g. applicant group received training on best practices of non-profit board governance and communication by the school's legal counsel in October 2014 as part of SASCS strategic planning meeting. The topics of such training will include board roles and responsibilities, board assessment, long range planning, plan implementation, academic program assessment, program evaluation, fiscal management, educational law and changes. Board members and leadership team will attend workshops organized by Charter School Associations, non-profits focused on charter school governance and operation, and other regional and national conferences.

## C. MANAGEMENT AND STAFFING

School’s organizational chart, including K-12 structure in its full capacity, is provided below. Superintendent will serve all three partner schools, SASCCS, SASCS, and UASCS. Superintendent position will ensure the successful partnership between three schools to share best practices and expertise and provide cost efficiency.



**Superintendent:** Dr. Tolga Hayali, Chief executive officer for the Syracuse Academy of Science and Citizenship Charter School (SASCCS). Responsible for the effective operation of SASCCS and keeping the BoT informed of the condition of the SASCCS’s educational, organizational and fiscal operations. Assure effective communication between the Board and the staff. See to the development of specific administrative procedures and programs to implement the intent established by BoT policies, directives, and formal actions. Summon employees of the SASCCS to attend regular and occasional meetings as are necessary to carry out the educational programs. Oversee that all funds, physical assets, and other properties are appropriately safeguarded and administered. Hold regular meetings with School Director and all other administrators to discuss school operations. Assure that best practices are shared between the all schools. Represent the SASCCS before the public, and maintain, through cooperative leadership both inside and outside of the SASCCS, such a program of public relations as may keep the public informed as to the activities, needs and successes of the SASCCS. Establish and maintain liaison with community groups which are interested or involved in the educational programs. This position requires a minimum of a master’s degree or a STEM-related field and at least five years of administrative experience in a charter school.

**Director:** This position will be in effect when the high school grades are added. This position requires a minimum of a bachelor’s degree in STEM related field and at least three years of administrative experience in a charter school. Operate as the educational leader and chief educational officer of the school while implementing policies set by the board of directors. Assume administrative responsibility for the planning, operation, supervision, and evaluation of the education programs, services, and facilities of the charter contract, and for the annual evaluations

of the school staff. Be knowledgeable about all aspects of the instructional program and analyze data to confirm continuous focus on improving student academic performance. Encourage planning of innovative education programs, and assist teachers in implementing such efforts when appropriate. Consult with all financial accounting staff and ensure that approved budget is being managed in accordance with policy. Facilitate organizational continuity and communication between high, middle, and elementary school staff.

**School Deans:** Elementary and middle school deans will report to Superintendent until the creation of Director position. One of the employees of the model schools who has administrative capacity and leadership skills in K-4 will be considered for this position to create an effective replication of the model school at the start up. Operate as the educational leader and chief educational officer of the school while implementing policies set by the board of directors. Assume administrative responsibility for the planning, operation, supervision, and evaluation of the education programs, services, and facilities of the charter contract, and for the annual evaluations of the school staff. Be knowledgeable about all aspects of the instructional program and analyze data to confirm continuous focus on improving student academic performance. Conduct classroom visits and annual teacher assessments. Interview, select, and orient new employees. Oversee school's daily academic operations. Oversee student attendance records. Oversee student discipline management system; Hold parent-teacher-student conferences in regard to student and school issues. Compile reports and assist the board in evaluating the effectiveness of school programs. Ensure that all state and federal requirements are met. This position requires a minimum of a bachelor's degree in education or STEM related field and at least two years of administrative experience in a charter school.

**Dean of Students:** Assist the Director in student discipline, and to supervise student activities and student support services. Encourage a peaceful, constructive, and thoughtful climate for learning. Promote fairness of students and staff from all cultural backgrounds. Communicate with students, parents, and staff to make sure all related parties contribute to a healthy learning environment. Coordinate the supervision of the facility to make sure school runs safely and smoothly. Act to ensure safety of the students and staff. Organize safety drill practices and inspections. Oversee student attendance records and take action on truancy issues. Supervise support services including transportation, custodial, and cafeteria. Provide supervision of students during instructional and non-instructional hours. Help students develop positive behavior through a student discipline management system. Provide for uniform enforcement of school rules and regulations. Hold parent-teacher-student conferences in regard to student and school issues. Oversee the hall monitors. Oversee the supervision duties of the staff.

**Hiring of Personnel:** A three-step process is used for recruitment (more details have been provided in Attachment 8a) by the Superintendent and HR office in conjunction with School Director. In Step 1, resumes and applicants are screened for a potential match of expectations. During Step 2, a committee is involved in observing the applicant's lesson, and posing questions and situations to the applicant and measuring the applicant's responses. Step 3 comprises final interview questions, in which expectations are presented to the candidate and a contract may be signed.

**Staffing:** For effective implementation of the school's operations and program, the necessary numbers of the faculty and supporting staff (based on the effective school model) are given in Table 12, which aligns with the school's growth plan. In K-4th grades, there will be two teachers,

one as head teacher and other as co-teacher in every classroom. In 5<sup>th</sup>-8<sup>th</sup> grades, there will be two teachers for English and math courses. SASCCS’s aim is to keep the student/teacher ratio at or below 13 at all times. The budget, as provided in Attachment 9, is designed and planned to support the presented staffing plan over the projected years of operating. A pay scale which is based on educational background, professional experience, and years spent at school is provided in Attachment 8a. Based on our experience at SASCS and UASCS, our observation of the need and demand for SASCCS, especially from the teachers’ interest, we anticipate no challenges in attracting effective school staff.

**Table 12: Staffing Plan for the 1st Charter Term**

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Enrollment</b>	<b>168</b>	<b>246</b>	<b>375</b>	<b>450</b>	<b>525</b>
Executive Management	1.12	1.15	1.20	1.25	1.25
Deans	1.00	1.00	1.00	2.00	2.00
Operations/Business Manager	1.00	1.00	1.00	1.00	1.00
Administrative Assistant	1.00	1.00	2.00	2.00	2.00
Teachers - Regular*	7.00	10.00	16.00	18.00	21.00
Specialty Teachers*	3.00	3.00	5.00	5.00	5.00
Teachers – ELL	1.00	2.00	3.00	3.00	4.00
Teachers – ELL Assistant	1.00	1.00	1.00	1.00	1.00
Teachers - SPED	1.00	1.00	2.00	2.00	2.00
Co-Teachers*	7.00	10.00	17.00	18.00	20.00
Guidance & Counselors	0.50	0.50	1.00	1.00	1.00
Custodian	1.00	1.00	1.00	2.00	2.00
<b>Student/Teacher* ratio</b>	<b>9.9</b>	<b>10.7</b>	<b>9.9</b>	<b>11.0</b>	<b>11.4</b>

**Recruitment and Retention:** The school will provide competitive health insurance and NYS teacher retirement plans in addition to safe, sound and supportive school environment to recruit and retain effective teachers. Effective teachers will be determined by the Superintendent, Director and School Deans through continuous evaluations, which include an average of ten class visitations in a year. In addition, teachers will be provided additional stipends and honoraria for their commitments to after-school activities and their success at regional, national, or international fairs. Retained teachers will be given several opportunities to increase their effectiveness, such as the Summer Institute teacher preparation weeks prior to school, staff development program during school year, and feedback after each class visitation with online tools to excel. Celebration and appreciation throughout the year will be given through weekly morning meetings and special school-wide events wherein staff members are recognized and appreciated for their hard work and successes.

Data-driven decisions aimed at recruitment, evaluation, retention and support of leaders and teaching staff will be practiced. The end-of-year tests from all previous years are used as a baseline for assessing the effectiveness and progress for academically, socially, emotionally, or language-based needy students. The special education department, ELL department, counseling department, and advisory team leaders (and any parental input) will be all involved in developing

new strategies, including staffing strategies and plans, to influence the hard-to-reach student population.

Ineffective staff members will be subjected to a documented process that includes providing tools and strategies to overcome deficiencies, entailing professional development, and peer observation. If there is no improvement or further deficiencies continue, there will be verbal and written warnings, followed by dismissal.

**C. 1. CHARTER MANAGEMENT ORGANIZATION**

We **intend to contract** with a charter management organization. *Continue with completion of this section.*

We **do not intend to contract** with a charter management organization. *Skip to the next section.*

**C.2. PARTNER ORGANIZATION**

The partnership agreement will include following services to be purchased from SASCS: business services (such as payroll, purchasing, accounting, accounts payable, accounts receivable, audit management, grant management, etc.), human resource management, information technology management (such as technology set up and maintenance of technology infrastructure, including classroom technologies), facilities management, and academic services (such as professional development, teacher coaching, data analysis, teacher evaluation, evaluation of director, etc.). The cost of the services for SASCCS will be aligned with the actual cost of the services to SASCS and will be based on the number of students. The price of the services will be adjusted on an annual basis based on the actual overall cost. UASCS has a similar partnership with SASCS since its inception in 2013. The success of this partnership has been acknowledged in the annual independent CPA audit reports as well as in the audit report by the [NYS Comptroller's Office](#). No findings were reported in these reports. For more information, please see attachment 7.

**D. EVALUATION**

**Overall Evaluation:** The Superintendent will provide monthly educational reports, which include student achievement assessment data, staffing needs, discipline issues, and programmatic recommendations for the discussion and review of board members. The School Director will report monthly student and school activities. The Chief Financial Officer will report monthly on financial dashboard and statements.

**Table 13: Assessment Plan**

Assessment	Evidence
1. Performance Goals <ul style="list-style-type: none"> <li>▪ Graduation rate</li> <li>▪ Attendance and Drop-out rate</li> <li>▪ College acceptance</li> <li>▪ 3<sup>rd</sup> – 8<sup>th</sup> Grades state exams</li> <li>▪ NYS Regents</li> <li>▪ SAT/ACT</li> </ul>	<ul style="list-style-type: none"> <li>▪ Score reports From SED</li> <li>▪ Annual report to SED</li> <li>▪ Director’s Report</li> <li>▪ Student database reports</li> <li>▪ College acceptance reports</li> </ul>
2. Academic performance compared to Syracuse City	<ul style="list-style-type: none"> <li>▪ Score reports from SED</li> <li>▪ Annual report to SED</li> </ul>

<ul style="list-style-type: none"> <li>▪ English; Math; Science; Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Director's report</li> </ul>
<p>3. Academic program being implemented effectively</p>	<ul style="list-style-type: none"> <li>▪ Test results (3-8 State exams, Regents, Benchmarks, STAR Early Literacy assessment, STAR Math and STAR Reading assessments)</li> <li>▪ Department meeting minutes</li> <li>▪ Guidance department reports</li> <li>▪ Dean of student reports</li> <li>▪ Teachers' quarterly reports</li> </ul>
<p>4. Academic program aligned with Common Core State Standards and SASCCS Charter</p>	<ul style="list-style-type: none"> <li>▪ Teacher portfolios</li> <li>▪ Curriculum and lesson plans</li> <li>▪ Dean's report</li> </ul>
<p>5. Intervention and action plans</p>	<ul style="list-style-type: none"> <li>▪ Student Growth Percentile (SGP) from STAR Early Literacy assessment, STAR Math and STAR Reading assessments</li> </ul>
<p>6. Student Advisories</p> <ul style="list-style-type: none"> <li>▪ Student progress is measured systematically</li> <li>▪ College guidance is provided effectively</li> </ul>	<ul style="list-style-type: none"> <li>▪ Guidance department reports</li> <li>▪ Internal and external test scores data</li> <li>▪ State exam scores data</li> <li>▪ Student portfolios for college application</li> </ul>
<p>7. Parental Involvement</p> <ul style="list-style-type: none"> <li>▪ Home visits</li> <li>▪ Parent meetings</li> <li>▪ Parent communication</li> </ul>	<ul style="list-style-type: none"> <li>▪ Home visit reports</li> <li>▪ Parent meetings and participation</li> <li>▪ Dean's report</li> <li>▪ Parent communication newsletters</li> <li>▪ Parent surveys</li> </ul>
<p>8. Professional Development</p> <ul style="list-style-type: none"> <li>▪ Faculty and staff will be provided opportunities for workshops &amp; conferences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional development plan</li> <li>▪ Professional development record</li> </ul>
<p>9. Special Education and ELL Services</p> <ul style="list-style-type: none"> <li>▪ Student IEP and ELL requirements met</li> <li>▪ Sufficient staff hired</li> <li>▪ Reporting properly done</li> </ul>	<ul style="list-style-type: none"> <li>▪ Dean's report</li> <li>▪ NYS reports</li> <li>▪ Special Ed coordinator's report</li> <li>▪ ELL coordinator's report</li> </ul>
<p>10. Pupil Services</p> <ul style="list-style-type: none"> <li>▪ Field trips and international trips</li> <li>▪ Tutoring</li> <li>▪ Provision of services during removal</li> <li>▪ Extra-curricular activities</li> <li>▪ Science Olympiad, Science Fairs</li> <li>▪ Math competitions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Director's report</li> <li>▪ Dean's report</li> <li>▪ Guidance department report</li> <li>▪ Tutor logs</li> <li>▪ Science projects and competitions</li> <li>▪ Science and math activities</li> <li>▪ Field trips and international trips</li> </ul>
<p>11. Student Development Goals</p> <ul style="list-style-type: none"> <li>▪ Skills to succeed in a four-year college through a rigorous academic program</li> <li>▪ Discipline and dedication to pursue a college education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regents exam scores</li> <li>▪ Guidance program</li> <li>▪ College acceptance statistics</li> <li>▪ Clearinghouse data</li> <li>▪ Science and Math activities</li> </ul>

The Board will monitor the school’s educational, financial, and organizational assessment report, which will be derived directly from the school mission and objectives, and aligned with our assessment plan. This dashboard will include four main categories: academic performance, structural performance, stakeholder communication performance, and financial performance. Each category will include several metrics and measures tied to school design, program, and annual and strategic goals. Measurement metrics will be tied to the objectives. The Board and Superintendent will identify annual targets for each metric, based on internal baselines and goals, authorizer requirements, and comparative benchmarks. The Board will be the stewards of the measurement system, with the administrative team. For example, for financial performance, the following indicators will be used: Reliance ratio, Self-sufficiency ratio, Percentage of budget for personnel, Functional cost allocation, Cost per student, Cost per sq ft, Current ratio, Quick ratio, Debt ratio, Operating cash flow ratio, and Month of cash.

An assessment plan for evaluating the performance of the school, a sample of which is provided in Table 13 on page 48, will be used by School Director to help evaluate the academic performance of the school.

**Table 14: Board of Trustees Self-Evaluation**

Considerations	Rating
<b>Knowledge of School &amp; Board Meetings</b>	
Board has understanding of the roles and responsibilities	
Board members have knowledge of the school’s mission and its programs	
Board members are involved and committed to performing their responsibilities	
Board meets regularly	
Board meetings facilitate focus and progress on important organizational matters	
Board has approved comprehensive policies	
<b>Instructional program</b>	
Board has a formal process to evaluate the efficacy of academic program	
Board effectively oversees the academic program	
Board conducts systematic review of the Superintendent’s performance	
Board creates professional development opportunities for the Superintendent	
<b>Planning &amp; Supervision</b>	
Board provides leadership in policy development	
Board provides effective fiscal oversight	
Board ensures that the school is in compliance with the rules and regulations	
Board receives regular reports on finances/budgets, school activities and other important matters	
Board regularly monitors progress toward its goals	
<b>Community Relationships</b>	
Board establishes relationships with staff and parents	
Board members participate in meetings and community functions to exchange opinions on the school	

**School’s Leadership Team Evaluation:** BoT members will meet with the school’s leaders on a monthly basis during the board meetings and discuss agenda items and program progress. Student success in several programs and venues (college acceptance, Regents exams, state tests, etc.), student retention, parent satisfaction, and staff satisfaction will be some of the indicators of the school leader’s success.

The Superintendent will be evaluated annually by a committee consisting of minimum five members including two BoT members, school directors and deans. The performance rubric will include categories such as a) human capital management, b) instructional leadership, c) personal behavior, d) building relationships, e) culture of achievement, and f) organizational, operational, and resource management.

The Director and School Deans will be evaluated annually using a NYSED-approved rubric such as Marzano’s rubric by Superintendent.

**Board Self-Evaluation:** It is our belief that the Board’s performance can be improved through systematic assessments carried out with good planning, conscientious follow-through and, where indicated, orderly change. The self-assessment rubric shown in Table 14 will be used by the BoT to receive internal input on how well the BoT is doing. Each member and the school’s leadership team will complete the form in June. Members may give suggestions about how the BoT could perform better for any or all of the following items. BoT will discuss the results of the self-evaluation survey in a July or August meeting. The results of these evaluations will be used in designing Board training activities and annual retreat program.

**Table 15: Parent Satisfaction Survey**

Please rate 4: Strongly agree, 3: Agree, 2: Disagree, 1: Strongly Disagree	Rate
1. I am satisfied with the quality of instruction my child receives.	
2. My child is challenged to do his/her best.	
3. I am satisfied with my child’s experience with technology at school.	
4. Overall, I am satisfied having my child enrolled at SASCCS.	
5. SASCCS fosters a safe environment.	
6. School discipline at SASCCS is handled in a fair manner.	
7. My child feels comfortable talking to and interacting with his/her teachers.	
8. I feel comfortable contacting administration for problems that require attention.	
9. Teachers are available when I need to speak with them.	
10. I receive information about school policies, assessments, and school activities.	
11. I am provided with timely, accurate information about services and programs offered at SASCCS.	
12. Information is periodically provided to me about how my child is doing at SASCCS.	
13. Reasons for choosing SASCCS (circle more than one):	
Smaller Setting, Emphasis on math and science, Individual Attention, Computer Technology that supports the curriculum, Safe and positive learning environment, Ethnic/cultural diversity, Extra-curricular activities.	

**Teacher evaluation:** The school deans, directors, and academic consultants will observe and coach the teachers. Having multiple observations ensures that lessons will be aligned with the NYSED standards, and that classroom management is conducted in such a way that learning is a

primary function of each class. Each School Dean will be required to complete a minimum of two unannounced walk-throughs each day. These will allow the administrator assess the teacher’s need for coaching, mentoring, and professional development opportunities.

During the academic year, SASCCS will conduct one announced and one unannounced full-length formal classroom observations using Danielson’s Framework for Teaching conducted by minimum two observers.

This model allows a teacher to be observed on average 12 times in an academic year. After each observation, the observer will meet with the teacher to provide feedback and suggestions to improve instruction. All observation notes and feedback will be kept in an online database with an open access to teachers and administrators.

**Parent and Staff Satisfaction Evaluation:** Parent and staff satisfaction will be gauged by annual surveys. The results of these surveys will be discussed during the July meeting to take necessary actions based on the outcome. A sample parent satisfaction survey is shown in Table 15. In addition, teachers will make at least twelve home visits per year in order to receive feedback face-to-face. As part of our key design elements, we will implement several programs in order to increase their involvement as described before.

**School Climate Evaluation:** SASCCS will evaluate its stakeholders’ perception of the school climate formally on an annual basis through parents and staff satisfaction surveys with specific questions related to school culture, communication, and discipline. The school leadership will evaluate the results of these surveys, which will be discussed as part the school’s annual accountability goals.

## E. PROFESSIONAL DEVELOPMENT

SASCCS is committed to the personalized professional growth of each staff member. Effective professional development provides time and opportunities for staff to develop core competencies in instructional strategies, lesson design, classroom management, and data analysis. SASCCS professional development (PD) will have four main phases along with various components:

1. Yearlong continuous learning and improvement
  - a) Individual Teacher Learning Plan (TLP)
  - b) Coaching and Mentoring
  - c) Teacher Institute: Comprehensive, Collaborative, and Structured PD
2. Summer Institute
3. In-house Seminars or Workshops
4. Extended Learning Through Certificate and College Programs

**1) Yearlong Continuous Learning:** SASCCS will adopt an extensive, structured, and continuous professional learning community<sup>26</sup> that promotes both individual and collaborative learning opportunities. The program includes a continuous process of learning, implementing, reflecting, and accountability in which all staff participates as learner, activity facilitator, and contributor. The first phase of the program includes three components.

*a. Individual Teacher Learning Plan:* This component of the SASCCS professional development program requires all teachers to develop personal learning plan based on their individual needs. The needs will be identified by the teacher’s self-evaluation and the

<sup>26</sup> Richard DuFour (May, 2004), “What is a Professional Learning Community?” in *Educational Leadership*

administrators' or coaches' classroom observations. After the needs assessment, the teacher develops the personalized TLP, which includes goal setting, online classroom enrollments, group discussions, and outside on-site seminars or workshops, to discuss and activate with a designated school administrator. The administrator may also require the TLP include peer-observations based on the individual needs. An online database will be used to develop and monitor individual TLPs. The teachers are accountable to complete the TLP-required activities and the administrator will conduct periodical individual meetings with the teachers to monitor the progress of teachers' learning plans.

b. *Coaching and Mentoring*: The coaching will focus on universal teaching skills such as classroom environment, student behavior management, delivery of instruction, student engagement, formative assessment, etc. The mentoring will focus on content specific support to the teachers. This component of the SASCCS professional development plan will allow experienced educators from various subject area to coach and mentor the teachers individually. These educators may include the retired teachers and or the school administrators who carry K-12 classroom teaching experiences. They will continuously observe the classrooms and provide individual feedback, guidance, and group seminars, workshops, or training throughout the year.

c. *Teacher Institute*: The existing research suggests comprehensive, collaborative, and structured professional development<sup>27</sup> opportunity for those teachers who seriously struggle in teaching or learning certain teaching skills, especially in math and English subjects. Therefore the SASCCS designs a yearlong comprehensive professional development program for such teachers that include best practice sharing, book or article review sessions, demo lessons for peer-feedback and self-reflection, exemplary sample lessons, peer-observations, in-house or outside seminars or workshops, and coaching or mentoring. These activities will take place during school hours, after school, or Saturday professional development meetings. The SASCCS will compensate teachers for Saturday meetings in order to increase participations and their desire to productively contribute the process. This program furthermore values teachers' ongoing feedback and reflections to evaluate and re-shape the content and progress of the program. Distributed leadership will also be employed during the implementation of the program to increase teachers' ownership of the program. Their feedback and leadership plays critical roles to identify content of the learning activities.

