

Full Application Summary

Charter School Name	Syracuse Academy of Science and Citizenship Charter School
Application History	Application was made to the Regents in 2015 in Syracuse, NY, which was eventually withdrawn.
Proposed Board Chair Name	Dr. Fehmi Damkaci
Proposed Board Chair Email Address	[REDACTED]
Proposed Board Chair Telephone Number	[REDACTED]
Public Contact Name	Dr. Tolga Hayali
Public Contact Email Address	hayali@sascs.org
Public Contact Telephone Number	315.728.9555
District of Location	Syracuse City School District
Opening Date	September 2017
Proposed Charter Term	Five Years
Proposed Management Company or Partners	None
Projected Enrollment and Grade Span for Indicated Years	Year 1: 171, K-2
	Year 5: 525, K-6
<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. SASCCS will also utilize weighted lottery system to give slightly better chance for admission to ELL students. Initially, we will have grades kindergarten, one, and two with 171 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 student 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 20,084 students with a 15% ELL student population. SCSD has been classified as a “Focus District” by NYSED for the 2016-2017 school year. Only 56% 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 3,000 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 that provides slightly better chance for admission to ELL students.

School Programs

The immediate focus of SASCCS is to equip students with necessary skills and knowledge in STEM subjects 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.

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 ELL students, students with disabilities, and economically disadvantaged students, needs to succeed. ELL students and students with disabilities 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.

We have used many instruments and media to reach the Syracuse public, including meetings with community leaders face-to-face or by phone, web page (www.sasccs.org), radio and newspaper interviews, face-to-face and online public surveys, visits to religious facilities such as churches, and sixteen public information sessions. Through our outreach efforts since 2014, we have garnered interest, feedback, and support for SASCCS. More than 98% of 527 survey respondents showed an interest in SASCCS and would consider enrolling their children. During our meetings, we have presented to the audiences 6 Design Elements that reflect the main tenets of SASCCS: 1) College Preparation, 2) Focus on STEM and Environmental Education, 3) Glocal Education, 4) Student Centered School Structure (Tutoring and After-School Programs, Extended School Day, and Small School Environment) 5) Parental Involvement and Home Visits, 6) Performance Based Accountability.

Governance

Our prudent governing board with close oversight on our school's 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.

We have amassed extensive experience and expertise spanning from academics and college collaborations to financial expertise, parental involvement, legal expertise, and community outreach since the proposed board currently runs Syracuse Academy of Science and Utica Academy of Science Charter Schools. Staffing plan defines 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 SASCCS elementary school dean will have at least three years of experience at the elementary school setting.

The founders of the 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, 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 working with the State Education Department and other related authorities to make the SASCCS a reality.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name SYRACUSE ACADEMY OF SCIENCE AND CITIZENSHIP CHARTER SCHOOL
Proposed School Location (District) SYRACUSE CITY SCHOOL DISTRICT (SCSD)
Name of Existing Education Corporation (if applicable) SYRACUSE ACADEMY OF SCIENCE CHARTER SCHOOL

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.”¹¹

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School’s charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be

¹¹ N.Y. Education Law § 2854(2)(a)

required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;¹²

- 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;¹³ 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.¹⁴

I, Fehmi Damkaci, 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: 8/15/2016

¹² 20 USC § 7221b(b)(3)(J)

¹³ 20 USC § 7221b (b)(3)(K)

¹⁴ 20 USC § 7221b (b)(3)(N)

A Charter School Application



Presented to

The New York State Education Department

August 16, 2016

1001 Park Avenue • Syracuse • NY 13204
Phone: (315) 428-8997 • Fax: (315) 428-9109
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: 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. The school's objectives are aligned with its mission tenants, key design elements, and Education Law §2850(2), as described below:

a) Improve student learning and achievement: SASCCS believes every child is academically able, if given a chance. The 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. The school requires additional math and science credits for graduation to better prepare its students for college. 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.

b) Increase learning opportunities for all students, in particular for at-risk of academic failure: 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. 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 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.

c) Use innovative teaching methods: Essential to the realization of each student's academic abilities will be the establishment of outstanding instructional quality and curriculum. 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 (utilizing I-pads and Chromebooks with headphones), assignments and assessments (online assessment tools which provides instant feedback).

d) Create professional opportunities for all staff members: 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. The school will adopt an extensive, structured, and continuous professional learning community that promotes both individual and collaborative learning opportunities. The program will include a continuous process of learning, implementing, reflecting, and accountability in which all staff participates as learner, activity facilitator, and contributor. SASCCS' professional development will have three main phases along with various components (described further under section III.E):

1. Yearlong continuous learning and improvement: a) Individual Teacher Learning Plan, b) Coaching and Mentoring, c) Teacher Institute: Comprehensive, collaborative, and structured
2. Summer Institute
3. Extended Learning Through Certificate and College Programs.

e) Provide parents and students with expanded educational choice: Its small structure at each school campus, extended learning time (one hour daily and fifteen additional school days, starting in fourth year), and tutoring and afterschool programs for enrichment, home visits by school teachers are all designed as an alternative choice for parents. SASCCS will provide special programs which are unique, such as; enrollment preference for the ELL population, an extensive after school ELL program, ELL programs during after-school hours for parents, and 225 hours of community service requirement, starting at kindergarten, extensive STEM related programs, extensive field trips, especially at K-7 grades, national and international trips, and home visits. In grades K-8, the school will organize several events throughout the year to make parents participate in activities at schools, such as grandparents day, donuts for dad, muffins for mom, field days, academic fun nights, girl empowerment nights, school dances, and winter/spring musical concerts and art shows. School will hold annual Dean's dinner for high honor roll students in 5-12th grades, for which parents and grandparents invited over a formal dinner where their student's performance through the semester is highlighted and celebrated.

f) Provide a performance-based accountability system: The school will 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 monthly and/or quarterly through data collected and tracked by multiple assessment instruments, including STAR Math and Reader Testing, Benchmark Exams utilizing DataDirector Software, and full-length practice tests for state assessments. Student performance will be documented and reviewed by 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.

B. KEY DESIGN ELEMENTS

The key design elements at SASCCS directly align with the school's mission and objectives, and draw heavily from successful implementations in other schools and research. All the academic, financial,

organization experiences accumulated at school's educational corporation over ten years will be shared and passed along to SASCCS through its governance body and the Superintendent, and will ensure successful implementation of the following key design elements at the school through various programs and activities.

1. Design Element: College Preparatory

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.¹

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 at every grade level, including K-7 grades. In addition to high quality instruction and curriculum, programs during school, after school, and during the summer will be developed, through collaborations, to make sure that every student has an opportunity to attend college. The school will create a college-bound culture starting at kindergarten and will provide an extensive and targeted curriculum aimed at college preparation to achieve a high college acceptance rate.² These programs include (but are not limited to) (a) Elementary School: College visits, “college themed” classrooms, guest speakers from local universities, annual college week with various activities (b) Middle School: College visits, “college themed” classrooms, guest speakers from local universities, annual college week with various activities (c) High School: College fairs, college visits, summer residential college programs, after-school and Saturday SAT/ACT programs, guest speakers from local universities, college courses, and more.

2. Design Element: Focus on STEM and Environmental Education

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.³⁴ 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.⁵ The following STEM engagement activities and additional math and science credit requirements for graduation will improve student interest and academic preparedness for college and/or a STEM curriculum.

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

http://www.act.org/research/policymakers/pdf/crisis_report.pdf, accessed on 3/16/2015

² 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.

³ Congress Joint Economic Committee Chairman's Staff. (2012) STEM Education: Preparing for the jobs of Future.

² 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.

³ 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=6aaa7e1f958647be82e7326f47658320, accessed on 3/16/2015.

⁴ 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>

⁵ 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.

In all K-12 levels, SASCCS will promote real-world problem solving & exploration in science and mathematics, interactive engagement and collaborative problem-solving opportunities, field trips to environmentally friendly locations and science museums, and regular use of technology.

K-12 Grades Science Fairs: SASCCS will organize Science Fairs every year at elementary, middle and high schools. Students will be encouraged to work on and prepare a project for the fair appropriate to their age levels. Parents and community members will be invited to visit science fairs and act as judges.

K-7 Lego Program: 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.

8-12th Grades Robotics Program: 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. Robotics students will be encouraged to compete at local, regional, national, and international level.

5-8th Grade Science & Math Programs: SASCCS students will be participating in Science Olympiads, CNY Science & Engineering Fairs, SUNY ESF Environmental Challenge, MathCounts, and Bridge Building Contest. Such programs bring students together each year in preparation for competition in a variety of events, with an emphasis on active, hands-on group participation. Through commitment, coaching, and practice throughout the year, these programs 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 engenders respect and appreciation from the community. The students who participate in these programs have the opportunity to interact with students from many other schools, and learn how to appreciate diversity while competing.

9-12th Grade Science Programs: The school will provide summer opportunities in STEM fields by collaborating with area colleges, such as SUNY ESF, Syracuse University, and SUNY Oswego. School will either participate in existing programs offered by these colleges or will co-create programs. Students will learn science disciplines under the guidance of graduate students and professors, in conjunction with their high school teachers, and improve their STEM understanding and lab skills. Summer Science Program will provide an additional professional development benefit for teachers, which in turn positively impacts all their students. Through this program, teachers and students will work with professors on a more in-depth science research project than normally possible, using equipment and facilities not typically available to high schools. The college based science programs will also provide an excellent college culture experience for students.

9-12th Grade STEM 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, are helpful in preparing teams for Science Olympiads, STEM project preparations for CNY Science and Engineering fairs, and regional and national STEM fairs.

K-12 Environmental Programs: 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).⁶ Research also suggests that there is a high correlation between student academic achievement and environmental education programs at K-12 setting.⁷ 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 and 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 to create a composting program, grow vegetables, and learn sustainable and organic farming.

3. Design Element: Glocal Education

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 at all grade levels. 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 for K-12 grades. In addition to extended community service by students at all grade levels 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 starting at elementary school.

Local Involvement (Citizenship): At SASCCS, volunteering and service is core to the school's identity. Volunteerism is an incredibly enriching experience that will benefit all students, including K-7 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.⁸ 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.⁹ Students personally benefit as they develop a sense of pride that comes from seeing how

⁶ UNESCO (1977) Intergovernmental Conference on Environmental Education.

<http://unesdoc.unesco.org/images/0003/000327/032763eo.pdf>, accessed on 3/17/2015

⁷ 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

⁸ 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.

⁹ 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.

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.¹⁰

At all grade levels, 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 learning through K-12 grades, which will be part of their curriculum.

At All grade levels, SASCCS will invite local leaders from political, service, business and college 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 development¹¹ 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, SASCCS will encourage its teachers and parents to organize trips with student visits to several countries, including Europe, Africa, and Asia. Parents supported the idea of exposing their children to other cultures. 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.

Mentorship Programs: 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.¹² The school's curriculum and instructional quality will reach beyond standard academic topics to train students on the traits of a good leader.

Character education will be offered one hour per week in K-7 grades. The school will teach universally recognized values (e.g., honesty, stewardship, kindness, generosity, courage, freedom, justice, equality,

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.

¹⁰ 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.

¹¹ 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

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

citizenship and respect) as part of its character education program. 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.

In addition, at K-7 grades, the school will have a bullying program, such as OLWEUS¹³, to educate students about bullying and how interact with each other.

SASCCS will create a mentorship program 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”. 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.

4. Design Element: Student Centered School Structure

Mission Alignment: Challenges/Opportunities for students, Focus on STEM, and College Preparatory;
Objective Alignment: Learning improvement, Learning opportunities, and Choice for parents and students.

SASCCS will focus on student needs and their learning as its primary goal when setting up programs, designing school structure, and modifications as it grows. Its small structure at each school campus, extended learning time, and tutoring and afterschool programs for enrichment, are all designed with students in mind for providing more opportunities.

Small School Environment: Recent research shows that school size is an important factor in student achievement.¹⁴ 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. 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 will know our students individually and will work with them and their families to achieve the best possible outcome for each student. In elementary school, each classroom will have two teachers. In middle school, the school will

¹³ OLWEUS bullying program: <http://www.violencepreventionworks.org/public/index.page>

¹⁴ 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.

have two teachers in ELA and math subjects. Several courses offered in high school will have small classroom environment too. The school's small environment in each school building and individual attention extremely valuable and safe and will be assessed through staff and parent surveys. In elementary school, small school environment, two teachers in each classroom, and home visits will create a strong positive bond between school and students which will result in better performance.

Extended Learning Time: 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.¹⁵ 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 3:30 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 (2020-21). 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 4.30 pm on weekdays and between 10 am and 2 pm on Saturdays will be available on an as-needed basis.

In addition, the school will offer a 2-week summer enrichment program 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. These programs will be offered on a voluntary basis and parents will provide the transportation.

Tutoring and After-School Programs: 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.¹⁶ 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.¹⁷ 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.¹⁸ 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.

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.

¹⁵ Marcotte, D. E. and Hansen, B. (2010). Time for School? EducationNext, winter (10), 53-59. http://educationnext.org/files/ednext_20101_52.pdf, accessed on 2/28/2015.

¹⁶ 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.

¹⁷ 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

¹⁸ 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.

The school will provide tutoring to English language learners (ELL) for a minimum of two school days each week. 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. ELL and special education instructors will be available for "push-in, pull-out" and after-school tutoring.

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 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.

At risk-students and ELL students from first to seventh graders will 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 parents will provide transportation.

Enrichment Programs: For further tutoring and enrichment, the SASCCS will offer several enrichment and after-school programs. These programs, as described above, may include (a) Elementary School: Annual Science Fair, coding, Lego League, and monthly field trips (b) Middle School: annual Science Fair, coding, Lego League, MathCounts, Enterprise America with WCNY, SUNY ESF Environmental Challenge program, project submission to Build and Bust Bride Building Contest and CNY STEM Fair, summer science camp at school and SUNY ESF, (c) High School: annual Science Fair, Microsoft certification, coding, robotics, summer science research program, project submissions to CNY STEM fair, offering STEM and environmental college courses, and attendance to Science Bowl. 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.

5. Design Element: Parental Involvement and Home Visits

Objective Alignment: Choice for parents and students.

The research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement.¹⁹ 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 research²⁰, 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.

¹⁹ 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.

²⁰ 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.

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.

In grades K-8, the school will organize several events throughout the year to encourage parents to participate in activities at schools, such as grandparents day, donuts for dad, muffins for mom, field days, academic fun nights, girl empowerment nights, school dances, and winter/spring concerts and art shows. In addition, school will hold annual Dean's dinner for high honor roll students in 5-12th grades, for which parents and grandparents invited over a formal dinner where their student's performance through the semester is highlighted and celebrated.

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. Therefore, it is very interactive and allows for two-way communication stream between parents and teachers.

6. Design Element: Performance-based Accountability

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 monthly and/or quarterly through data collected and tracked by multiple assessment instruments, including STAR Math and Reader Testing, Benchmark Exams utilizing DataDirector Software, and full-length practice tests for state assessments. Student performance will be documented and reviewed by 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.²¹ 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. The school will provide results of STAR testing, enrollment numbers, and financial dashboard system to the board on a monthly basis for accountability and feedback purposes. Several key decisions, such as hiring instructional coaches, having additional teachers and/or staff members,

²¹ 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 accessed on 3/3/2015.

professional development workshops and summer institute will be based on data collected throughout the year and on student success.

C. ENROLLMENT, RECRUITMENT, AND RETENTION

Table 1: Five-year Enrollment Plan

Grades	Ages	Year 1 2017–18	Year 2 2018–19	Year 3 2019–20	Year 4 2020–21	Year 5 2021–22
K	5	75	75	75	75	75
1	6	48	75	75	75	75
2	7	48	48	75	75	75
3	8		48	75	75	75
4	9			75	75	75
5	10				75	75
6	11					75
Total		171	246	375	450	525

Application, Admission, and Enrollment Process:

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. Enrollment will be conducted in accordance with the “Admission Policy and Procedures” provided in attachment 1.

Prospective students and their parents or guardians are encouraged to attend an open house to learn about the school programs before the application deadline. 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. The application will be available both in hard copy or online in several languages.

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’ admissions lottery, a database will be generated containing the student first and last name, ELL identification, grade level in the upcoming school year, district of residence, sibling of a current students, and/or child of a current employee for every student who has submitted an application. NYSED Weighted Lottery Generator will be used for the lottery to give slightly better chance for admission to ELL students. During the lottery, an individual unaffiliated with SASCCS will supervise the entire process. SASCCS will then use the list of the NYSED Weighted Lottery Generator results and admit students

according to the following order: a) children of employees who are ELL, b) siblings of current SASCCS students who are ELL, c) students residing in the school district who are ELL, d) children of employees, e) sibling of current SASCCS students, f) students residing in the school district, g) students who are ELL and who live outside of the school district, h) students who live outside of the school district.

SASCCS will only run the NYSED Weighted Lottery Generator once each academic year, will obtain NYSED approval to use the Generator should the school's enrollment policy change in any way. The children of employees who are admitted will not exceed the 15% of the charter school's total enrollment.

ELL status of the students 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. The admitted student, who submitted all required forms and documents by May 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. . The waitlist for each grade level will be maintained until the end of the school year. SASCCS will not rollover the lottery waitlist from year to year. We will backfill all grades through end of school year until full enrollment is reached.

Rationale for school/grade/class size: One key aspect of SASCCS's key design elements is a small school setting, which will enable 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. SASCCS, with fewer students and low student-to-teacher ratio (14/1), 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. 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 school environment with college-going culture.

There are currently two charter schools operating in Syracuse. Data shows that only less than 10% of the students who apply to one of the charter schools can get in every year. The waitlist for that school has more than 1,400 students. The feedback and support received from Syracuse community, based on surveys and one-on-one interactions as documented in Attachment 2b, indicates that there is need for a new college preparatory school focused on serving ELL and high need students. The statistical data and feedback obtained from stakeholders indicates high demand from parents and shows that enrollment target is very attainable.

Recruitment and Retention Plan: SASCCS will show high effort to reach the enrollment and retention targets set by the Board of Regents. We have a powerful community outreach plan includes door to door canvassing and mass media advertisements to make sure every possible parent with school age

children will know that there is a new school choice in the city. Existing Education Corporation who applies for SASCCS is running another charter school serving same grade levels in Syracuse accumulates large waiting list every year. SASCCS will outreach to the families on previous years' waiting lists. Education Corporation will have a common online and paper application form for both schools which will give parents opportunity to apply either their choice school or both schools at the same time. Outreach efforts to reach out all student population will include:

- Community meetings (winter and spring) either at school or several community centers
- Presentations to local community groups and leaders
- Tours for parents and community members to existing school to show the model we intend to implement by holding several open houses in February and March on weekdays and Saturday
- Informational flyers distributed to community organizations and early childhood centers in English and other languages spoken by immigrant populations, and pediatrician offices
- Home visits to the parents, including informational flyers and applications disseminated to local residents door to door
- Informational flyers to local houses of worship and attending services to provide direct information
- Advertisements on local and regional print media, radio, bulletin boards, and social media to reach the parents with school age children.

Recruitment of ELL: To attract and recruit English language learners, the school will weight admission lottery to favor ELL student population (comprising approximately 15% 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 2b. As shown in Table 2²², 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.²³

Table 2: 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
	NYS Total	4746		4353		4041	

Outreach efforts to reach out ELL population will include:

- Reaching out to the significant refugee population in Syracuse through organizations, which provide services to immigrant population such as Catholic Charities, North Side Learning Center and Interfaith Works and disseminate informational materials regarding the school in several languages
- Providing extensive ELL services in school design to expedite their proficiency level

²² The data compiled from Refugee Processing Center. www.rapsnet.org, accessed on 3/7/2015.

²³ 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.

- Making the school brochures and application forms available in different languages at the school, delivered through targeted mailings, and distributed by hand in refugee community centers
- Using Google translator for its website and online application form to make them available in multiple languages
- Employing staff from refugee communities to have direct connection
- Emphasizing the ELL services in the flyers and informational meetings to attract students from those populations
- Making current website and brochure highlights better chance for ELL students to enroll
- Requesting the address of parents with ELL students from district for direct mailing
- Providing after-school ELL program, including parents, to educate them on US culture and education system to make them more welcomed
- Assigning a staff member as ELL advisor in charge of ELL recruitment and providing point-person ELL parents at the school to assist the refugee parents regarding enrollment, and their kid's progress

Recruitment of FRPL students: Targeting ELL from refuge population, most likely qualified for FRPL, will also help recruitment of FRPL student population (comprising approximately 77% of Syracuse's student population in 2014-15). 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. Outreach efforts to reach out FRPL population will include:

- Holding open houses for students and their parents to present school design/services
- Targeted mailing for those who have income less than \$50,000 and school age children
- Developing relationships with local non-profits to provide college scholarship opportunities to the successful economically disadvantaged students
- Providing "Say Yes" college scholarship program for those who reside in Syracuse at least for three years and graduate from SASCCS to attract economically disadvantaged students
- Advertising on media spots, including low profile and free news outlets to reach out to lower socioeconomic populations

Recruitment of students with disabilities: 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 reach out to local agencies provide services to special education students such as Arise, Hillside, and Access and inform them of the programs we offer for students with disabilities and qualifications of the instructors. All of our brochures will indicate that all students are welcome, and that the school has resources for students who are in need. 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.