**2) Summer Institute:** The school calendar includes 5 to10 full days during the summer to train the new teachers and reenergize the seasoned teachers. All teachers and administrators are expected to attend the institute prior to start of the academic year. It includes training regarding SASCCS charter, statutory and regulatory requirements. The Summer Institute program includes both school-related information and training, and professional learning opportunities. It includes but not limited to school charter and organizational structure, handbooks, and etc., facility management, technology infrastructure and database trainings, academic calendar and event lists, academics goals and expectations, data-driven and differentiated instruction, practicing bloom's taxonomy at higher level instruction, classroom management, response to intervention & instruction (RtII), 21st century skills, and professional development plan.

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<sup>27</sup> a) Kuijpers, J. M., A. A. M. Houtveen, and Th Wubbels. "An integrated professional development model for effective teaching." *Teaching and Teacher Education* 26.8 (2010): 1687-1694. b) Kuijpers, J. M., A. A. M. Houtveen, and Th Wubbels. "An integrated professional development model for effective teaching." *Teaching and Teacher Education* 26.8 (2010): 1687-1694. c) Levine, Thomas H., and Alan S. Marcus. "How the structure and focus of teachers' collaborative activities facilitate and constrain teacher learning." *Teaching and Teacher Education* 26.3 (2010): 389-398.

3) **In-house Seminars or Workshops:** The SASCCS values in-house whole group professional development opportunities besides individual learning plans. For such activities the school is either closed for students or students are dismissed early to make sure that all teachers participate in such learning activities. This PD program will allow the teachers to listen to university professors, role model teachers, and or specialized consultants. In addition the school is open to send the entire teaching team to local conferences. Such conferences allow teachers benefit from national and or regional leaders and professionals as keynote speakers and workshop providers. They also provide opportunities for teachers to interact with their colleagues from other local schools. The School establishes the following priorities for professional development based on the congruency between SASCCS goals and teacher and student needs:

- An understanding of the students/families served, e.g. ELL, and cultural awareness
- Classroom management for academic success with a focus on inner city students
- Classroom Strategies for effective curriculum coverage
- Analysis of Student Performance Data to inform instruction
- Personalized instruction to meet specific student needs
- Providing ongoing technical assistance for SASCCS staff

4) **Extended Learning and Development:** In addition to our regular professional developments programs, all teachers are encouraged to take advantage of available instructional workshops, classroom management programs, and/or training each year by various universities and the Central New York Teaching Center in their areas of expertise. All teachers will have an annual allocation that allows them to attend a subject-related conference of their choosing.

**Evaluation of PD programs:** Participants' reflection plays a key role in program evaluation. Reflection opportunities after completing PD activities are given to assess their quality and effectiveness. In addition, staff satisfaction surveys will include questions regarding their satisfaction of personal growth at SASCCS. Overall effectiveness will be measured by a) increased teaching effectiveness in the classroom instruction, which will be observed through frequent class visitations and observation (PD software will track the change in teacher's effectiveness over time) and b) increased student learning, which will be assessed by benchmark tests, state tests, and individual behavioral changes. Student performance on assessments will drive professional development assignments.

## F. FACILITIES

We identified through our networks within the Syracuse community a possible location which might be on sale or lease within a year to house the charter school. The importance of this location is its close proximity (2 miles) to the SASCS Elementary school building, which will act as a model school. The convenience of this location will also facilitate the enrollment of a diverse student body from different parts of the city.

The identified building has around 56,000 SF space with two wings, including 27 classrooms, nurse office, 5 offices, large size gym, large size kitchen and cafeteria, playground and some green area with ample parking space. This building can serve K-4 grades in one wing and 5<sup>th</sup>-7<sup>th</sup> grades in the second wing as elementary and middle schools.

## G. INSURANCE

We have worked with and will work with Austin and CO Insurance Agency, Inc. for general and professional liability, property, and personal injury. We will seek liability insurance coverage as shown in Table 16.

**Table 16: Insurance Coverage**

Limits General Liability	\$3,000,000
Business Personal Property	\$250,000
Computer equipment	\$250,000
Directors and Officers Liability	\$1,000,000
Excess Directors and Officers Liability	\$10,000,000
Umbrella Liability	\$10,000,000
Hired & Non Owned Auto	\$1,000,000
Workers Compensation & Employer Liability	\$1,000,000
Catastrophic Student Accident	\$1,000,000

## H. HEALTH, FOOD, AND TRANSPORTATION SERVICES

**Health Services:** SASCCS shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. SASCCS shall provide on-site health care services similar to the extent that such health services are available to children attending other public schools in the SCSD. SASCCS will seek to have a full time school nurse provided by SCSD (in accordance with §2853(4)(a) and §912 of the Education Law) to supervise the disbursement of medication, the treatment of students who are ill, the treatment of students who are injured, and to train faculty and staff in first aid. The nurse will additionally be responsible for all record keeping and correspondence related to these responsibilities. Hearing and vision testing will be done on all new students by a qualified individual. A review of student immunizations requirements and the proper supporting documents shall be completed for all new students.

**Food Services:** In SASCCS, breakfast and lunch will be available for the full purchase price or less for all students without any service charges. In addition, students will also be allowed to bring their lunch and/or breakfast to school.

SASCCS will also participate in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture, and adhere to all applicable requirements including, but not limited to: meal pricing; determination of eligibility; nutritional value; and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose.

Food will be prepared and brought to the school by a prominent food service provider, Aramark Food Services, to be served on SASCCS's own food service facilities, including kitchen and cafeteria accommodations. This is the same company which currently serves to all SASCS's three building in Syracuse. Expenses for subsidized meals will be met by subsidy revenues received from the Federal and State meal programs; and expenses for full price meals will be met by sales

charges. Therefore, food-service related revenues have been equalized to the related expenses in the budget.

**Transportation Services:** SASCCS students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. If a student is not eligible for such transportation, the student's parent or guardian will be responsible for providing transportation.

## I. FAMILY AND COMMUNITY INVOLVEMENT

Parental involvement is recognized as a crucial factor in student learning and success. SASCCS will be appropriate for parental involvement due to its educational program and small size, and individual attention.

**School-Family Communication:** Each full-time teacher will mentor a number of students, monitor their progress in each subject matter, and contact their parents regularly. During weekly grade level meetings, each student's academic and social needs will be discussed. Plans resulting from these meetings include tutoring, home visits, parent calls, and working in collaboration with parents. SASCCS will create the partnership triad of student-teacher-parent through weekly teacher contacts to parents (10 per week, by phone, email, or face-to-face) and home visits (12 per year as a team), both of which will be mandated contractually and monitored weekly in grade chair meetings. Communications from these parent-teacher-student interactions will be communicated weekly to grade level teachers and administrators through grade level and grade chair meetings. Home visits will be a unique way of increasing parental awareness and involvement with school activities and their children's education.

The following actions will be taken to improve effective communication and partnerships with parents:

- Provide a student-parent guide to inform parents about school policies, rules, and conduct.
- Hold parent-student meetings for first-time students to talk about school culture, expectations, requirements and policies.
- Build strong relations between student and teacher and enhance parents' education via home visits by teachers.
- Organize the staff so that at least one person knows each student well: how he or she is doing in all subjects; whether he or she is making friends; whether he or she is anxious, afraid of failing..
- Make sure that the school office is friendly and open and that parents are treated with respect and are not kept waiting.
- Use the school's web page effectively for constant communication. Parents will be able to have access to daily homework assignments, grades, attendance via school's secure web based database. School website will be available on mobile systems.
- Sponsor parent-to-parent events, so that parents can get to know one another and develop common standards for their children's behavior and social life.
- Provide in-person contact with parents whose primary language is not English, and be sure that translators are involved in all parent-teacher interaction as needed.
- Provide a quarterly newsletter to inform the parents about upcoming school activities as well as past student success to increase participation and school pride.

At SASCCS we believe that involving more parents more often and more productively requires changing the major location of parent involvement from the school to the home, changing the major emphasis from general policies to specific skills, and changing the major target from the

general population of students or school staff to the individual child at home as specified in key design element eight (parent involvement and home visits).

SASCCS is also committed to use technology at a maximum possible level. Currently, a web page is set up at <http://www.sasccs.org> to provide information and online presentations and to have a quick survey to poll public opinion about the educational needs, and interest in SASCCS. This site will be enhanced to be a very functional and resourceful website to provide parents and students in-depth coverage of school events, a password-protected access of student progress, daily assignments, class notes, and useful links.

**Parental Involvement:** Parental involvement is recognized as a crucial factor in student's learning and success, and goals and strategies to achieve an active parental involvement as described in key design element eight (parent involvement and home visits). Current proposed BoT members, Reverend Dunmore is a former parent and current grandparent. Chanel Turnquest is a former parent. Dr. Baysal is a current parent of two students in elementary and middle school. Parents will be encouraged to volunteer in school activities and field trips to support school mission and student success. The feedback from home visits will be communicated back to BoT by Director and Superintendent. All parents have opportunity to provide input through parent satisfaction surveys and testimonials.

**Community Involvement:** SASCCS will have extensive community involvement through its minimum 225 hours of community service learning requirement. The community will also be integral to achieving our mission and will complement our educational programs with their expertise, passion, and experiences. SASCCS will invite guest speakers, community leaders, scientists, environmental activists, college leaders and professor, business leaders, on a monthly basis to speak to our students and encourage them to graduate from college, importance of STEM fields and environment, community involvement, and pursue excellence. Specifically, the speaking engagements will be tailored toward people from backgrounds similar to our students' upbringing. In addition, teachers will be required to have at least two guest speakers in their classrooms from the community to make use of the expertise and experience within the community.

## J. FINANCIAL MANAGEMENT

SASCCS will employ an Operations Manager within the school to administer the daily fiscal and accounting functions of the School. BoT and Superintendent will provide fiscal oversight through monthly review of financial statements and dashboard metrics, and approval of annual budget. Fiscal management, such as purchasing, payroll, receiving, and asset control will be performed by business office.

**Internal Controls:** The Treasurer and president of BoT will be responsible for financial matters on behalf of BoT. The Treasurer is a member of the financial committee, and oversees the business office operations. The BoT President, BoT Treasurer, Superintendent, and Operations Managers will discuss first for financial matters. Any matters that need board approval go to a meeting afterwards.

Financial statements and dashboard metrics will be reported to the Board on a monthly basis. All annual budgets and interim modifications will be approved by BoT. At every BoT meeting, the board will review the financial report submitted by the business office. BoT will review and compare the budget to actual revenues and expenses on a regular basis, and will follow up on inquiries that may result on budgetary actions. BoT will monitor matters that could affect the school's financial status or reports.

The Treasurer will review the bank statements and financial statements on a monthly basis. Any long-term contracts and purchases over \$20,000 will be approved by the board of trustees. Any checks with amounts higher than \$5,000 will require the signature of Treasurer or BoT president. Internal controls will be put in place to make sure that there is proper segregation of duties amongst the personnel for different job functions. For instance, a purchase order will be approved by the immediate supervisor of the requester prior to purchasing goods. The supervisor will be able to track the budget allocation prior to approval. Purchasing agent will place the order upon the approval. Payment will be processed by the accounts payable upon the receipt notice by an appropriate personnel. Bank statements will be reconciled on a monthly basis and verified by Treasurer. The duties will be segregated over liquid assets. Also, the use of fixed assets will be tracked in an inventory system. Some of the business office services such as payroll, HR, and legal will be outsourced to SASCS for utilizing their extensive expertise and cost efficiency purposes.

**External Controls:** Independent audits of the financial statements will be conducted annually by a New York State Certified Public Accountant selected by the BoT. Annual financial audits will be conducted in accordance with Generally Accepted Auditing Principles (GAAP), per the US Comptroller General. Financial regulatory forms shall be completed as necessary by the charter school or an accounting firm selected by the Superintendent.

**Financial Goals:** BoT has set two overall financial goals: to have contingency reserve funds at least two percent of the annual budget after the completion of the third year of operation and to have no identified financial deficiencies/findings in the annual audits.

## K. BUDGET AND CASH FLOW

Attachment 9 has been prepared based on the actual operating budget of another replication of the SASCS model; factoring an inflation rate of four percent for more realistic budget figures.

**Revenue Assumptions:** SASCCS will rely on the CSP Planning and Implementation start-up grants, \$625,000 (of which \$125,000 is due to ELL preference), required to prepare our educational program and facility for the first two years of the school. In addition, the main source of SASCCS's revenue will be per-pupil aid from public school district, which is based on the current level at \$12,280. Per-student revenue is assumed to be constant throughout the initial charter period for five years. The initial student enrollment is projected to be 165, which will gradually increase to 520 over five years; both are 5 students less than proposed enrollment for conservative budgeting. All teacher and staff salaries are assumed to increase annually per teacher pay scale. School will apply for Title I and Title II funding, and for conservative budgeting purposes, it has been calculated based on UASCS Title I and II allocations for 14-15.

The cash balance at the end of the fifth year will be \$476,686. The budget is prepared with the assumption that enrollment targets will be achieved with five less students. The projected surplus will serve as a buffer against any unexpected/further events or new programs.

**Expense Assumptions:** Main expenditures will be payroll, benefits, and facilities. The budget has been prepared according to average pay scale and benefits (Attachment 8a). Facility rent and improvements have been included at the Syracuse market value, which are subject to change according to the conditions of the facility.

The budget has been prepared based on educational and organizational needs aligned with our mission and key design elements such as hiring additional ELL teachers. Teaching staff salaries will increase \$4,000 due to the extended 15 school days in the 4<sup>th</sup> year. There will also be vehicle purchases such as minivan, van and school bus for taking the students to the field trips throughout

the year. Our staffing plan (Table 12) includes the necessary number of administrative staff, full time teachers, teacher aides, special education and ELL teachers, and non-instructional support staff to implement our design and mission effectively. The superintendent’s salary will be prorated among the schools he is overseeing based on their student enrollment. Services provided by SASCS are budgeted at \$500 per student for the first year and 5% increase for the following years. Professional development for teachers and Board training expenses are included in the budget.

**L. PRE-OPENING PLAN**

Immediately upon receipt of its charter and the finalization of its building contract, the founders of SASCCS will once again e-mail brochures and application materials to approximately 1,400 email addresses of the waiting list of SASCS, will hold public meetings, and will accept enrollment applications at SASCCS websites. A school advertisement will be placed in local newspapers and radio to reach out to all the segments of the community so that SASCCS will have a diversified student body. We will hand out flyers, and put up posters in malls and community centers. These documents will briefly describe the vision of the school and the enrollment process and will allow those who cannot attend a public meeting to have a chance to hear about SASCCS.

**Table 17: Pre-Opening Plan**

<p style="text-align: center;"><b>June 2015 – March 2016</b></p> <ul style="list-style-type: none"> <li>▪ Receive charter approval</li> <li>▪ Begin formal board meetings</li> <li>▪ Initiate the school and Financial Policies</li> <li>▪ Apply for all relevant grants and loans</li> <li>▪ Begin enrollment recruitment</li> <li>▪ Hire School Director and Business Manager</li> <li>▪ Launch community meetings to publicize school</li> <li>▪ Provide Certificate of Incorporation, Federal Employer Identification Number, Identification of Facility and Lease</li> <li>▪ Contract facility and design any renovations</li> <li>▪ Develop policies and fiscal management system</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue curriculum development</li> <li>▪ Hire teachers, assistant aides, nurses and staff</li> <li>▪ Establish financial procedures, internal controls, accounts payable, and voucher systems.</li> </ul>
<p style="text-align: center;"><b>March – June 2016</b></p> <ul style="list-style-type: none"> <li>▪ Require student applications by April 1<sup>st</sup>.</li> <li>▪ Receive parent/guardian signed contracts</li> <li>▪ Open enrollment continues based on seats</li> <li>▪ Enroll students</li> <li>▪ Conduct lottery within April, notify student candidates, establish waiting lists</li> <li>▪ Develop personnel procedures</li> <li>▪ Notify school districts of residence of admitted students and obtain records</li> <li>▪ Order all necessary technology, books, supplies</li> <li>▪ Adopt policy manuals</li> <li>▪ Notify district on transportation and calendar</li> <li>▪ Establish and furnish classrooms</li> <li>▪ Provide orientations for students and families</li> <li>▪ Develop snack and lunch program</li> </ul>	<p style="text-align: center;"><b>July – August 2016</b></p> <ul style="list-style-type: none"> <li>▪ Obtain records based on enrollment</li> <li>▪ Adopt a revised budget based on June 30 count</li> <li>▪ Continue enrollment based on available space</li> <li>▪ Conduct PD for staff and teachers</li> <li>▪ Establish food and health services</li> <li>▪ Establish and maintain facility</li> <li>▪ Develop transportation plan</li> <li>▪ Receive IEP plans for all students</li> <li>▪ Submit all documents expected by the State Department of Education prior to the opening of the school: e.g., certificate of occupancy, sanitary inspection report, fire inspection report, licenses of Administrators, teachers, and professional support staff</li> <li>▪ Provide Student Handbook</li> <li>▪ Establish Student Database system</li> </ul> <p style="text-align: center;"><b>September 2016 – November 2016</b></p> <ul style="list-style-type: none"> <li>▪ Celebrate opening of school</li> <li>▪ Implement instructional program</li> <li>▪ Conduct monthly Board of Trustees meeting</li> <li>▪ Conduct school self-assessments</li> <li>▪ Repeat recruitment and admissions procedures</li> <li>▪ Continue ongoing public relations efforts</li> </ul>

Prior to opening the school, the BOT, Superintendent, and prospective Director will hire a Dean of Students and teachers who meet the qualifications and certification necessary for their position and possess characteristics and goals that are aligned with the school’s mission and objectives according the pre-opening plan between January and June 2016. A building that meets NYSED requirements, NYS occupancy terms, and the school’s population and function requirements will be identified by March 2016. SASCCS’s new teachers will attend the 10-day SASCS’ Summer Institute of training plan prior to opening the school that will establish a team mindset for the entire staff and set the tone, expectations and procedures for the upcoming year. It will also create a collaborative environment between two school staff and administrators to share experiences throughout the year.

Finally, in the weeks prior to the opening of SASCCS, the administration and staff would hold multiple orientation sessions for registered students and their families to prepare parents and students for academic, athletic, social and community expectations.

**M. DISSOLUTION PLAN**

Should SASCCS dissolve for any reason, all the students and their records will be transferred to the SCSD. SASCCS will maintain a reserve fund to cover debts in the case of the school’s dissolution. Remaining assets would be transferred to another charter school in Syracuse. Should other charter schools decline the assets, they will become the property of the SCSD.

**Table 18: Dissolution Plan**

Date of closing and last day of school:	30 June		
Escrow Account	\$75,000		
<b>Schedule of Activities</b>	<b>Person Responsible</b>	<b>Date of Completion</b>	
<b>Financial Statements</b>			
▪ Submit financial statements to NYSED	Operations Manager	30 Jul	
<b>Final Audit</b>			
▪ Appoint independent auditor to conduct a final audit	Board of Trustees	30 Aug	
<b>Accountability and Reporting Required Task</b>			
▪ Submit end-of-year reports by specified deadlines	Operations Manager	30 Jul	
<b>Legal</b>			
▪ Devise procedures for dissolving board and relieving BoT members	Board of Trustees	30 Aug	
▪ Provide NYSED with name, address and contact info of person designated as the primary contact person for all future inquires, as well as BoT resolution appointing this person as primary contact.			
<b>Federal Grants</b>			
▪ Provide proof of proper liquidation of goods acquired through federal grant(s).	Operations Manager	30 Aug	
▪ Verify liquidation and/or transfer of property acquired through federal grants to the district.			
▪ Submit Final Expenditure Reports for entitlement grants.			
<b>Enrollment Count</b>			
▪ Collect updated student registers and conduct a final enrollment.	Director	30 Jul	

## CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name: **Syracuse Academy of Science and Citizenship Charter School**

Proposed School Location (District): **Syracuse City School District**

Name of Existing Education Corporation (for replication) \_\_\_\_\_

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”<sup>12</sup>

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

- An assurance that the charter school will annually provide the Secretary of the U.S.

<sup>12</sup> N.Y. Education Law § 2854(2)(a)

Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;<sup>13</sup>

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;<sup>14</sup> and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.<sup>15</sup>

*Existing Education Corporation (if seeking to replicate):* I hereby certify that for the above named model school (upon which the new school will be replicated) meets each of the following eligibility requirements.

- Has been in operation for a minimum of five years and is currently open;
- Has received a full 5 year renewal from its charter entity;
- Has provided a program of instruction for the same grade levels intended to be served in the replicated school;
- Has exceeded district averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded State averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded the 4- and 5-year State average graduation rate in the aggregate (if applicable);
- Has met or exceeded the State cohort graduation rate of 80% (if applicable);
- Has achieved a State Accountability Designation of at least a school in “Good Standing” for each year of its charter term; and
- Has been in compliance with local, state, and federal laws and its charter contract.

I, Fehmi Damkaci, BoT Chair, hereby certify that the information submitted in this Full Application to establish Syracuse Academy of Science and Citizenship Charter School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:



Date: 10/4/15

<sup>13</sup> ESEA § 5203(b)(3)(J)

<sup>14</sup> ESEA § 5203(b)(3)(K)

<sup>15</sup> ESEA § 5203(b)(3)(N)

## General Information

Admission to the Syracuse Academy of Science and Citizenship (SASCCS) shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion or on any other ground that would be unlawful. All children who would be eligible for enrollment in New York State schools in the available grades will be eligible to enroll in the charter school, subject to availability and the process set forth below.

Syracuse Academy of Science and Citizenship will admit each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the student's requested grade level or of the school building. Prospective students and their parents or guardians are encouraged to spend a day visiting the school and sitting in on a classroom instruction period. It is important that students and their parents/guardians understand the values of the school along with its academic and social expectations before they are asked to make a decision to enroll their children. The school will take whatever additional steps deemed necessary to make sure that all information needed is provided. The school will make staff available to any parent or guardian who needs help completing the application.

As public charter school, Syracuse Academy of Science and Citizenship is a tuition-free. Parents or guardians wishing to submit an application for their child to attend Syracuse Academy of Science and Citizenship is required to complete and submit an application online, by mail, or in person. The school does not require any action (beyond the submission of an application) on the part of potential students or their families as a condition of enrollment. The application deadline is by the first day of April each year.

## Admissions and Enrollment Process

Syracuse Academy of Science and Citizenship will determine the available seats after giving preference to the students returning to the charter school in the second or any subsequent year of operation. If the number of timely submitted applications of eligible students for admission to a SASCCS exceeds the capacity of the grade level of the school, students will be accepted for admission from among such applicants by a random selection process (lottery).

The admissions lottery will be conducted during the month of April. The admissions lottery will be well publicized and will be open to the public.

Prior to SASCCS's admissions lottery, a database will be generated containing the name, grade level, and district of residence of every student who has submitted an application. During the lottery, an individual unaffiliated with SASCCS will supervise the use of computer software to generate a randomized, ordered list of all students who have submitted an application. Syracuse Academy of

Science and Citizenship will then use the ordered list (separate for each school) to admit students using the following process:

- First, children of employees will be admitted in the order their name appears in the list up to 15% of the charter school's total enrollment.
- Second, siblings of current SASCCS students will be admitted in the order their name appears on the list.
- Third, ELL students residing in the school district in which the charter school is located in the order that their name appears on the list.
- Fourth, students residing in the school district in which the charter school is located in the order that their name appears on the list.
- Fifth, if additional seats remain, students who live outside of local school district will be admitted in the order that their name appears on the list.

Students' ELL status for lottery purposes will be determined by following ways:

- a. If first time schooled in US, students who claim to speak language other than English at home on the application form will be tested with NYSESLAT (for ELL Status) at school before the lottery date, or
- b. If schooled in US, the parents/guardians must submit ELL paperwork from existing school before the lottery date to be considered for ELL enrollment preference.

Once a student has been admitted to a SASCCS, within a week, parents or guardians will be notified by email, by telephone, and/or by letters sent to the residence provided in the application. The admitted student list will be available at the school's main office and it is parents' responsibility to check the status of their students. The following documents listed below will be required to complete the enrollment.

- A copy of the student's birth certificate (to verify that the student is of the appropriate age for the entering grade)
- The student's most recent report card
- A high school transcript with Regents grades (if applicable)
- A copy of the most recent IEP, 504 plan, or speech therapy plan (if applicable)
- Immunization records
- Documentation of a physical examination (done within the past 12 months)
- Documentation of a dental exam for all new students.
- Documentation for proof of address (include two of the following documents):
- A residential utility bill (gas or electric) in the resident's name
- Document on letterhead from federal, state, or city agency - including City Housing Authority or the Human Resources Administration - that states home address
- Official payroll documentation from an employer such as a form submitted for tax withholding purposes or a payroll receipt
- An original lease agreement, deed, or mortgage statement for the residence
- A current property tax bill for the residence
- A water bill, cable bill or phone bill for the residence
- Driver's license
- Medical or Insurance Card

These forms and confirmation of enrollment must be submitted by end of May. The admitted student, who submitted all required forms and documents by deadline, is automatically guaranteed a seat at Syracuse Academy of Science and Citizenship for all subsequent grade-levels, unless that student withdraws from the school. At the end of each school year, parents or guardians will be asked to submit a letter confirming their desire to enroll their child in the school for the following year.

### **Waiting List**

Students whose names are not selected from the list during the admissions lottery are placed on the Syracuse Academy of Science and Citizenship waiting list in the order that their names appear on the original list. In addition, students who apply after the application deadline will be placed on the waiting list in the receiving order. A separate waiting list will be maintained for each grade level.

When an admitted student does not submit the required the documentation by the deadline or an enrolled student withdraws from the school, the school will contact the parent or guardian of the students next on the waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at the charter school before proceeding to the next name on the list. Families will be given 24 hours to respond with intentions to enroll a student or the space will be forfeited to the next applicant on the waitlist. The waitlist for each grade level will be maintained until the end of the school year. Waiting lists will not be carried over from year to year.



# Syracuse Academy of Science and Citizenship Charter School

School Address, Syracuse, NY, info@sasccs.org, www.sasccs.org

## Application Form for 2016–2017 School Year

**Application Deadline:** April 1<sup>st</sup>, 2016

**Lottery Date and Location:** April 2, 2016, School Address

**Directions for Submission of Applications:** Please either submit an online application on our website by filling the required information or send this application to the school address via mail.

**Non-Discrimination Statement:** A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school.

### Applicant Student Information:

**Legal Name of Student:\*** (last) \_\_\_\_\_ (first) \_\_\_\_\_ (middle) \_\_\_\_\_

**Gender:\***  Male  Female **Date of Birth (MM/DD/YYYY):\*** \_\_\_\_\_

**Social Security Number:** \_\_\_\_\_

**Grade level applying for:\***  K  1  2

**Language spoken at home other than English (required for ELL preference):**  Yes  No

**Student's Residence Address:\*** (Note: No P.O. Boxes)

Street: \_\_\_\_\_ Apt#: \_\_\_\_\_

City: \_\_\_\_\_ County: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

**Legal School District of Residence:\*** \_\_\_\_\_

**Does the applicant student have a sibling(s) who is currently enrolled in this charter school?\***  Yes  No If Yes, list at least one sibling's name, current grade and date of birth: \_\_\_\_\_

**Name of Previous School:** \_\_\_\_\_ **Years Attended:** \_\_\_\_\_

**Address of Previous School:** Street: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_

School Phone : (\_\_\_\_) \_\_\_\_\_ School Fax : (\_\_\_\_) \_\_\_\_\_

### Parent / Guardian Information:

**Student lives with:**  Both parent  both parents alternately (Joint custody)  Mother only  Father only  Legal guardian

**Legal Parent/ Guardian Name:\*** (last) \_\_\_\_\_ (first) \_\_\_\_\_ (middle) \_\_\_\_\_

**Relationship to Student:\*** \_\_\_\_\_

**Address and phone same as student?\***  Yes  No If No, complete the following:

Street: \_\_\_\_\_ Apt #: \_\_\_\_\_

City: \_\_\_\_\_ County: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ WorkPhone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

E-mail address: \_\_\_\_\_

**How did you hear about SYRACUSE Academy of Science and Citizenship?\***  Brochure/Flyer,  Relative,  Friend,  Walk-in,  Internet,  Radio,  Newspaper,  Other \_\_\_\_\_

Please briefly state why you wish your child enrolled at SYRACUSE ACADEMY OF SCIENCE AND CITIZENSHIP CHARTER SCHOOL:

I/We hereby certify that, to the best of my/our knowledge and belief, the answers to the foregoing questions and statements made by me/us in this application are complete and accurate. I/We understand that any false information or misrepresentations of facts may result in rejection of this application or future dismissal of the applicant.

Parent/Guardian Signature: \* \_\_\_\_\_ Date (MM/DD/YYYY): \* \_\_\_\_\_

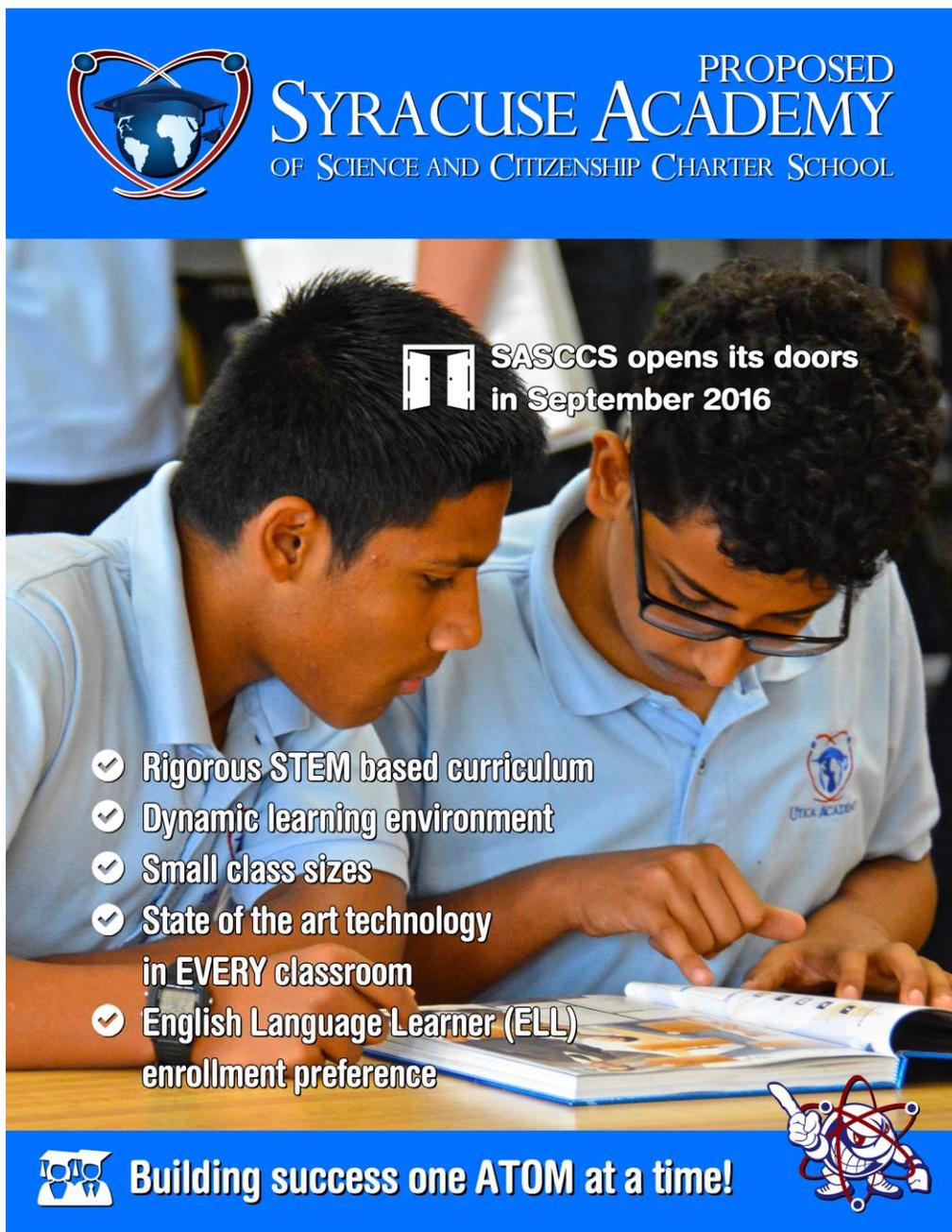
\* The items marked with an asterisk (\*) are the only items that may be required in order to apply to this charter school. Any items not marked by an (\*) are optional.

## ATTACHMENT 2: SAMPLES OF EVIDENCE OF COMMUNITY OUTREACH

Evidences for the following outreach activities are provided.

1. SASCCS Flier
2. Media Coverage
3. News Release Regarding Notice for Open Information Sessions
4. Community Support and Communications
5. Parent/Student Surveys
6. Support Letters for School Operations

### 1. SASCCS Flier



The flier features a blue header with the school's logo and name. Below is a photograph of two students in a classroom. A text box with a door icon and a list of school features are overlaid on the photo. At the bottom, there is a blue banner with a graduation cap icon, a slogan, and a cartoon atom character.

**PROPOSED SYRACUSE ACADEMY**  
OF SCIENCE AND CITIZENSHIP CHARTER SCHOOL

 **SASCCS opens its doors in September 2016**

- ✓ Rigorous STEM based curriculum
- ✓ Dynamic learning environment
- ✓ Small class sizes
- ✓ State of the art technology in EVERY classroom
- ✓ English Language Learner (ELL) enrollment preference

 **Building success one ATOM at a time!** 

# What is

## Syracuse Academy of Science and Citizenship Charter School?

Our proposed school will be replication of our successful schools Syracuse and Utica Academies of Science. Syracuse Academy of Science Charter School (SASCS) has more than 1300 students in the waiting list. The proposed school will empower the parents to provide a choice for their kids.

The proposed school will open in September 2016 with grade K-2, and will add new grade every year until it becomes K-12.



## Syracuse Academy of Science

In 2013-14, Syracuse Academy of Science Charter School achieved:

- ✓ 98% Graduation Rate
- ✓ 98.5% College Acceptance Rate
- ✓ \$3,734,010 Total Scholarships awarded to Class of 2014

# Facts

- ✓ Tuition-Free, Public School
- ✓ Chartered by New York State Board of Regents
- ✓ NYS certified teachers and TAs
- ✓ Extended school hours: 9:00a.m. - 4:00p.m.
- ✓ One-on-one tutoring, After School Clubs
- ✓ Saturday School
- ✓ Welcomes special education and ELL
- ✓ Enrollment preferences to ELL
- ✓ Year-round home visits

## Our Scholars Serve The Community

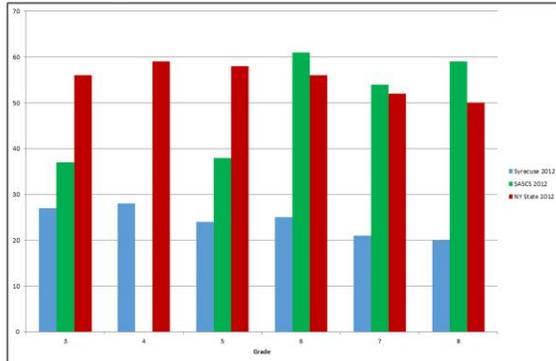


 Syracuse Academy of Science and Citizenship Charter School (SASCCS)

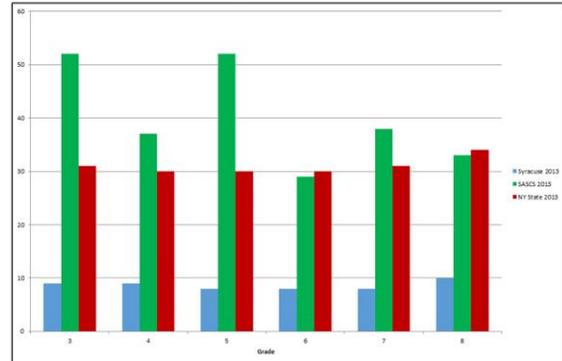
# Academic Performance

(Compared to Syracuse Academy of Science and New York State)

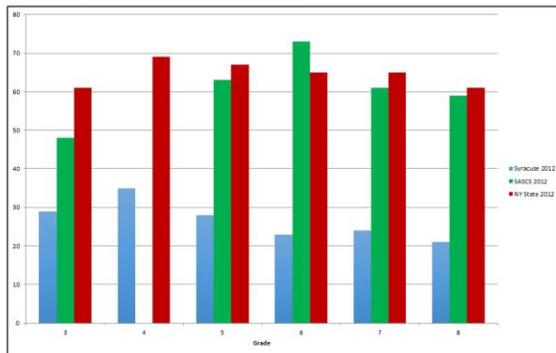
## 2012 English Language Arts



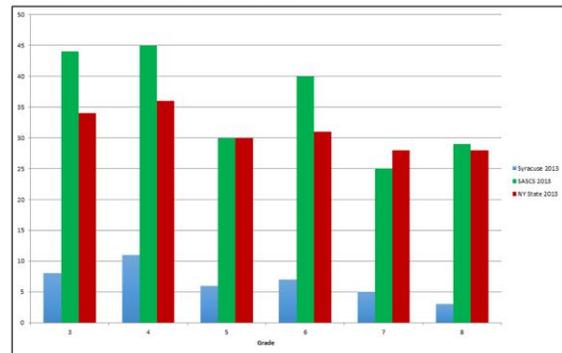
## 2013 English Language Arts



## 2012 Mathematics



## 2013 Mathematics



### Syracuse Post-graduation Plans of Completers (2012-13)

Four-Year College	Two-Year College
20%	41%
SASCS College Acceptance (2012-13)	
Four-Year College	Two-Year College
77%	23%

### Free and Reduced-Price Lunch (2012-2013)

	Syracuse	SASCS	New York State
Free	71%	50%	43%
Reduced	6%	20%	7%

### Other Indicators

	Syracuse	SASCS	New York State
School Suspension Rate (2011-12)	20%	14%	5%
Annual Attendance Rate (2011-12)	92%	95%	95%
Four-year Graduation Rate (2008 cohort)	51%	98%	77%

One Band, One Sound at SASCCS

# The advantage is clear...

## » Safe, Small and Friendly School Environment

SASCCS creates an inviting, safe, and purposeful environment in which students can learn. We maintain a friendly and wholesome atmosphere that encourages creative expression and a desire for knowledge. The small school atmosphere allows for involvement of parents with students, teachers and administrators, making SASCCS feel like an extended family.

## » Technology

Our classrooms are outfitted with the latest in SMART Boards, ELMOs and more. We also offer parents the opportunity to monitor their child's progress online. Parents have 24/7 access to check their child's grades, home work, conduct, attendance and notes from teachers.

## » Character Education

Our character education program instills in our students values such as accountability, compassion, integrity, tolerance and leadership and strengthens our drug-free, gang-free, bully-free campus.

## » STEM Focus

SASCCS has a distinctive and intensive academic curriculum focusing on science, technology, engineering and math (STEM). This provides the necessary foundation for college entrance and careers in technical fields. There is also the opportunity to collaborate with industry professionals through lecture and hands on experience in fields such as research, through local colleges and universities.

## » Glocal Education

SASCCS provides students with numerous opportunities to think globally and act locally through local, national and international field trips, as well as special events featuring renowned leaders and speakers. These activities expose students to new ideas and inspire their vision for their future and that of the world around them.

# Our Teachers Make Home Visits

Faculty home visits establish and build upon a family-student-teacher triad as a bridge between school and home. Students, faculty, and parents show dedication to high levels of academic achievement.



# Opportunities are endless...

The Syracuse Academy of Science and Citizenship Charter School (SASCCS) will provide:

- ✓ College Preparation
- ✓ Focus on STEM Education
- ✓ Glocal Education
- ✓ Youth Leadership
- ✓ Environmental Education
- ✓ After-School Programs
- ✓ Parental Involvement
- ✓ Extended Learning Time
- ✓ Assessment & Accountability
- ✓ Small School Environment



Visit us at [www.SASCCS.org](http://www.SASCCS.org)



## 2. Media Coverage

### Science Academies of New York to apply for second charter school in Syracuse



In this 2013 file photo, students from the Syracuse Academy of Science demonstrate their science projects at the MOST, burning a dollar bill. The bill is soaked in an alcohol-water solution - when the bill is lit the alcohol burns while the temperature is not high enough to evaporate the water so the bill remains wet and not burned. (David Lassman | [dlassman@syracuse.com](mailto:dlassman@syracuse.com))



By [Dave Tobin | dtobin@syracuse.com](mailto:dtobin@syracuse.com)

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on January 16, 2015 at 1:24 PM, updated January 16, 2015 at 2:25 PM  
[Reddit](#)

[http://www.syracuse.com/news/index.ssf/2015/01/science\\_academies\\_of\\_new\\_york\\_to\\_apply\\_for\\_second\\_charter\\_school\\_in\\_syracuse.html](http://www.syracuse.com/news/index.ssf/2015/01/science_academies_of_new_york_to_apply_for_second_charter_school_in_syracuse.html)

SYRACUSE, N.Y. -- Science Academies of New York Charter Schools is applying to open a new charter school in the Syracuse.

The proposed charter school, called Syracuse Academy of Science and Citizenship, would open for the 2016-17 school year serving grades K-2 . It plans to add a new grade each year to become K-12, with enrollment reaching 975 students in 10 years.

The new school will require community service at each grade level, beginning with kindergarten, the charter school company said. The proposed school will serve all students, with English language learners having priority in the enrollment process.

The school of Science & Citizenship will replicate the [Syracuse Academy of Science](#), which has three locations in Syracuse, and a current enrollment of 844. The school has been approved for a maximum of 975.

Public information sessions regarding the proposed Syracuse Academy of Science & Citizenship will be held January 17, 24 and 31 at 11 a.m. and 2 p.m. in the cafeteria at Syracuse Academy of Science, at 1001 Park Ave.

## Central NY charter school wants to open another location

<http://wrvo.org/post/central-ny-charter-school-wants-open-another-location>

By [ELLEN ABBOTT](#) • JAN 26, 2015



### *A classroom at the Syracuse Academy of Science*

Charter schools across New York State could be getting a boost, after Gov. Andrew Cuomo, in his State of State address last week, proposed adding another 100 slots to the state's charter school cap and lifting the regional limit on the schools. One non-profit charter school operator in the Syracuse area is already bursting at the seams and looking to expand.

Uniform-clad students hop on the bus after a day at the Syracuse Academy of Science charter school on Syracuse's southside. Superintendent Tolga Hayali says this tuition-free charter school, which focuses on STEM subjects, may not be for everyone

"We are just an option. Our option is being a small size, long day, there are 195 days, There are some things kids might not like, but this is what we believe," said Hayali.

In addition to those differences from most public school, these charter school kids wear uniforms, athletics are limited, and home visits by the school are a must.

And families are chomping at the bit to get in.

"We have more than 1,300 students on the waiting list right now for this building, right now in Syracuse. I think about 254 for [the] academy in Utica charter school."

CREDIT ELLEN ABBOTT / WRVO

Hayali says that waiting list has prompted the non-profit that runs the schools in Syracuse and Utica to apply to the state for permission to open another charter in Syracuse. It will be much the same as the current Syracuse Academy, with one difference: a bigger focus on citizenship and volunteerism.

"And I know we are doing this [volunteering] in the high school[s], in the civics class, 40 hours and it's great," said Hayali. "But why not start it in kindergarten level -- five hours, ten hours, and talk about it. And why do we do this? We certainly believe we get so much from the community. And how do we get back to them, how do we say thank you."

The application process starts next month. Hayali hopes the state makes a decision on their application by late spring, and the school could potentially open up in 2016 with grades K-2 and ultimately serve more than 975 students by 2026.

## **New Syracuse Charter School Could Open Opportunities for ESL Students**

[HTTPS://NCCNEWS.EXPRESSIONS.SYR.EDU/EDUCATION/NEW-SYRACUSE-CHARTER-SCHOOL-COULD-OPEN-OPPORTUNITIES-FOR-ESL-STUDENTS/](https://nccnews.expressions.syr.edu/education/new-syracuse-charter-school-could-open-opportunities-for-esl-students/)

BY [MARIA CINTI](#), [BDJ 364.02](#)

Published on February 6, 2015 at 7:11am

Superintendent Tolga Hayali at the Syracuse Academy of Science Charter School.

**By Maria Cinti SYRACUSE, N.Y. (NCC News)** — A great opportunity for english as a second language students could be coming their way. If a new charter school opens in Syracuse, ESL students will get a leg up in the school's enrollment process.

Science Academies of New York Charter Schools is applying to open a new charter school in Syracuse. The new school would begin with kindergarten through second grade, but it would add on a new grade each year. Its goal is to become a K-12 school. The proposed charter school is called Syracuse Academy of Science and Citizenship, a name that reflects the many hours of community service the school will provide.

If the application is approved, ESL students will have a much greater chance of being picked to attend it than many of their peers, according to Dr. Tolga Hayali, the superintendent of the Science Academies of New York Charter Schools. In fact, they would make up about 20 percent of the entire student body, Hayali said.