- Emphasizing the special education services in the flyers and informational meetings to attract students from those populations
- Developing relationship with local agencies such as Arise, Hillside, and Access that serves students with disabilities and distribute brochures to their students
- Having one two teachers in every K-4 classroom and making sure that one of them also has special education certification to provide attractive special education programs
- Requesting the address of parents of students with disabilities from district for direct mailing

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. Students' academic and behavior data will be followed closely so the necessary support can be provided to all student population. For struggling regular education students, intervention plans will be followed closely so we can improve their academic achievement, which will result in high parent satisfaction. When needed, students will be referred to RtI (Response to Intervention) for necessary modification on their academic program. Students who need special services will be identified in a timely manner. Social workers will work with teachers and parents to address socio-economic and behavior needs of the students.

Strong ELL program will be offered to the students to exit out ELL program as soon as possible. ELL program will include pull out and push in by ELL teachers and monthly field trips for the students to get familiar with U.S. culture. Parents of ELL students will be encouraged to join field trips as chaperons so they will also learn about U.S. culture along with their children. SASCCS will hire staff members from similar background of the student population when possible. If there is a staff member who speaks the parents' native language, it will be utilized to provide translation service during the meetings. Otherwise, a professional translation service (i.e. Empire Interpreting Services) will be hired to communicate with immigrant parents when necessary. A staff member will be designated to teach parents who new to U.S. education system about critical educational information such as curriculum, ELL, special education, free and reduced lunch services, and assessment system. This designated staff member will be a point-person for ELL parents in resolving any issues or assisting parents and students regarding their progress by acting as an ELL adviser. Staff members will be instructed to use basic English terms when communicating immigrant parents. Parents will be invited to after-school ELL programs as well.

Professional development will be provided to the teachers for them to understand the life standards of diverse student population. A Cultural Day will be scheduled where each classroom present a country to the students, parents, and teachers. Whole school community will be exposed to other cultures and parents of immigrant students will share their ethnic and cultural traditions and food. Home visits will help teachers to connect to the parents and students.

Extended school day schedule will allow low-income parents who work full time and won't be able to afford child care services to drop their children before their work starts and be home before the student arrives home. SASCCS will provide breakfast in the morning for the students who may not have it before they leave home for school. School uniform policy is another advantage for parents who don't want to deal with students' casual dress every day. Unclaimed lost and found uniforms will be also offered to those parents with no cost.

Another 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. Parents want the best for their children so we do. Sometimes we may not be able to identify the need of the students but parents do. Therefore, two-way communication plays an important role to provide the best educational services to the students. SASCCS will use several strategies such as e-mail, phone calls, newsletters, and home visits to communicate academic data and school events with parents in a timely manner. Parent-teacher conferences will be conducted after each quarter to review academic data with parents. Parents who cannot attend to these conferences will be scheduled for a home visit or a phone conference to review student's academic data.

SASCCS will conduct an annual survey to measure parent satisfaction. The results of the parent survey will be analyzed and necessary actions will be taken to increase parent satisfaction. Parents will be educated about the complaint procedure in the school so individual issues can be addressed before escalating to next level. 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 on a monthly basis to create an action plan when necessary.

D. COMMUNITY TO BE SERVED

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 2). 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 its students, the parents, teachers, and the community at large as well. We seek the opportunity to fulfill this aim.

Need for SASCCS: The SCSD is classified as a “Focus District” by NYSED for 2016-17 school year, 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 student and at-risk population, including ELLs and students with disabilities (SWDs), needs to succeed. Of the 20,084 students in the district, around 15 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.²⁴ As a result, there is a need for a charter school to focus on ELL population by providing better chance for enrollment.

In SCSD, there are sixteen elementary, five K-8, six middle, and five high public schools. Data retrieved on 8/10/2016 from data.nysed.gov indicates that 77%²⁵ of students in SCSD receive a free or reduced lunch, much higher than average in New York State (54%) in 2014–15. District data also indicate that the ratio of ELL students in 2014–15 is 15%. In the 2014–15 school year, the percentage of SWDs enrolled is 20%, according to NYSED reports. Therefore, SASCCS’s academic program will emphasize methods that enhance learning opportunities and achievement for ELL students and SWDs.

Table 3: Syracuse District vs. NY State Student Population Comparison

	SCSD	NY State
FRPL (2014-15)	77%	54%
ELL (2014-15)	15%	8%
SWD (2014-15)	20%	17%
Graduation rate (2011 cohort)	55%	78%
Dropout rate (2014-15)	6%	3%
College Attending (4 yr. + 2 yr. colleges)	25 % + 54%	52% + 30%

²⁴ <http://onondagacitizensleague.org/wp-content/uploads/2013/09/OCL-Refugees-2013-w-final.pdf>, accessed on 3/11/2015.

²⁵ <http://data.nysed.gov/enrollment.php?year=2015&instid=800000040902>

The data in Table 3 and Table 4 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.

According to the Syracuse City District’s Report Card provided by the NYSED, in 2016, the percentage of students meeting or exceeding the state standard for grades 3-8 was 11% in ELA and 10% in math, while the figures were 38% in ELA and 39% in math for the state.

The dropout rate of SCSD in 2013-14 was 17% and in 2014-15 was 6%. Graduates of the 2011 cohort group attending a 4 year college is 25%, with 54% attending a 2 year college. For the 2010 cohort group, only 21% of graduates attended a 4 year college, with 44% attending a 2 year college.

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

Years	3 rd	4 th	5 th	6 th	7 th	8 th
ELA						
2012–2013	9%	9%	8%	8%	8%	10%
2013–2014	10%	9%	8%	8%	7%	9%
2014–2015	8%	9%	7%	8%	7%	9%
2015–2016	11%	13%	9%	9%	11%	12%
MATH						
2012–2013	8%	11%	6%	7%	5%	3%
2013–2014	13%	12%	10%	7%	6%	1%
2014–2015	13%	14%	10%	9%	6%	1%
2015–2016	16%	14%	12%	8%	7%	0%

Enhancing the Educational Options in Syracuse: 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. ELL students will have benefit from more one-on-one support from certified ELL teachers. ELL students will be also exposed to U.S. culture through monthly field trips and after school events. 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. SASCCS’s unique characteristics, which may complement the SCSD, will include summer schools, science programs 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 global and local education by community service and international field trips.

Capability of Founders: Members of Applicant Group includes members who have extensive leadership, judicial, and charter school experience and who are certified K-12 educators, scientists and researchers, university professors in STEM and finance fields, and community leaders and organizers. They have designed, implemented, and currently running successful charter schools in Syracuse and Utica. They feel a responsibility to the Syracuse community and believe that their extensive charter school experience will establish another quality educational option for parents. They 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. The existing charter school Applicant Group runs in Utica has 14% of ELL population. Their experience with ELL population in this school and existing network and reputation within Syracuse population over ten years contributes to make them confident about successfully implementation of the proposed charter

school. In this context, they have embarked on this project to open a charter school in our state to fulfill their vision.

Demand and Support for SASCCS: Initial idea of starting a new charter school in Syracuse started early 2014 when the other charter school run by the Education Corporation started accumulating a large waitlist. Superintendent decided not to seek more applications for the existing charter school through regular student recruitment tools such as door-to-door canvassing, mass mailings and media advertisements. For the existing school, although it was still in expansion phase, word by mouth was more than enough to get over 1,400 applications for only couple hundred available seats. The Superintendent and board members felt bad when talking to parents whose students who couldn't get in the charter school and were asking for a solution. In order to provide more seats in a high quality educational option to those parents and students, board of trustees decided to apply for a new charter school. When idea of a new charter school emerged, founder group started to put the word out talking to the parents and community leaders. Feedback collected showed that there is a demand for a charter school as proposed in the application, and such as an ELL focused school due to high influx of immigrant population. The Board of trustees was aware of the increased need for schools serve ELL students in CNY because they started another charter school as a separate entity in Utica in 2013. That school didn't start as an ELL focus school, however as soon as school started it attracted many immigrant families. The idea of starting the new school as an ELL focus school was a good fit considering board's experience with ELL population in Utica.

Besides face to face meetings and feedback collected in meetings with parents, 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 SyracuseCity should be improved. The survey conducted on paper and online through school's [website](#) resulted that more than 97% of about 549 respondents showed an interest in SASCCS and would consider enrolling their children if it is chartered. SASCCS have also visited local community organizations and received their feedback on proposed charter school. Additional outreach is being conducted through our website.

We have met with many Syracuse parents, business owners, and community leaders who recognize the need and the demand for an ELL focused, college preparatory school and hence will fully support SASCCS during its inception, establishment and operation in various capacities. More detail vis-à-vis public support has been provided in the next section.

E. PUBLIC OUTREACH

Informing the public: SASCCS outreach activities started in 2014 when a new school idea emerged in Syracuse. 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 sixteen public information sessions. We also utilized school's Education Corporation's existing school which serves over 900 students to reach out to parents and spread word of mouth in the community about new school application. We reached out over 3,000 parents, and several stakeholders over last two years during public outreach events and activities, which are documented in Table 2: Public Outreach Information.

We have met, informed and received feedback from many political, business, and community leaders of different organizations and minority groups, and parents of children who are eligible to attend the proposed school.

Sixteen public information sessions have been held in 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, programs and information vis-à-vis their intent.

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](#).

Solicitation of public input: Public comments are collected through the school website (<http://www.sasccs.org>), online surveys, e-mail address (info@sasccs.org), comments under news posted on newspaper sites, public information sessions, open public meetings, and one on one information meetings. Generally the following questions has been asked most and addressed in detail within this proposal: What is the difference between SASCCS and Education Corporation’s existing school in Syracuse? Where is the proposed school location? Do we need to submit student applications for both Education Corporation’s schools; SASCCS and the existing school? How will you identify the ELL students for enrollment? Are non-ELL students eligible to apply? 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 the existing school, Syracuse Academy of Science.

Addressing Comments Regarding Educational and Programmatic Needs of Students:

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 regarding the growing needs of refugee and ELL population, founders decided to provide slightly better enrollment chance for 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. School name included Citizenship to emphasize the school’s impact on ELL students’ integration and becoming better productive citizens in United States.

Based on the input during our informal meeting with community members, monthly field trips in grades K-8 to expose ELL students to American culture.

Based on community feedback, SASCCS developers extended community service requirements to K-8 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 seventeen elementary, eleven middle and K-8, and six high public schools serving 20,084 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. There are around 36 private schools in Syracuse and surrounding cities with a total of around 6,319 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 with no cost. 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 adopted [SCSD 2016-17 budget](#) and total number of enrolled students, total expenditure per pupil is approximately \$20,545. Table 5 shows the potential financial impact on SCSD, based on the SCSD’s adopted annual budget of \$407,058,998 in 2016–17 with a 3% yearly increase. Our five year budget and impact table are calculated based on the per pupil state aid of \$12,430 for the students coming from SCSD. 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 2%, which can be considered a small impact compared to the student served by SASCCS.

Table 5: Projected Financial Impact of SASCCS on SCSD Budget

	Year 1 2017–18	Year 2 2018–19	Year 3 2019–20	Year 4 2020–21	Year 5 2021–22
SASCCS²⁶	\$2,635,551	\$3,572,015	\$5,098,384	\$6,125,290	\$7,153,430
SCSD	\$419,270,768	\$431,848,891	\$444,804,358	\$458,148,488	\$471,892,943
% of SCSD Budget	1%	1%	1%	1%	2%

II. EDUCATIONAL PLAN

A. CURRICULUM AND INSTRUCTION

SASCCS will adapt the curriculum, which is driven by benchmark and end of year assessments and aligned to NYS Common Core Learning Standards developed by the Education Corporation’s existing school in Syracuse. The educational plan will be designed backwards keeping students’ success on attaining school’s mission tenets such as being college and career ready. In order to be college and career ready, students should achieve academic targets such as high SAT scores and proficiency levels on state tests and develop personal skills such as being team players and ability to work independently. SASCCS will systematically embed Common Core Learning Standards to its curriculum and implement various activities to build academic and personal skills of its students from one year to other. Curriculum will be divided into four quarters and each quarter will include a set of specific skills, which will be defined by measurable learning outcomes. Based on the local and state assessment results the curriculum will be reviewed and

²⁶ Based on proposed five year budget.

updated by the teams included classroom teachers, school administration, and subject expert consultants and coaches annually. In addition to these full time administrators and support staff, the school will hire academic coaches who are experienced teachers or curriculum supervisors in specific subject areas. Their roles will be to help improving instructional quality and curriculum implementation of their subject area. They observe the teachers in their subject area to give teachers productive feedback and review the instructional materials. The coaches will periodically meet with the Deans to share overall and teacher-specific feedback

Grades K-8 ELA Curriculum, Assessment, and Resources: 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. English instructions will be done in a variety of ways primarily using the modules provided through EngageNY as well as other instructional programs such as the Journey’s Reading Program for reading and Lucy Caulkin’s Writer’s Workshop series 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 & 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 two or more grade levels behind in reading will be enrolled in guided reading to build decoding and comprehension with instructional level texts. Table 6 explains the K-8 ELA instructional programs, their assessment and resources.

Table 6: K-8 ELA Instructional Programs, Assessment, and Resources

Course Components	Explanation
Interactive Read Aloud (Grades K-2)	Teachers will read aloud high-quality trade books to students. Students will circle up to discuss the meaning of the text while teacher moderate the discussions by asking questions to make students deeply analyze the text. (25 minutes, 4 days a week)
Reading Workshop (Grades K-2)	Teachers will teach a reading strategy, skill, and/or concept beginning of the reading workshop and let students use those strategies during independent reading. Teachers will circulate and the reading workshop will begin with a small lesson that teaches a reading strategy, skill or concept that students then apply to independent-level texts. During independent reading, the teacher circulates to answer student questions (25 minutes, 4 days a week)
Guided Reading & Targeted Word Work (Grades K-2)	Teachers will group the students into three and rotate students between the sections Guided Reading and Targeted Word Work, Phonics-based Reading, and Independent Study using Computer. Teachers will coach students to master strategies to understand the strategically chosen instructional text during Guided Reading and Targeted Word Work session. (25 minutes)
Phonics-based Reading (Grades K-2)	Phonics-based Reading is the second part of student rotation. Phonics-based Reading teaches students how to decode and read fluently. (25 minutes)
Independent Ipad and	Independent Ipad and Chromebook Station is the third part of student rotation. While their peers are engaged in Guided Reading or Phonics-based Reading, third group of children will

Cromebook Station (Grades K-2)	use a web-based computer reading program or read independently. Frequency of student participation in specific rotation groups will be decided by teacher based on students reading level. (25 minutes)
Text Study (Grades 3-8)	Students use 50 minutes every day reading strategies to comprehend the meaning of the texts, integrate information and write what the students' understood from the reading. It is exposed to all grade levels. Having teacher and co-teacher support in the classroom students work on rigorous text materials.
Reading Comprehension, Independent & Guided Reading (Grades 3-8)	Every day 50 minutes, students have the opportunity to read independent and instructional readings. By this way, students experience a workshop-style course which begins with a brief mini-lesson then followed with Guided Reading instruction. Students have frequent one-on-one reading conferences with the teacher and co-teacher and students are grouped and called as targeted group reading instruction.
Literature Circles (Grades 5-8)	Letting students choose books as small group then discuss the read book among their peers motivates them, and creates ownership in their readings which improves their discussion skills and improves comprehension.
Word Study: programs vary according to RTI (at-risk students)	Tier 1 Students who do not receive pull-out instruction for RtI (Response to Intervention), participate in 20 minutes of vocabulary instruction and practice 4 days a week using Language Literacy Intervention. Tier 2 and Tier 3 students who are pulled out of class for support receive research-based intervention programming for 30 minutes every day.
Close Reading (Grades 5-8)	Students read grade appropriate fiction and nonfiction in alignment with the National Common Core Standards Students learn and apply strategies for making meaning as well as analyzing and comprehending; student engage in small group and whole class discussions centered on metacognition.
Writer's Workshop (Grades K-8)	Students receive direct instruction in Writing Workshop. Teacher demonstrates the skill and provides students with a brief interval of guided practice using it. Students will have the opportunity to apply the repertoire of skills and strategies they've learned on their own. Students in grades K-8 will have 45 minutes of writing every day, which includes a concise grammar routine at the start of every lesson, followed by Writing Workshop.
Writing (Grades 5-8)	Students compose and write essays grade-level texts they read during reading lessons. Writing lessons target specific area in expository, narrative and argumentative writing components of effective analytical writing: finding & citing logical text evidence, composing assertions, and providing commentary that indicates how text evidence supports the assertion. Students will keep a Portfolio Product of all polished, full-length piece of literary analysis.
Vocabulary (Grades 5-8)	Students learn and practice applying (in class daily including homework) 40 new academic vocabulary terms every 9 weeks. During class, teachers combine vocabulary instruction with grammar concepts by creating discrete practice opportunities that require students using words in a meaningful way to compose original sentences / paragraphs using words in a meaningful way.
Grammar (Grades 5-8)	Students learn, practice and improve grammar skills with an overarching focus on creating clear essays. Teachers introduce and solidify grammar concepts by requiring students to analyze well-written essays and texts. Teachers will take advantage of Holt's Elements of Language, which offers clarity for instructors on the specific rules attached to concepts, as well as additional practice opportunities.

ELA Assessments	ELA Resources
<ul style="list-style-type: none"> ▪ NYSED State Tests (Grades 3-8) ▪ Star Early Literacy (administered monthly) (Grades K-1) ▪ Star Reading (administered 	<ul style="list-style-type: none"> ▪ EngageNY curriculum ▪ School designed lesson plans that integrate Interactive Read Aloud and Reading Workshop. ▪ High-quality picture books & chapter books, complex text sets thematically linked to chapter book.

monthly) (Grades 1-8) <ul style="list-style-type: none"> ▪ Fountas & Pinnell Benchmark Assessments (administered three times a year) (Grades K-4) ▪ School designed Reading Benchmark tests (administered four times a year) (Grades 3-8) ▪ Interim Assessment (administered once a year in March) (Grades 3-8) ▪ In-class assessments ▪ Student Portfolio 	<ul style="list-style-type: none"> ▪ Journey’s Reading Program ▪ School designed unit plans for Reading Comprehension ▪ Leveled Classroom library books for Independent Reading ▪ Scholastic Guided Reading Library – sets of leveled texts ▪ Fountas & Pinnell’s <i>The Continuum of Literacy Learning</i> ▪ Phonics-based Reading materials: presentation book, storybook, workbook ▪ Sadlier Oxford Vocabulary Workshop materials ▪ Research- based Reading Intervention program materials ▪ Teacher Toolbox ▪ Lucy Caulkin’s Writer’s Workshop series ▪ Holt’s Elements of Language ▪ Accelerated Reader ▪ Newsela.com Ipads and chromebooks w/headphones
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Grades 9-12 ELA Curriculum, Assessment, and Resources: Discussion and dialogue is embraced through the study of the written and spoken word by SASCCS. Through literature and writing students will discover their own unique voices, and find themselves well prepared for both college level academia and their brilliant futures. In English SASCCS focuses both on reading, analyzing and writing about imaginative literatures (e.g. fiction, poetry, drama), rhetorical analysis of nonfiction texts, and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing. Students in 9th and 10th grades will take English I and II, courses focusing on literary and rhetorical analysis. In grade 11, students will have the option take AP English Language and Composition. In grade 12, students who demonstrate interest and readiness will take AP English Literature and Composition. All others will either take English IV or Onondaga Community College approved college course in ELA.

Grades K-8 Math Curriculum, Assessment, and Resources: 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. Table 7 explains the K-8 ELA instructional programs, their assessment and resources.

Table 7: K-8 Math Instructional Programs, Assessment, and Resources

Math Instructional Programs	Explanation
EngageNY and GoMath (Grades K-8)	Our primary curriculum is aligned to CCLS. Teacher prepared sequenced lesson plans using school curriculum and materials from EngageNY and GoMath will provide students opportunities to develop conceptual and analytical understanding of the elementary math concepts.
Number Stories	Number Stories develop and refine student’s problem-solving skills. In each lesson, students will independently solve a problem and then make connections to the strategies their peers took. Students learn about the variety of strategies to solve problems through their peers.
Fluency Routines	In Fluency Routines, students will engage activities such as counting circles, counting jars, games, calendar math, and number manipulation to develop flexibility, efficiency, and accuracy of numerical fluency.
General Math (Grades 5-8)	In math classes (ten periods a week) students will be exposed to grade level concepts aligned to and sequenced according to CCLS. They will work in collaborative groups to tackle, solve and analyze complex word problems and build conceptual math knowledge.

Math Assessments	Math Resources
<ul style="list-style-type: none"> ▪ State Tests (Grades 3-8) ▪ Star Early Literacy (includes basic math skills) (Grades K-1) ▪ Star Math (Grades 1-8) 	<ul style="list-style-type: none"> ▪ EngageNY curriculum ▪ GoMath ▪ Accelerated Math ▪ Math Manipulative ▪ Ipads and chromebooks w/ headphones ▪ Classroom materials, such shapes, counting materials, etc.