"We wanted to open a school, but we wanted to include something else, Hayali said. 'Okay, what can we do?' We can say, let's give also a preference and help the district so that if the students want to come with ESL, they can get a preference. We know there's a high percentage of the ESL population here," Hayali said.

The ESL programs at the new charter school would reflect upon those practiced at the Utica Academy of Science Charter School, Hayali said. The Utica Academy is one of the schools within the Science Academies of New York Charter Schools. Beginning when the Utica Academy first opened, one in every five children attending the school was an ESL student. Its ESL students advanced from beginner to intermediate levels rather quickly, Hayali said. Hayali says he would like to see this same progress for ESL students at the new charter school.

Like the Utica Academy of Science Charter School, the new charter school will have a peer-mentoring program as it expands, according to Hayali. Those who have gone through the ESL program will mentor young ESL students, and the program will run like a "study buddy," Hayali said.

"It's something that we can bring to the table that can help, Hayali said. Because I am positive some of our students had a really hard time in six-grade math. But in ninth grade they solved it. Now they're ready to go. Now they're coming back to the sixth grade to say, 'Hey, I was in the same spot where you were!' But here's how you need to look at it. Peer mentorship is another great tool that the schools are utilizing, and that's something that we want to definitely bring to the table," Hayali said.

If approved, the new charter school would have about 175 students, Hayali said. It would open for the 2016-2017 school year.

### 3. News Release



1001 PARK AVENUE, SYRACUSE, NY 13204  
P: 315-428-8997 F: 315-295-2226  
WWW.SANY.ORG

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#### NEWS RELEASE: JANUARY 15, 2015

Contact: Tolga Hayali  
Phone: 315-428-8997  
E-Mail: hayali@sascs.org

#### Science Academies of New York to apply for second charter school in Syracuse

**Syracuse, NY:** Science Academies of New York Charter Schools (SANY) announced today that an application has been submitted to New York State for a new charter school in the City of Syracuse. The charter school, which would open for the 2016-17 school year serving grades k-2, would be called Syracuse Academy of Science and Citizenship (SASCCS) with an emphasis on serving English Language Learners in a college-bound, STEM setting.

The greater Syracuse area is home to 23 percent of the refugee population in New York State. "There is a need [in Syracuse] to provide curriculum that best serves English Language Learners," said SANY Superintendent, Dr. Tolga Hayali. "The school of Science & Citizenship will be a replication of Syracuse Academy of Science and provide these [ELL] students the opportunity to learn alongside their native-English speaking peers in an environment that also offers curriculum and activities supportive of their language skills and cultural adaptation." This will be the second replication of Syracuse Academy of Science founded in 2003. In September 2013, SANY opened Utica Academy of Science Charter School in Utica, NY.

SASCS has been recognized as one of the best public high schools in the nation two years in a row by U.S. News & World Report and has consistently maintained a waiting list in excess of 1300.

Public information sessions will be held in the cafeteria at Syracuse Academy of Science, located at 1001 Park Ave., Syracuse on the following dates and times; the public is encouraged to attend.

**Expansion Information Sessions: January 17, 24 and 31**  
**Session I: 11:00 a.m. Session II: 2:00p.m.**

To learn more about the proposed Syracuse Academy of Science & Citizenship please visit [www.sasccs.org](http://www.sasccs.org).

#### About Science Academies of New York Charter Schools

Science Academies of New York Charter Schools (SANY) are nonprofit, tuition-free, public, k-12, college preparatory charter schools in Central New York. The schools prepare students for college, career and citizenship through a STEM based curriculum. SANY seeks to graduate students who can think critically and creatively; who are committed to a lifetime of learning and civic involvement; and who are conscious of local, global and environmental issues. SANY currently operates Syracuse Academy of Science in Syracuse, NY and Utica Academy of Science in Utica, NY

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## 4. Community Support and Communications

Name	Position/Company	Contact and Support
<b>Anthony S. Bottar</b>	NYS Board of Regents	Information Meeting
<b>John A. DeFrancisco</b>	New York State Senator	Meeting, Visit SAS, Support Letter
<b>David J. Valesky</b>	New York State Senator	Information Meeting
<b>Samuel D. Roberts</b>	New York State Assembly member	Information Meeting
<b>Joanne M. Mahoney</b>	Onondaga County Executive	Meeting, Visit SAS, Support letter
<b>Dan Maffei</b>	Former United States Representative	Meeting, Verbal Support
<b>Khalid Bay</b>	Syracuse Common Councilor 4 <sup>th</sup> District	Meeting, Visit SAS, Verbal Support
<b>Baye Muhammad</b>	Commissioner, Department of Parks, Recreation and Youth Programs	Meeting, Visit SAS, Verbal Support
<b>Stephanie Miner</b>	Mayor of Syracuse City	Information Meeting
<b>Sharon Contrares</b>	Superintendent, Syracuse City Public Schools	Information Meeting
<b>Michael F. Melara</b>	Executive Director, Catholic Charities of Onondaga County	Meeting, Support Letter
<b>Calvin Corriders</b>	Former Member of Syracuse Board of Education, and Senior Vice President of Pathfinder Bank, a community based bank	Meeting, Verbal Support
<b>Jodie Manning</b>	Superintendent of OCM BOCES	Information Meeting
<b>Ronald Tascarella</b>	Vice President of Pathfinder Bank, a community based bank	Meeting, Verbal Support
<b>Felicia Castricone</b>	Program Director, Catholic Charities	Meeting
<b>Rev. John Manno</b>	St. James Church	Meeting, Support Letter
<b>Rev. Thomas Fitzpatrick</b>	Our Ladies of Lourdes Church	Phone Conversation
<b>Philip Felice</b>	Board President of Sacred Hearth Church	Meeting, Support Letter
<b>Stephen Fleury</b>	LeMoyne College, Education Department Chair	Meeting, Visit SAS
<b>Suzanne Gilmour</b>	LeMoyne College, Director of Education Leadership	Meeting, Visit SAS
<b>Kimberly A. Boynton</b>	President and CEO of Crouse Hospital	Meeting, Visit SAS, Presentation
<b>Kevin Ahern</b>	President at Syracuse Teacher Association	Information Meeting
<b>Kathleen Murphy Pietrafesa</b>	Co-Chairperson of Syracuse 20/20	Information Meeting
<b>Rick Yacobush</b>	Vice President and Market Manager of Clear Channel Media & Entertainment	Information Meeting
<b>Laurie Black</b>	Administrator of Syracuse 20/20	Information Meeting
<b>Tim Penix</b>	Vice President SUNY EOC	Information Meeting
<b>Robert Doucette</b>	Co-founder and partner of Paramount Realty Group and President of Armory Development & Management, Inc.	Information Meeting
<b>Dr. Lorrie Clemo</b>	Provost of SUNY Oswego, Board member of On Point, serving diverse students	Information Meeting, Verbal Support
<b>Joseph Shedd</b>	Program Chair, Education Leadership at Syracuse University	Information Meeting, Visit SAS

**Shawn Putney**

Director and Owner of Syracuse Select  
Basketball, Community based organization

Meeting, Support Letter

From: SYRACUSE 20/20 <[REDACTED]>  
Date: Wed, Jan 21, 2015 at 8:29 AM  
Subject: Invitation to come speak with SYRACUSE 20/20  
To: [REDACTED]

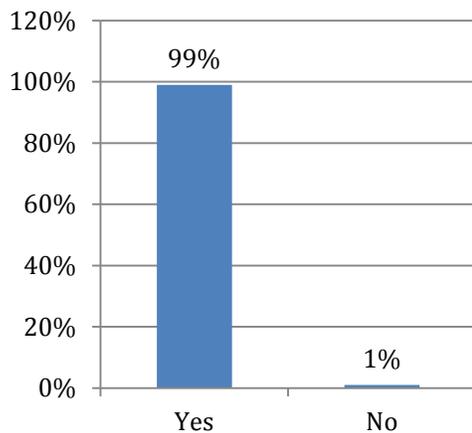
Hi Dr. Hayali - I tried to reach you by phone but was not able to connect with you and left a message. I thought it might be easier to reach you by e-mail. I would love to connect with you and discuss the possibility of you coming to a meeting of SYRACUSE 20/20 to share with our Board information about your schools and the success you are having in Syracuse. As you may know, SYRACUSE 20/20 has a strong interest in education reform efforts and we would love to learn more about the lessons you have learned and thoughts you have about transforming education in Syracuse. If this would be of interest to you, I would be very excited about finding a meeting date that would work. I look forward to hearing from you. Sincerely, Laurie

Laurie Black  
Administrator  
SYRACUSE 20/20  
120 Madison Street, 15th Floor  
Syracuse, NY 13202

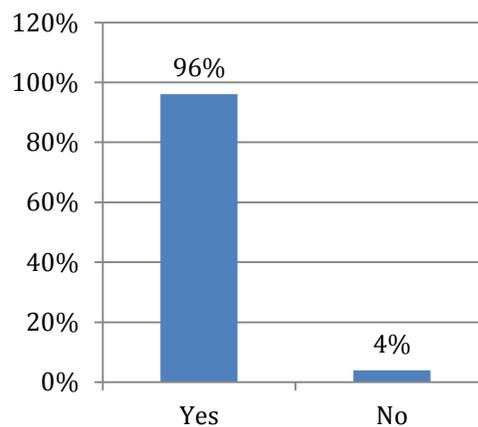
## 5. Parent/Student Survey Results:

Results are shown for each question which was asked on an online survey through our website, and paper survey collected at SASCS campuses. We have collected 479 surveys which all have students who are eligible or will be eligible by the time SASCCS will be operational.

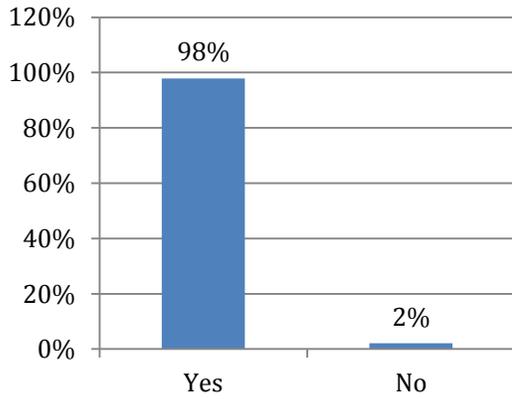
**Question 1: Do you think the level of education provided by the schools in your area needs improvement?**



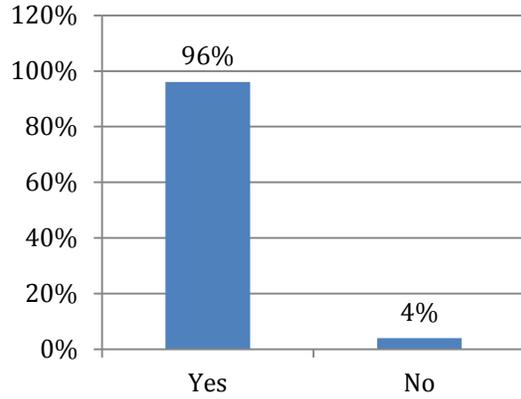
**Question 2: Do you believe there is a greater need for teacher-parent cooperation in your child's school?**



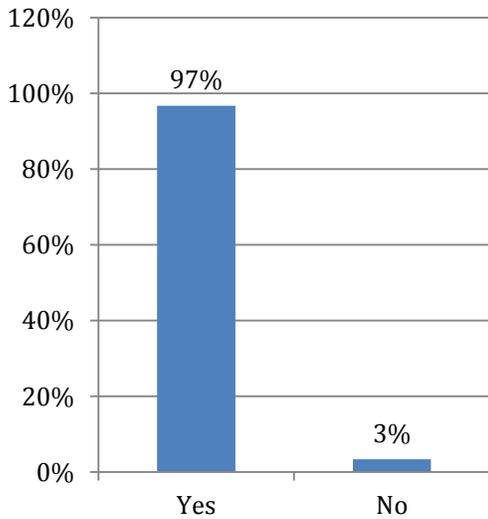
**Question 3: Would you like your child's school to focus more on college preparation, particularly with a math and science focused curriculum?**



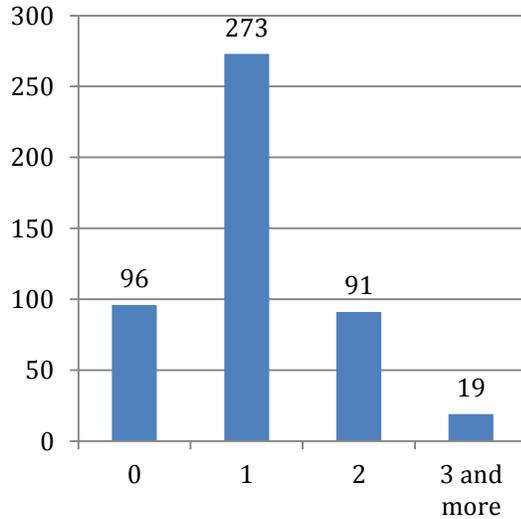
**Question 4: Do you think there is need for more emphasis on diversity and global/international awareness in schools?**



**Question 5: Would you consider sending your child/children to proposed Charter School?**



**Question 6: How many children do you have entering Grades K-2 in September 2016?**



## 6. Support Letters for School Operations:



County of Onondaga  
**Office of the County Executive**

John H. Mulroy Civic Center, 14th Floor  
421 Montgomery Street, Syracuse, New York 13202

Phone: 315.435.3516 Fax: 315.435.8582

[www.ongov.net](http://www.ongov.net)

**Joanne M. Mahoney**  
*County Executive*

**Ann Rooney**  
*Deputy County Executive, Human Services*

**William P. Fisher**  
*Deputy County Executive*

**Mary Beth Primo**  
*Deputy County Executive, Physical Services*

September 25, 2015

To whom it may concern:

Please accept this letter of support for the approval of the proposed Syracuse Academy of Science and Citizenship Charter School (SASCCS) in Syracuse, New York. SASCCS will be an incredible asset to the City of Syracuse and be of great benefit to the children, families, and local community.

Syracuse Academy of Science and Citizenship Charter School is a replication of the nationally recognized Syracuse Academy of Science Charter School (SASCS) which has been successfully replicated as Utica Academy of Science Charter School in Utica, NY. Syracuse Academy of Science Charter School has more than 1300 students on the waiting list. SANY Schools will replicate its successful SASCS school model while implanting Utica Academy of Science Charter School's effective ELL curriculum and programming to focus on ELL students.

Syracuse receives 23% of refugees arriving in New York State. According to the 2010 census, 11% of the Syracuse City population is foreign born. 14% of the students enrolled in Syracuse City School District are English Language Learners (ELL). There is a need to provide alternative public education to parents of this historically low performing student group. Currently, there are two charter schools in the city but they do not give any preferences to ELL students. Syracuse Academy of Science and Citizenship will provide priority to these students to provide them with a college-preparatory educational experience while meeting their unique cultural and social needs.

Students are increasingly required to think and act on a global level. In addition to traditional ELL students, Syracuse Academy of Science and Citizenship will enroll non-ELL students to assist with development of language, culture and social needs in the community.

On behalf of Onondaga County, thank you for your consideration

Sincerely,

Joanne M. Mahoney  
County Executive

CHAIRMAN  
FINANCE  
COMMITTEE ASSIGNMENTS  
BANKS  
CITIES  
CODES  
CRIME VICTIMS, CRIME  
& CORRECTIONS  
JUDICIARY  
LABOR

THE SENATE  
STATE OF NEW YORK



JOHN A. DeFRANCISCO  
SENATOR, 50TH DISTRICT

ALBANY OFFICE:  
416 CAPITOL  
ALBANY, NEW YORK 12247  
PHONE 518-475-3511  
DISTRICT OFFICE:  
STATE OFFICE BUILDING - ROOM 80  
333 EAST WASHINGTON STREET  
SYRACUSE, NEW YORK 13202  
315-428-7632  
e-mail:  
jdefranc@nysenate.gov  
website:  
defrancisco.nysenate.gov

December 17, 2014

Mr. William Clarke, Director  
Charter Schools Office  
New York State Education Department  
98 Washington Avenue  
Albany, NY 12234

Dear Mr. Clarke:

I am writing to express my support for the approval of the proposed Syracuse Academy of Science and Citizenship Charter School (SASCCS) in Syracuse, NY. I am confident that SASCCS will be an outstanding asset to the City of Syracuse and be of great benefit to the community.

Syracuse Academy of Science and Citizenship Charter School would be a replication of the already successful and nationally recognized Syracuse Academy of Science Charter School, which has already been successfully replicated in Utica, NY as the Utica Academy of Science Charter School.

Syracuse receives 23% of the refugees arriving in NY State. Furthermore, 14% of the students enrolled in the Syracuse City School District are English Language Learners (ELL). There is a need to provide alternative public education to parents of this historically low performing student group. The two charter schools that currently operate in Syracuse do not give any preferences to ELL students. SASCCS would provide priority to these students, providing them with a college-preparatory educational experience, while meeting their unique cultural and social needs.

Syracuse Academy of Science Charter School (SASCS) currently has more than 1300 students on its waiting list. To help accommodate these students, Science Academies of NY Schools would like to build on its successful SASCS school model, and implement Utica Academy of Science Charter School's effective ELL curriculum and programming to focus on ELL students.

The Syracuse Academy of Science and Citizenship Charter School would be open to grades K-3, enabling early intervention for language needs, which, in turn would provide the necessary building blocks to prevent gaps in learning stemming from language proficiency concerns. The school would complete its K-12 plan when 2016's third graders become high school seniors in 2025.

In addition to traditional ELL students, Syracuse Academy of Science and Citizenship Charter School would enroll non-ELL students. These students would assist their ELL friends with development of language, culture and social needs in the community, while reaping the benefits of the unique experiences of their classmates and weaving a tapestry of diversity and acceptance.

Having spent time with administrators and students at SASCS as Senator of the 50<sup>th</sup> Senate District of NY, I am confident in my support of this team as they seek to open the Syracuse Academy of Science and Citizenship Charter School, thus providing the educational and social skills necessary to graduate responsible, career-driven community members.

Sincerely,

A handwritten signature in black ink, appearing to read "John A. DeFrancisco".

John A. DeFrancisco  
State Senator

JAD/dc

February 26, 2015

To Whom It May Concern,

I am writing to express my support for the approval of the proposed Syracuse Academy of Science and Citizenship Charter School (SASCCS) in Syracuse, New York. Catholic Charities of Onondaga County is one of two local agencies that resettles refugees in our community. The resettlement activity occurs primarily on the north side of the City of Syracuse which, not surprisingly, has seen a significant increase in refugee households. The proposed charter school will provide a valuable alternative to these families as well as our community for the following reasons:

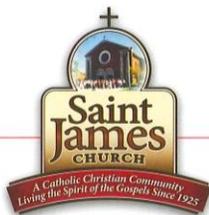
- Syracuse Academy of Science and Citizenship Charter School is a replication of the already successful and nationally recognized Syracuse Academy of Science Charter School which has been successfully replicated as Utica Academy of Science Charter School in Utica, NY.
- Syracuse receives 23% of refugees arriving in New York State. According to the 2010 census, 11% of the Syracuse City population is foreign born. Fourteen percent (14%) of the students enrolled in Syracuse City School District are English Language Learners (ELL). Currently, there are two charter schools in the city but they do not give any preferences to ELL students. Syracuse Academy of Science and Citizenship will provide priority to these students and will assist them with a college-preparatory educational experience while meeting their unique cultural and social needs.
- The School of Science and Citizenship will open to grades K-3 enabling early intervention for language needs, therefore providing the necessary building blocks to prevent gaps in learning stemming from language proficiency concerns. The school will complete its K-12 plan when 2016's third graders become high school seniors in 2025.
- Students are increasingly required to think and act on a global level. In addition to traditional ELL students, Syracuse Academy of Science and Citizenship will enroll non-ELL students. These students will assist their ELL friends with development of language, culture, and social needs in the community while reaping the benefits of the unique experiences of their classmates, weaving a tapestry of diversity and acceptance.

I support the approval of the Syracuse Academy of Science and Citizenship Charter School to serve students in our community.

Sincerely,



Michael F. Melara  
Executive Director



4845 South Salina Street • Syracuse, New York 13205 • Telephone: 315-469-7789

Website: [www.stjamesyr.org](http://www.stjamesyr.org) • Email: [info@stjamesyr.org](mailto:info@stjamesyr.org)  
Facebook: Saint James Roman Catholic Church in Syracuse, New York  
Twitter: St. James, Syracuse @ stjamesyracuse

March 6, 2015

Syracuse Academy of Science Elementary School  
4837 S. Salina Street  
Syracuse, NY 13205

To Whom it May Concern,

I am writing to express my support for the approval of the proposed Syracuse Academy of Science and Citizenship Charter School (SASCCS) in Syracuse, New York. As someone who lives and works in Syracuse, New York I am confident that SASCCS will be an asset to the City of Syracuse and be of great benefit to the children, families, and local community for the following reasons:

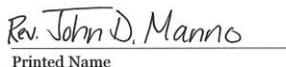
- We have been neighbours with Syracuse Academy of Science since 2011. They purchased what used to be our Catholic School building. The presence of Syracuse Academy of Science Charter School has been a tremendous asset to the Valley section of Syracuse. They took a building that was deteriorating and turned it into a beautiful campus for many young people in our area to learn and grow. To date, they have received the esteem and acclaim of so many. This school has been nationally recognized and has replicated their success at the Utica Academy of Science Charter School in Utica, New York.
- Syracuse receives 23% of refugees arriving in New York State. According to the 2010 census, 11% of the Syracuse population is foreign born. 14% of the students enrolled in the Syracuse City School District are English Language Learners (ELL). There is a need to provide alternative public education to parents of this historically low performing student group. Currently, there are two charter schools in the city but they do not give any preferences to ELL students. Syracuse Academy of Science Citizenship Charter School will provide priority to these students to provide them with college-preparatory educational experience while meeting their unique cultural and social needs.
- Syracuse Academy of Science Charter School (SASCS) has more than 1300 students on the waiting list. SANY Schools will replicate its successful SASCS school model while implanting Utica Academy of Science Charter School's effective ELL curriculum and programming to focus on ELL students.
- The SASCCS will open to grades k-3 enabling early intervention for language needs, therefore providing the necessary building blocks to prevent gaps in learning stemming from language proficiency concerns. The school will complete its k-12 plan when 2016's third graders become high school seniors in 2025.
- In addition to traditional ELL students, SASCCS will enrol non-ELL students. These students will assist their ELL friends with development of language, culture and social needs in the community while reaping the benefits of the unique experiences of their classmates, weaving a tapestry of diversity and acceptance.

I support the approval of the Syracuse Academy of Science Citizenship Charter School to serve students in our community. I value the School's mission and would be extremely happy to see this as a school of choice in our community.

Sincerely,

  
Reverend John D. Manno

  
Date

  
Printed Name

4845 South Salina Street  
Syracuse, New York 13205  
[frjohndmanno@aol.com](mailto:frjohndmanno@aol.com)  
(315)469-7789

**ATTACHMENT 3A: SAMPLE DAILY SCHEDULES (ES, MS, AND/OR HS)**

Sample Daily Schedule for Grades K-4<sup>th</sup>

Kindergarten	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1<sup>st</sup> Period</b> 8:00 – 8:50	ELA	ELA	ELA	ELA	ELA
<b>2<sup>nd</sup> Period</b> 8:52 – 9:42	ELA	ELA	ELA	ELA	ELA
<b>3<sup>rd</sup> Period</b> 9:44 – 10:34	Writing	Writing	Writing	Writing	Writing
<b>4<sup>th</sup> Period</b> 10:36 – 11:26	MUSIC	Social Studies	Science	Computer	Science
<b>11:26 – 11:50</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>11:50 – 12:15</b>	Recess	Recess	Recess	Recess	Recess
<b>5<sup>th</sup> Period</b> 12:17 – 1:05	ELA Centers	ELA Centers	ELA Centers	ELA Centers	Math
<b>6<sup>th</sup> Period</b> 1:07 – 1:54	Math	ART	Math	Math	ART
<b>7<sup>th</sup> Period</b> 1:56 – 2:43	Math	Math	P.E.	Math	P.E.
<b>8<sup>th</sup> Period</b> 2:45 – 3:25	Science	Math	Math	Social Studies	Math
<b>9<sup>th</sup> Period</b> 3:25 – 3:50	W.I.N. Time	W.I.N. Time	W.I.N. Time	W.I.N. Time	W.I.N. Time

A Day at Syracuse Academy of Science and Citizenship Charter School  
Elementary School

At 7:45 AM, the students arrive to school. Once students arrive, they are offered a school breakfast. Breakfast goes from 7:45 AM until 8:05 AM. After the students have had the opportunity to eat their breakfast, they listen to the morning announcements. Once morning announcements have finished, it is then time to start English Language Arts (ELA).

The ELA block runs from 8:15 AM until 9:42 AM. Immediately following the ELA block, we then shift to Writing. Writing goes from 9:44 AM until 10:34 AM. Once we have finished Writing, we move onto Science or Social Studies (Science and Social Studies are every other day). Science or Social Studies takes place from 10:36 AM until 11:26 PM. At 11:26 AM, the students go to lunch in the cafeteria.

After lunch, the students go to recess. Recess can either be indoors or outdoors, depending on the weather. The recess time runs from 11:50 AM until 12:15 PM. Once the students have cleaned up, it is then time for ELA Centers and Guided Reading from 12:17 PM until 1:05 PM. As soon as the students are done with ELA Centers and Guided Reading, it is time for Math.

Math is held from 1:07 PM until 1:54 PM. The students then have Physical Education, Music, Art, or Computer from 1:56 PM to 2:43 PM. When the students return from their special area class, they then begin their Math Centers. Math Centers run from 2:45 PM until 3:23 PM. Once the students have cleaned up their Math Centers, it is time for snack and “What I Need” or W.I.N. Time. Dismissal begins promptly at 3:45 PM.

### Sample Daily Schedule for Grades 5-8<sup>th</sup>

5 <sup>th</sup> Grade	1st Period 9:00-9:45 am	2nd Period 9:49-10:34 a	3rd Period 10:38-11:23 a	4th Period 11:27a-12:12 p	5th Period 12:43-1:28 p	6th Period 1:32-2:17 p	7th Period 2:21 -3:06 p	8th Period 3:10 -3:55 p
<b>Monday</b>	Math 5	Math 5	Science 5	English 5	English 5	Social Studies 5	Music 5	Music 5
<b>Tuesday</b>	Math 5	Math 5	Science 5	English 5	English 5	Social Studies 5	Computer 5	Physical Education 5
<b>Wednesday</b>	Math 5	Math 5	Science 5	English 5	English 5	Social Studies 5	Art 5	Physical Education 5
<b>Thursday</b>	Math 5	Math 5	Science 5	English 5	English 5	Social Studies 5	Computer 5	Character Education 5
<b>Friday</b>	Math 5	Math 5	Science 5	English 5	English 5	Social Studies 5	Spanish 5	Physical Education 5

Syracuse Academy of Science Charter School, students in grades 5-8<sup>th</sup> will have lunch between 12:12 p.m. and 12:43 p.m.

### Sample Daily Schedule for Grades 9-12<sup>th</sup>

9 <sup>th</sup> Grade	1st Period 9:00-9:45 am	2nd Period 9:49-10:34 a	3rd Period 10:38-11:23 a	4th Period 11:27a-12:12 p	5th Period 12:43-1:28 p	6th Period 1:32-2:17 p	7th Period 2:21 -3:06 p	8th Period 3:10 -3:55 p
<b>Monday</b>	Reading& Research	Algebra I	Global I	English I	Studio Art	Earth Science	Physical Education	Spanish 9
<b>Tuesday</b>	Reading& Research	Algebra I	Global I	English I	Studio Art	Earth Science	Health	Spanish 9
<b>Wednesday</b>	Reading& Research	Algebra I	Global I	English I	Studio Art	Earth Science	Physical Education	Spanish 9
<b>Thursday</b>	Reading& Research	Algebra I	Global I	English I	Studio Art	Earth Science	Health	Spanish 9
<b>Friday</b>	Reading& Research	Algebra I	Global I	English I	Studio Art	Earth Science	Physical Education	Spanish 9

Syracuse Academy of Science Charter School, students in grades 9-12<sup>th</sup> will have lunch between 12:12 p.m. and 12:43 p.m.

## ATTACHMENT 3B: FIRST YEAR CALENDAR FOR 2016-2017

### August

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

August 22-September 2 : Summer Institute for Professional Development

### September, 17 days

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

5 Labor Day - No Classes  
6-7 No Classes  
8 School Opens - Full Day

### October, 19 days

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

4 Back to School Night  
3 Progress Reports  
10 Columbus Day - No Classes  
20 Prof. Development, No Classes

### November, 15 days

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

1 Progress Reports  
7-11 Benchmark Testing for Core courses  
11 Veterans' Day - No Classes  
18 End of 1<sup>st</sup> Marking Period  
18 Interim Assessments (Gr K-2)  
28-30 Thanksgiving Recess

### December, 17 days

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

1 School Reopens - Full Day  
2 Progress Reports  
26-30 Holiday Recess - No Classes

### January, 21 days

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

2 School Reopens - Full Day  
6 Progress Reports  
9-13 Benchmark Tests  
16 Dr. Kings' Birthday - No Classes

### February, 15 days

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

3 Progress Reports  
10 End of 2<sup>nd</sup> Marking Period  
20-24 Midwinter Recess - No Classes  
21 School Reopens

### March, 22 days

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

3 Progress Reports  
14-16 Interim Assessments (Gr. K-2)  
17 Prof. Development - No Classes  
18 Saturday ShowCase

### April, 14 days

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

3-7 Benchmarks  
7 Progress Reports  
14 Good Friday - No Classes  
17-21 Spring Recess - No Classes  
24 School Reopens - Full Day

### May, 22 days

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

5 Progress Reports  
12 End of 3<sup>rd</sup> Marking Period  
18 Dean's List Dinner  
25 Talent Show  
25-26 Contingent Snow Days  
29 Memorial Day - No Classes

### June, 20 days

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

2 Progress Reports  
6 Field Trip Day  
28 Last Day of the School  
29 Staff Picnic Day / Year Evaluation

### July, Summer School 10 days

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25

From 9 am to 2pm

## **ATTACHMENT 4: STUDENT DISCIPLINE POLICY**

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Everything in and about the school has been designed to create an orderly and distraction-free environment in which all students can learn effectively and pleasantly. To foster this kind of learning environment, the SASCCS administrators and teachers will review the school rules and regulations with their students. It is expected that each student will be respectful toward adults, respectful toward each other, and respectful toward the learning environment at the Syracuse Academy of Science and Citizenship.

### **The Following Behaviors will result in penalty by the School Administration:**

- The Elementary School uses teacher established demerit and merit system, which will be communicated with parents through online software such as classdojo.com.
- The Middle School uses the demerit system that can be accessed 24 hours a day online through our website.
- High School students receive 5 demerits for “lockouts” or being late to class.
- Discipline penalties will be assessed if students accrue demerit points.

### **Short Term Suspension**

1. Attempting to assault any student or endangering the physical safety of another by the use of force or intimidation.
2. Vandalizing or abusing school property or equipment causing damage.
3. Engaging in conduct which disrupts school or classroom activity including inappropriate displays of affection.
4. Engaging in insubordination, any kind of bully or committing extortion.
5. Use forged notes or excuses.
6. Attempting to steal, or to possess property known by the student to be stolen.
7. Engage in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments.
8. Use of obscene or abusive language or gestures.
9. To possess tobacco and alcohol; any kind of gambling.
10. Repeatedly committing minor behavioral infractions which, in the aggregate, may be considered an infraction subject to formal disciplinary action.
11. Commit any act which school officials reasonably conclude warrants a disciplinary response.
12. Failure to comply with any administrative directive

### **Long Term Suspension or Expulsion**

1. Persistent disobedience.
2. To Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object.
3. Committing or attempting to commit arson on school property.
4. To possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school sponsored events.

5. Assault any other student or attempting to assault/assaulting any staff member.
6. Vandalize school property causing major damage intentionally.
7. Commit any act which school officials reasonably conclude warrants a long term suspension.
8. Make a false bomb threat or pull a false emergency alarm.
9. Failure to comply with any administrative directive.

"**Short term suspension**" refers to the removal of a student from school for disciplinary reasons for a period of five or fewer days; "**Long-term suspension**" refers to the removal of a student from school for disciplinary reasons for a period of more than five days; and

"**Expulsion**" shall refer to the permanent removal of a student from school for disciplinary reasons.

### **Penalty Procedures**

A student who is determined to have broken the SASCCS disciplinary code shall be subject to a penalty, unless the Director determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. Such student also may be subject to any of the disciplinary measures set forth hereby, and, depending on the severity of the infraction, a heavier penalty also may be imposed and referrals to law enforcement authorities may be made.

In the event of a suspension or expulsion students and parents will be informed to the student and parents in writing. In long term suspension and expulsion cases, the director shall personally hear or determine the proceedings or he may designate a hearing officer.

Federal and State law require the expulsion from school for a period of not less than one year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at school, except that the school's chief administering officer may modify such expulsion requirement for a student on a case-by- basis if such modification is in writing.

### **Additional Disciplinary Measures**

The disciplinary measures listed below may be imposed in addition to short-term or long-term suspensions or, if an exception has been made by the director to the imposition of a minimum suspension, in place of such suspension. Behavior not listed in Part A or Part B of the Code but determined by appropriate school staff to warrant disciplinary action, including but not limited to missing classes without permission and arriving late to class without a reasonable excuse, also may be subject to these additional disciplinary measures.

*Behavioral Contract/Academic Contract:* School staff may design written agreements with students subject to punishment under this code to identify target behaviors, define expectations, and describe consequences, provided that the affected student and his or her parent(s) or guardian(s) are informed that the decision to enter into such a contract is voluntary.

*Detention:* After notice to the student and parent(s) or guardian(s), and the student has appropriate transportation home, a student may be detained after school in detention. Saturday detention may also be utilized.

*AES (Alternative Educational Setting):* AES will be utilized for students that require disciplinary consequences for behavior in a restricted educational setting.

*Loss of School Privileges:* A student may be suspended from participation in any or all extracurricular activities based on behavior.

*Suspension from School Transportation:* As the result of misconduct occurring on a bus or other student transportation, and after notice to the student and his or her parent(s) or guardian(s), a student may be suspended from school transportation.

\*Anything not covered by above as aforementioned categories would fall under administrative discretion and will be penalized as such.

### **Provision of Services During Removal**

We will, for those students removed for a period of less than 10 days, ensure that the affected student receives classroom assignments. During such suspension, the student is prohibited from being in the school property during the normal school day, but will be tutored after school at 4:00 in the library.

### **Maintenance of Public Order in School**

The following rules shall govern the conduct of students, parents, teachers, staff, licensees, invitees, and other persons, whether or not their presence is authorized, on all property or facilities operated under the auspices of the charter school.

These rules and penalties are not to be considered exclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal, State or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided for therein. Additionally, these rules and regulations should not be construed to limit, but rather exist in conjunction with any other codes of conduct established for the school.

### **Prohibited Conduct**

No person, either singly or in concert, shall:

1. Willfully cause physical injury to any other person, or threaten to use force which would result in such injury.
2. Physically restrain, or detain any other person, nor remove such person from any place where he or she is authorized to remain, except as necessary to maintain the established educational process.
3. Willfully damage or destroy school property, nor remove or use such property without authorization.
4. Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.

5. Enter or remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.
6. Without authorization, remain in any building or facility after it is normally closed, nor without permission enter any building or facility prior to its normal opening.
7. Refuse to leave any building or facility after being required to do so by the director or an authorized administrative officer or his or her designee.
8. Willfully obstruct or interfere with the free movement of persons and vehicles.
9. Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his or her views, unless such disruption is necessary to maintain order of the educational process.
10. Possess on school property any rifle, shotgun, pistol, revolver, knife, chain, club or other weapon, whether or not the person has a license to possess such weapon. Further, it is the duty of the director to inform the police of the presence or use of any such weapon or implements used as weapons on school property.
11. Commit acts which threaten the safety and welfare of persons on school property.
12. Violate any federal or State statute or regulation, local ordinance or school policy.
13. Possess, use or distribute alcohol, drugs or drug paraphernalia.
14. Harass or coerce or intimidate any person.
15. Refuse or fail to comply with a lawful order or direction of a school official in the performance of his or her duty.
16. Distribute or post on school property any written material, pamphlets or posters without the prior approval of the director.
17. Show public displays of affection in any manner vulgar or otherwise.

### **Penalties and Enforcement**

Penalties for violations of these rules include, but are not limited to:

1. the withdrawal of permission to access school property and grounds;
2. expulsion;
3. arrest;
4. suspension or other disciplinary action.

Staff members are required to report known violations of these rules to the director and to make reasonable efforts to stop the prohibited conduct. The director is responsible for the enforcement of these rules.

**TABLE 1: APPLICANT GROUP INFORMATION**

**\*Minimum of 5 members must be designated as Trustees**

NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or No Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Dr. Fehmi Damkaci	[REDACTED]	Professor of Chemistry and Chair, SUNY-Oswego	K-12 charter school implementation and governance; high and middle school and college level teaching and leadership. <b>Role:</b> Leadership, educational programs, financial operations, overall design, and application.	Trustee	President	3 years, ending 8/17	Y
Dr. Ahmet Ay	[REDACTED]	Professor of Math and Biology, Colgate University	K-12 charter school implementation and governance; STEM Education. <b>Role:</b> STEM Education and College Prep Programs and college relations.	Trustee	Vice President	3 years, ending 8/18	Y

Sherman Dunmore	[REDACTED]	Chaplain at the Marcy Correctional Facility	K-12 charter school implementation and governance, community leader, and former parent, current grandparent of SASCs. <b>Role:</b> Civic engagement and community outreach	Trustee	Member	1 year, ending 8/16	Y
Muris Hadzic, ABD	[REDACTED]	Doctoral fellow in finance at Syracuse University	K-12 charter school governance, youth community leader, and mentor for community youth. <b>Role:</b> Community outreach, mentorship, and extracurricular activities.	Trustee	Member	1 year, ending 8/16	Y
Jawwaad Rasheed, J.D.	[REDACTED]	Family Court Magistrate, Oneida County	K-12 charter school governance, non-profit youth organizations and community leader, college level teaching. <b>Role:</b> College prep programs and legal matters	Trustee	Member	2 years, ending 8/17	Y

Ms. Chanel Turnquest	[REDACTED]	Real-estate management	K-12 charter school governance, non-profit youth organizations and community leader, real-estate. <b>Role:</b> Community outreach and real-estate	Trustee	Member	1 year, ending 8/16	Y
Dr. Murat Baysal	[REDACTED]	Assistant professor of Engineering, Morisville State College	K-12 charter school governance; STEM education. <b>Role :</b> STEM Education and College Prep Programs and relations	Trustee	Secretary	3 years, ending 8/18	Y
Dr. Tolga Hayali	[REDACTED]	Superintendent of SASCs and UASCs	K-12 charter school implementation, expansion, and leadership. <b>Role:</b> Educational programs, school culture, human resources, facilities	Employee	Superintendent	N/A	N

Linda Spencer	[REDACTED]	Employee of SASCS	K-12 charter school implementation; 6-12 level teaching and leadership, K-12 charter school leadership. <b>Role:</b> School culture, staff development, and student discipline programs	N/A	N/A	N/A	N
Marilyn Dominick	[REDACTED]	Retired Superintendent	34 years of K-12 leadership experience at various level, including elementary school principal and 17 years of superintendent, math teacher at middle and high schools. <b>Role:</b> Academic programs	N/A	N/A	N/A	N

## **ATTACHMENT 5B: BY-LAWS**

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### **ARTICLE I**

#### **NAME**

The name of the Corporation is the Syracuse Academy of Science and Citizenship Charter School (hereinafter the "Corporation").

### **ARTICLE II**

#### **MEMBERSHIP**

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees") of the Syracuse Academy of Science and Citizenship Charter School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

### **ARTICLE III**

#### **BOARD OF TRUSTEES**

A. **Powers:** The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

- To elect and remove Trustees;
- To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
- To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
- To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
- To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
- To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
- To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

- To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
- To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

**B. Number of Trustees:** The number of Trustees of the Corporation shall be five to nine.

**C. Election of Trustees:**

- *Election:* The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.
- *Eligibility:* The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.
- *Interested Persons:* Not more than 49% of the persons serving on the Board may be interested persons. An “interested person” is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
- *Term of Office:* The term of each Trustee elected or appointed shall continue for three (3) years. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.
- *Time of Elections:* The Board shall elect Trustees whose terms begin on September 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

**D. Removal of Trustees:** The Board may remove a Trustee in accordance with the provisions of the Education Law and the Not-for-Profit Corporation Law.

**E. Resignation by Trustee:** A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the trustees, he or she shall be deemed to have resigned, and the vacancy shall be filled.

- F. **Vacancies:** A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.
- G. **Compensation of Trustees:** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

**ARTICLE IV**  
PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address:

The Syracuse Academy of Science and Citizenship Charter School, [s c h o o l a d d r e s s], or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

**ARTICLE V**  
MEETINGS OF THE BOARD

- A. **Place of Meetings:** Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate. Videoconferencing shall be used as requested by the Trustees.
- B. **Annual Meetings:** An Annual Meeting shall be held in the month of July of each year, on the second Tuesday of that month, unless otherwise determined by the Board of Trustees, for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before it at the meeting.
- C. **Regular Meetings:** Regular Meetings shall be held bi-monthly throughout the year, on the second Tuesday of each month, unless otherwise determined by the Board of Trustees, and other times as the Board determines.
- D. **Special Meetings:** A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-fifth of the entire Board.
- E. **Adjournment:** A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.
- F. **Notices:** Notices of Board Meetings shall be given as follows:
- Annual Meetings and Regular Meetings may be held without notice to the Board members if the Bylaws or the Board fix the time and place of such meetings.
  - Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail,

addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

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

## ARTICLE VI

### ACTION BY THE BOARD

- A. **Quorum:** Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

**B. Action by the Board:**

- *Actions Taken at Board Meetings:* Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.
- *Action by the Board Without a Meeting:* Any action required or permitted to be taken by the Board or any committee thereof may be taken without a meeting if all members of the Board of Trustees or the committee consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents thereto by the members of the Board of Trustees or committee shall be filed with the minutes of the proceedings of the Board or committee. Action by the Board without a meeting shall occur only as permitted by the Public Officers Law.
- *Board Participation by Other Means:* Trustees may participate in a Board meeting by use of video-conferencing or similar equipment to the extent permitted by Article 7 of the Public Officers Law (the Open Meetings Law), provided all Trustees participating in any such meeting can simultaneously hear and observe one another and members of the public can attend, listen and observe at any site at which a Trustee can participate.

**C. Committees:**

- *Appointment of Committees:* The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Boards. A Board Standing Committee will consist of not less than three Trustees, who shall serve at the pleasure of the Chair of the Board.

- *Authority of Board Committees:* The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:
  - Election of Trustees;
  - Filling vacancies on the Board or any committee that has the authority of the Board;
  - Fixing of Trustee compensation for serving on the Board or on any committee;
  - Amendment or repeal of Bylaws or the adoption of new Bylaws; and
  - Appointment of other committees of the Board, or the members of the committees.
- *Procedures of Committees:* The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings including compliance with the Open Meetings Law.

#### **D. Standard of Care:**

- *Performance of Duties:* Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
- *Reliance on Others:* In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
  - One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
  - Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
  - A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
- *Investments:* In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

- E. **Rights of Inspection:** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.
- F. **Participation in Discussions and Voting:** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.
- G. **Duty to Maintain Board Confidences:** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

**ARTICLE VII**  
**OFFICERS**

- A. **Officers:** The Officers of the Corporation consist of a President (hereinafter “Chair”), Vice President (hereinafter “Vice Chair”), a Secretary and a Chief Financial Officer (hereinafter “Treasurer”). The Corporation also may have such other officers as the Board deems advisable.
- *Chair:* Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
  - *Vice Chair:* If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
  - *Secretary:* The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
  - *Treasurer:* The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c)

deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

**B. Election, Eligibility and Term of Office:**

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

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

**ARTICLE VIII**

NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

**ARTICLE IX**

INDEMNIFICATION OF CORPORATE AGENTS

The Syracuse Academy of Science and Citizenship Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

**ARTICLE X**

SELF-DEALING TRANSACTIONS

The members of the Corporation's Board of Trustees shall not actively participate in the consideration or deliberation of any matter in which the Board member has a conflict of interest due to the Board member's own personal and/or pecuniary interest, as established under Education Law and General Municipal Law and/or the Decisions of the Commissioner of Education or Attorney General. Furthermore, Board members shall disclose to the Board the existence of any personal interest in any matter pending before the Board and shall either recuse himself or herself from deliberations and/or votes regarding such matters or shall notify the Board of the conflict and abide by the Board's decision regarding the member's obligation to recuse himself or herself from consideration or a vote on any such matter.