Grades 9-12 Math Curriculum, Assessment, and Resources: SASCCS will leverage CCLS aligned resources. Teachers will generate lesson plans mainly from the EngageNY and support with others like Math Visions Project. The core 9-12 curriculum will consist of one year Algebra I & II and Geometry, and at least one additional year-long math course, generally Pre-Calculus, Calculus, AP Statistics/Calculus or College approved Math courses for students ready for advanced math. Students who do not demonstrate readiness will be placed in Algebra I, which will be two periods each 45 minutes total 90 minutes everyday. Students arriving at grade level may accelerate by demonstrating readiness for advanced work in Algebra II and Geometry, which then will lead into Pre-Calculus course to prepare them for AP Calculus or AP Statistics in grade 12. All students who demonstrate readiness will be counseled to take AP Calculus AB.

Grades K-6 Science and Social Studies: Students in grades K-6 will have science and social studies every other day day. Our social studies program will utilize the Scott Foresman Social Studies textbooks. By the end of grade 5 it is our goal that, students will have a foundational grasp of Civics, World History, United States, American figures and values, Geography (including a basic understanding of local, county, state, and national geography), and Economics (including concepts related to money, exchange, and job roles) as they pertain to the SASCCS. Students will be encouraged to read for meaning, while also having hands-on opportunities for learning.

In science, grades K-6 will use FUSION Science textbooks as the basis for an inquiry-based science curriculum with scaffolded activities. This curriculum is designed to provide all students with stimulating experiences in the life, earth, and physical sciences and technology while simultaneously developing their critical-thinking and problem-solving skills.

Grades 9-12 Science: In 7th and 8th grades, students are getting exposed to at least 45 minutes of Physical Science and Living Environment every day. SASCCS includes a focus on deeper understanding of STEM (the application of content and integrating science, technology, engineering and mathematics). SASCCS offers science courses that exceed expectations. Through hands-on and minds-on learning opportunities in a college level, on-campus research laboratory and the insight and knowledge of highly qualified faculty, students will explore the wonders of science and graduate with an advantage over their peers. SASCCS offers ample offsite research opportunities that include frequent visits to research facilities at both higher education institutions and in corporate settings. Some courses offer the opportunity to earn college credits like SUNY Environmental Science and Forestry, while still in high school. SASCCS promotes participating in science fair, science Olympiad, robotics, Lego League, Math couth and Math league in which students devote significant time to hands-on laboratory and project-based investigations that require students to ask questions, make observations, design experiments, analyze data, and construct arguments in a collaborative setting. Moreover, students will improve their presentation skills when they explain their design and investigation to the judges. All students take Living Environment in grade 9 and Earth Science or AP Biology in grade 10. Applied Science concentrators pursue Chemistry in grade 11 and

Physics or AP Physics/AP Chemistry in grade 12 with additional electives like Astronomy, Forensic Science, Human Anatomy, Introduction to Engineering and so on.

Grades 9-12 Social Studies: In the global society we live in, it is imperative students have a strong understanding of the foundations of peoples from around the world. To prepare students for their role as citizens in the 21st century, faculty will inspire critical thinking and in depth study of culture and history around the globe. In grade 9, students will take Global followed by either Global II or AP World History in grade 10. In grade 11, students will take US History. AP US History will be offered as well based on student readiness. In grade 12, all students will take a Government and Economics courses with Humanities. AP Economics or College Level approved courses will also be offered to the students.

Grades K-12 Music and Art Curriculum, Resources: At SASCCS students are challenged in a rigorous curriculum developed for higher levels of learning. Students of all levels of artistic aptitude and prior experience will receive quality instruction aimed at challenging them to reach a greater level of artistry. The connections of the arts into the STEM culture creating STEAM benefits the student body to become the critical and creative thinker that is in such high demand in our current workforce. The VPA programs will prepare our students for postsecondary education, careers, or other creative fields and instill a lifelong appreciation for the arts. By valuing the creativity and innovative thinking that is the embodiment of the VPA department, the students become proficient in higher level thinking and critical analysis through the use of art criticism, art appreciation, as well as artistic development and design planning. Music and art will play a central role in grades K-8, with students alternating between music and art throughout the year. Students will create, perform, view, critique, and share responses to visual art, dance, music, elements and principles of the arts, world culture and theater based on SASCCS.

World Languages Curriculum: Our Spanish curriculum will utilize textbooks such as Buen Viaje! We will focus on principles of communication. By the end of grade 8, students will be able to pronounce and recognize the common terms essential to everyday interactions, follow and give basic instructions, and demonstrate basic listening comprehension. Students will also gain exposure to Spanish-speaking cultures, including their basic geographies, customs, and products as part of the core curriculum. In High School other foreign languages like American Sign Language and Non-European Languages will prepare SASCCS students for the 21st century Global World.

Grades K-12 Physical Education/Health Curriculum: SASCCS Students will participate in a physical education/health curriculum that fosters a sense of community through sports, games, and fun. For grades K-6, we will focus on physical education, health and well-being. Moreover, our curriculum is designed to maximize teamwork, cooperation and enhance leadership abilities. Benefits of PE in schools include: stronger peer relationships, improved self- confidence, goal setting experience, self-discipline and improved academics.

Field Trips, Character Education, and Environmental Issues: In K-7, field trips will be emphasized and organized regularly as part of its curriculum and instruction. In K-2 grades, field trips will be organized twice a month, and grades 3-7 field trips will be organized once a month.

Character education will be part of the general curriculum in K-4th grades. In grades 5th, 6th, and 7th, 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.

The Curriculum will Further the School’s Mission and Key Design Elements: 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.

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 8th 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. 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.

What to Teach and When to Teach: 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.

The curriculum will be horizontally aligned by the subject teachers. If there is more than one teacher teach a specific course, they will meet on a weekly basis for this purpose. Academic coaches will monitor the curriculum alignment at each grade level.

The curriculum will be vertically aligned at bi-weekly departmental meetings and studies. The school will provide teachers extensive common prep time for collaborations and curriculum studies. They will use interdisciplinary approach to adapt cross-curricular standards into their lessons when related subjects are

taught at the same time. For example, social studies teachers will integrate English content and science teachers will integrate math contents. All the revisions and alignments will be done in the online curriculum database platform, Atlas Curriculum Mapping. Both vertical and horizontal alignments will be reviewed and monitored by the subject area coaches and the Dean of each school.

Curriculum will Address the Need of Special Populations: 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 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.

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 (RtI) 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.

Instructional Strategies and Techniques: 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.

Rigorous instruction requires students’ high-order thinking and sharing with classmates. Teachers will be expected to ask open-ended critical thinking questions integrated with various instructional strategies such as problem solving, scientific inquiry, group discussions, etc. Although some classrooms employ direct instruction, classroom-wide discussions are implicitly or explicitly embedded into such an instructional strategy. The teacher trainings and feedback of all classroom observations will urge the teachers to have the students ask meaningful questions, raise counter arguments, or think and explain the given assignment. Evaluation of understanding is a critical component of a highly rigorous classroom instruction with cognitive engagement. The teachers will be expected to utilize various strategies to measure students’ understanding while teaching. These are included but not limited to posing closed and open-ended questions, close monitoring of student conversations, exit tickets, etc. Both instruction and formative assessments will be aligned with the lesson objectives, which are shared with the students before starting the instruction.

The student engagement in such a rigorous classroom instruction is described simply as “not just hands on but also minds on” in reference to Charlotte Danielson's student engagement model. As past and current research studies highly recommend, true cognitive engagement, which promotes high order thinking and sharing through small group or classroom discussions or students’ authentic participation in instructional activities. SASCCS students will be expected not to be disruptive and have their eyes on their teachers to volunteer answering their questions and follow the teachers’ instruction.

The classroom environment requires well-organized teachers and -established classroom routines in order to achieve a high student engagement rate in rigorous classroom instruction. SASCCS teachers will be well organized with all materials and ready to use during summer institute. Teachers will have routines such as verbal and hand signals requiring students to take certain actions without detracting from the lesson. In the classrooms, respecting teachers and classmates will be our high priority. Disrespectful behaviors are unacceptable in the school building, classroom, and field trips. The teachers will be expected to address disrespectful behaviors with implicit or explicit (observable) consequences based on classroom rules and the student code of conduct.

Achieving Benchmark 1 of Charter School Performance Framework: We believe that best practices in assessment, frequent reporting, providing interventions and careful progress monitoring to achieve the benchmark 1 of charter school framework, and programmatic and curriculum revisions based on assessments will guarantee students’ success (See Section II.D for assessments for a detailed description on this process.) SASCCS will review its curriculum and programs to best serve its students and progress towards its goal through out the year and summer.

The teachers will be trained every year in curriculum development and alignment during summer institute. A curriculum expert from Atlas Curriculum Mapping will be hired for summer curriculum training sessions. All the teachers will be responsible for revising the curriculum throughout the year as it is being implemented based on the need. The instructional leaders, the Deans of each school, will monitor the curriculum development and revisions based on the progress towards performance goals set by the NYSED benchmark 1 framework. Finally the subject area experts will be hired as coaches to monitor the developed curriculums, curriculum revisions, lesson plans, and instructions for accurate curriculum alignment and implementations.

B. 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.

SASCCS will provide slightly better chances of enrolling for ELL students through weighted lottery system. We strive to ensure that all students, including English Language Learners, attain highest level of

academic success and language proficiency. We believe that all teachers are teachers of ELLs. We don't just assume that unsupported immersion of ELLs into an English-speaking environment will enable them succeed academically. The NYSED Common Core Learning Standards (CCLS) require that every teacher be prepared to teach academic language and challenging content to all students, including ELLs. At SASCCS all teachers will be trained on how to support ELLs as they acquire content knowledge while also progressing towards English proficiency. We will ensure that all teachers work across the content areas to ensure that all students meet the high demands of the CCLS.

All teachers at SASCCS will design and deliver instruction that is culturally and linguistically appropriate for all diverse learners, including those with Individualized Educational Programs (IEP); provide integrated language and content instruction to support language development through language-focused scaffolds; collaborate purposefully and consistently to promote academic achievement in all content areas; utilize materials and instructional resources that are linguistically, age and grade appropriate and align to the Common Core Learning Standards (CCLS); and collaborate with school support personnel and community-based human resources in order to address the multiple needs of ELLs.

Gifted students: Similar to students at-risk, gifted students will be provided specially designed instruction that targets their learning potential and style. These students will be given higher level of reading material, instead of additional work. They will be also provided challenging problems and curricular choices once they demonstrate ease or mastery of a certain topic. The co-teaching model existing in all K-4 classes and many of the core content classes at 5-8 classes allows for teachers to plan together, to identify and closely review individual student needs, and target those throughout each class. In addition, if a student is in need of higher level content in a specific subject to meet their skill level or thirst for learning, we are flexible enough to be able to personalize learning plans for those students through additional or more rigorous assignments and in some cases placing students in a higher grade level in certain subjects so we can meet them at their more advanced level. Also, as part of school's key design elements, extensive after-school programs including project preparation for science fairs at all grade levels, LEGO and robotic programs at K-8 grades, and summer research programs at high school will serve and suit well for this student population to challenge them further beyond the curriculum.

Students Suspected of Having a Disability: A student suspected of having a disability will be referred in writing to the chairperson of the Committee on Special Education (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. At grades K-4, one of the two teachers in each classroom will be also special education certified in addition to be certified as K-6 teachers. 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 provide 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.

504 Plan: A student who has a suspected disability that does not require special education services may be eligible for a 504 plan. Under Section 504 of the Rehabilitation Act, when there is request for a 504 evaluation by teacher, parent or other staff members, an evaluation meeting will be scheduled. The teacher, the parent, and other appropriate school staff and professionals will convene to determine if the child's impairment impedes student's access to the general education curriculum. Once the disability documented, school will develop a 504 plan and review it as often as necessary.

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 SASCCS 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.

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 a weighted enrollment the ELL population who reside in Syracuse District. Therefore, we expect to have higher ELL populations.

ELL students 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 students 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 and will be offered after-school and weekend ELL programs regarding US culture and education system.

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. One of the staff will also be identified as ELL advisor to serve as a point-person for ELL parents.

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 New York State English as a Second Language Achievement Test (NYSESLAT). A student who scores below the designated proficient level will be designated as ELL and will be eligible for ELL services.

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 ELL students, 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.

Table 8: 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)
K-5	3 ELL	2 ELL	1 ELL + 1 ELA	1 ELL + 1 ELA
6 and 8	2 ELL	2 ELL	1 ELL + 1 ELA	1 ELL + 1 ELA
9 to 12	3 ELL	2 ELL	1 ELL + 1 ELA	1 ELL + 1 ELA

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.

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, 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, for both students and their parents. 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.

Evaluation of Special Services and Programs: Academic success of students who receive special services will be reviewed and their progress toward proficiency will be monitored through out the school year. Growth rate of subgroups will be used to evaluate the efficacy of the programs provided to ELL, SWD, and economically disadvantaged students. Program audits for Special Education and ELL will be conducted to make sure school is in compliance with current law. Teacher and parent surveys including questions regarding special services and retention of these subgroup student populations will be utilized to gauge the quality of services and parent satisfaction.

C. ACHIEVEMENT GOALS

SASCCS will enroll students from Syracuse City School District (SCSD). Data retrieved on 8/10/2016 from data.nysed.gov indicates that 77%²⁷ of students in SCSD receive a free or reduced lunch, much higher

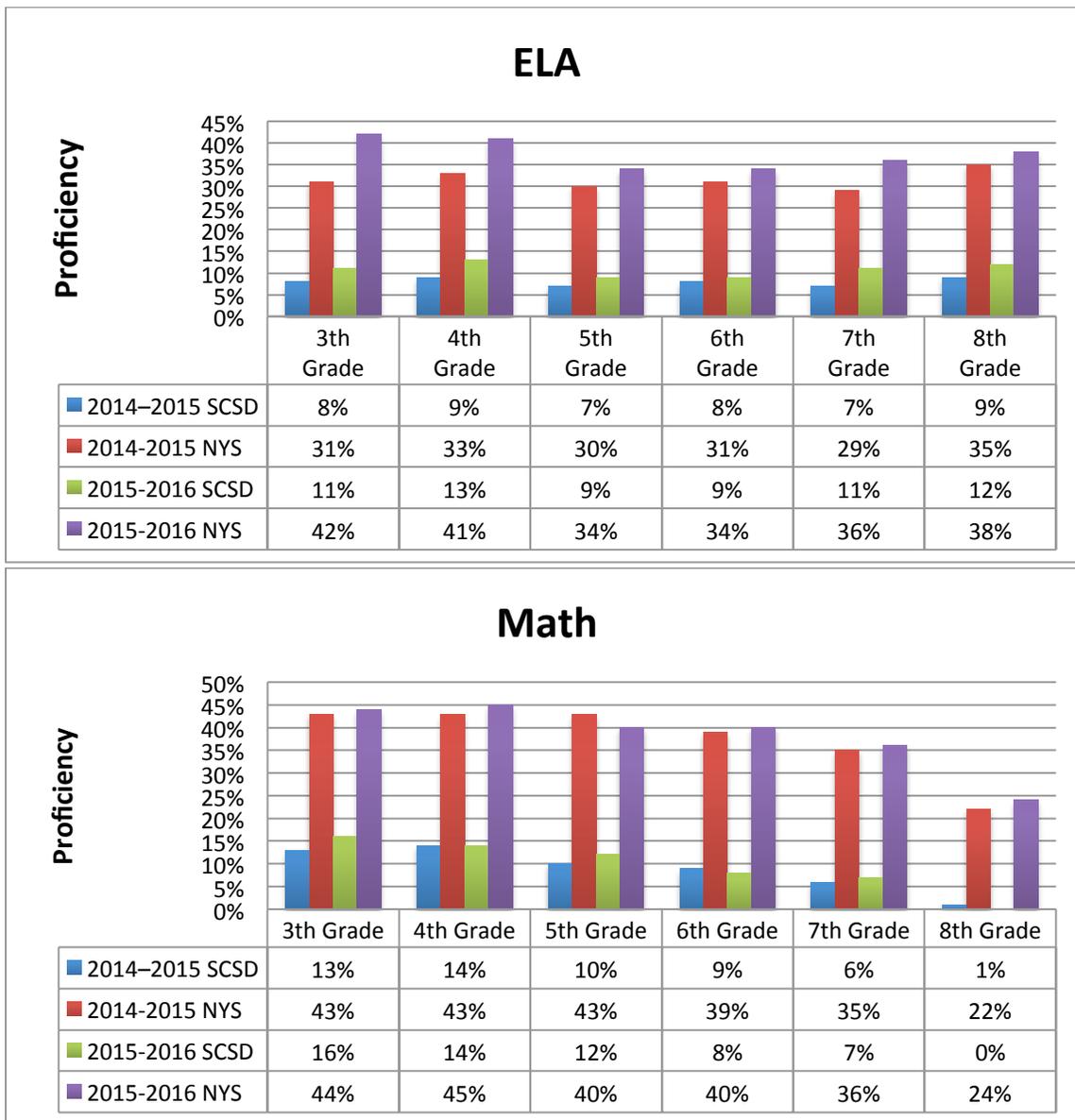
²⁷ <http://data.nysed.gov/enrollment.php?year=2015&instid=800000040902>

than average in New York State (54%) in 2014–15. District data also indicate that the ratio of ELL students in 2014–15 is 15%. In the 2014–15 school year, the percentage of SWDs enrolled is 20%, according to NYSED reports. SASCCS will offer weighted lottery to ELL population. We anticipate ELL, SWD and students eligible for free or reduced lunch enrollment percentage similar to SCSD.

The dropout rate of SCSD in 2013-14 was 17% and in 2014-15 was 6%. The suspension rate of SCSD in 2013-14 was 45%, compared to NYS suspension rate of 6%. Graduates of the 2011 cohort group attending a 4 year college is 25%, with 54% attending a 2 year college. For the 2010 cohort group, only 21% of graduates attended a 4 year college, with 44% attending a 2 year college.

According to the Syracuse City District’s Report Card provided by the NYSED (Table 9), in 2016, the percentage of students meeting or exceeding the state standard for grades 3-8 was 11% in ELA and 10% in math, while the figures were 38% in ELA and 39% in math for the state.

Table 9: Syracuse School District ELA and Math NYS Test Results Compared NYS



School Performance Goals: School overall performance goals, including student achievement goals aligned with charter school office performance benchmark and key components of school design are described in Table 10. Methods and timeline to measure the progress towards meeting the school goals are indicated under Progress Assessment Tools and Timetable columns for each goal.

Table 10: School’s Achievement, Enrollment, Climate, and Financial Goals

I. Student Achievement Goals aligned with Performance Framework					
Indicators		Annual Outcome Measures	Minimum Goals	Progress Assessment Tools	Timetable
1a. All School Accountability					
1a.(i)	ESEA Accountability Designation	School Data	Good Standing	STAR & benchmark assessments	Monthly, quarterly
1b. Similar Schools Comparison					
1b.(i)	Comparative Proficiency	School Data & Similar Schools Data	At least 1 standard deviation above the mean	STAR & benchmark assessments	Monthly, quarterly
2a. Elementary/Middle School Outcomes: Growth					
2a.(i)	Aggregate Standards-Based Trend Toward Proficiency	School Data	Maintenance or increase in 75% of total tested students’ proficiency levels	STAR assessments	Monthly
2a.(ii)	Subgroup Standards-Based Trend Toward Proficiency	School Data	Maintenance or increase in 75% of total tested subgroup proficiency levels	STAR assessments	Monthly
2b. Elementary/Middle School Outcomes: Proficiency					
2b.(i)	Aggregate School Level Proficiency	School, District, and State Data	District Average	STAR & benchmark assessments	Monthly, quarterly
2b.(ii)	Subgroup School Level Proficiency	School, District, and State Data	District Average	STAR & benchmark assessments	Monthly, quarterly
2b.(iii)	Grade Level Proficiency	School, District, and State Data	District Average	STAR & benchmark assessments	Monthly, quarterly
3a. High School Outcomes: Regents Testing					
3a.(i)	Aggregate Annual Regents Outcomes	School & State Data	State Average	Benchmark assessments	Quarterly
3a.(ii)	Subgroup Annual Regents Outcomes	School & State Data	State Average	Benchmark assessments	Quarterly
3a.(iii)	Aggregate Total Cohort Regents Testing Outcomes	School & State Data	State Average	Benchmark assessments	Quarterly
3a.(iv)	Subgroup Total Cohort Regents Testing Outcomes	School & State Data	State Average	Benchmark assessments	Quarterly
3b. High School Outcomes: Graduation					
3b.(i)	Aggregate Cohort Graduation Rate	School Data	80%	Regents proficiency & credit completion rate	Annual
3b.(ii)	Subgroup Cohort Graduation Rate	School Data	80%	Regents proficiency & credit completion rate	Annual
3b.(iii)	Aggregate On-Track to Graduate	School Data	75%	Regents proficiency & credit completion rate	Annual
3b.(iv)	Subgroup On-Track to Graduate	School Data	75%	Regents proficiency & credit completion rate	Annual
3b.(v)	Aggregate Student Persistence	School Data	85%	Retention rate	Annual
3b.(vi)	Subgroup Student Persistence	School Data	85%	Retention rate	Annual
II. Enrollment Goals					
Indicators		Annual Outcome Measures	Minimum Goals	Progress Assessment Tools	Timetable
1a	All School	BEDS reports	Enrollment & Retention Targets	Enrollment reports to board	Monthly
1b	Limited English Proficient Students	BEDS reports	Enrollment & Retention Targets	Enrollment reports to board	Monthly

1c	Free- and Reduced-Price Eligible Students	BEDS reports	Enrollment & Retention Targets	Enrollment reports to board	Monthly
1d	Student with Disability	BEDS reports	Enrollment & Retention Targets	Enrollment reports to board	Monthly
II. School Climate Goals					
Indicators		Annual Outcome Measures	Minimum Goals	Progress Assessment Tools	Timetable
1a	Student turnover	School Records & BEDS reports	Retain 85% of students each year	Enrollment reports	Monthly
1b	Out of School Suspension	School Records	Less than 10%	Enrollment reports	Monthly
1c	Parent Satisfaction	Parent Survey	Higher than 85%	-	-
IV. Financial Goals					
Indicators		Annual Outcome Measures	Minimum Goals	Progress Assessment Tools	Timetable
1a	Operate within its approved budget.	School budget	No Deficit	Financial reports	Monthly
1b	Annual audit.	Audit report	No major findings	Financial oversight	Monthly

Communication of goals and assessment data: SASCCS's staff will have weekly grade level meetings, at a specific time and date, in which student academic and social needs are discussed and planned. Each student within the grade level will be discussed, issues will be addressed, and best practices among the staff members will be shared. Plans resulting from these meetings may include tutoring, classroom management, home visits, parent calls, and working in collaboration.