To the extent permitted by law, the following shall not be considered to constitute a conflict of interest or self-dealing: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

This qualification shall permit Board Members to participate in fund-raising activities sponsored by the School, such as raffles and similar fund-raising events, and to permit their children to receive academic incentive awards, awarded by the School to students who have realized noteworthy achievement and academics, athletics, or other appropriate areas, without being disqualified solely by virtue of their parent's service as a Board Member.

In any such circumstance, the Board shall determine whether the Board Member's involvement in the activity or event is appropriate, and shall inform its decision in this regard according to the decisions of the Commissioner of Education, as well as those of the Attorney General and applicable State law.

## ARTICLE XI

### OTHER PROVISIONS

- A. **Fiscal Year:** The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.
- B. **Execution of Instruments:** Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.
- C. **Checks and Notes:** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Director or Treasurer.
- D. **Construction and Definitions:** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit

Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

- E. **Conflict of Interest:** Any Trustee, Officer, key employee, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring: (1) Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and, (2) corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.
- F. **Interpretation of Charter:** Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

**ARTICLE XII**  
**AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these Bylaws.

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**CERTIFICATE OF SECRETARY**

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

\_\_\_\_\_, Secretary

Dated: \_\_\_\_\_

The Board of Trustees is committed to avoiding any situation in which the existence of conflicting interests of any Trustee, officer, or employee may call into question the integrity of the management or operation of the Syracuse Academy of Science and Citizenship Charter School (SASCCS). The Board recognizes that sound ethical standards of conduct increase the effectiveness of the School's officers and staff as educators and employees. Further, adherence to a Code of Ethics promotes public confidence in the Board and the School and furthers the attainment of the School's goals.

The Board also recognizes its obligation to adopt a Code of Ethics setting forth the standards of conduct required of all Trustees, School officers, and employees under the provisions of the New York General Municipal Law. Therefore, every Board member, officer, and employee of the School, whether paid or unpaid, shall adhere to the following Code of Ethics.

**A. Statutory Conflicts of Interest**

It is a conflict of interest for a Trustee, officer, or employee to benefit personally from contracts made in his or her official capacity.

A "contract" is defined broadly to include any claim or demand against the School or account or agreement with the School, whether expressed or implied, which exceeds the sum of \$750.00 in any fiscal year.

An "interest" is defined as a direct or indirect benefit that runs to the employee as a result of a contract with the School.

No Trustee, officer, or employee shall have an "interest" (*i.e.*, receive a direct or indirect benefit as the result of a contract with any SASCCS) in:

1. A firm, partnership, or association in which he or she is a member or employee;
2. A for-profit corporation in which he or she is an officer, director, or employee;
3. A for-profit corporation in which he or she, directly or indirectly, owns or controls five percent (5%) or more of the stock; or
4. A contract between the School and his or her spouse, minor child, or dependents, except for an employment contract between the School, a spouse, minor child, or dependent of a Trustee authorized by Section 800(3) of the General Municipal Law or Section 3016 of the Education Law.

Each individual shall disclose to the Board any personal interest which he or she may have in any matter pending before the Board and shall refrain from participation in any decision on such matter.

**B. Code of Ethics**

1. ***Gifts.*** A Trustee, officer, or employee shall not directly or indirectly solicit any gift or accept or receive any gift having a value of \$500.00 or more in each fiscal year, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or in any other form under circumstances in which it can reasonably be inferred the gift was intended to influence the Trustee in the performance of his or her official duties or was intended as a reward for any official action on his or her part. However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. ***Confidential Information.*** A Trustee, officer, or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her personal interest.

3. ***Representation Before the Board or School.*** A Trustee, officer, or employee shall not receive or enter into any agreement, expressed or implied, for compensation for services to be rendered in relation to any matter before the School.

4. ***Disclosure of Interest in Matters Before the Board.*** A Trustee, officer, or employee of the School, whether paid or unpaid, must publicly disclose the nature and extent of any interest he or she (or his or her spouse) has in any actual or proposed contract, purchase agreement, lease agreement, or other agreement involving the School (including oral agreements), to the governing body and his or her immediate supervisor (where applicable) even if it is not a prohibited interest under applicable law. Such disclosure must be in writing and made part of the official record of the School. Disclosure is not required in the case of an interest that is exempted under Section 803(2) of the General Municipal Law. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.

5. ***Investments in Conflict with Official Duties.*** A Trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial, or other private transaction that creates a conflict with his or her official duties. Exceptions to the conflict of interest law can be found in Section 802 of the General Municipal Law.

6. ***Private Employment.*** A Trustee, officer, or employee shall not engage in, solicit, negotiate for, or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

7. ***Future Employment.*** A Trustee, officer, or employee shall not, after the termination of service or employment with the SASCCS, appear before the Board in relation to any action, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration.

8. ***Involvement with Charitable Organizations.*** A Trustee, officer, or employee may be involved as a volunteer, officer, or employee in a charitable organization which has a relationship with the SASCCS. If a Trustee is a board member, officer, or employee of the charitable organization, the Trustee must disclose such relationship in writing to the School, and the Trustee must recuse himself or herself from any discussions or votes relating to the charitable organization, which may come before the Board. When participating in the activities of the charitable organization, the Trustee, officer, or employee shall not disclose any confidential information learned in the course of his or her official duties or use such information to further personal interests. A trustee, officer, or employee must disclose their intent to become a candidate for the Local City School District's Board of Education at the district where SASCCS in operation in writing to the Board and will be considered as resigned from his/her position/board as soon as she or he becomes a candidate.

9. ***Nepotism.*** Except as otherwise required by law: (a) No board officer or employee, either individually or as a member of a board, may participate in any decision specifically to appoint, hire, promote, discipline or discharge a relative for any position at, for or within the SASCCS or the board. (b) No board officer or employee may supervise a relative in the performance of the relative's official powers or duties. A "Relative" means a spouse, parent, step-parent, sibling, step-sibling, sibling's spouse, child, step-child, uncle, aunt, nephew, niece, first cousin, or household member of a BoT member or employee, and individuals having any of these relationships to the spouse of the officer or employee.

### **C. Distribution of Code of Ethics**

The Superintendent shall cause a copy of this Code of Ethics to be distributed to every Trustee and every officer and employee of each School. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment. In addition, the Superintendent shall ensure that a

copy of Article 18 of the General Municipal Law is posted in the School's Main Office in a place conspicuous to its officers and employees.

**D. Penalties** In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's Code of Ethics and its accompanying regulations may be fined, suspended, or removed from office or employment, as the case may be, in the manner provided by law.

- N.Y. General Municipal Law §§ 806-808
- N.Y. Education Law § 2854(1)(f) / Opinion Statement Comp. 2008-01

## ATTACHMENT 7: PARTNERSHIP INFORMATION

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SASCCS will have a partnership with Syracuse Academy of Science Charter School (SASCS).

The partnership agreement will include following services to be purchased from SASCS: business services (such as payroll, purchasing, accounting, accounts payable, accounts receivable, audit management, grant management, etc.), human resource management, information technology management (such as technology set up and maintenance of technology infrastructure, including classroom technologies), facilities management, and academic services (such as professional development, teacher coaching, data analysis, teacher evaluation, evaluation of director, etc.). The cost of the services for SASCCS will be aligned with the actual cost of the services to SASCS and will be based on the number of students. The price of the services will be adjusted on an annual basis based on the actual overall cost. For the first year, it is budgeted \$500 per student based on the cost of similar partnership with UASCS.

UASCS has a similar partnership with SASCS since its inception in 2013. The success of this partnership has been acknowledged in the annual independent CPA audit reports as well as in the audit report by the [NYS Comptroller's Office](#). No findings were reported in these reports.

The letter of intent from the Superintendent of SASCS is provided at end of this attachment.

### SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL (SASCS)

For over 12 years, SASCS ([www.sascs.org](http://www.sascs.org), [www.sascsblog.org](http://www.sascsblog.org)) has established a proven record of success, where its students have continuously achieved at least 2-4 times better results in New York State Math and ELA in comparison to the Syracuse City School District schools. It has been renewed twice with 5 year terms each time.

In addition, the Middle States Association has granted SASCS accreditation through December of 2018 for the quality of educational experiences and programs with internal and external oversight.

At SASCS over the last four years, 68-80% of students receive free and reduced lunch, 70-80% of the students are student of color, and more than 14 different languages are spoken among its students.

During last five years, SASCS has undergone two expansions: a grade expansion by adding K-6 grades to its existing 7-12 school; and enrollment expansion by the addition of around 290 students. Despite these expansions, SASCS has been able to maintain its quality.

As a college preparatory school with a small school setting, SASCS can focus on individuals and achieve high graduation rates: As evidenced by the 2-year and 4-year college acceptance rates over last four years, SASCS outperformed both the state and the district in both overall college acceptances and 4-year college acceptances. SASCS had a 93% graduation rate in 2011, whereas the city's rate was 50% for the same year. SASCS students achieved 91-98% college acceptances with increasing enrollment at 4-year colleges (up to 74% in the 2014-15 year as of

now). During the same time period, the state's college acceptance averages were around 79% with 47% 4-yr college enrollments and district college acceptance average was around 62-74% with 22-27% 4-yr college enrollments.

In addition, SASCS success can be tracked by looking at its students' success after graduation compared to national average. Based on the data obtained from National Clearinghouse, over last three years 82-92% of SASCS's students enrolled in college within 2-years of graduation compared to 79% national average. Also, their persistence rate in first year of college is around 74-80% over last four years compared to a 75% national average.

SASCS also has high graduation rates (around 84-89%) and very low dropout rates (5%) compared to both the Syracuse city school district (50% and 18% respectively) and state (75% and 7-8%, respectively).

We believe all these results show the success of SASCS's college preparatory programs, college-going culture and college preparedness in terms of mindset and determination for success.

SASCS has very strong discipline structure and a positive climate in its buildings. This climate was fostered over many years, through programs such as home visits, parent contacts, implementing a "one band, one sound" disciplinary mindset and a safe, educationally-focused environment. All of these successes and learning experiences will be passed along to SASCCS at its onset. At both SASCCS and SASCS, the small charter school environment helps the staff to motivate and encourage individual students to reach their collegiate and career aspirations.

The graphs on the next pages show the last four years of math and ELA state test scores for SASCS in comparison with state and district. Since SASCS went into grade expansion over the last 5 years, some of the data for early grades is not yet available.

Overall, SASCS has been successful in achieving test scores which are similar to the state average in most grades for both math and ELA. During some of these years, SASCS enrolled a high number of students into its 4-6 grades which resulted in sporadic results from year to year. However, after spending more than a year at SASCS, the gap will close, and that their scores will be similar to those who have been with SASCS since kindergarten. With the implementation of intervention plans on a monthly basis for at-risk students based on computer adaptive test results such as STAR math, student achievement will increase further. Also, the recent addition of 15 days of schooling should impact student learning in positive manner. In addition, making longitudinal data for each student (as discussed in the previous section) available to teachers will provide more in-depth information about foundational gaps for each student and hence alert administrators and teachers about student needs before making instructional decisions.

All of these current projects and programs at SASCS should further improve student learning and success.

In addition, SASCS has the following achievements over the years which have resulted in greater academic success:

- a) *Governance achievements:*

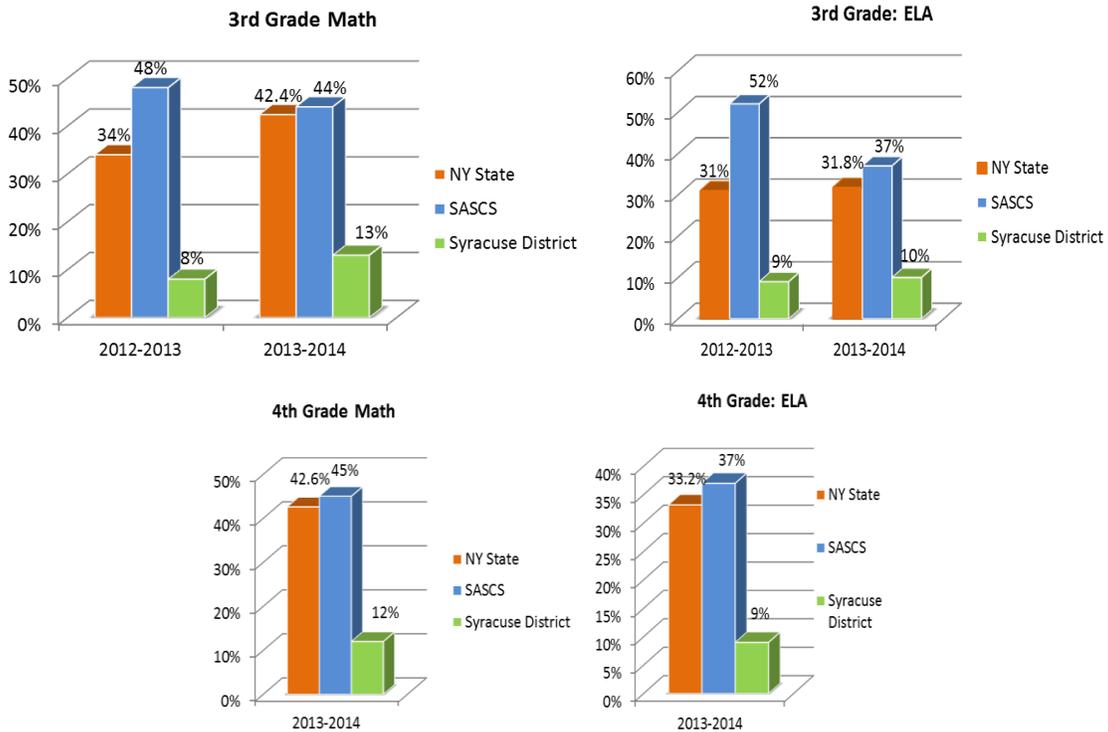
- It has minimal BoT turnover rate, 3 out of 7 members serving over eight years and one member serving over four years at different capacities on BoT.
- BoT successfully planned and implemented grade and enrollment expansion at SASCS and replication at UASCS over the last five-year period.

b) *Leadership achievements:*

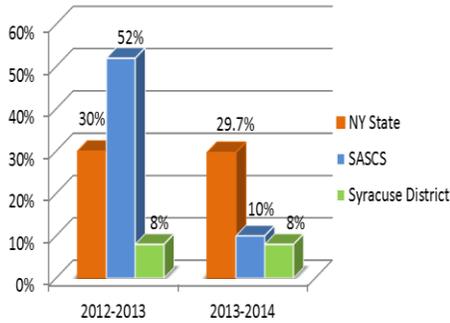
- Dr. Tolga Hayali has been with school for 7 years as Director of SASCS and as Superintendent for the last two years. Linda Spencer has been working at various positions, including Dean of Students, Dean of Elementary School, and Dean of Academics at SASCS for about 12 years.

c) *Financial achievements:*

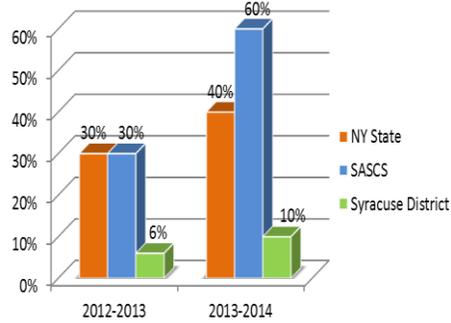
- Maintained more than \$1 million in reserve funds over the last four years to fund special programs, such technology infrastructure improvements, and the Lego program in all K-4 grades.
- Successful furnishing and preparation of new school buildings as elementary and middle schools were opened over the last 4 years.
- External audits with strong financial management and no material weakness.



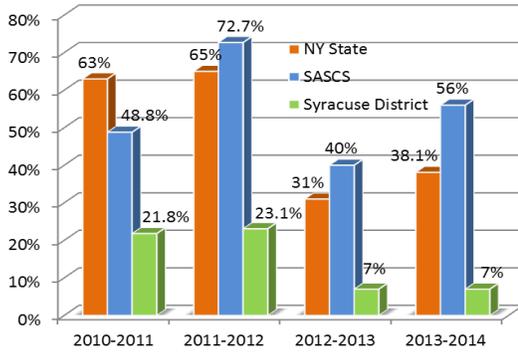
**5th Grade: ELA**



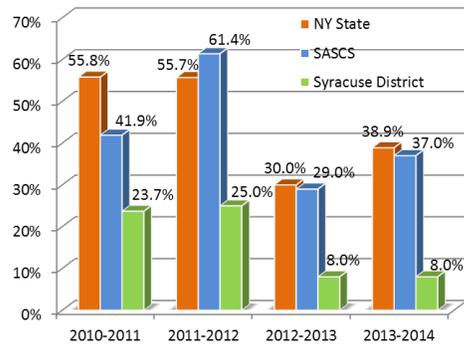
**5th Grade: Math**



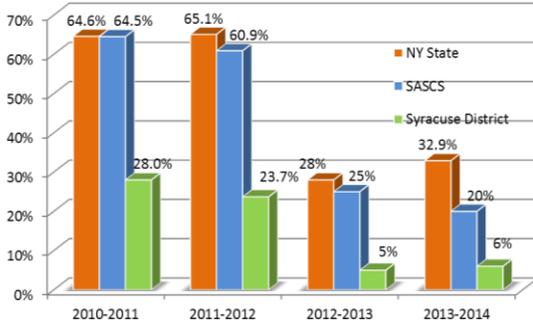
**6th Grade: Math**



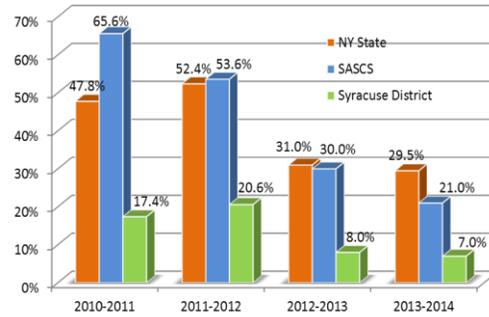
**6th Grade: ELA**



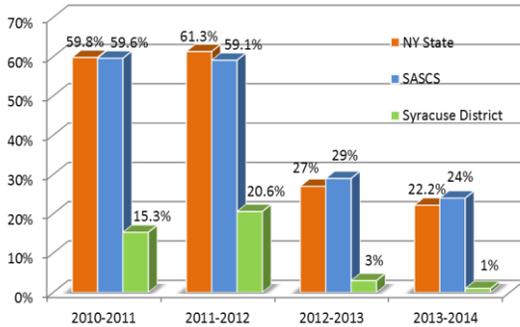
**7th Grade: Math**



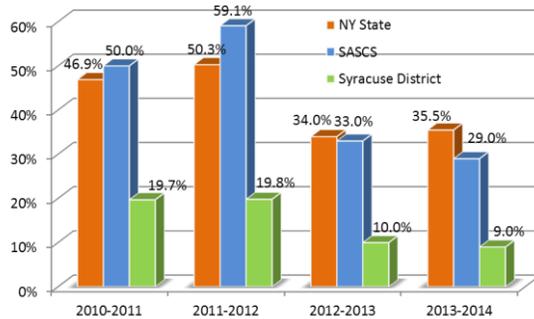
**7th Grade: ELA**



**8th Grade Math**



**8th Grade: ELA**

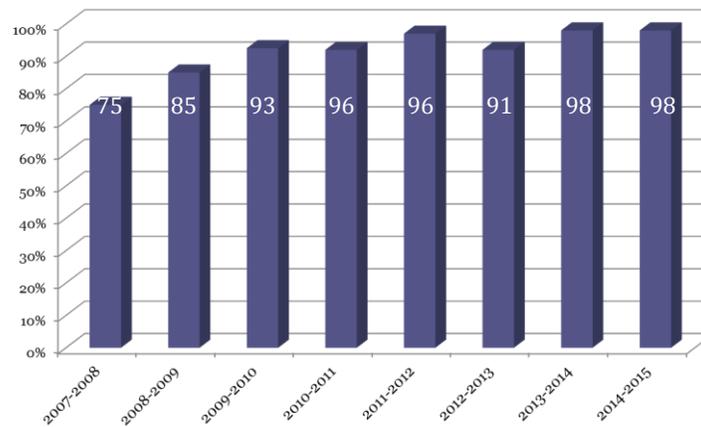


Cohort Graduation Rates			
Year	SASCS	SCSD	NYS
2009 – 2013	89%	51%	75%
2010 – 2014	84%	49%	76%

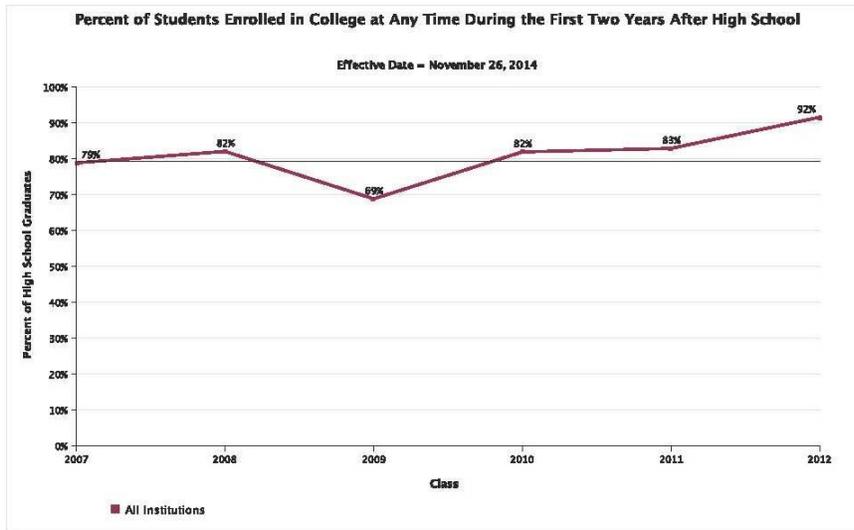
Drop Out Rates			
Year	SASCS	SCSD	NYS
2009 – cohort	5%	19%	8%
2010 – cohort	5%	17%	7%

Post-Graduation (2-Yr College + 4-Yr College)			
Year	SASCS	SCSD	NYS
2010 – 11	51% + 45%	47% + 27%	32% + 46%
2011 – 12	60% + 36%	50% + 22%	32% + 47%
2012 – 13	38% + 53%	41% + 20%	32% + 47%
2013 – 14	32% + 66%	N/A	N/A
2014 – 15 <sup>1</sup>	24% + 74%	N/A	N/A

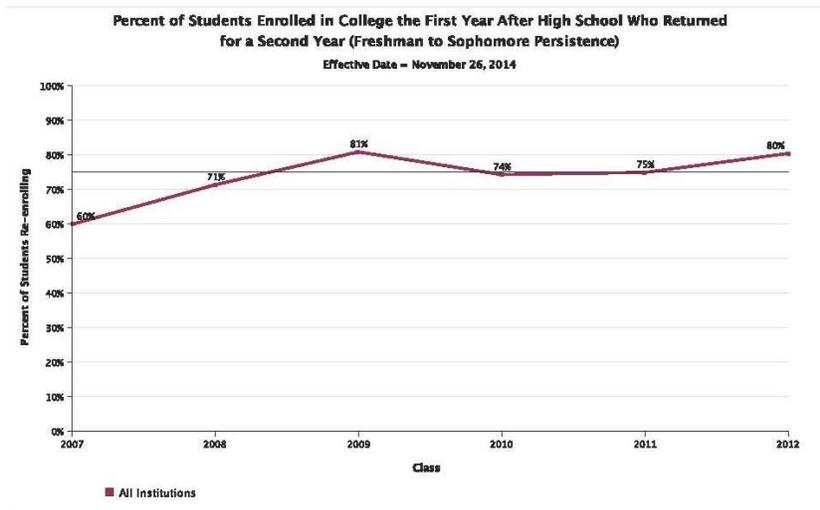
**SASCS College Acceptance**



<sup>1</sup> College acceptances as of now.



National Average: 79%



National Average: 75%

## UTICA ACADEMY OF SCIENCE CHARTER SCHOOL (UASCS)

UASCS opened its doors for education in 2013-14 school year. It has several success stories even in its first year. First of all, it generated more applications than available seats during its pre-opening period, receiving 337 applications for 176 available seats, and creating a waiting list with 161 students for the 2013-14 school year. Also, it was very successful in attracting ELL students and surpassed its ELL enrollment goal for the first year by having 18.4% ELL population compared to its 15.6% set goal by NYSED. At the end of its first year, almost 98% of students returned to the school for the second year. During its first year of operation, UASCS was able to generate 227 applications for 77 available seats, which resulted in a similar waiting list to the previous year. For the 2015-16 school year, UASCS has received 214 applications for 121 available seats as of 3/18/2015 and there are 12 more days until the end of the application period.

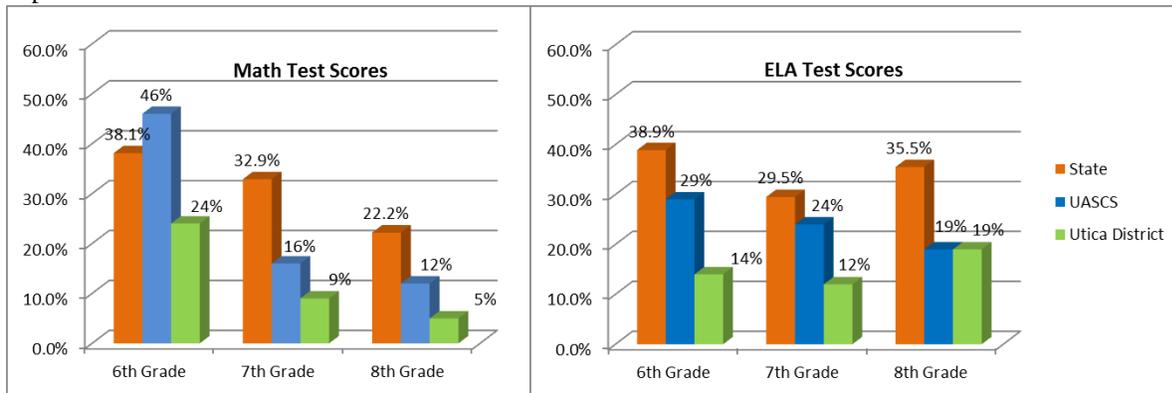
We have only one year of state testing scores for UASCS. UASCS surpassed its district in both ELA and math almost in all grades and surpassed state averages in sixth grade math test

scores. We believe that these are acceptable results for its first year of operation with a high ELL population.

UASCS created an intensive ELL program for its large ELL student population with the intention of raising their English literacy skills rapidly and removing them from the ELL category. Therefore, UASCS implemented additional ELL hours during its after school and Saturday school and provided transportation for those who needed it. The same program will be implemented at the proposed school, SASCCS, and the future school (in preparation) RASCCS (Rochester Academy of Science and Citizenship Charter School).

In addition to academic and recruitment success, the UASCS director, who was the SASCS Elementary School director before, set the culture and expectation very well in its first year of operations. The school provided several hours of field trips to all students, and created several college collaborations. In addition, a former SASCS college counselor is also working with UASCS to develop a robust college-going culture, similar to that at SASCS.

Utica has been audited by the NYS comptroller office covering the period from its inception to August 2014. According to their final report, there is no material weakness. Since financial services are provided by SASCS, it provides an excellent example of a successful financial replication model.





To: NYSED Charter Office,  
From: Dr. Tolga Hayali, Superintendent of SASCS  
Re: Partnership with SASCCS

This letter is provided on the request of NYSED for the application of Syracuse Academy of Science and Citizenship Charter School (SASCCS).

Syracuse Academy of Science Charter School (SASCS) is committed to have a partnership similar to the one it has with Utica Academy of Science Charter School (UASCS). SASCS is a non-profit organization operating as a charter school since 2003.

The partnership agreement will include following services to be purchased from SASCS: business services (such as payroll, purchasing, accounting, accounts payable, accounts receivable, audit management, grant management, etc.), human resource management, information technology management (such as technology set up and maintenance of technology infrastructure, including classroom technologies), facilities management, and academic services (such as professional development, teacher coaching, data analysis, teacher evaluation, evaluation of director, etc.). The cost of the services for SASCCS will be aligned with the actual cost of the services to SASCS and will be based on the number of students. SASCS will offer these services \$500 per student. The price of the services will be adjusted on an annual basis based on the actual overall cost.

UASCS has a similar partnership with SASCS since its inception in 2013. The success of this partnership has been acknowledged in the annual independent CPA audit reports as well as in the audit report by the [NYS Comptroller's Office](#). No findings were reported in these reports.

I and my staff will ensure the successful start-up and continued success from day one at SASCCS by utilizing all our expertise and best practices.

If you have questions or need further clarification, please do not hesitate to contact me via phone or email.

Sincerely Yours,

Dr. Tolga Hayali  
Superintendent,  
Syracuse and Utica Academy of Science  
Charter Schools

*Building success one Atom at a time.*  
[www.SASCS.org](http://www.SASCS.org)

## **ATTACHMENT 8A: HIRING AND PERSONNEL POLICIES AND PROCEDURES**

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All policies and procedures set forth herein are presented only as a matter of information. These policies and procedures may be changed or deleted and new policies or procedures may be added by the school at any time. This manual and the policies and procedures set forth herein are not intended to create or constitute a contract between this organization and its employees or to change the nature of the employment relationship between the organization and its employees, which is at will.

### **Hiring Standards and Criteria**

SASCCS believes that the quality of the professional staff determines the quality of education offered in the school. It is therefore the responsibility of the school administration to locate and recruit the best-qualified candidates to meet the school's educational needs. Candidates may include persons qualified to pursue the alternate method of certification.

Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the furtherance of the school's educational goals. Attention shall be paid, among other factors, to the candidate's academic records, and his/her previous relevant experience. Staff must demonstrate that they are aware that children have many different family circumstances and that they are willing and able to provide the educational support that a diverse student population needs in school.

The SASCCS teaching staff members must fulfill their individual responsibilities and work in concert with the other members of the teaching team.

The administration of the school will be responsible for advertising available jobs and soliciting applications from qualified candidates. A search committee of administrators, teachers, and parents (and, when appropriate, outside experts) will screen all applicants and make recommendations from the candidate pool and possibly interview a small subset of candidates.

The administration will recommend to the SASCCS Board one or more candidates for hiring. The administration shall nominate only candidates who meet the qualifications required by law or who are eligible to meet such qualifications. It is the administration's responsibility to obtain a criminal history check of all school employees and to obtain proof of citizenship or eligible alien status.

SASCCS is committed to hiring the individuals who are best qualified for the job without regard to race, sex, religion or handicap unrelated to the job. SASCCS will adhere to relevant New York laws in its hiring practices. Board will adopt a policy on criminal review and clearance for employment.

Board will adopt a pay scale which describes salary figures based on experience and education and will make it available to all staff members.

### **Employment Contracts**

The terms of employment for the teaching, administrative, and support staff of the Syracuse Academy of Science and Citizenship will be determined by contracts negotiated within the parameters of relevant New York statutes. SASCCS faculty and staff will be required to enter into individual term employment agreements resembling those used in business but explicitly stating that all requirements of the Charter Law are made part of the agreement. Teaching staff may be obligated

to provide services or in service-days, during the SASCCS academic year, or during the entire year depending upon their role in the school. The agreement affirms that any materials created by staff members for use by SASCCS, or produced using the staff or resources of the school, are works-for-hire and all intellectual property rights are vested in the school.

**Recruitment**

A three step process will be used for recruitment.

In Step 1, resumes and applicants will be screened for a potential match of expectations and culture. Special note is given to those who have demonstrated a desire to devote additional time outside of classroom instruction with students. All applicants will be asked to submit a cover letter that states their qualifications and their educational philosophy, as well as a résumé and names of three references.

Step 2, a committee is involved in observing the applicant’s lesson, and posing questions and situations to the applicant and measuring the applicant’s responses.

Step 3 comprises final interview questions, in which expectations are presented to the candidate and a contract may be signed.

SASCCS will advertise in the local paper, online, and directly through major universities for the recruitment of qualified individuals.

**Hiring and Dismissal:** Final decision is made by the administrative team’s discussion after all observations. The recommendation by Superintendent is sent to BoT for approval, which is followed by a call back to offer contract/sign contract. Any dismissal or termination is subject to applicable New York Charter School Law provisions.

**Pay Scale:** A pay scale based on education level, professional experience, and years spent at school is shown below. Base salary will be increased to \$41,000 once the extended school year is implemented.

Years of Experience	Bachelor’s Degree	Master’s Degree
0	37000	37000
1	38000	39500
2	39000	40500
3	40000	41500
4	41000	42500
5	42000	43500
6	43000	44500
7	44000	45500
8	44750	46250
9	45000	47000
10	45750	47750
11	46500	48500

ADDITIONAL STIPEND LIST
Salary raise: \$1,500 after the 1st year
Salary raise: 2-7 yrs. \$1,500/yr.
Salary raise: 8-14 yrs. \$1000/yr.
Salary raise: 15+ yrs. \$750/yr.
Loyal staff stipend: 5-9 yrs. spent at SASCCS, \$1000 added
Loyal staff stipend: 10+ yrs. spent at SASCCS, \$1500 added

# SASCCS Personnel Policies and Procedures

## 1. Equal Opportunity Employer

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

## 2. Hiring

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Upon employment by this school, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by the director or by his or her designee.

Employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with this school or a prospective employee's likelihood of being hired.

## 3. Regular Full-Time and Temporary Employment

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Employees may be hired as regular full-time employees, and as such will be placed on the school's payroll, will be eligible for all benefits as described in this manual, and will accrue leave as described in this manual.

The school also may hire part-time staff. Part-time staffs are those who are employed for less than 25 hours per work week. Part-time employees are not eligible for benefits or leave accruals as stated in this manual, unless specially arranged and provided for by the director as a condition of employment. Time off work without pay for part-time employees may be granted by the director or his or her designee.

## 4. Adjustments to Employee Status

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The director may at any time, but for specified reasons, adjust the salary, benefits (excluding any benefits required by law to be provided), leave accruals, titles, privileges, or other personnel policies for any employee either upwards or downwards, within parameters established by the Board of Trustees. Adjustments to employee status may be based upon, but in no way are restricted to, promotions, demotions, changes in job duties, disciplinary actions, and performance adjustments.

## 5. Phasing-out and Elimination of Positions

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From time-to-time, it may be necessary to phase-out or eliminate certain positions previously established within the school. An orderly process will be established by the school to guide such phase-out or elimination of positions if necessary.

Anyone whose employment with the school is terminated because their position is eliminated or phased-out is entitled to compensation for accrued and unused leave as eligible and described in the chapter of this manual entitled "Time and Attendance."

## 6. Unauthorized Absence

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An employee who is absent for a period of at least three days without notifying the director will be considered to have resigned without giving the required one month notice, with such resignation effective on the initial date of absence. The determination of unauthorized absence will be made by the director.

If an employee is absent unauthorized as described above, that employee will forfeit compensation for any unused accrued vacation leave as described in the chapter of this manual entitled “Time And Attendance,” unless an exception is made by the director. Such an employee will remain eligible for any salary due.

## **7. If You Must Leave**

---

*Resignation:* An employee who wishes to resign is required to give to the director, in writing, a minimum of one month notice prior to the desired resignation date, unless an exception is made by the director. Regular full-time employees who resign in accordance with the provisions of this section may be provided with compensation for accrued and unused leave as described in the chapter of this manual entitled “Time and Attendance.” If an employee fails to give a minimum of one month notice prior to the desired resignation date, that employee shall forfeit compensation for any unused accrued vacation leave he or she may have, unless an exception is made by the director. Such an employee remains eligible for any salary due.

*Termination:* All employees serve at the will of the director, and the authority to terminate an employment is vested with the Director or his or her designee, and may include but is in no way limited to a decision based upon a violation of any of the policies, procedures, regulations, or restrictions set forth in this manual. Terminated regular full-time employees eligible to accrue vacation leave may be provided compensation for accrued vacation leave as described in the section entitled “Time and Attendance.”

## **8. Work Days and Work Weeks**

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Unless otherwise provided for or as approved by the director, all employees are required to work a minimum of 8 hours between the hours of 8:00 a.m. to 5:00 p.m. each work day, Monday through Friday, and a minimum total of 40 hours each week. Additionally, classroom instructional staffs are expected to work sufficient hours to ensure the timely start of the school day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of the school.

A 30-minute non-working lunch break may be taken by each employee each day, around which the minimum daily work hour requirement must be met.

No time used for any personal endeavor within the work day is to be counted towards the daily or weekly minimum work hour requirements. Further, any employee wishing to engage in such personal activities must receive the prior approval of the director or his or her designee.

## **9. Attendance and punctuality**

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Syracuse Academy of Science and Citizenship needs the combined effort of all employees to ensure an uninterrupted, efficient school day. Absenteeism and tardiness place a burden upon your co-workers and is unfair to students. Employees who are absent or tardy must notify the Director as soon as they are aware that they will not be reporting at their normal starting time. They should explain the reason for the absence or tardiness, and the estimated date or time they expect to return to work.

Excessive absenteeism or tardiness, as determined by the School’s Administration, may result in disciplinary action or even an employee's dismissal. It is in your own interest to come to work, each day, on time.

The School Director should be notified at least two weeks in advance of any requested leave period. Extensive or frequent absences or tardiness may result in disciplinary action up to and including dismissal.

## **10. Pay Periods**

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Pay periods are two weeks (14 calendar days) in length, and run from Monday through the second Friday. All regular full-time employees are subject to a lag payroll equal to one pay period. Other employees, subject to a determination by the director, also may be subject to the lag payroll.

## 11. Vacation Leave

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*Administration Staff: Accrual.* Unless otherwise provided for or as approved by the director, Vacation Leave for regular full-time administrative employees – where “Administrative employees” includes all non-instructional staff – shall be accrued as follows:

An administrative and professional employee will earn vacation with pay at the following rate:

- a) 10 days each year during the first five years of continuous service.
- b) 15 days each year during the sixth and through tenth year of continuous service.
- c) 20 days each year during the eleventh year and each succeeding year of continuous service thereafter.

If you are a regular staff employee with a FTE of 0.65 or greater, but less than 1.0, employed on you shall be provided annual vacation allowances as listed above in proportion to the percentage of time worked per week compared with normal workweek. If the scheduled workweek is not consistent throughout the year, your pro-rata percentage to full-time will be calculated on an annualized basis

No accrual of Vacation Leave will occur for a new employee before that employee has completed five full calendar months of employment, at which time such employee will be granted five days of Vacation Leave, and then will begin the stated pattern of accrual.

Ten months employees, such as: Teachers, tutors or teaching assistants, cafeteria staff, are not eligible for any vacation time.

Unused vacation leave may be rolled-over from year to year, with a maximum accumulation of twenty days.

*Administration Staff: Use.* Unless otherwise provided for or as approved by the director, Vacation Leave is to be used by regular full-time administrative employees in accordance with the following provisions:

Vacation Leave may be used for any purpose of an employee's choosing. Vacation Leave is time off of work with pay.

Unless an exception is made by the director, all employees must request of the director the use of accrued Vacation Leave, and the granting of such leave is conditional upon the approval of the director or his or her designee. Denial of a leave request may consist solely of the fact that school is in session for the time period requested.

Vacation Leave is to be used in increments of one-half work day, except as provided below.

Any employee whom the director has determined to be eligible to accrue “Comp” Time Leave may use accrued Vacation Leave in increments of one-half (0.5) day.

## 12. Holiday Leave

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In addition to the eight weeks of Vacation Leave provided as noted, the school shall observe official government holidays, and school will be closed and all staff will not be expected to report to work. This includes the following nine Holidays: Labor Day, New Year’s Day, Columbus Day, Martin Luther King Day, Veterans Day, Presidents Day, Thanksgiving, Memorial Day, Independence Day.

As a regular staff employee with a full-time equivalent (FTE) of 0.65 or greater, you are entitled to regular pay on a holiday

Employees who complete three months of employment shall be entitled to compensation for the following additional days: Thanksgiving recess and Christmas recess.

Any staff member is free to choose to work any of these Holidays, conditional upon prior approval of the director. Only employees determined to be eligible to accrue “Comp” Time Leave shall be able to receive any compensation for this extra work, and such compensation shall be in the form of accrued Comp Time Leave.

### **13. Weather Days and Other Closures**

---

The school may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented if necessary. At the discretion of the director, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year. Non Instructional staff members are required to report to work unless otherwise notified. Instructional staff will report as according to media instruction.

### **14. Personal Leave**

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*Accrual:* Unless otherwise provided for or as approved by the director, Personal Leave for regular full-time employees shall be accrued as follows:

Each employee is granted three days of Personal Leave on September 1 of each year to be available for use over the following 12 months.

Employees hired after September 1 in any given year are granted a pro rata portion of the three days of Personal Leave for that 12-month period immediately upon the first day of employment, rounded up to the next highest ½-day increment.

Unused Personal Leave may be rolled-over from year to year, or will be compensated at the current substitute teacher pay per day.

*Use:* Unless otherwise provided for or as approved by the director, Personal Leave is to be used by regular full-time administrative employees in accordance with the following provisions:

Personal Leave may be used for purposes determined by the employee (appointments, errands, etc.) but is not to be used as a substitute for or as a supplement to Vacation Leave. Personal Leave is time off work with pay.

Unless an exception is made, all administrative employees must request of the director the use of Personal Leave, and the granting of such leave is conditional upon the approval of the director or his or her designee.

Instructional employees shall make every reasonable attempt to use Personal Leave only when the use of such leave would not conflict with classroom instruction time.

All personal leave requests must be submitted to the director or his designee at least two weeks in advance.

Personal Leave is to be used in increments of one-half work day.

Any employee whom the director has determined to be eligible to accrue “Comp” Time Leave may use accrued Personal Leave in increments of hours.

### **15. Sick Leave**

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*Accrual:* Unless otherwise provided for or as approved by the director, Sick Leave for regular employee with a full-time equivalent (FTE) of 0.65 or greater employees shall be accrued as follows:

Each ten month employee is granted **seven** days of Sick Leave on September 1 of each year.

Each twelve month employee is granted eight days of sick leave on September 1 of each year.

Employees hired after September 1 in any given year are granted immediately upon the first day of employment a pro rata portion of the **seven** days of sick leave for that school year, rounded up to the next highest ½-day increment.

Unused sick leave may be rolled-over from year to year or employee may elect to be compensated at current substitute per diem rate at the end of the school year for ten month employees, and one year for twelve month employees.

In the case of extended illness or justifiable depletion of available accrued sick leave, additional sick time may be granted at the discretion of the director. The director retains the right to require the use of other accumulated leave, the enactment of Medical Leave, and/or the granting of leave without pay prior to the granting of additional sick leave.

*Use:* Unless otherwise provided for or as approved by the director, Sick Leave is to be used by regular full-time employees in accordance with the following provisions:

Sick Leave is to be used only in the event of illness of the employee, or of the employee's immediate family, and for no other purpose. Misuse of Sick Leave is cause for termination of employment. For the purposes of this section, "immediate family" is defined as a spouse, child, sibling, parent, grandparent, any other relative permanently residing with the employee, or any other person as defined by the director.

Notice of absence from work due to illness should be provided to the director or his or her designee by 6:00 a.m. on the day of illness, if possible, or as soon thereafter as is reasonable, allowing reasonably enough time for the director to find a substitute teacher, in the instance of instructional employees, or temporary help, in the instance of administrative staff.

When possible, such as in the event of foreseeable extended illnesses and planned medical procedures, advance notice of the use of Sick Leave should be given to the director or his or her designee.

Notice of total Sick Leave used should be provided to the director or his or her designee upon an employee's return to work.

Sick Leave shall be used in increments of hours.

## **16. Overtime and Compensatory Time Leave**

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*Exempt Employees:* Exempt Employees, as defined by law or other regulation and including all instructional employees, are not eligible to automatically earn compensatory time leave ("Comp" Time Leave) because of working more than the required minimum work day or minimum work week. Although all hours worked should be noted on an employee's time sheet, Exempt Employees will not be paid for such "overtime."

*Non-Exempt Employees:* Non-Exempt Employees, as defined by law or other regulation, are eligible to earn overtime pay. "Overtime" is defined as any time outside of normal and required business hours when a Non-Exempt Employee works at the express request of his or her supervisor. Non-Exempt Employees may not work overtime unless they receive the expressed prior approval of the director.

For each half hour of approved overtime worked in a given week, Non-Exempt Employees will be compensated for any at a rate of time-and-a-half, earning one and one-half hours of available time off for each hour of approved overtime worked.

## **17. Medical Leave of Absence**

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Employees who have completed at least ninety (90) days of continuous employment with the school are eligible for an unpaid Medical Leave of Absence due to illness, injury, or pregnancy-related disability. Employees may request a Medical Leave of Absence by providing the director or his or her designee with a written notice of their disability, including a doctor's certificate stating the nature of the disability, the date until which the employee will be able to work, and the expected date of return to work.