Once a month and right after STAR assessments, the data meetings will be held with grade level math and ELA teachers. Students at risk will be given special attention. In these data meetings, individual student progress will be monitored and intervention plans will be reviewed and updated. In addition, the teachers will discuss the students who show no progress to be referred to RtI. Intervention student groups will be reorganized frequently based on the data and discussions.

The school leader will also hold weekly grade chair meetings with his administrative team. During these meetings, each grade level team will discuss plans, issues, and best practices. SASCCS will create a triad of student-teacher-parent through weekly teacher contacts to parents and home visits, both of which are 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.

The board president, Superintendent, and assistant superintendents will meet weekly to discuss academic, financial, and operational issues, and plan for future. Board treasurer and vice president will also attend to these meetings on a biweekly schedule.

Throughout all these meetings, school leaders communicate with all staff effectively and receive feedback continuously. In addition, school's monthly STAR assessment results, quarterly benchmark assessment results, and annual NYSED and regents tests results, and monthly financial dashboard and financial statement summaries will be shared at board meetings with board members and public.

School leaders receive feedback on a daily basis through their meetings with students, staff, and parents and through annual staff and parent surveys. All the feedback is discussed and considered for further action, if needed, at the appropriate meetings described above.

Performance Oversight: The board will practice active oversight of the charter school management, fiscal operations, and progress toward academic and other school goals. Every month key academic, cultural, operational, and financial data will be presented to the board and public.

Academic reports will include the monthly STAR test data, quarterly benchmark data, annually NYSED assessments and regents data, SAT results, graduation rate, and college acceptances.

Director's report will summarize the activities and events for the month to present how the culture emerges in the school buildings.

Enrollment report will include enrolment numbers for each building, overall school demographics, free and reduced lunch rate, total number of the students in the waiting list, total number of student with disabilities and ELLs, and number of suspensions for the month for each building, and change in staffing.

Financial report will include reliance ratio, self-sufficiency ratio, a comparison of payroll and fringe benefit vs. program cost, cost per student, cost per sq. ft. for facilities, current ratio, quick ratio, debt ratio and months of cash, major revenue, expense, receivable and payable updates, budget vs. actual income statement, cash flow statement and a balance sheet.

Special reports will be provided to board from different staff members on issues such as discipline by dean of students and school counselor, college applications and acceptance by college counselor, ELL services by ELL director, parent and staff satisfaction surveys by School Directors, etc.

Besides board's close monitoring of the school data through monthly reports, board treasurer will meet with assistant superintendent for finance to review all financial statements and reconcile bank statements. The board president will also meet with superintendent and his assistants weekly to discuss overall issues within the school and plan for the future.

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 board, 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 will be 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 board to monitor the soundness of educational programs at SASCCS in a timely fashion to set goals and take action.

Assessments to Gather Screening, Diagnostic, and Proficiency Information:

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 in grades 3-8, and regents exams in high school 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 Leveled Literacy Assessment. 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.

Writing will be assessed in grades K-8 using learning progressions for opinion/argument, information, and narrative writing, which map the specific benchmarks students will master for every grade level and on-demand writing prompts that support performance assessment as outlined in Lucy Calkins' book *Writing Pathways*. These Common Core aligned learning progressions offer a system to support continuous assessment, timely feedback, and student self-assessment to accelerate writing progress.

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. College acceptance, attendance, and first year retention rates collected by college guidance and Clearinghouse data in comparison to national average will provide school's success in preparation for college, which is one of its key design elements and mission.

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 grade, content, and student level will be discussed weekly by appropriate committees of teachers and administrators to take necessary action.

Using Assessment Data to Inform Key Decisions: 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 all students. Once a month and right after STAR assessments, the data meetings will be held with grade level math and ELA teachers. Students at risk will be given special attention. In these data meetings, individual student progress will be monitored and intervention plans will be reviewed and updated. In addition, the teachers will discuss the students who show no progress to be referred to RtI. Intervention student groups will be reorganized frequently based on the data and discussions.

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 board.

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.

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.

Reporting: All preparation and performance results for STAR testing in grades K–8, quarterly benchmarks, PSAT, SAT, NYSED tests, and Regents exams will be reported and presented by the Director to the board 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) 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.

E. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS

Promotion Requirements: *K-3rd 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.

4th-7th 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.

8th 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.

9th – 12th 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 11: Graduation Requirements

Subject	Units of Credit
Language Arts	6 Credits including SAT vocabulary and “reading and research” or “writing competency”
Social Studies	4 Credits; including 1 unit of American history, ½ unit of government and ½ unit of economics.
Mathematics	4 Credits, may include Integrated Algebra, Geometry, and Algebra 2/Trigonometry, Pre-calculus, Calculus, SAT Mathematics
Science	4 Credits; including at least one course in life science, one in physical science, and third in either life sciences or physical science)
Physical Education	2 Credit
The Arts	1 Credit; including dance, music, theatre, and/or visual arts.
Languages other than English	1 Credit
Health	½ Credit
Career & Technical Education Electives	3.5 Credits
Total	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 hours per year. 5th-7th grades: 15 hours per year. 8th-10th grades: 20 hours per year. 11th and 12th grades: 30 and 55 hours 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 SASCCS 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 12: 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 8th grade (Living Environment and Integrated Algebra) and to begin AP-level classes in 9th grade.

F. SCHOOL SCHEDULE AND CALENDAR

A typical day at SASCCS 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 8:00 AM. After breakfast, students 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 8:00 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 AM. 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 3:30 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 3:30 PM.

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 6th 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 3:30 pm to 4:30 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 through after school activities. 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 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 3c).

Teacher’s Schedule: Teachers are expected to be in school between 7:40 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 3c), 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 13 summarizes weekly staff meetings for administrators and teachers. SASCCS will also promote staff and student opportunities for interdisciplinary instruction, not only through Common Core Learning Standards 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 13: Regular Staff Meetings at SASCCS

Monday	Tuesday	Wednesday	Thursday
<ul style="list-style-type: none"> ▪ Admin meeting ▪ PD meetings ▪ Data Meetings (once a month) 	<ul style="list-style-type: none"> ▪ Standup meeting with all staff ▪ Organizational Council Meeting (twice a month) ▪ Meeting with Board President, Vice President, Superintendent and Assistant Superintendents ▪ Data Meetings (once a month) 	<ul style="list-style-type: none"> ▪ Grade level meetings ▪ Academic Council Meeting ▪ Data Meetings (once a month) 	<ul style="list-style-type: none"> ▪ Admin and Grade chairs meeting ▪ Standup meeting with all staff and administrators ▪ Data Meetings (once a month)

School day and year: At SASCCS, the school day for students will begin at 8:00 am and end at 3:30 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. Attachment 3(c) provides the proposed school calendar for Year 1 (2017-18). 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.

G. SCHOOL CULTURE AND CLIMATE

Discipline Policy: To ensure that an environment is created where teaching and learning can flourish, the SASCCS will be 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 student's 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. The Dean of Students will be the designated contact for handling violations of the Dignity Act, especially bullying.

Implementation of School's Discipline Policy: School's Discipline Policy will set forth a comprehensive description of unacceptable behavior and the range of permissible disciplinary and intervention measures that may be used when students engage in such behavior. Teachers will also set their classroom management rules and share it with students and parents from the first day of school. In addition to consulting the Code of Conduct, prior to determining the appropriate disciplinary and/or intervention measures, teachers' and administration will consider the following: the student's age, maturity and previous disciplinary record (including the nature of the prior misconduct, the number of prior instances of misconduct, and the discipline imposed for each); the circumstances surrounding the incident leading to the discipline; and the student's IEP, BIP and 504 Accommodation Plan, if applicable. Moreover, consideration will be given to what, if any, alternative measures have been or should be explored. In order to promote a secure and orderly environment, teachers will immediately report to the Dean of Students conduct that poses a danger to the health and/or safety of the school community.

SASCCS will evaluate the school environment through the data collected by Dean of Students regarding percentage of in-school and out-of-school suspensions, accumulated merit and demerit points, and teacher referrals. Anonymous annual teacher and parent surveys will also include questions about school safety and

positive learning environment.

Parental Involvement and Communication: 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.

III. ORGANIZATIONAL AND FISCAL PLAN

A. APPLICANT GROUP CAPACITY

Applicant Group Origin: The applicant group includes an established group of board members who have built a capacity overseeing a K-12 charter school (Syracuse Academy of Science) in Syracuse, NY and a 6-12 charter school (Utica Academy of Science) in Utica, NY. 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 and leaders, community leaders, parents, a former public school superintendent, current K-12 charter 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 K-12 program.

Proposal Development: The group has been working on the new replication planning for over three years. Seven members of the applicant group are current board members, one member is the current superintendent of Education Corporation's existing charter school, Syracuse Academy of Science and Utica Academy of Science, and one member is a former public school superintendent. The group has a good understanding of the need and demand in the proposed school district since Education Corporation's existing charter school, Syracuse Academy of Science, 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 school's Educational Corporation since 2006, and

board president since 2010. He has been the board president of Utica Academy of Science Charter School 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 former parent of Syracuse Academy, and board member at the school's Educational Corporation since 2006 and Utica Academy 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 school's Educational Corporation over three years. He is a proposed board member as a vice-president and will oversee the STEM-related educational activities and university relations.

Dr. Muris Hadzic: Earned Ph.D. degree in finance from Syracuse University. He serves as the board treasurer at the school's Educational Corporation. 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.

Jawwad 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 school's Educational Corporation. 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 Syracuse Academy 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. She is a board member at school's Educational Corporation. She is a proposed board member overseeing community outreach and addressing the school's real estate needs.

Dr. Murat Baysal: Current parent of two Syracuse Academy students at elementary and middle schools. He has been voluntarily coaching Syracuse Academy 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 school's Educational Corporation. He is a proposed board member overseeing STEM education.

Dr. Tolga Hayali: Superintendent of school's Educational Corporation, and parent of three Syracuse Academy 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 school's Educational Corporation. She has 12 years of experience with Syracuse Academy and charter schools. She served at various levels of administrations through her tenure at Syracuse Academy, 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 board reports to the NYSED Charter School Office at least on an annual basis, which monitors school operations. The board 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 current board members of Educational Corporation, as noted above as part of applicant group, will serve as the initial board as provided as attachment in online application. Initial board 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 board 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 board 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 board 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

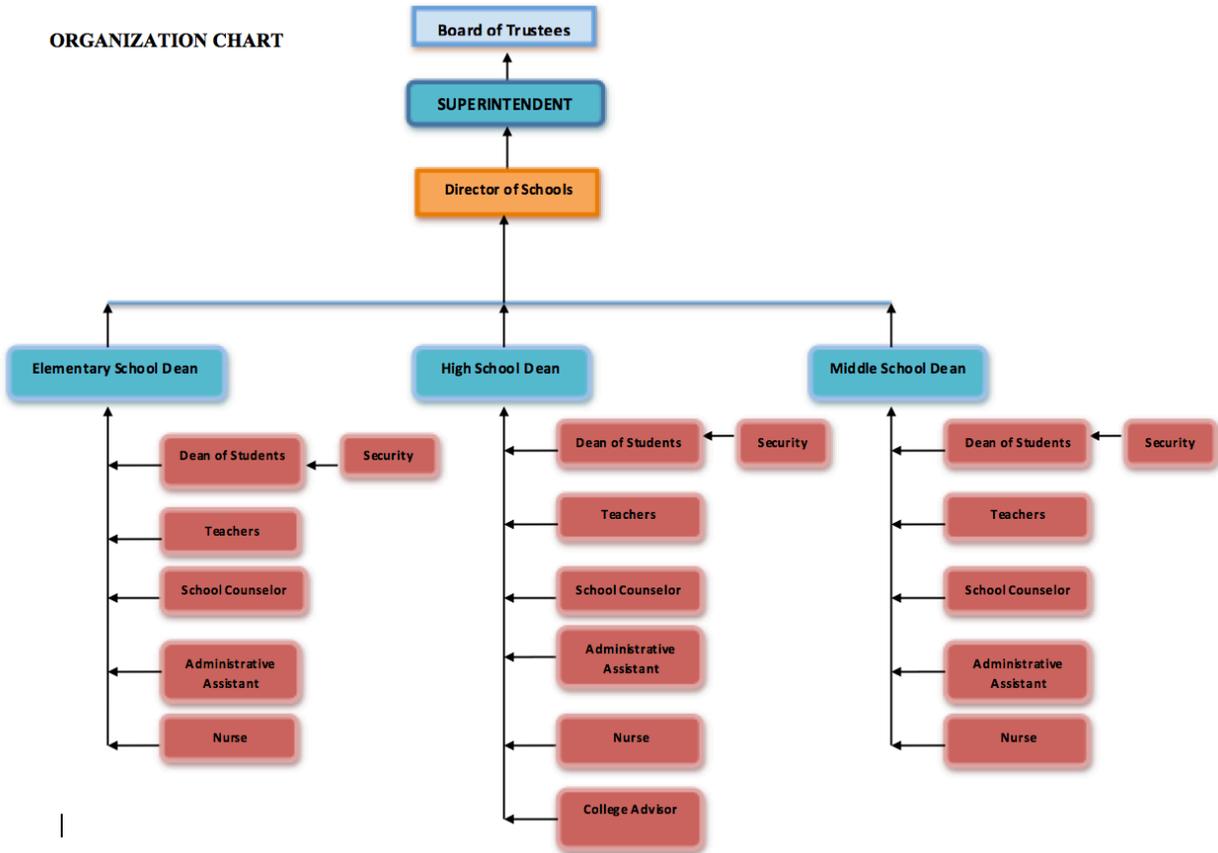
Advisory Board and Board Development: An Advisory Board, consist of community leaders, parents, educators, business leaders, and other professionals, will provide complementary expertise and counseling to the Board of Trustees. The Board of Trustees may request advice as needed. This group will provide 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. 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 organization chart, including K-12 structure in its full capacity, is provided below. Superintendent will serve both Education Corporation’s existing school, Syracuse Academy of Science and SASCCS.



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 board 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 board 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 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 and/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.

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 14, which aligns with the school's growth plan. In grades K-4, there will be two teachers, one as head teacher and other as co-teacher in every classroom. In 5th-8th 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 Education Corporations experience in Syracuse and our observation of the need and demand for SASCCS, especially from the teachers’ interest, we anticipate no challenges in attracting effective school staff.

Table 14: Staffing Plan for the 1st Charter Term

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	171	246	375	450	525
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 Liaison	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
Student/Teacher* ratio	10.0	10.7	9.9	11.0	11.4

Recruitment of Personnel: The HR office of Education Corporation has experience and will be responsible for advertising available jobs and soliciting applications from qualified candidates. The positions will be advertised in the local Sunday paper, online (talentEDk12.com, Syracuse.com, schoolspring.com, indeed.com, school’s website), and directly through major universities for the recruitment of qualified individuals. In addition, the school will attend regional teacher recruitment fairs at SUNY Oswego, SUNY Cortland, and Historically Black Colleges.

Hiring of Personnel: A three-step process (more details have been provided in Attachment 8a) will be used for recruitment and hiring by the School Deans, Director, and Superintendent in conjunction with HR. In Step 1, resumes and applicants are screened for a potential match of expectations and culture. 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. During Step 2, a committee is involved in observing the select applicant’s lesson, and posing questions and situations to the applicant and measuring the applicant’s responses. Step 3 comprises final interview with select candidates, in which expectations are presented to the candidate. The administration recommends the candidate that they choose for hiring to the SASCCS Board.

Retention of Personnel: The school will provide competitive health insurance and NYS teacher retirement plans in addition to safe, sound and supportive school environment to retrain 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 afterschool 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 school leaders will provide staff surveys to assess their satisfaction with benefits, school structure, and climate and will make adjustments on an annual basis to address key issues. 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 **do not intend to contract** with a charter management organization. *Skip to the next section.*

C.2. PARTNER ORGANIZATION

N/A

C.3. STRATEGIC BUSINESS/GROWTH PLAN

N/A

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 board will practice active oversight of the charter school management, fiscal operations, and progress toward academic and other school goals as described below. Every month key academic, cultural, operational, and financial data will be presented to the board and public.

Academic reports will include the monthly STAR test data, quarterly benchmark data, annually NYSED assessments and regents data, SAT results, graduation rate, and college acceptances.

Director's report will summarize the activities and events for the month to present how the culture emerges in the school buildings.

Enrollment report will include enrolment numbers for each building, overall school demographics, free and reduced lunch rate, total number of the students in the waiting list, total number of student with disabilities and ELLs, and number of suspensions for the month for each building, and change in staffing.

Financial report will include reliance ratio, self-sufficiency ratio, a comparison of payroll and fringe benefit vs. program cost, cost per student, cost per sq. ft. for facilities, current ratio, quick ratio, debt ratio and months of cash, major revenue, expense, receivable and payable updates, budget vs. actual income statement, cash flow statement and a balance sheet.

Special reports will be provided to board from different staff members on issues such as discipline by dean of students and school counselor, college acceptances by college counselor, ELL services by ELL director, parent and staff satisfaction surveys by School Directors, etc.

An assessment plan for evaluating the performance of the school, a sample of which is provided in Table 15 on page 53, will be used by School Director to help evaluate the academic performance of the school.

Table 15: Assessment Plan

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

School’s Leadership Team Evaluation: Board 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. In addition, the board president will meet with school leaders on a weekly basis to oversee progress of the school. The Director and School Deans will be evaluated annually using a NYSED-approved rubric such as Marzano’s rubric by Superintendent.

The Superintendent will be evaluated using Superintendent Evaluation Rubric (Table 16) annually by a committee consisting of minimum five members including two board members, school directors and deans. Rating scale for the Superintendent Rubric will be from 1 to 4 with 4 being the highest score.

Table 16: Superintendent Evaluation Rubric

Indicators		Rating
1.0 Human Capital Management – The superintendent uses the role of human capital manager to drive improvements in building leader effectiveness and student achievement.		
1.1	Effectively recruits, hires, assigns, and retains school leaders.	
1.2	Creates a professional development system for school leaders based on proficiencies and needs.	
1.3	Identifies and mentors emerging leaders to assume key leadership responsibilities.	
1.4	Provides evidence of delegation and trust in subordinate leaders.	
1.5	Provides formal and informal feedback to the administrative team with the exclusive purpose of improving individual and organizational performance.	
2.0 Instructional Leadership – The superintendent acutely focuses on effective teaching and learning, possesses a deep and comprehensive understanding of best instructional practices, and continuously promotes activities that contribute to the academic success of all students.		
2.1	Demonstrates the use of student achievement data to make instructional leadership decisions.	
2.2	Demonstrates evidence of student improvement through student achievement results.	
2.3	Actively solicits and uses feedback and help from all key stakeholders to drive student achievement.	
3.0 Personal Behavior – The superintendent models personal behaviors that set the tone for all student and adult relationships in the school corporation.		
3.1	Models professional, ethical, and respectful behavior and expects the same behavior from others.	
3.2	Organizes time and projects for effective leadership.	
4.0 Building Relationships –The superintendent builds relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.		
4.1	Demonstrates effective communication with board members, staff, parents and community.	
4.2	Forges consensus for change and improvement throughout the school corporation.	
4.3	Keeps the school board informed on issues, needs, and the overall operations of the school.	
4.5	Provides the school board with a written agenda and background material before each board meeting.	
5.0 Culture of Achievement – The superintendent develops a corporation-wide culture of achievement aligned to the school corporation’s vision of success for every student.		
5.1	Empowers building leaders to set high and demanding academic and behavior expectations for every student and ensures that students are consistently learning.	
5.2	Establishes rigorous academic goals and priorities that are systematically monitored for continuous improvement.	
5.3	Ensures that all students have full and equitable access to educational programs, curricula, and available supports.	

5.4	Guides building-level staff to build productive and respectful relationships with parents/guardians and engage them in their children’s learning.	
6.0 Organizational, Operational, and Resource Management – The superintendent leverages organizational, operational, and resource management skills to support school corporation improvement and achieve desired educational outcomes.		
6.1	Employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.	
6.2	Oversees the use of practices for the safe efficient, and effective operation of the school corporation’s physical plant, equipment, and auxiliary services (e.g., food services, student transportation).	
6.3	Provides responsible fiscal stewardship.	
6.4	Demonstrates compliance with legal requirements.	

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 17 will be used by the board to receive internal input on how well the board is doing. Each member and the school’s leadership team will complete the form. Members may give suggestions about how the board could perform better for any or all of the following items. The board will discuss the results of the self-evaluation survey in a following meeting. The results of these evaluations will be used in designing board training activities and annual retreat program. Board will also used NYSED annual visit reports as its external evaluation and will

Table 17: Board of Trustees Self-Evaluation

Considerations	Rating
Knowledge of School & Board Meetings	
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	
Instructional program	
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	
Planning & Supervision	
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	
Community Relationships	
Board establishes relationships with staff and parents	
Board members participate in meetings and community functions to exchange opinions on the school	

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 18. 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.

Table 18: 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, Smaller School Setting, College Focus, Safe and positive learning environment, Community Service programs, Diversity, Extra-curricular activities.	

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.

Teacher evaluation: The school deans, directors, and academic subject coaches 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.

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 three main phases along with various components:

- 1) Yearlong continuous learning and improvement:
 - a- Teacher Improvement Plan; b- Coaching and Mentoring; c- Teacher Institute
- 2) Summer Institute,
- 3) Extended Learning Through Certificate and College Programs.

1) Yearlong Continuous Learning: SASCCS will adopt an extensive, structured, and continuous professional learning community²⁸ that promotes both individual and collaborative learning opportunities. The program will include 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. Teacher Improvement Plan (TIP): This component of the SASCCS professional development program will require all teachers to develop personal learning plan based on their individual needs. The needs will be identified by the teacher's self-evaluation (Danielson Rubric) and the administrators' or coaches' classroom observations. After the needs assessment, the teacher develops the personalized TIP, 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 TIP include peer-observations based on the individual needs. An online database, like TeachScape, will be used to develop and monitor individual TIPs. The teachers are accountable to complete the TIP-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 retired 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 research²⁹ suggests comprehensive, collaborative, and structured professional development opportunity for those teachers who seriously struggle in teaching or learning certain teaching skills, especially in math and English subjects. Therefore the SASCCS will design 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 will furthermore value teachers' ongoing feedback and reflections to evaluate and re-shape the content and progress of the program. Distributed leadership is

²⁸ Richard DuFour (May, 2004), "What is a Professional Learning Community?" in *Educational Leadership*

²⁹ 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.

employed during the implementation of the program to increase teachers' ownership of the program. Their feedback and leadership will play a critical role to identify content of the learning activities.

2) Summer Institute: The school calendar includes 6 to 10 full days during the summer to train the new teachers and reenergize the seasoned teachers. All teachers and administrators will be expected to attend the institute prior to start of the academic year. It will include training regarding SASCCS charter, statutory and regulatory requirements. The Summer Institute program will include both school-related information and training, and professional learning opportunities. It will also include 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 (RtI), 21st century skills, and professional development plan.

3) Extended Learning and Development: In addition to our regular professional development programs, all teachers will be encouraged to take advantage of available instructional workshops, classroom management programs, and/or training each year by various universities and the conferences 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 will be 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 is measured by a) increased teaching effectiveness in the classroom instruction, which will be observed through frequent class visitations and observation (PD software tracks the change in teacher's effectiveness over time) and b) increased student learning, which is 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 available for lease within a year to house the charter school. 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 5th-7th grades in the second wing as elementary and middle schools. The convenience of this location will also facilitate the enrollment of a diverse student body from different parts of the city.

G. INSURANCE

SASCCS will maintain insurance coverage in adequate amounts recommended by an insurance broker according to NYS and Federal rules and regulations for schools and non-profit organizations. Coverage will be evaluated by the school administration annually to assure appropriate coverage is obtained for school operations and will be approved by the Board of Trustees. SASCCS will seek quotations from insurance brokers to find the most reasonable insurance plans. Following are the insurance coverage limits recommended by Austin and Co. insurance agency for SASCCS. We will seek liability insurance coverage as shown in Table 19.

Table 19: 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 and lunch 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 within the school or transferred to the school by a prominent food service provider, which will be determined through an RFP process, to be served on SASCCS's own facilities, including kitchen and cafeteria accommodations. 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. The school district of residence is responsible to provide special transportation to a student with a disability attending SASCCS, whenever special transportation is included on the student's IEP. For the additional instructional days served beyond SCSD academic calendar, SASCCS has budgeted an allocation for its students coming from SCSD population to obtain transportation from SCSD starting 2020-21 school year. If a student is not eligible for such transportation, the student's parent or guardian will be responsible for providing transportation.

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 and social media accounts 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
- Holds effective communications among staff members via email and several online tools used for different purposes
- Provides monthly school activity reports by each school dean to Board meetings
- 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 (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. The website will be featured with Google Translator for parent's who have limited English.

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). Among the current proposed board members, Reverend Dunmore is a former parent and current grandparent, Chanel Turnquest is a former parent, and 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 board by Director and Superintendent. All parents have opportunity to provide input through parent satisfaction surveys and testimonials. The school will sponsor events like muffins for moms, donuts for dads, Dean's dinner night, grandparents night, and several school musicals, art shows, etc. for which parents will be asked to participate with their kids. In order to increase its participation by its ELL parents, school will also provide after-school and weekend programs in enhancing their language skills and their understanding of U.S. education system and culture so they can be more effective in their support of student's education at SASCCS.

Community Involvement: Both community service and involvement is a key design element and part of its mission. 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

Board and Superintendent will provide fiscal oversight through monthly review of financial statements and dashboard metrics. The superintendent will be responsible for the school's financial management under the board and will oversee the preparation of the budget by the school director and educational corporation's assistant superintendent of finances. SASCCS will also hire a business office liaison, who is also the contact person with the educational corporation business office for all business operations functions, for day-to-day financial operations. The board will be responsible for approving all fiscal policies and regulatory oversight. The board will adopt the educational corporation's fiscal policies once the charter is approved.

Internal Controls: The Treasurer and president of board will be responsible for financial matters on behalf of the board. The Treasurer is a member of the finance committee, and oversees the business office operations. School business related items will be discussed by the finance committee initially, and will be brought up to the board if need be.

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 the board. At every board meeting, the board will review the financial report submitted by the assistant superintendent of finance from the educational corporation's business office. Board 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. Board will monitor matters that could affect the school's financial status or financial reports.

The Treasurer and/or board president 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. Any check amount exceeding \$5,000 will require the signature of Treasurer or board President as well as the Superintendent. 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 the Treasurer. The duties will be segregated over liquid assets. Also, the use of fixed assets will be tracked in an inventory system. Fiscal management, such as purchasing, payroll, accounts receivable and payable, human resources, and asset control will be performed by school's educational corporation's business office for utilizing their extensive expertise and cost efficiency purposes.

SASCCS will hire an admissions officer and a special education coordinator and will receive support from the educational corporation's business office in order to track enrollment and attendance eligibility, eligibility for free-and-reduced-priced lunch, and special education services and other services for special populations of students. The status of enrollment and attendance eligibility will be reviewed by admissions officer and accounts receivable specialist from the business office bi-monthly. The status updates for eligibility for free-and-reduced-priced lunch will be tracked by nutrition liaison from the education organization's business office. The special education coordinator, and a liaison from SCSD will monitor special education services, do the evaluations periodically and keep track of changes. ELL teacher, ELL teacher assistant and school director will keep track of ELL students.

External Controls: Once the school starts operating, the board will choose an audit firm through an RFP process. The assistant superintendent of finance will be responsible with closing the fiscal year on June 30. The finance committee will make sure that timely and accurate financial statements are prepared. The board will hire an independent auditor to ensure that the school's financial statements adhere to GAAP and to conduct annual financial audit. The audit will be conducted according to the audit guidelines posted annually by NYSED and will include all of the financial statements required, such as a schedule of functional expense report, statement of financial position, cash flow statement. There will also be another audit for CSP funds if received.

K. BUDGET AND CASH FLOW

SASCCS uses the expertise from the educational corporation in order to develop a sound budget, as provided in attachment 9. The educational corporation has +10 years of experience in charter school business operations, sound fiscal practices and realistic budgets with an outcome of positive cash flow and year-end surpluses. To be more conservative in our budget assumptions, we projected higher increases in expenses and keep the revenue constant over the years.

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 \$12,430. 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 Education Corporation's existing charter schools in Syracuse Title I and II allocations for 16-17.

The cash balance at the end of the fifth year will be \$742,802. The budget is prepared with the assumption that enrollment targets will be achieved with five less students. The projected surplus will serve as a reserved / contingency funds against any unexpected/further events or new programs. SASCCS will commit to maintain positive cash flow and reserved funds to overcome unexpected financial challenges.

The board will establish an escrow account of no less than \$75,000 by providing a minimum of \$25,000 per year for the first three years of its charter term.

The board will also secure a line of credit in the amount of \$25,000 for the pre-opening year operations once the charter is approved. We have budgeted a 10% interest rate for one-year line of credit, with payback starting in the first year of operations.

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 4th 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 14) 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 will be employed by the school's Education Corporation and his salary will be prorated among the schools under his supervision based on their student enrollment. Services provided by Education Corporation's existing school 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 mail brochures and application materials to families with K-2 school age children, will hold open houses, 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.

Prior to opening the school, the board, superintendent, and prospective Dean of School 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 2017. A building that meets NYSED requirements, NYS occupancy terms, and the school's population and function requirements will be identified by March 2017. SASCCS's new teachers will attend the 10-day 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.

Table 20: Pre-Opening Plan

November 2016 – March 2017	
<ul style="list-style-type: none"> ▪ Receive charter approval ▪ Begin formal board meetings ▪ Adapt the school and Financial Policies ▪ Apply for all relevant grants and loans ▪ Begin enrollment recruitment ▪ Hire School Director and Business Liaison ▪ Launch community meetings to publicize school ▪ Identification of Facility and Lease ▪ Contract facility and design any renovations ▪ Develop policies and fiscal management system ▪ Conduct Board meetings 	<ul style="list-style-type: none"> ▪ Hire teachers, assistant aides, nurses and staff ▪ Establish financial procedures, internal controls, accounts payable, and voucher systems.
March – June 2017	
<ul style="list-style-type: none"> ▪ Require student applications by April 1st. ▪ Receive parent/guardian signed contracts ▪ Open enrollment continues based on seats ▪ Enroll students ▪ Conduct lottery within April, notify student candidates, establish waiting lists ▪ Adopt personnel policies and procedures ▪ Notify school districts of residence of admitted students and obtain records ▪ Order all necessary technology, books, supplies ▪ Adopt policy manuals ▪ Notify district on transportation and calendar ▪ Establish and furnish classrooms ▪ Provide orientations for students and families ▪ Develop snack and lunch program 	<p style="text-align: center;">July – August 2017</p> <ul style="list-style-type: none"> ▪ Obtain records based on enrollment ▪ Adopt a revised budget based on June 30 count ▪ Continue enrollment based on available space ▪ Conduct PD for staff and teachers ▪ Establish food and health services ▪ Establish and maintain facility ▪ Develop transportation plan ▪ Receive IEP plans for all students ▪ 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 ▪ Provide Student Handbook ▪ Establish Student Database system ▪ Hold parent-student meetings regarding student policies and procedures <p style="text-align: center;">September 2017 – November 2017</p> <ul style="list-style-type: none"> ▪ Celebrate opening of school ▪ Implement instructional program ▪ Conduct school self-assessments ▪ Repeat recruitment and admissions procedures ▪ Continue ongoing public relations efforts

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 21: Dissolution Plan

Date of closing and last day of school:	30 June	
Escrow Account	\$75,000	
Schedule of Activities	Person Responsible	Date of Completion
Financial Statements		
▪ Submit financial statements to NYSED	Business Liaison	30 Aug
Final Audit		
▪ Appoint independent auditor to conduct a final audit	Board of Trustees	30 Aug

Accountability and Reporting Required Task		
▪ Submit end-of-year reports by specified deadlines	Business Liaison	30 Jul
Legal		
▪ Devise procedures for dissolving board and relieving board 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 Board resolution appointing this person as primary contact.		
Federal Grants		
▪ Provide proof of proper liquidation of goods acquired through federal grant(s).	Business Liaison	30 Aug
▪ Verify liquidation and/or transfer of property acquired through federal grants to the district.		
▪ Submit Final Expenditure Reports for entitlement grants.		
Enrollment Count		
▪ Collect updated student registers and conduct a final enrollment.	Director	30 Jul

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' admissions lottery, a database will be generated containing the student first and last name, ELL identification, grade level in the upcoming school year, district of residence, sibling of a current students, and/or child of a current employee for every student who has submitted an application. NYSED Weighted Lottery Generator will be used for the lottery to give slightly better chance for admission to ELL students. During the lottery, an individual unaffiliated with SASCCS will supervise the entire process. SASCCS will then use the list of the NYSED Weighted Lottery Generator

results and admit students according to the following order: a) children of employees who are ELL, b) siblings of current SASCCS students who are ELL, c) students residing in the school district who are ELL, d) children of employees, e) sibling of current SASCCS students, f) students residing in the school district, g) students who are ELL and who live outside of the school district, h) students who live outside of the school district.

SASCCS will only run the NYSED Weighted Lottery Generator once each academic year, will obtain NYSED approval to use the Generator should the school's enrollment policy change in any way. The children of employees who are admitted will not exceed the 15% of the charter school's total enrollment.

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 used and 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 2017–2018 School Year

Application Deadline: April 1st, 2017

Lottery Date and Location: April 8, 2017, 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 option): 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.

Table 2: Public Outreach Information

(Table 2 is not counted towards the page limits. Add more rows as necessary)

Dates of Outreach (month/date/year)	Description of Outreach	Location of Outreach	Target Stakeholder Group	Feedback Obtained	Action Taken on Feedback	Number of Attendees
1/15/2015 to date	Online survey published on proposed schools website, www.sasccs.org		All families of eligible students and stakeholders	Some of the feedback are listed in attachment 2a		549 respondents
8/16/2016	Meeting with Community Leaders	West Onondaga Blvd. and 127 chapter drive	Mike Malari Catholic Charities Executive Director and Father John Manno from Holy Family camilius			
8/23/2016	CHI PI Chapter Annual gathering	CHI PI fellowship and family fun East Syracuse	Members of CHI PI and family members who participated			76 attendees
8/12/2016	Meeting with Assemblywoman Pamela Hunter					
8/12/2016	Meeting with Northside Learning Center and dropping off fliers	501 park street Syracuse, NY	Yusuf Soule Volunteer Executive Director at Northside learning Center which serves refugee children and adults	If the school could provide ELL courses to the parents		3 attendees
8/10/2016	Meeting with State Official Assemblyman					

	Magnerelli, Senator Valesky, and Senator DeFransisco					
8/10/2016	Meeting with National Security Studies from Maxwell - Syracuse University		Meeting with William Smullen Director of National Security Studies Sue Virgil Senior Administrator			
8/10/2016	Meeting and Information Session with Partners for Education & Business	1001 Park Avenue Syracuse NY	Joseph C. Vargo Executive Director			
8/06/2016	Links Event participation and sharing information		Michelle Jones Galvin she is Harriet Tubman's great-niece and recently wrote a book, Evelyn Carter Wegmanns Public Relation Officer, Vicki Brackens president of Brackens Financial Solutions Network, LLC, Onondaga County Legislator Linda Erwing			
7/25.2016	Information Session with Cornell Cooperative Extension of Onondaga County	100 S. Salina St. The Atrium Bldg, Suite 170 Syracuse, NY 13202	Meeting with David Skeval Executive Director			
7/23/2016	Information Session with 3es Consulting and Interfaith Works, Syracuse with job corp and street addiction institute and Peace Council Syracuse NY	Justice Works Conference	Lekia Hill interfaith works and 3es Consulting group, Tamica Otis works in Syracuse with Job Corp and Street addiction institute, William Yelder President Brown hand production, Ursula Rozum Peace Council Syracuse NY.			

7/22/2016	Good Life Philanthropic Youth Foundation		Hasan Stephens Founder & Executive Director			
7/22/2016	Meeting with the Executive Director of Allyn Foundation	1001 Park Avenue, Syracuse NY	Margaret O'Connell Executive Director Allyn Foundation			
7/21/2016	Mohawk Valley Frontiers 45 th annual celebration	8360 Seneca Turnpike New Hartford NY	Meeting with parents, Junior frontiers, community leaders and 100 Blackman			
6/28/2016	Meeting with a special ed service program provider in Syracuse and drop off flyers	Hillside family of agencies 215 Wyoming St, Syracuse	Families of students with disability and sped service provider		Our relation with the provider will continue to attract /recruit more special education students.	
6/27/2016	Meeting with director of special programs and drop off flyers	Syracuse Community Health Center 819 South Salina Street, Syracuse	Families of students with disability community members and sped service provider		Our relation with the provider will continue to attract /recruit more special education students.	
6/27/2016	Drop off flyers	Arise 635 James st. Syracuse	Families of students with disability		Our relation with the provider will continue to attract /recruit more special education students.	
6/27/2016	Drop off flyers	Interfaith works	Families of ELL students		Existing relations will be continued to attract/recruit ELL students.	
6/27/2016	Drop off flyers	Access 1603 court st., Syracuse	Families of students with disability		Our relation with the provider will continue to attract /recruit more special education students.	

6/26/2016	Information desk at free summer camp registration and distributing flyers	Believers' Chapel City 1640 South Ave, Syracuse	Families of students eligible for free and reduced lunch program	Need for more charter schools in the community		13 parents of students in elementary school
6/26/2016	Posted on twitter and facebook	Social media	All stakeholders – 469 followers on twitter and 1396 likes on facebook.			
6/26/2016	E-mail the survey and SASCCS brochure to the parents of 2577 students in SASCS waiting list		Parents who already applied but couldn't get in SASC charter school	I would like to encourage you to consider STEAM, to include the Arts, as a step further than STEM	The comments sections of the survey are closely monitored for taking action.	2577 parents who already applied to existent charter school but not get in
6/25/2016	Press Release to local NPR station, Syracuse.com, and local newspapers		All stakeholders			
6/24/2016	Meeting with program manager and drop off flyers	South side Interfaith CDC 100 Admin Ave., Syracuse	Families of ELL students and service provider to immigrant families			
6/23/2016	Meeting and sharing information with Onondaga Community College (OCC) Administrators	OCC Campus	Dr. Crabill President of OCC and Amy Kremenek Vice President, Enrollment Development & Communications			

5/26/2016	Meeting with pastor of Holly Family Church	Holly Family Church 127 Chapel Drive, Syracuse	Community leaders	Support letter	This application will serve to help its community.	
5/26/2016	Meeting with administration of Saint James Church	Saint James Church 4845 South Salina St., Syracuse	Community leaders	Support letter	This application will serve to help its community.	
5/24/2016	Meeting with president of Upstate Medical University	Upstate Medical University 750 East Adams St., Syracuse	Danielle Laraque – Arena, MD FAAP, President Upstate Medical University	Support letter	This application will serve to help its community.	
5/20/2016	Syracuse / Onondaga County NAACP 37 th Annual Freedom Awards Ceremony	Sheraton University Hotel, Syracuse NY	Community Leaders, Parents	Inform and receiving verbal and written support	This Charter will help the African American youth and it is an option for the urban youth and their parents	
5/1/2016	Meeting with Former United States Representative	During the national Security conference Maxwell, Syracuse	Dan Maffei	Verbal Support		
4/16/2016	Meeting with community leaders, program coordinators, and students	North side Learning Center 431 E. Fayette St., Syracuse	Families of ELL students and service provider to immigrant families	As refugee help center, they are strongly supporting a charter school for ELL population	School will continue to work this organization to recruit ELL student body.	60 participants including refugee families and students
3/19/2016	Information meeting with 100 black men	1001 Park Avenue Syracuse NY 13204 Saturday Academy	Students attending from the community	Information Session		

3/15/2016	Informational phone call to administrator of Our Ladies of Lourdes Church		Rev. Thomas Fitzpatrick			
3/2/2016	Meeting with Board President of Sacred Hearth Church	1001 Park Avenue Syracuse NY 13204	Philip Felice	Support Letter		
2/23/2016	Meeting with Syracuse Common Councilor 4th District	SASCS elementary school 4837 S. Salina St.	Khalid Bay	Verbal Support		
2/21/2016	Meeting with administrator of St. James Church	SASCS elementary school 4837 S. Salina St.	Rev. John Manno	Helped the school finding a location for the proposed school.	School met with the proposed location owners	
2/2/2016	Information meeting with Co-founder and partner of Paramount Realty Group and President of Armory Development & Management, Inc.	SASCS Elementary School 4837 South Salina Street Syracuse NY 13205	Robert Doucette	Verbal Support		
2/12/2016	Information meeting with Provost of SUNY Oswego, Board member of On Point, serving students with low socioeconomic status	1409 West Genesee St.	Dr. Lorrie Clemo	Verbal Support		
2/2/2016	Information meeting with Co-Chairperson of Syracuse 20/20	Syracuse 20/20 120 Madison St. 15 th floor	Kathleen Murphy Pietrafesa			
12/2/2015	Information meeting with Administrator of	Syracuse 20/20 120 Madison St.	Laurie Black			