Medical Leaves of Absence will be granted for a period of up to one month, but may be extended with the approval of the director on a month-to-month basis for a maximum of three months. An employee wishing an extension of a Medical Leave of Absence must submit to the director a written request prior to the beginning of each month with proof of continued disability from an attending health care provider.

The school will continue to provide health insurance coverage for any employee on an authorized Medical Leave of Absence through the first full calendar month from the date that the Leave began. After that period, employees may continue health insurance coverage by making arrangements with the school for payment of the appropriate monthly premium.

Employees on Medical Leaves of Absence should provide the school with at least one week's written notice of their intended return to work. Included in this notice should be a doctor's certification stating the ability to return to work. The school reserves the right to require a medical examination by a physician of the school's choosing prior to an employee's resumption of duties.

The school will make a reasonable effort to return an employee on a Medical Leave of Absence to the same or similar job as held prior to the Leave upon his or her return to work, subject to staffing needs and school needs that may exist.

An employee's continued absence from work beyond the Leave granted, without other arrangement made with an approved by the director, will be deemed a voluntary resignation from employment.

## **18. General Leave with or without Pay**

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General Leave with or without pay may be granted at the discretion of the director according to an orderly process established for such purpose.

*Director:* Leave policies for the director differ from that offered to other employees, subject to a determination by the Board of Trustees and applicable laws.

## **19. Jury Duty**

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Full-time employees who are called to serve on a jury panel will be eligible to receive full pay per day for the first three days of jury duty. Thereafter, for the extent of the jury duty, employees will be granted unpaid leave. Subject to the approval of the director or his or her designee, an employee may request the use of accrued leave of any type instead of or in combination with the leave provisions noted in this section.

Any employee called to jury duty should present to the director a copy of his or her jury duty papers as soon as they are received. Leave arrangements may be made as soon as possible thereafter.

## **20. Statement of Leave Status**

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Statements of the status of each employee's accrual and use of leave may be provided periodically to that employee by the director or by his or her designee. Any employee may request of the director a status report on his or her leave use to date, available leave accruals, or similar information, at any time.

## **21. Other Leave**

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The director retains the right to at any time declare a “School Holiday,” whereby classes shall be canceled and employees will be granted a day off work with pay without charge to any leave accruals. The declaration of a “School Holiday” shall be communicated by the director to all employees, students, and parents.

## **22. Unused Leave Accruals**

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Unless otherwise provided for or as approved by the director, no payment will be made as compensation for unused Sick or Personal Leave remaining at the time of an employee's resignation or termination, or if an employee is dismissed because he or she holds a position that is phased-out or eliminated. For instructional employees, no payment will be made as compensation for Vacation periods falling after the date of resignation or termination.

Administrative employees who resign, are terminated, or are in positions that have been eliminated or phased-out and are dismissed are eligible to be compensated for a maximum amount of accrued but unused Vacation Leave, as determined by the director.

## **23. Medical Insurance**

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The director or his or her designee will select a medical insurance plan, which may include more than one option of provider or provider networks, which the school will provide to each full-time regular employee. Employee co-payment for health care coverage will be required, and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the director or his or her designee.

## **24. Dental Insurance**

---

The director or his or her designee will select a dental insurance plan that the school will provide to each employee. Employee co-payment for dental coverage will be required, and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee contributions for dental coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the director or his or her designee.

## **25. Workers' Compensation Insurance**

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Injuries resulting from accidents that occur while performing official duties on behalf of this school are covered by workers' compensation insurance. Any employee who suffers an injury as a result of such an accident must report the injury to his supervisor within the same day and file a report with the director or his or her designee as soon as possible. Such employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

## **26. Disability Insurance**

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The school carries short-term disability insurance in accordance with New York State law. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the director or his or her designee. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

## **27. Declination of Insurance Benefits**

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Any employee who wishes not to accept any of the insurance benefits offered by the school is required to submit such a request in writing to the director or his or her designee.

## **28. Retirement**

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Upon determination by the Board of Trustees, the school may submit an application to join the Teachers Retirement System, and if accepted, all teachers, substitute teachers, business administrators, guidance counselors, nurse teachers, and teacher assistants shall be eligible for membership in the System.

The school will assume all obligations of participating employers as determined by the System, including liabilities for employer payments and recordkeeping.

## **29. Compensation for Ten month employees**

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All ten month full-time instructional (teachers, teacher-aides, etc.) and non-instructional support staff (hall monitors, custodians, secretaries, etc.) will be compensated for inclement weather days as stated in Section 13, above and for as stated in Section 12, above. Compensation will not be paid for normal school recesses such as, but not limited to; February Break, Spring Break, and summer recess unless prior arrangements have been made with the director and/or his designee for work to be scheduled during these periods.

## **30. Deferred Compensation**

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The school may, subject to approval by the director and the Board of Trustees, offer a deferred compensation (403(b)) program either just to employees who are not eligible to join the Teachers Retirement System or to all employees. Under such program, employees may opt to defer a portion of their current gross pay, having that portion of pay invested in accordance with applicable federal and state guidelines governing deferred compensation programs and with procedures established by the director. Employees may opt out of the program at any time, subject to sufficient notification to the director or his or her designee

In accordance with federal guidelines, employees are subject to a maximum limit per year on deferred compensation. Employees shall take every reasonable precaution to ensure that the per-paycheck amount of income requested to be deferred will not cause such limits to be exceeded in any given year.

## **31. Tuition Payments**

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The school may make payments relating to the continuing education of its employees. Such payments shall be for tuition costs, professional development expenses, and similar fees.

An employee shall submit a request for tuition or other payments in advance and in writing to the director, and such request shall include a declaration of how such education or training will benefit the school. Payments shall be authorized to be made only upon approval of this request by the director.

## **32. Unemployment Compensation**

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This school contributes to the Unemployment Compensation plan administered by the State of New York.

## **33. Director's Benefits**

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The insurance coverage and benefits package offered to the director may differ from that offered to other employees, subject to a determination by the Board of Trustees, and consistent with applicable state, federal, or other laws.

### 34. Reservation of Rights

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This school reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any alteration in the benefits package.

### 35. Reimbursements

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*Travel:* Employees are eligible for reimbursement from the school for expenses incurred while in travel status on official business for the school. To be eligible for travel expense reimbursement, travel status must be approved and granted by the director or his or her designee. All requests for travel reimbursement must appear on a form provided by the director or his or her designee for such purpose.

Unless otherwise authorized for by the director, all employees traveling on approved business are required to abide by the following guidelines:

*Transportation:* The most reasonable mode and class of travel -- considering factors such as cost, time efficiency, and convenience -- should be selected by each employee at all times. All such expenses must be listed on a form provided by the director for such purposes.

*Lodging:* Reasonable charges for lodging while in approved travel status will be paid by the school, subject to the approval of the director. Other reasonable related lodging expenses, such as business telephone call charges, also may be paid by the school. An attempt to acquire the most reasonable rates for appropriate lodging-related expenses should be made by such employees, and all such expenses must be listed on a form provided by the director for such purposes.

*Meals:* To be eligible for reimbursement for the cost of meals, an employee must be in approved travel status and is subject to any restrictions established by the director. Employees seeking reimbursement for meal expenses must list on a form provided by the director all reasonable and appropriate expenses.

*Business Use of Personal Vehicle:* Employees are eligible for reimbursement from the school for business use of their personal vehicle while in travel status on official business for the school. To be eligible for travel expense reimbursement, travel status must be approved and granted by the director or his or her designee. Regular commuting time and mileage is to be reimbursed. Reimbursement for approved and authorized travel shall be at the IRS and/or state rate as determined by the director. All requests for travel reimbursement must be listed on a form provided for such purpose, unless an exception is made by the director.

*Personal Use of School Vehicles:* Employees are liable for reimbursement to the school for personal use of a vehicle owned, leased, or otherwise provided by the school. Such liability to the school shall reflect the IRS and/or state rate as determined by the director. Any employee incurring such liabilities is required to reimburse the school in full by the end of the calendar month immediately following the month in which such liabilities were billed to the employee, unless an exception is made by the director. Personal mileage incurred by an employee on a vehicle owned, leased, or otherwise provided by the school must be documented on a form provided for such purpose by the director, unless an exception is made by the director.

*Personal Telephone Calls:* Employees shall not charge personal long-distance telephone calls to the school, unless an exception is made by the director. Employees are liable for the costs of any personal phone calls he or she may make which are billed to the school.

### 36. Other Reimbursements

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Employees are eligible for reimbursement from the school for business expenses paid with their personal funds. All such expenses, if anticipated in advance, must be approved by the director or his or her designee. Requested reimbursement for such expenses must be specified in writing to the director or his or her designee. Such request must list each expense, and receipts (or copies of receipts) for each item must be attached to the request.

The final decision on whether to reimburse an employee for any such expenses is vested with the director or his or her designee.

### 37. School Credit Cards

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Any employee who is authorized to use a school credit card is not allowed to charge personal expenses of any kind on the card, unless an exception is made by the director. Each employee charging any purchases to the school credit card is required to provide to the director or his or her designee timely accounting of such charges, including all necessary receipts and justification for such expenditures.

### 38. Sexual Harassment

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It is the policy of this school to prohibit sexual harassment from occurring in the workplace or at any other place where a school-sponsored event takes place. The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate this school's commitment to maintaining a workplace environment that is free of harassment of and by its employees.

It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception.

*Defining Harassment:* Unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with this school;

Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or,

Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.

Sexual harassment may include such actions as: repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendo of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

*Investigation and Remediation:* If an employee believes that he or she has experienced sexual harassment, or believes that he or she has witnessed sexual harassment, that employee should immediately notify the director, his or her designee, or any other school official with whom that employee feels comfortable.

All reports of sexual harassment will be promptly investigated by the director, or his or her designee who is not involved in the alleged harassment, and will be kept confidential to the extent possible.

If an investigation confirms that harassment has occurred, the director, as directed by the Board of Trustees, shall take appropriate corrective action which may, upon a determination by the director,

include, but not be limited to, an official memorandum in an employee's personnel file, salary adjustment, or the termination of the offending employee.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. However, disciplinary action up to and including termination also may be taken against anyone who knowingly makes a false, meritless, or malicious claim of sexual harassment.

### **39. Evaluations and Problem-Solving Procedures**

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#### *Employee Evaluations*

Written evaluations of employees may be performed annually, on or about an employee's anniversary date or on or about a fixed annual date, subject to a determination by the director. Evaluations will be conducted by the director or his or her designee, with input from an employee's immediate supervisor, if applicable. These evaluations will be maintained in the personnel file for each employee.

The format of the evaluation will be determined by the director. Such evaluation may include: the date of the evaluation, the time period covered by the evaluation, and an assessment of the employee's work performance during that time period. The employee will be notified of any changes in salary, whether up or down, that are warranted based on this evaluation.

Written evaluations as described above need not be performed for officers of the school upon a determination of the Board.

**Problem-Solving Procedures:** Any employee wishing to formally complain about a procedure, action, or directive of another employee or supervisor should notify his or her supervisor or the director at the employee's discretion, as soon as possible after such procedure, action, or directive has occurred. The director or his or her designee shall be the investigator and final arbiter of all such grievances.

In the event that the complaint involves a procedure, action, or directive of the director, an employee may file a written complaint with the Chair of the Board of Trustees. In such instances, the Chair of the Board of Trustees or his or her designee will be the investigator and final arbiter of the complaint.

### **40. Confidential Matters**

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The Syracuse Academy of Science and Citizenship Charter School is subject to the Family Educational Rights and Privacy Act, which, among other things, safeguards student educational records, and the information contained in them, from disclosure to third parties without written consent for such disclosure from the parent or person in parental relation or the student, if he/she is over eighteen years of age. (There are important exceptions for homeless children and/or students transferring to other schools, and you should consult the School Director when uncertain.)

Accordingly, Employees are prohibited from disclosing any portion of a student's educational record, or information contained in such records. This obligation extends to a student's academic performance, disciplinary records, student attendance, student or parent addresses, student disabilities and accommodations, student course schedules, student financial information, alumni addresses or information, letters that concerns the above matters, notes regarding conversations concerning such matters, among other potential documents.

Any employee who discloses confidential School or student information will be subject to disciplinary action up to and including possible discharge.

### **41. Pay Advances and Loans**

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Due to government regulations and the method of reporting social security, state, and federal taxes, Syracuse Academy of Science and Citizenship cannot give pay advances or loans to employees.

## 42. Solicitation and Distribution

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The Syracuse Academy of Science and Citizenship Charter School prohibits its employees from soliciting other employees, students, parents, volunteers or other persons anywhere on Academy property unless prior approval is obtained in writing from the Director. Such prohibited solicitation includes selling and delivery of merchandise (e.g., Tupperware, or tickets to fundraising events) and/or the distribution of literature, petitions, etc.

## 43. Miscellaneous

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*Confidentiality:* Employees of this school shall not, in any way, release any information about this school, its activities, or the activities of its personnel except as normally required by their duties, expressly permitted by the director, and in conformity with the requirements of applicable Freedom of Information laws.

No employee shall publish, disclose, or use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this school, unless otherwise authorized by the director. Any document or other material containing such information is required to be returned to the director upon an employee's termination or resignation.

*Personnel Inquiries:* No one in this school other than the Board of Trustees, director, or a designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of this school.

*Return of Office Materials:* An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, and office materials and supplies in such employee's possession to the director. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, Rolodex items, or other similar information, may be taken by such employee without the express permission of the director.

*Ban on Acceptance of Gifts:* The director and other school employees are not permitted to accept gifts of any kind of a value exceeding fifty dollars (\$50.00) -- including but not limited to money, goods, food, entertainment, or services -- directly or indirectly from: (a) individuals, schools, or companies serving as vendors or potential vendors for this school; (b) elected officials or their representatives; (c) candidates for public office or their representatives; or (d) political party officials or their representatives. Exceptions may be made by the director, including in instances where such gifts intended for and will be used by the school. Offers of such gifts in excess of \$50.00, even when refused, must be communicated immediately by the employee receiving such an offer to the director.

*Change of Personnel Status:* Employees are required to notify as soon as possible the director and any other person designated by the director of any change in name, family status, address, telephone number, or other information affecting personnel data held or used by this school.

*Examination of Personnel Files:* Any employee may examine his or her personnel file(s) at any time but only in the presence of the director or his or her designee. Such employee may take written notes about the contents of the file, and may add comments for inclusion in the file at any time. No personnel file is to be removed from the office unless expressly provided for by the director or his or her designee.

*Copyright:* Copyrights, payments and/or royalties which occur as a result of a project of any employee or employees of this school remain the property of the school. The director may assign copyrights, royalties, or other payments to the author or authors or project participants.

*Child Abuse:* Article 23-B of the NY Education Law requires School employees, certified to teach or as a school administrator, to report any instance of child abuse in an educational setting. Such employees include teachers, administrators, school nurses, school guidance counselors, school social workers, and school board members, as well as all other School personnel required to hold a teaching or administrative license or certificate. When such employees receive an allegation of child abuse by an employee or volunteer in an educational setting, they must do the following:

(a) Upon receiving an oral or written allegation of child abuse in an educational setting, the employee must promptly complete the "Child Abuse in an Educational Setting" report form, which can be obtained from the Main Office and/or any School Dean or the School Director;

(b) Upon completion of the report form, the employee must personally deliver it to the School Director or, if the Director is not readily available, to any School Dean;

(c) If the allegation(s) involves a child who was allegedly abused by an employee or a volunteer of a school in another school district, the employee must promptly forward the report form to the superintendent of schools of the school district of attendance and the school district where the abuse allegedly occurred.

(d) After receipt of such a report, the School Director will review the report and determine if there is reasonable suspicion to believe that an act of child abuse, as defined by law, has occurred. If he/she finds reasonable suspicion to believe that an act of child abuse has occurred, additional steps will be taken, based on the individual who reported the incident to the employee.

All School employees are expected and required to report any incident they believe or suspect to comprise child abuse in an educational setting (*e.g.*, at the School, at a School function on or off campus, during transportation to or from school, while a student is receiving services at another school district or school, etc.), which they believe or suspect constitutes child abuse. The report shall be made as set forth above. School employees will cooperate in any ensuing School or governmental investigation and/or proceeding.

Additionally, teachers, school nurses, school guidance counselors, school social workers, and school administrators are required to report any incident of which they are aware and which they suspect to constitute child abuse or maltreatment to the New York Central Registry Hotline, pursuant to NY Social Service Law and this handbook.

#### **44. Employee Acknowledgement**

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I have received a copy of and have read the foregoing Syracuse Academy of Science and Citizenship Charter School Personnel Handbook and am familiar with its terms. I understand that it is not a binding contract, but a source of information and a set of guidelines for implementation of personnel policies. I understand that nothing contained in the Personnel Handbook is intended to alter my at-will employment status or to create any implied promise of continued employment. I understand that Syracuse Academy of Science and Citizenship Charter School can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of this Handbook will override contrary statements, representations or assurances made by any supervisory personnel.

\_\_\_\_\_  
EMPLOYEE'S SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
PRINTED NAME

Please sign this page and return it to the Director immediately. A copy of this acknowledgement will be retained in your personnel file.

TOLGA HAYALI

[REDACTED]

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EDUCATION

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Seton Hall University – South Orange, NJ

*Ed.D, K-12 School Administration-Educational Leadership Management and Policy, June 2013*

State University of New York at Oswego – Oswego, NY

*Masters of Science and Certificate in Advanced Study in School Counseling, December 2011*

Bogazici University, Istanbul, Turkey

*Bachelor of Science in Chemistry Education, February 1996*

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EXPERIENCE

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Syracuse Academy of Science Charter School

*Superintendent, January 2013 – Present*

- Recruit and manage teaching and administrative staff for multiple schools (Utica and Syracuse Academies)
- Oversee multiple school's finances
- Foster positive communication with parents, staff and community members among multiple schools.
- Report to governing board on a monthly basis regarding progress and concerns
- Organize weekly academic and organizational meetings with directors, deans, and chiefs of organization

*Director, August 2008 – January 2013*

- Instrumental in the development of k-6 program to feed into the existing 7-12 building
- Recruit and manage teaching and administrative staff.
- Oversee daily routines and activities of students and staff
- Foster positive communication with parents, staff and community members. Initiated SASCS school parental home visit program which has strengthened the bond between teachers, school, and home.
- Report to governing board on a monthly basis regarding progress and concerns
- Formed an academic team who meets for data analysis and observation of teachers for different perspectives. Initiated College Guidance Department preparing the students for the college classroom and/or working world.

Apple Educational Services, Clifton, New Jersey

*Vice President- Group Science Coordinator, February 2006 – August 2008*

- Develop instructional material, coordinate educational content, and incorporate current technology in Science field that provide guidelines to educators and instructors for developing curricula and conducting courses to different private and inner city Charter School in New York and New Jersey.
- Conduct workshops, and conferences with teachers designed to educate the educators in teaching and delivering the course material to students in an effective way.
- Plan teacher training programs and conferences together with other Group Coordinators under the supervision of Instructional Systems Coordinator dealing with new classroom procedures, instructional

materials and equipment, and teaching aids.

- Research, prepare and design quizzes, samples and questions for the teacher and student educational booklets.
- Recommend, order, or authorize purchase of instructional materials, supplies, equipment, and visual aids designed to meet the needs of teachers.
- Confer with school teachers to obtain knowledge of subject areas, and to relate curriculum materials to specific subjects, individual teacher and student needs.
- Contribute to production and design of modular educational textbooks.

### Horizon Science Academy, Denison Middle School, Cleveland, Ohio

*Founder and Director, November 2004 – January 2006*

- Establish administrative policies to govern academic and extracurricular activities in a school housing fifth through eighth grades
- Recruit and manage teaching and administrative staff
- Oversee daily routines and activities of students and staff
- Foster positive communication with parents, staff and community members
- Report to governing board on a monthly basis regarding progress and concerns
- Co-founder of Horizon Science Academy – Cleveland Middle School
- President of HSA Cleveland Middle School Board
- Taught Science classes for 7th grade – physical science

### Horizon Science Academy – Cleveland, Cleveland, Ohio

*Dean of Academics/Director of College Guidance, August 2003 – November 2004*

- Maintain communication with students and parents regarding academic progress
- Advise students in college and career placement
- Assist students in procuring scholarship and grant funding for further education
- Monitor and assess students' academic progress, both individually and collectively
- Plan and implement strategies to improve academic performance, in the classroom and on standardized testing
- Develop partnerships with area businesses and universities to facilitate internships and experiences for college- and career-bound students
- Plan and chaperone field trips and excursions national & international to provide further enrichment for groups of students
- Establish and manage College Guidance Department to assist students in preparing for further education
- Establish ARMY JROTC program
- Establish partnership programs with area universities to provide further academic enrichment
- Taught Chemistry Course for Sophomores

*Project Coordinator, August 2001 – June 2003*

- Organize academic competitions such as science fairs, liberal arts fairs and History Tunnel
- Facilitate student involvement in statewide and international competitions
- Establish Advisory Board to oversee administrative and academic responsibilities
- Facilitate relationships with members of the surrounding community to provide out-of-school learning opportunities for students
- Manage public relations responsibilities, both in-school and in the community
- Oversee all extra-curricular activities

*Teacher, August 2000 – June 2003*

- Teach physical science to grades 7 and 8, earth science to grade 6 and chemistry to grade 10
- Prepare students for a variety of science fairs and competitions
- Organize and chair the Russian Club
- Teach German and Russian languages as an elective for high school students

## ACHIEVEMENTS AND CERTIFICATES

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- Harvard Graduate School of Education - Leadership Institute for Superintendents: Systemic Reform in School Districts and Schools November 2013
  - Harvard Graduate School of Education - The Principals' Center Leadership: An Evolving Vision, July 2010
  - New Jersey Department of Education- Passaic County Gang Awareness Training, 2008
  - U.S Department of Justice Federal Bureau of Investigation Newark Division – FBI Community Relations Executive Seminar Training, 2008
  - Minority Student Achievement Network – Northeast Regional Conference Seton Hall University, 2003
  - JASON Project Professional Development Program, 2002
  - History of Chemistry in the Culture of St. Petersburg, 2000
  - Teaching Advanced Chemistry: Organic and Inorganic Chemistry, 2000
  - Teaching Advanced Chemistry: Organic and Inorganic Chemistry, 1999
  - Prepared Students and won Bronze Medal at Bio-Ecology International Science Olympiad in 1999
  - Teaching Advanced Chemistry: Lab Projects, Qualitative and Quantitative Analyses, 1998
  - Prepared students and won Gold Medal at UNESCO Int. Environmental Olympiad in 1997
  - Techniques and Methods of Experiments in Chemistry, 1997
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