	Syracuse 20/20	15 th floor				
10/2/2015	Information meeting with NYS Board of Regents	Lockheed Martin 497 Electronics Pkwy, Liverpool NY	Anthony S. Bottar			
9/30/2015	Information meeting with Superintendent of OCM BOCES	Panera Bread, Cicero, North Syracuse	Jodie Manning			
9/21/2015	Meeting with Vice President of Pathfinder Bank, a community based bank	SASCS high school 1001 Park Ave.	Ronald Tascarella	Verbal Support of the school and its key design elements and asked to open a similar school in Oswego, NY		
5/29/2015	Information meeting with Vice President SUNY EOC	SASCS middle school 200 West High terrace	Tim Penix			
3/17/2015	Information meeting with Program Chair, Education Leadership at Syracuse University	SASCS Elementary School 4837 South Salina Street Syracuse NY 13205	Joseph Shedd			
3/9/2015	Information meeting with Vice President and Market Manager of Clear Channel Media & Entertainment	Syracuse 20/20 120 Madison St. 15 th floor	Rick Yacobush			

3/9/2015	Information meeting with President at Syracuse Teacher Association	Syracuse 20/20 120 Madison St. 15 th floor	Kevin Ahern			
2/20/2015	Information meeting with New York State Assembly member		Samuel D. Roberts			
2/16/2015	Meeting with Executive Director, Catholic Charities of Onondaga County	4834 S. Salina St.	Michael F. Melara	Support Letter		
2/16/2015	Information meeting with Program Director, Catholic Charities	SASCS elementary school 4837 S. Salina St.	Felicia Castricone	As refugee help center, they are strongly supporting a charter school for ELL population	School will continue to work this organization to recruit ELL student body.	
2/16/2015	Information meeting with President and CEO of Crouse Hospital	SASCS elementary school 4837 S. Salina St.	Kimberly A. Boynton			
2/9/2015	Meeting with Former Member of Syracuse Board of Education, and Senior Vice President of Pathfinder Bank, a community based bank	SASCS high school 1001 Park Ave.	Calvin Corriders	Verbal Support of the school and its key design elements		
2/6/2015	Published news on Syracuse University Community Newspaper		All stakeholders			
1/26/2015	Broadcast on WRVO local NPR radio station		All stakeholders			

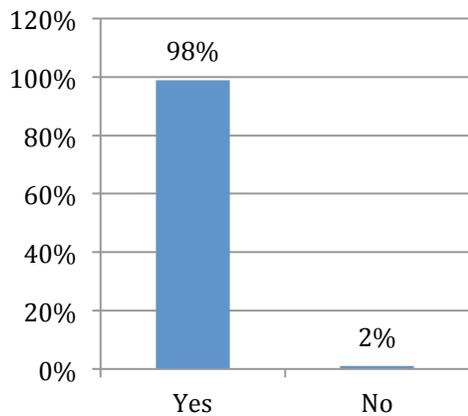
1/24/2015	Two information sessions	1001 Park Avenue Syracuse NY 13204				25 participants
1/21/2015	Two information sessions	1001 Park Avenue Syracuse NY 13204				12 participants
1/17/2015	Two information sessions	1001 Park Avenue Syracuse NY 13204				18 participants
1/16/2015	Published news on Syracuse.com, local newspaper		All stakeholders			
1/16/2015	Information meeting with New York State Senator	333 East Washington St State office building #800, Syracuse	John A. DeFransisco	Support Letter		
1/16/2015	Information meeting with New York Senator	333 East Washington St State office building #805, Syracuse	David J. Valesky			
1/15/2015	Press Release to local NPR station, Syracuse.com, and local newspapers		All stakeholders			
1/12/2015	Meeting with Commissioner, Department of Parks, Recreation and Youth Programs	SASCS high school 1001 Park Ave.	Baye Muhammad	Verbal Support		
12/3/2014	Information meeting with Mayor of Syracuse City	City Hall 233 E. Washington st.	Stephanie Miner			
12/3/2014	Information meeting with Superintendent, Syracuse City Public	City Hall 233 E. Washington st.	Sharon Contrares			

	Schools					
11/18/2014	Information meeting with LeMoyne College, Education Department Chair	SASCS elementary school 4837 S. Salina St.	Stephen Fleury			
11/18/2014	Information meeting with LeMoyne College, Director of Education Leadership	SASCS elementary school 4837 S. Salina St.	Suzanne Gilmour			
11/12/2014	Meeting with Onondaga County Executive	200 W. Terrace st. Syracuse	Joanne M. Mahoney	Support Letter		

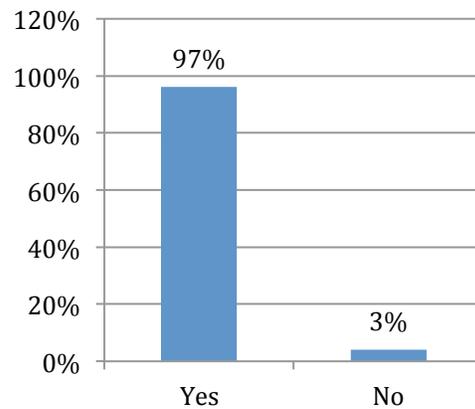
Online survey results and feedbacks

More than 98% of about 527 respondents through face-to-face and online surveys published on the webpage (www.sasccs.org), showed an interest in the proposed SASCCS and would consider enrolling their children if it is chartered.

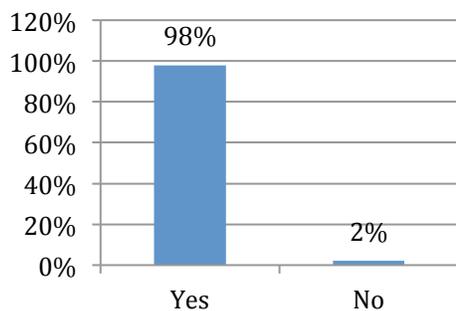
Question 1: Do you think the level of education provided by the schools in your area needs improvement?



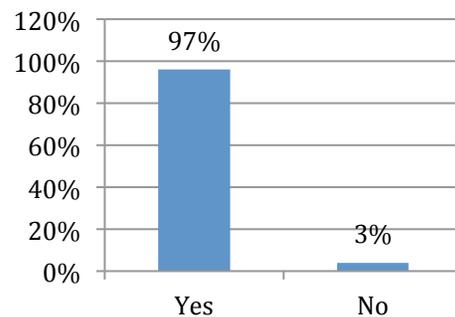
Question 2: Do you believe there is a greater need for teacher-parent cooperation in your child's school?



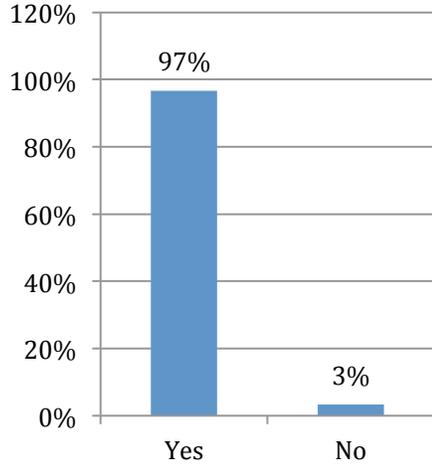
Question 3: Would you like your child's school to focus more on college preparation, particularly with a math and science focused curriculum?



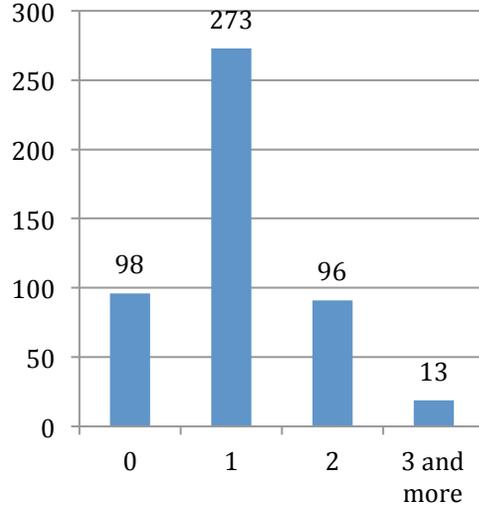
Question 4: Do you think there is need for more emphasis on diversity and global/international awareness in schools?



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



Question 6: How many children do you have entering Grades K-3 in September 2017?



Followings are some of the comments obtained from online survey on June 25th - 27th, 2016.

I am deeply concerned about the current state of the city schools. I have attempted to put my children in SAS but they have never gotten in. I have helped my children excel in school because the schools have not done so. So I truly hope another SAS becomes a reality for the sake of our children within the city school district

With a successful track record, I am excited to see SAS grow!

I love that you are expanding your school to provide a more whole child approach to education for more of our SCSD kids. I would like to encourage you to consider STEAM, to include the Arts, as a step further than STEM, and I would like to talk to you about partnership, as I am currently (an extremely qualified art teacher in SCSD), but with everything going on have been considering a similar path to help take more SCSD kids out of a very unstable, unprofessional environment they currently face every day in their homes, community, and unfortunately their schools...Thank You for doing this for our SCSD kids and their families.

This is definitely a need in Syracuse. Unfortunately my children are middle school aged so they would not benefit from this, but I do support it because I believe SCSD is failing our community completely and these kids deserve a chance at an education and a future. I will continue to play the lottery at SAS every year and pray our name is picked. That's the only chance for older children. But please do continue to try to expand, our community needs educated adults and SCSD is failing at providing that. I commend your work. Thank you for making a difference in our community.

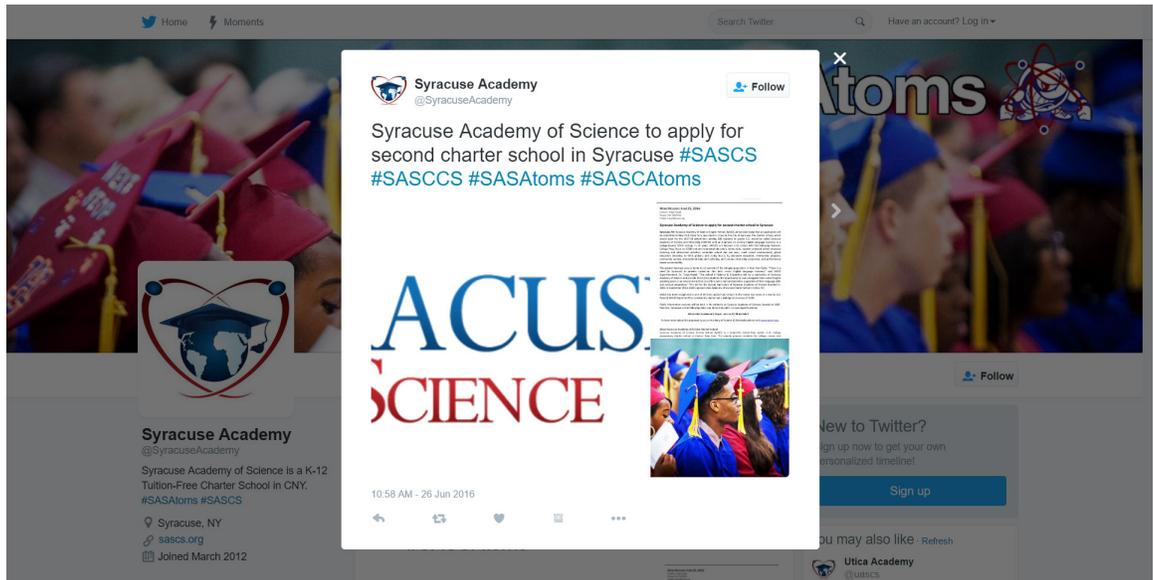
I definitely feel there should be greater emphasis on structuring the curriculum towards college prep. My child has been a student of SAS since grade 6 and now she will be entering her final year of high school. I feel that more time should be placed on helping students take college entrance exams and focus on writing.
Great idea also after school tutoring is fantastic idea as some children struggle academically and need the extra help at no cost to parents
We have been so very pleased with SAS. Our daughter started in Kindergarten and is going into the 5th grade. Her older sister starts 10th grade in the fall at SAS - she had to wait a year to get in. This school consistently provides a safe, well-rounded education to all students, and adding another one would cut wait time for students.
When we were put on the "waiting list" for Syracuse Science Academy, I immediately contacted my NY Assemblyman, and informed his staff that they should build more charter schools. I told them that 90 % of the applicants were dissatisfied with the current system, and he should provide more alternatives for New York Students... My student LOVES education, and she needs a school that will nurture that love.
My son will be in 4 at that time and our youngest won't be 5 for a few more years but I would want her to attend the new school and for our son to attend once you have his grade.

Web Page (www.sasccs.org)



Social media postings and screen shots of twitter and facebook

Following screen shots are taken from SASCS twitter and facebook accounts. School brochures and upcoming open house dates are shared on social media.





Syracuse Academy of Science Charter School added 3 new photos. 10 hrs ·

Syracuse Academy of Science to apply for second charter school in Syracuse

Syracuse, NY: Syracuse Academy of Science Charter School (SASCS) announced today that an application will be submitted to New York State for a new charter school in the City of Syracuse. The charter school, which would open for the 2017-18 school year serving 168 students in 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. In 10 years, SASCCS will become k-12 school with the following features: College Prep, focus on STEM and environmental education, home visits, student centered school structure (tutoring and afterschool activities, extended school day and year, small school environment), global education (teaching to think globally and acting locally by character education, mentorship program, community service, international trips and activities, and various citizenship programs), and performance based accountability.

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 SASCS 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, SASCS 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 1400.

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.

Information Sessions at 2:00 p.m. on June 27, 28 and July 2

To learn more about the proposed Syracuse Academy of Science & Citizenship please visit www.sasccs.org.

About Syracuse Academy of Science Charter School
Syracuse Academy of Science Charter School (SASCS) is a nonprofit, tuition-free, public, k-12, college preparatory charter school in Central New York. The schools prepare students for college, career and citizenship through a STEM based curriculum. SASCS 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.

English (US) · Español · Português (Brasil) · Français (France) · Deutsch

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192 people reached

Like Comment Share Hootlet

Liani Smarzo, Erica Becker and 9 others Chronological

1 share 2 Comments

Lella Dean Liani Smarzo
Unlike · Reply · Message · 1 · 7 hrs

Liani Smarzo Good news!
Unlike · Reply · Message · 2 · 1 hr

Write a comment...

Poster distributed to parents at various events and local agencies serve special education students, English language learners, and students eligible for free and reduced lunch program such as Arise, Access, Interfaith Works, Hillside, and Syracuse Community Health Center etc.



PROPOSED SYRACUSE ACADEMY

OF SCIENCE AND CITIZENSHIP CHARTER SCHOOL



**SASCCS opens its doors
in September 2017**

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

- ✓ Tuition-Free, Public School
- ✓ Chartered by New York State Board of Regents
- ✓ NYS Certified teachers
- ✓ Extended school hours: 8:00a.m. - 4:00p.m.
- ✓ One-on-one tutoring, After School Clubs
- ✓ Saturday School
- ✓ Welcomes special education and ELL
- ✓ Year-round home visits



Building success one ATOM at a time!



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



Syracuse Academy of Science and Citizenship CS

Date: June 26, 2016

Event: Free summer camp registration at Believers Chapel City
 1640 South Ave. Syracuse NY

Name	E-mail	Grade Level of Children	Comment	Signature
1. Leteshia Phillips	[REDACTED]	le		<i>Leteshia Phillips</i>
2. Yvonne Cooper	[REDACTED]			
3. Tamar Smithers	[REDACTED]	K	I support this. we need ^{it in our} community	<i>Tamar Smithers</i>
4. Warrisha Dantz	[REDACTED]	3th	we need one	<i>Warrisha Dantz</i>
5. Regina Young	[REDACTED]	8		<i>Regina Young</i>
6. Dylan Brown	[REDACTED]	K		<i>Dylan Brown</i>
7.	[REDACTED]			

Syracuse Academy of Science and Citizenship CS

Date: 7/25/2016

Place: Lemoyne

Name	E-mail	Grade Level of Children	Comment	Signature
E Renee Gregg				E Renee Gregg
Leslie Gregg				Leslie Gregg
Josselle Burgess				Josselle Burgess
Mariel Anderson			Great idea contact me I can help!	Mariel Anderson
Ernest Daily				Ernest Daily
[Handwritten Name]				[Handwritten Signature]
[Handwritten Name]			5th 6th 7th	[Handwritten Signature]

Syracuse Academy of Science and Citizenship CS

Date: 8/10/16

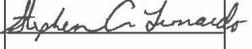
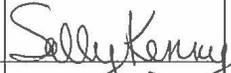
Place: Living Water

Name	E-mail	Grade Level of Children	Comment	Signature
Jamal Finch	[REDACTED]	6, 5	Support for more schools and great education	<i>Jamal Finch</i>
Travis Manley		7	Do this	<i>Travis Manley</i>
Michael Barelay				<i>Michael Barelay</i>
Pat Hodge				<i>Pat Hodge</i>
Mattie Coffey				<i>Mattie Coffey</i>
Pat Perio				<i>Pat Perio</i>
<i>[Handwritten Name]</i>				<i>[Handwritten Signature]</i>

Syracuse Academy of Science and Citizenship CS

Date: 8/4/16

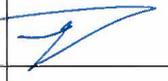
Place: Betts Branch library

Name	E-mail	Grade Level of Children	Comment	Signature
Julia Leonardo	[REDACTED]	4	Trying to get daughter info for 3 years	
Stephen Leonardo		4	Trying to get my daughter in to the school	
Steven Bailey				
Sally Kenny				
Semaj				
Al				
Mary Ripsey			11	

Syracuse Academy of Science and Citizenship CS

Date: ~~8/1~~ 8/4/16

Place: Soule Branch Library

Name	E-mail	Grade Level of Children	Comment	Signature
Noora Hoshaki				Noora Hoshaki
CURTIS Wright				
M. Michele Rodriguez		1/5/7	Great school	
James Harper				
Jean Wright		2 nd	Excellent school	Jean Wright
Anton Irbilj		2 nd	good school	Anton Irbilj

Support letters from community leaders

Office of the President

UPSTATE
MEDICAL UNIVERSITY

May 24, 2016

Mr. David Frank, Director
Charter Schools Office
New York State Education Department
98 Washington Ave.
Albany, NY 12234

Dear Mr. Frank:

It is my pleasure to write a letter in support of Syracuse Academy of Science and Citizenship Charter School (SASACCS). The Syracuse Academy of Science and Citizenship Charter School would be open to grades K-2. This school will lend a tremendous support and serve the overwhelming need for English Language Learners (ELL) students and students of different learning styles in Syracuse, New York.

Syracuse Academy of Science (SAS) is an innovative institution that focuses on delivering excellence and quality education for students. For twelve years (SAS) has specifically designed comprehensive, reliable, top-rated education for students' local and global success. They have focused on educating, equipping and empowering students in science, technology, math, science (STEM), community leadership and volunteerism. Furthermore, within 12 short years, (SAS), has established an elementary, middle, and high school which has prepared all scholars for college and other educational experiences.

I am excited to join the Syracuse and Central New York Community as the President of SUNY Upstate Medical University. That excitement has not waned since my appointment in September, but has deepened as I learn more about the multi-faceted components of this area, the many challenges, and the necessary vibrancy of our response to those challenges. I have come to Syracuse to listen and learn by meeting with the multiple stakeholders with a stake in the future of Upstate and the region as a whole.

We must reflect that in the face of concentrated poverty in the city of Syracuse (and elsewhere), we must address the issue of POVERTY in Syracuse with our science, our enterprise, our collective will to make a difference. Julius Richmond – pediatrician and Dean of the School of Medicine at Upstate in 1967 –and later the 12th US Surgeon General – the person credited with creating Head Start – understood that to make an impact we need the triad of: scientific knowledge, social strategies, and political will.

I support the opening of The Syracuse Academy of Science and Citizenship Charter School (K-2).

Sincerely,


Danielle Laraque-Arena, MD, FAAP
President, Upstate Medical University

HOLY FamilyCHURCH

May 26, 2016

Mr. David Frank, Director
Charter Schools Office
98 Washington Avenue
Albany, New York 12234

Dear Mr. Frank,

I offer this letter of support for the proposed charter school Syracuse Academy of Science and Citizenship Charter School SASCCS in Syracuse, New York. I believe that this charter school would be a great asset to the greater Syracuse area.

I have worked with Dr. Hayali for the past seven years as I sold a former Catholic school building to Syracuse Academy of Science Charter School (SASCS) and I am well aware of the great work that SASCS has done in Syracuse and Onondaga County. The already existing schools have been successful and are nationally recognized. I have met many graduates of SASCS and it is clear that they have benefited from the education they have received. The contributions of the SASCS to the community have been to numerous to mention and, it is clear, that the graduates of SASCS will only continue to be good contributing members of the community.

The proposed SASCCS would replicate the success already visible in the two existing schools. At the same time, it would target a group sometimes overlooked, the English Language Learners (ELL). This proposed school would give priority to ELL students, which, as you are aware, is so desperately needed. This proposed school would provide priority to these students and meet their cultural and social needs. Without this type of opportunity, one can only wonder if these students will simply fall through the cracks.

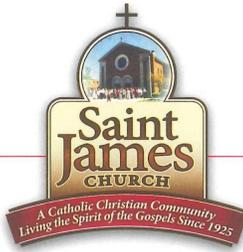
Thank you for your consideration of this letter of support for SASCCS. As I mentioned, I am well aware of the great work of SASCS in Syracuse. As a member of the community and as a Roman Catholic priest, I have seen first hand the benefit of these schools. I can only look to the future with eager anticipation of the proposed SASCCS and know that it will be a success and an asset to the overall community.

Sincerely,



Reverend John D. Manno
Pastor

127 Chapel Drive • Syracuse • New York • 13219 • (315) 488-3139



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

Website: www.stjamesyr.org • Email: info@stjamesyr.org
Facebook: Saint James Roman Catholic Church in Syracuse, New York
Twitter: St. James, Syracuse @ stjamesyracuse

May 26, 2016

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

Dear Mr. Frank,

I am writing to offer my support of the mission of Dr. Tolga Hayali and his desire to establish the Syracuse Academy of Science and Citizenship Charter School. The Syracuse Academy of Science Charter School is currently housed in our former parish school. I am so happy that the original mission of that school can continue to be lived out. The school serves the community in such an essential way. It provides a great educational opportunity for students in our inner-city community.

Dr. Hayali's new vision is to create a school for refugee students. He wants to provide them with a foundation in English and help them to grow as members of our American society. As Syracuse continues to receive large numbers of refugees, we must find creative ways to meet their unique cultural and social needs. I commend Dr. Hayali for his passion for education and his desire to serve this historically low performing student group.

I strongly urge you to grant Dr. Hayali a charter so that he can continue his valuable work of educating students in our inner-city community.

Sincerely,

Rev. Christopher J. Ballard
Administrator
St. James Church

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 518-455-3511
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 50th 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,

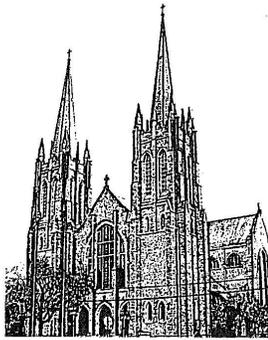


Michael F. Melara
Executive Director



Creating Hope, Transforming Lives
1654 West Onondaga Street, Syracuse, NY 13204 • (315) 424-1800 • www.ccoc.us





Basilica Sacred Heart of Jesus

March 3, 2015

To Whom it May Concern,

My name is Philip Felice and for the past 10 years I have had the privilege of being the liaison between my church, the Basilica of the Sacred Heart of Jesus in Syracuse, NY and the Syracuse Academy of Science located right across the street at 1001 Park Ave. I have worked very closely with Mr. Tolga Hayali and his staff for the entire time and find each and every one of them a delight to work with.

They have been very cooperative, respectful and accommodating of our requests for the use of their facility. We use the school at night for our religious education program, the gym and cafeteria for our annual Parish festival and their kitchen and cafeteria every week for our Bingo. We have also used their gym and cafeteria on weekends for other events.

It should also be noted that because we are in the facility so often, we do see a lot of their students and find all of them to be extremely well behaved, respectful, courteous and polite. Too bad the public schools couldn't take a page from this Charter School's book.

My hats off to the Syracuse Academy of Science Charter Schools Program and Staff. The school is going to be a great addition to the greater Syracuse community and a wonderful opportunity to the urban youth. Their program has proved itself over the years. I support this school and all of their efforts.

Sincerely,

Philip Felice

927 PARK AVE. • SYRACUSE, NEW YORK 13204 • TELEPHONE 315-422-2343 • FAX 315-422-2344
WWW.SACREDHEARTSYR.ORG

E-mail to 2577 parents of eligible students

Dear Parent,

You have shown an interest to register one or more of your kids at Syracuse Academy Charter School. However, due to limited seating available at SAS they may not have got in SAS.

In order to serve more families and children in Syracuse and satisfy the high demand, Syracuse Academy of Science Charter School (SASCS) has decided to submit a new charter school application to New York State for the City of Syracuse. The new charter school, which would open for the 2017-18 school year serving 168 students in grades k-2, would be called Syracuse Academy of Science and Citizenship (SASCCS) in a college-bound, STEM setting. In 10 years, SASCCS will become k-12 school with the following features: College Prep, focus on STEM and environmental education, home visits, student centered school structure (tutoring and afterschool activities, extended school day and year, small school environment), glocal education (teaching to think globally and acting locally by character education, mentorship program, community service, international trips and activities, and various citizenship programs), and performance based accountability.

Please feel free to provide your comments and support by filling out the following survey. [Click here to access to the survey](#)

Open Houses for providing information regarding new school and application:

Place: SAS High School, 1001 Park ave, Syracuse

Time: 2 pm

Dates: June 27, 28th, and July 2nd.



To learn more about the proposed Syracuse Academy of Science & Citizenship please visit www.sasccs.org or read the brochure below.

Press Release



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

NEWS RELEASE: JUNE 25, 2016

Contact: Tolga Hayali
Phone: 315-728-9555
E-Mail: hayali@sascs.org

Syracuse Academy of Science to apply for second charter school in Syracuse

Syracuse, NY: Syracuse Academy of Science Charter School (SASCS) announced today that an application will be submitted to New York State for a new charter school in the City of Syracuse. The charter school, which would open for the 2017-18 school year serving 168 students in 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. In 10 years, SASCCS will become k-12 school with the following features: College Prep, focus on STEM and environmental education, home visits, student centered school structure (tutoring and afterschool activities, extended school day and year, small school environment), glocal education (teaching to think globally and acting locally by character education, mentorship program, community service, international trips and activities, and various citizenship programs), and performance based accountability.

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 SASCS 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, SASCS 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 1400.

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.

Information Sessions at 2:00 p.m. on June 27, 28 and July 2

To learn more about the proposed Syracuse Academy of Science & Citizenship please visit www.sasccs.org.

About Syracuse Academy of Science Charter School

Syracuse Academy of Science Charter School (SASCS) is a nonprofit, tuition-free, public, k-12, college preparatory charter school in Central New York. The schools prepare students for college, career and citizenship through a STEM based curriculum. SASCS 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.

###

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)



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

Email the author | [Follow on Twitter](#)

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

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.

ATTACHMENT 3A: SAMPLE WEEKLY STUDENT SCHEDULE

Sample Weekly Student Schedule for Grades K-4th

Kindergarten	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period 8:00 – 8:50	ELA	ELA	ELA	ELA	ELA
2nd Period 8:52 – 9:42	ELA	ELA	ELA	ELA	ELA
3rd Period 9:44 – 10:34	Writing	Writing	Writing	Writing	Writing
4th Period 10:36 – 11:26	MUSIC	Social Studies	Science	Computer	Science
11:26 – 11:50	Lunch	Lunch	Lunch	Lunch	Lunch
11:50 – 12:15	Recess	Recess	Recess	Recess	Recess
5th Period 12:17 – 1:05	ELA Centers	ELA Centers	ELA Centers	ELA Centers	Math
6th Period 1:07 – 1:54	Math	ART	Math	Math	ART
7th Period 1:56 – 2:43	Math	Math	P.E.	Math	P.E.
8th Period 2:45 – 3:30	Science	Math	Math	Social Studies	Math
9th Period 3:30 – 4:30	W.I.N. Time	W.I.N. Time	W.I.N. Time	W.I.N. Time	W.I.N. Time

Sample Weekly Student Schedule for Grades 5-8th

5 th Grade	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period 8:00 – 8:45	English 5	English 5	English 5	English 5	English 5
2nd Period 8:50 – 9:35	English 5	English 5	English 5	English 5	English 5
3rd Period 9:40 – 10:25	Science 5	Science 5	Science 5	Science 5	Science 5
4th Period 10:30 – 11:15	Math 5	Math 5	Math 5	Math 5	Math 5
5th Period 11:20 – 12:05	Lunch	Lunch	Lunch	Lunch	Lunch
6th Period 12:10 – 12:55	Math 5	Math 5	Math 5	Math 5	Math 5
7th Period 1:00 – 1:45	Social Studies 5	Social Studies 5	Social Studies 5	Social Studies 5	Social Studies 5
8th Period 1:50 – 2:35	Music 5	Computer 5	Art 5	Computer 5	Spanish 5
9th Period 2:40 – 3:25	Music 5	Physical Education 5	Physical Education 5	Character Education 5	Physical Education 5
After School 3:30 – 4:30	Tutoring/Club	Tutoring/Club	Tutoring/Club	Tutoring/Club	Tutoring/Club

Sample Weekly Student Schedule for Grades 9-12th

9 th Grade	Monday	Tuesday	Wednesday	Thursday	Friday
1 st Period 8:00 – 8:45	Reading & Research				
2 nd Period 8:50 – 9:35	Algebra 1				
3 rd Period 9:40 – 10:25	English 1				
4 th Period 10:30 – 11:15	Global History 1				
5 th Period 11:20 – 12:05	Lunch	Lunch	Lunch	Lunch	Lunch
6 th Period 12:10 – 12:55	Studio Art				
7 th Period 1:00 – 1:45	Earth Science				
8 th Period 1:50 – 2:35	Physical Education				
9 th Period 2:40 – 3:25	Spanish 9				
After School 3:30 – 4:30	Tutoring/Club	Tutoring/Club	Tutoring/Club	Tutoring/Club	Tutoring/Club

ATTACHMENT 3B: SAMPLE WEEKLY TEACHER SCHEDULE

Sample Weekly Teacher Schedule for Grades K-4th

Kindergarten	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period 8:00 – 8:50	ELA	ELA	ELA	ELA	ELA
2nd Period 8:52 – 9:42	ELA	ELA	ELA	ELA	ELA
3rd Period 9:44 – 10:34	Writing	Writing	Writing	Writing	Writing
4th Period 10:36 – 11:26	MUSIC	Social Studies	Science	Computer	Science
11:26 – 11:50	Lunch	Lunch	Lunch	Lunch	Lunch
11:50 – 12:15	Common Prep	Common Prep	Common Prep	Common Prep	Common Prep
5th Period 12:17 – 1:05	ELA Centers	ELA Centers	ELA Centers	ELA Centers	Math
6th Period 1:07 – 1:54	Math	ART	Math	Math	ART
7th Period 1:56 – 2:43	Math	Math	P.E.	Math	P.E.
8th Period 2:45 – 3:30	Science	Math	Math	Social Studies	Math
9th Period 3:30 – 4:30	Professional Development	W.I.N. Time	W.I.N. Time	W.I.N. Time	W.I.N. Time

Sample Weekly Teacher Schedule for Grades 5th-12th

5 th Grade	Monday	Tuesday	Wednesday	Thursday	Friday
1st Period 8:00 – 8:45	English 5	English 5	English 5	English 5	English 5
2nd Period 8:50 – 9:35	English 5	English 5	English 5	English 5	English 5
3rd Period 9:40 – 10:25	English 5	English 5	English 5	English 5	English 5
4th Period 10:30 – 11:15	Individual Prep	Individual Prep	Individual Prep	Individual Prep	Individual Prep
5th Period 11:20 – 12:05	Lunch	Lunch	Lunch	Lunch	Lunch
6th Period 12:10 – 12:55	Individual Prep	Individual Prep	Individual Prep	Individual Prep	Individual Prep
7th Period 1:00 – 1:45	English 5	English 5	English 5	English 5	English 5
8th Period 1:50 – 2:35	English 5	English 5	English 5	English 5	English 5
9th Period 2:40 – 3:25	English 5	English 5	English 5	English 5	English 5
After School 3:30 – 4:30	PD/Department Meeting	Tutoring/Club	Common Prep	Tutoring/Club	Tutoring/Club

ATTACHMENT 3C: PROPOSED FIRST YEAR CALENDAR FOR 2017-2018

August

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	31	

August 21-September 1: Summer Institute - Professional Development for Teachers

September, 17 days

M	T	W	Th	F
				1
4	5	6	7	8
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

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

October, 20 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 Progress Reports
4 Back to School Night
9 Columbus Day - No Classes
19 Prof. Development, No Classes

November, 18 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	

1 Progress Reports
6-9 Benchmark Testing for Core courses
10 Veterans' Day - No Classes
17 End of 1st Marking Period
17 Interim Assessments (Gr K-2)
21-23 Thanksgiving Recess

December, 16 days

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

1 Progress Reports
25-29 Holiday Recess - No Classes

January, 21 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		

1 Holiday Recess - No Classes
2 School Reopens - Full Day
5 Progress Reports
8-12 Benchmark Tests
15 Dr. Kings' Birthday - No Classes

February, 15 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		

2 Progress Reports
9 End of 2nd Marking Period
19-23 Midwinter Recess - No Classes

March, 21 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
13-15 Interim Assessments (Gr. K-2)
16 Prof. Development-No Classes

April, 15 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				

2-6 Benchmarks
6 Progress Reports
13 Good Friday - No Classes
16-20 Spring Recess - No Classes

May, 22 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	31	

4 Progress Reports
11 End of 3rd Marking Period
17 Dean's List Dinner
25 Talent Show
28 Memorial Day - No Classes

June, 15 days

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

1 Progress Reports
8 Field Trip Day
22 Last Day of the School
25 Staff Picnic Day / Year Evaluation

July, Summer School 10 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

From 9 am to 2pm

A. Student Discipline Policy for Elementary School

Introduction Letter

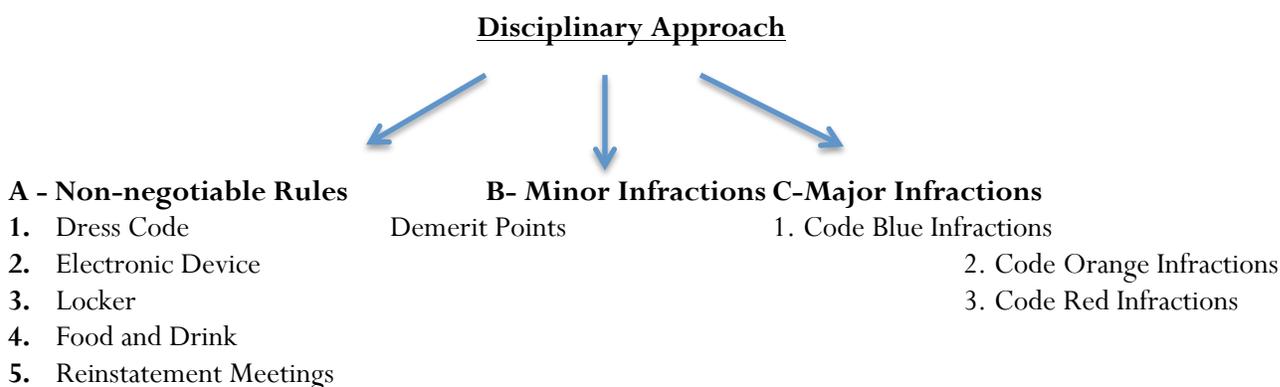
Dear Parents and Students,

Syracuse Academy of Science and Citizenship Charter School (SASCCS) administration and faculty are dedicated to establish a **positive school climate** that carries safe and comfortable educational environment. This is necessary to provide appropriate education to our valued students. The first component of a positive school culture is establishing clear expectations from students. SASCCS' **school-wide positive behavior expectations** from students are as follow:

1. Be Safe
2. Be Responsible
3. Be Respectful
4. Try Your Best

These expectations will be reviewed with students and displayed in every classroom and throughout the building. Using positive behavior intervention and supports, students will be recognized for their positive efforts.

The second component of a positive school climate is safety and a well-established disciplinary structure. Therefore, the student code of conduct has been developed to establish and enrich healthy behavioral expectations, rules and regulations. Please take a couple minutes to read the student code of conduct. In sum, the discipline issues are approached from three different views as seen below:



Please read the following pages to see the details of the student code of conduct. Lastly, please make sure you sign the last page and return it to your child's teacher.

Sincerely,
SASCCS Administration

Elementary School Management Policy

At SASCCS, our goal is to provide students with learning opportunities in and beyond the classroom. In an effort to maintain an orderly environment, we will implement a behavior management plan that rewards positive behaviors and redirects students when they display undesirable behaviors. Our students are expected to display appropriate behavior on a daily basis. We will uphold high expectations for all students' behavior so they can achieve their full potential in academics and citizenship.

School Behavior Plan Vision

SASCCS will maximize learning in an environment that is safe and respectful. Students will be encouraged to display positive behaviors. The integration of a strong character education program will enable students to act morally and take responsibility for their actions.

Character Traits

Month	Trait
August/September	Responsibility
October	Trustworthiness
November	Citizenship
December	Caring/Compassion
January	Fairness
February	Ambition
March	Respect
April	Perseverance
May	Teamwork
June	Integrity

Regular classroom meetings will be held to teach students valuable life skills while engaging in character education. Students will learn the definition of the trait and have many opportunities to role-play and practice using each trait.

School-wide Positive Behavior Expectations

1. Be Safe
2. Be Responsible
3. Be Respectful
4. Try Your Best

A matrix, as shown below, will demonstrate characteristics of these behaviors in areas within the school. The matrix will be posted in various locations throughout the school to remind students, faculty, and staff of the positive behavior expectations.

	Be Respectful	Be Safe	Try Your Best	Be Responsible
Classroom	<ul style="list-style-type: none"> • Help a struggling peer! • Use kind words! • Actively listen! • Encourage your classmates • Tell a teacher if you are being bullied or see bullying! 	<ul style="list-style-type: none"> • Walk • Leave any bad situations • Be an upstander 	<ul style="list-style-type: none"> • Try your best! • Persevere! 	<ul style="list-style-type: none"> • Listen to your teachers! • Follow all directions! • Do your best work!
Hallway	<ul style="list-style-type: none"> • Keep hands and feet to yourself! • Maintain level 0 voice level! 	<ul style="list-style-type: none"> • Walk • Keep hands and feet to yourself! 	<ul style="list-style-type: none"> • Use friendly reminders to peers of good behavior and voice levels! 	<ul style="list-style-type: none"> • Walk in the halls! • Maintain a voice level 0!
Cafeteria	<ul style="list-style-type: none"> • Help someone if a tray spills! • Say thank you to the staff who help you! • Include everyone! • Recycle and toss out trash in the correct receptacle! 	<ul style="list-style-type: none"> • Walk to your table Hold your tray with two hands • Use kind words at all times! • Eat your own food! 	<ul style="list-style-type: none"> • Try everything once! • Sit with different friends throughout the week 	<ul style="list-style-type: none"> • Recycle and toss out trash in the correct receptacles!
Bus	<ul style="list-style-type: none"> • Walk to your bus! • Greet driver! • Thank the bus driver! • Maintain a level 2 voice level! • Use kind words and actions! 	<ul style="list-style-type: none"> • Sit in your seat • Report all bullying! • Be positive Maintain a level 2 voice level! 	<ul style="list-style-type: none"> • Respect others, including peers and the driver! 	<ul style="list-style-type: none"> • Stay seated at all times • Keep the aisles clear! • Report any problems to the driver, your parents, and the teacher
Bathroom	<ul style="list-style-type: none"> • Throw out trash in bins! • When using soap, use one spritz. One and done! • Tell teacher if you see we are out of supplies! 	<ul style="list-style-type: none"> • Respect everyone's privacy and personal space! • Wash your hands • Walk 	<ul style="list-style-type: none"> • Treat the bathroom responsibly! • Report poor choices to teachers! 	<ul style="list-style-type: none"> • Keep bathrooms clean! • Use bathroom appropriately!

Positive Behavior Support & Reinforcement:

To encourage appropriate behaviors, students will be given positive points, such as DOJOs. At the end of the month there will be a Student of the Month Ceremony to recognize students based on the monthly character traits, their efforts, and academic achievements. The classroom with the highest number of DOJO points will be able to compete in a friendly competition to win a great prize. Students who earn the highest number of DOJOs in each class and grade level will receive special recognition.

Corrective Action:

There is a progressive discipline approach for students in elementary school. In addition to the school-wide positive behavior expectations, students are required to follow school rules. All members of the administration, faculty, and staff will review these expectations with students and their families. Throughout the year, all members of the school will reinforce rules in a fair and consistent manner.

A. NON NEGOTIABLE

1. Dress Code Policy and Procedure

Students who arrive to school out of Dress Code will be immediately sent to the main office for parent contact and will be able to return to class when in proper uniform.

For regular school days, students are to wear

- Khaki slacks with a belt (No cargo pants, joggers, or others designs)
- Light Blue polo-shirt with logo
- Any color of shoes (No flip-flops, open toe-shoes, or sandals)

Additionally, students must adhere to the following expectations:

1. No undergarments visible
2. Hats, Hoods and non-essential accessories are not to be worn in the building and will be considered a dress code violation.
3. Any outerwear not issued as part of the uniform cannot be worn in the building

2. Electronic Device Policy

Personal electronics are not allowed to be visible on any part of school grounds.

Elementary students are encouraged not to bring electronics to school. If necessary, electronics shall be kept turned off and secured in the student's backpack for the duration of the school day. The school is not responsible for any lost or stolen electronic devices

3. Locker/Cubby Use

The students are responsible for all items in their lockers/cubbies and any items lost or stolen. Students are not to share lockers/cubbies under any circumstances. Students are responsible for maintaining a clean and sanitary locker/cubby. The lockers/cubby are the property of SASCCS, therefore the administration has right to search all lockers/cubbies at any time if it is necessary or there is reasonable suspicion.

4. Food or Drink

Eating/drinking is NOT allowed in any area of the building except cafeteria. Water in a clear (translucent-avoid all colors) plastic container is allowed only in the building.

5. Reinstatement Meetings

Reinstatement consists of a meeting with the suspended student, his/her parent/guardian, and school administrators to discuss the violation committed by that student. **The meeting MUST occur prior to the student returns to the school.**

During the meeting an **academic and behavioral contract or other requirements** are discussed to support the needs of the student. All confiscated items, if permissible, may be returned to the family at this time. The student and parent are expected to adhere to the expectations of any plan that is agreed upon.

MINOR INFRACTIONS

Teachers will give multiple redirections in the classroom before minor infractions are given in the form of a demerit. The demerits will be documented to track student behavior over a period of time and communicate with parents. Teachers, faculty, staff and administration may issue demerit or merit points to students who demonstrate the undesirable behaviors listed in the chart.

- Every unacceptable infraction has a numerical point value. (See the chart below)
- Every school staff is allowed to issue demerit points
- Accumulation of demerit points constitutes consequences. (See the chart below)
- Earning merit points will erase demerit point value. (See the merit point chart)

#	Demerit Point Chart	Pnt Value	
Infraction #1	Unkind or insubordinate behavior	2	No Warning
Infraction #2	Lack of materials	1	No Warning
Infraction #3	Passing notes during class	1	No Warning
Infraction #4	Profanity	2	No Warning
Infraction #5	Running in the hallway	2	No Warning
Infraction #6	Sleeping in class (Medical necessity to the nurse)	2	No Warning
Infraction #7	Uniform Violation	1	No Warning
Infraction #8	Excessive talking or causing disruptions	2	Warning
Infraction #9	Failure to follow or ignoring directions	2	Warning
Infraction #10	Failure to follow emergency drill directions	3	Warning
Infraction #11	Failure to work on assigned task	1	Warning
Infraction #12	Horse-playing or fooling around	2	Warning
Infraction #13	Humming/singing/making noises	2	Warning
Infraction #14	Improper sitting or leaning back in chairs	1	Warning
Infraction #15	Littering	2	Warning

Demerit Point Consequences		
Point	Consequence	Action
10	Meeting with Parents	Parent Warning Letter-1
20	Detention (Social Probation Begins)	Parent Warning Letter-2
30	AES 1/2 day	Parent Warning Letter-3
40	AES 1 day	Parent Warning Letter-4
50	AES 2 days (Lunch Det. Begins)	Parent Warning Letter-5

60	Suspension 1 day	Parent Warning Letter-6
70	Suspension 3 days	Parent Warning Letter-7
80	Suspension 5 days	Parent Warning Letter-8
90	Suspension 5 days/hearing	Parent Warning Letter-9
100	Alternative Setting	Alternative Setting Meeting

NOTE-1: Regardless of total point, a student who accumulates 10 DP in a week, is placed in AES for a day.

NOTE-2: Students who are willing to attend teams or clubs must not exceed 20 DP.

NOTE-3: Students at social probation cannot attend extra non-curricular activities (e.g. dance, trip, sports, and etc.)

NOTE-4: Students, who accumulates 20 DP within 4 weeks before a school-wide event, cannot attend the event.

Merit Point System

- Teachers issue merit points to the students who demonstrate positive behaviors as listed below.

Point Value	Awards
10	Appreciation letter home + Snack Bag
20	Breakfast
30	Pizza
40	Lunch Pass
50	One Day Dress Down
60	Two Day Dress Down
70	Field Trip (Quarterly)
80	Dinner – distinguished behavior certificates
90	Raffle for an iPod/Kindle/Chromebook???
100	Special Acknowledgement

Merit Point Chart			
Weekly Awards			
1	Classroom Excellence	Meeting with expectations of (1) On time , (2) Be prepared , (3) Participate , (4) Complete the Assigned Work and (5) Follow teacher’s directions	2
2	Best Homework	Highest score on homework assignment. Limit one per class	2
3	Leadership	Being a role model for others, promoting positive school culture. Limit one per class .	2
Daily Awards			
4	Citizenship	Notifying the admin of serious problems at the school, displaying the monthly character trait, OR helping another for their act of selfless humanity	2
5	Attendance	Students who arrive the school on time receives this merit point.	1
6	Administrative Recognition	Exceptionally well behaved in a day	2

Compliance & Achievement Awards			
7	AES Compliance	Students must remain silent and follow all directions given by the supervisor.	2
8	Sat. Detention Compliance	Students must remain silent and follow all directions given by the supervisor.	2
9	Honor Roll	Receiving honor certificate	2
10	High Honor Roll	Receiving high honor certificate	4
11	Test Excellence	Scoring a 90% or higher on a test or exam. (ONLY tests, midterm exams and final exams)	2

MAJOR INFRACTIONS

When the safety of faculty, staff, and students is not jeopardized or the behavior does not impede on the learning of others, teachers will redirect students and use strategies to intervene with problematic behavior before writing a referral. Teachers will change a student's location within the classroom or utilize a buddy classroom with a reflection to help the student turn his or her behavior around.

Code Blue Infractions	Code Blue Consequences
<ol style="list-style-type: none"> Being restricted or unauthorized area Conspiracy to harm others or cause damage to property Disrespectful attitudes toward teachers Excessive disruptions during class (more than three level warning) Failure to follow school-wide rules Leaving the class without permission On-going disrespectful conduct Profanity towards students Public display of affection Refusing to follow teacher's directions Use of another person's password or online accounts Verbal confrontation with peers (heated argument) 	<ul style="list-style-type: none"> Administrative Detention Multiple Administrative Detentions Saturday Detention from 1 to 5 days AES placement from 1 to 10 days 1-3 days out of school suspension <p>NOTE: Depend on severity and repetition, any of these consequences may be issued.</p>

Code Orange Infractions	Code Orange Consequences
<ol style="list-style-type: none"> Any sort of sexual contact Conduct that ignores the others' health or safety Damage to school or private property (Parent is accountable for any cost of the damage.) Demonstrating disrespectful attitudes toward administrators Entering the school under the influence of drugs or alcohol (smell of drugs or alcohol). False activation of the fire alarm Fighting (on or off school grounds) Harassment with efforts to intimidate, bully or ridicule Harassment with efforts to intimidate, bully or ridicule on cyberspace (email, Facebook, Snapchat, Twitter, Instagram, Kik, etc.) Harassment with offensive expressions Harassment with unwelcome sexual advances 	<ol style="list-style-type: none"> Multiple days of AES 1-3 days of out of school suspension + Multiple days of AES 5 days OSS without hearing 5 Days OSS with superintendent's hearing Expulsion <p>NOTE#1: A student who curses at any staff cannot continue with his/her regular schedule for the day. He/ she is immediately either</p>

<ol style="list-style-type: none"> 12. Harm or destruction of any sort of data 13. Infiltrating the SAS school database 14. Leaving school grounds without permission 15. Offensive, sexually-oriented or threatening messages, pictures or symbols 16. Physical attack on student 17. Profanity towards staff in any format verbal, written, online and etc. 18. Refusing or ignoring to follow administrator's direction 19. Resistance toward public safety officers 20. Resistance toward school administrators or securities 21. Unauthorized possession of a prescription or over the counter medication 22. Verbally or physically challenging administrative authority 23. Posting pictures or video of staff or students on social media without permission. 	<p>sent home or place in AES for the day.</p> <p>NOTE#2: A student who refuses to follow administrative instruction is immediately sent home for the day.</p> <p>NOTE#3: Students who receive more than two orange referrals in a marking period will be on social probation</p> <p>NOTE#4: Parents and students must sign the code of conduct contract after the first fight.</p>
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IMPORTANT! Repetitive infractions end may result in long-term suspension or expulsion. Depending on severity of the infraction and/or students' disciplinary history, Administrators may issue any of the listed consequences.

Code Red Infractions
<ol style="list-style-type: none"> 1. Any sort of assault to a member of our community 2. Any threats to school personnel 3. Arson 4. Damage to school property which disrupts or impairs school business 5. Indecent assault 6. Indecent exposure 7. Involvement in, or threatened use of, a bomb or other explosive devices 8. Assaults with a weapon, or where serious injury may result 9. Possession of a stabbing/cutting instrument 10. Possession of a weapon (firearm, starter pistol, bb gun) 11. Possession of harmful biological or toxic substances 12. Possession of instrument that could bludgeon, cause concussion, or injury 13. Possession of other deadly weapon 14. Possession of tobacco, alcohol, prescription medications, illegal drugs, or related paraphernalia 15. Possession of, or involvement in the planning, making, or use of, an explosive, incendiary or chemical 16. Possession of e-cigarette and any substance 17. Rape 18. Retaliation against employee, witness or hearing officer 19. Robbery/Extortion 20. Sale of controlled substances or possession with intent to deliver or distribute 21. Threats related to any other weapon, including biological or toxic substances 22. Threats to kill or seriously injure any member of our school community 23. Posting explicit pictures or video of staff or students on social media

Code Red Consequence
Expulsion

Expulsion Process and Formal Hearings

In all cases involving possible expulsion, suspension will initially occur utilizing the process listed below:

1. Hearing the student
2. Parents are informed about the incident
3. Student is immediately suspended
4. Suspension and pending expulsion letter is sent via overnight mail to the parent outlining the reason for the suspension and pending expulsion.
5. Parents are invited to meet with administration to discuss the case for further clarification
6. The discipline committee listens to the student's, parents' and the school administrators' evidence and concerns or questions
7. The superintendent's decision are sent to the parents

NOTES:

1. The hearing process needs to be completed within five days of out of school suspension. The school may grant a parent's or guardian's request to reschedule the meeting **once**. However the student cannot attend the school until the superintendent's decision.
2. The meeting is held even a stakeholder does not show up as scheduled.

Appealing Process:

1. Parents write an official letter of appeal to the superintendent within **five** business days of receiving the letter or expulsion or alternative setting.
2. The superintendent takes the appeal to the board.
3. The board assigns a hearing officer to hold a hearing to make a recommendation to the board. (The same protocol as describe above is followed)
4. The board votes for the case at the first meeting after the hearing.

Appendix A

Behavior Intervention Plan

Level	Intervention	Descriptions	Follow-Up
Level-1 (10-20 DP)	Student Conference	Review rules and consequences of merit-demerit point system in person meeting. Students sign a letter of acknowledgment.	Evidence-1 Acknowledgement Letter
Level-2 (21-40 DP)	D.P. Check-in	Students stop by the designated office to view his/her demerit point record two times in a week during 4 weeks or until getting 40 DP. Students sign in each time they are informed.	Evidence-2: Sign-in Sheet
Level-3 (41-60 DP)	Parent/Student Conference	Parents are presented the student's current disciplinary status, rules, and consequences in the presence of the student. Parents and students sign the letter of attendance. NOTE: Students are placed in AES until the parents schedule the meeting.	Evidence-3: Parent-Student Conference Att. Signature

Level-4 (61-80 DP)	Behavior log-A	Students are given the behavior log-A for 1 MP to drop the accumulated DP. Students sign-in the form for log-A.	Evidence-4: Sign-in log-A
Level-5 (81-99 DP)	Behavior log-B	Students are given the behavior log-B for 2 MP to drop the accumulated DP. Students sign-in the form for log-B.	Evidence-5: Sign-in log-B

Appendix B

Alternative Placement Study (AES)

What is AES?

AES is a directed study in an alternative setting to provide students an opportunity to complete required work with their teachers help. The AES room serves five days a week under the supervision of a school personnel.

What is its purpose?

The purpose of the AES is to provide students, who are having hard time to comply with the regular education program requirements, to receive the required education in an alternative setting.

What are the AES procedures?

1. Administrators are the only authority to place the students in AES.
2. Students who fail to meet the regular school or classroom requirements are placed in this program for a short or long term depending on the incidents.
3. The assignments of the day are provided to the students
4. The students complete each assignment by following the direction.
5. Each teacher stops by the AES room throughout the day to provide instruction and answer student's questions.
6. Students must comply with the AES Code of Conduct while in the AES room.
7. If a student fails to meet the AES Code of Conduct, he or she is sent home.
8. Students must complete the assigned AES days to return the regular classes (any sort of absences are not considered as AES day)
9. Students eat lunch in the AES room
10. The supervisor collects all the completed assignments at the end of the day.

What is the AES Code of Conduct?

1. Students report to the room at 8:00 AM in the morning and sign in.
2. Students sit in the assigned seat only.
3. Students copy and sign the AES contract to return to the supervisor.
4. Students complete the assigned work individually.
5. Students take notes or write questions to ask for help from the teachers when they arrive
6. Students have to sign in and out when they leave the room for bathroom
7. Student must follow instructions given by supervisor, teacher or administrator.
8. Students are **NOT** allowed to:
 - a. Talk to each other or work together

- b. Make any sort of noise/disruption
- c. Leave the room without permission
- 9. Students must return all the completed work to the supervisor before leaving the school
- 10. Students, who fail to meet the AES expectation, will be sent home after a parent call.
- 11. Students who are sent home have to make up the missing day

Appendix C

Internet Use and Privileges

The list below is by no means exhaustive, but attempts to provide a framework for sites which fall into the category of unacceptable:

1. Adult/Sexually Explicit/Pornography
2. Criminal Skills
3. Drugs, Alcohol and Tobacco
4. Gambling
5. Intimate Apparel
6. Hacking
7. Hate (Crimes)
8. Personals and Dating
9. Violence/Offensive Language or Action
10. Remote Proxies
11. Weapons
12. Social Networking Websites (i.e. FaceBook, Twitter, Snapchat, Kik, Instagram)

Parent & Student Signature Page

I, parent/guardian of _____, received the SASCCS Student Code of Conduct. I have read and understood it. I am also aware that the SASCCS administration is open to discuss parental concerns about students' disciplinary infractions and consequences as long as both stakeholders agree on a scheduled date.

Parent Name

Signature

Date

NOTE: Please also be aware that the administration has right NOT to meet with the parents who use inappropriate language or disrespectful manners toward administration or teachers.

I, _____, received the SASCCS Student Code of Conduct. I understood expectations from me. I am also aware the positive and negative consequences of my behaviors.

I am committed to comply with the SASCCS student code of conduct.

Student Name

Signature

Date

B. Student Discipline Policy for Middle and High School

Introduction

Dear Parents and Students,

School administration and faculty are dedicated to establish a positive school climate that ensures safe and comfortable educational environment. This is necessary to provide appropriate education to our valued students. The first component of a positive school culture is establishing clear expectations from students. School's expectations from student are as follow:

1. Be on time
2. Be prepared
3. Participate
4. Complete the assigned task
5. Follow teacher's direction

The second component of a positive school climate is safety and a well-established disciplinary structure. Therefore the student code of conduct has been revised to establish and enrich healthy behavioral expectations, rules and regulations. Please take a couple minutes to read a five page-student code of conduct. In sum, the discipline issues are approached from three different views as seen below:

Disciplinary Approach		
A- Non-negotiable Rules	B- Minor Infractions	C- Major Infractions
Dress Code	Demerit Points	1. Code Blue
Electronic Device	Merit Points	2. Code Orange
Reinstatement Meetings		3. Code Red Infractions

Please be advised all expectations and consequences listed below apply on school grounds, the school bus, and at all school sponsored events.

A. NON NEGOTIABLE

Dress Code Policy and Procedure

Students are expected to arrive to school in proper uniform. Students who are not in dress code will not be allowed to enter the classrooms.

For regular school days, students are to wear only:

- Khaki slacks* or ankle length khaki skirts or knee length or longer khaki dress shorts (No cargo pants, joggers, or others designs)
- Light blue school shirts with logo
- Any color of shoes (No flip-flops, open toe shoes, or sandals)

In physical education classes, students in grades 5-12 must wear:

- School Atom GYM T-Shirt,
- School Atom shorts or plain navy blue sweatpants,
- Athletic Sneakers

IMPORTANT:

1. Students who arrive to school out of Dress Code will be immediately sent to the office to call home and required to return in Dress Code.
2. Repeated dress code violations will result in a parent conference.
3. Students will only be able to “dress down” when that privilege is earned.
4. Students who do not return the school are considered as unexcused absent.
5. No undergarments should be visible
6. Wearing uniform inappropriately is considered a Dress Code Violation (see appendix---D for more details)
7. Hats, Hoods and Scarves are not to be worn in the building and will be considered a dress code violation.
8. Any outerwear not issued as part of the uniform cannot be worn in the building
9. Dress Down days will be announced to staff, students, and parents/guardians in advance and will not be a regular occurrence.

Electronic Device Policy

Students must put all electronic devices in electronic lockers before the security desk when entering the building. The devices can be picked up at the end of the day.

If the students are caught with electronic devices:

- a. Students must surrender the phone to the school staff
- b. The dean of students keeps the phone and contact the parent.
- c. The school keeps the phone:
 - First Offense -- Parents must pick-up the device & sign contract
 - Second Offense --- The device is kept for 14 calendar days
 - Third Offense --- The device is kept for 28 calendar days
 - Fourth Offense --- The device is kept for the rest of the year

Note: If the students or parents refuse to surrender the phone, the student will be suspended immediately with superintendent hearing.

Reinstatement Meetings

Reinstatement consists of a meeting with the suspended student, his/her parent/guardian, and school administrators to discuss the violation committed by that student. The meeting **MUST** occur prior to the student returning to the school.

During the meeting an academic and behavioral contract or other requirements are discussed to support the needs of the student. All confiscated items, if permissible, may be returned to the family at this time. The student and parent are expected to adhere to the expectations of any plan that is agreed upon.

B. MINOR INFRACTIONS

Demerit Point System (Unacceptable minor infractions)

- Every unacceptable infraction has a numerical point value. (See the chart below)
- Every school staff is allowed to issue demerit points
- Accumulation of demerit points constitutes consequences. (See the chart below)
- Earning merit points is the only way to erase demerit points. (See the merit point chart)

	Demerit Point Chart	Point Value	
Infraction #1	Back-pack in the classroom	1	No Warning
Infraction #2	Cutting class (more than 10 minutes)	3	No Warning
Infraction #3	Failure to carry hall pass	1	No Warning
Infraction #4	Food or drink	2	No Warning
Infraction #5	Unkind or insubordinate behavior	2	No Warning
Infraction #6	Lack of materials	1	No Warning
Infraction #7	Passing notes during class	1	No Warning
Infraction #8	Profanity	2	No Warning
Infraction #9	Running in the hallway	2	No Warning
Infraction #10	Sleeping in class (Medical necessity to the nurse)	2	No Warning
Infraction #11	Tardy (unexcused)	2	No Warning
Infraction #12	Uniform Violation	1	No Warning
Infraction #13	Excessive talking or causing disruptions	2	Warning
Infraction #14	Failure to follow or ignoring directions	2	Warning
Infraction #15	Failure to follow emergency drill directions	3	Warning
Infraction #16	Failure to work on assigned task	1	Warning
Infraction #17	Horse-playing or fooling around	2	Warning
Infraction #18	Humming/singing/making noises	2	Warning
Infraction #19	Improper sitting or leaning back in chairs	1	Warning
Infraction #20	Littering	2	Warning
Infraction #21	Rudeness, or antagonistic behavior	2	Warning

Demerit Point Consequences		
Point	Consequence	Action
10	Admin Detention	Parent Warning Letter-1
20	Saturday Detention (Social Probation Begins)	Parent Warning Letter-2
30	AES 1 day	Parent Warning Letter-3
40	AES 3 days	Parent Warning Letter-4
50	Suspension 1 day (Lunch Det. Begins)	Parent Warning Letter-5
60	AES 5 days	Parent Warning Letter-6
70	Suspension 3 Days	Parent Warning Letter-7
80	Suspension 5 Days	Parent Warning Letter-8
90	AES 10 days	Parent Warning Letter-9
100	Alternative Setting	Alternative Setting Meeting
Notes:		
1. Regardless of total point, a student who accumulates 10 DP in a week is placed in AES for a day.		
2. Students who are willing to attend teams or clubs must not exceed 20 DP.		
3. Students at social probation cannot attend extra non-curricular activities (e.g. dance, trip, sports, etc.)		
4. Students, who accumulate 20 DP within 4 weeks before a school-wide event, cannot attend the event.		

Merit Point System

- a. Teachers issue merit points to the students who demonstrate the positive behaviors as listed below.
- b. Merit points and demerit points are recorded in the school database and one erase the other

Point Value	Awards
10	Appreciation letter home + Snack Bag
20	Breakfast
30	Pizza
40	Lunch Pass
50	One Day Dress Down
60	Two Day Dress Down
70	Field Trip
80	Dinner – distinguished behavior certificates
90	Raffle for a big prize
100	Special Acknowledgement

Merit Point Chart			
Weekly Awards			
1	Classroom Excellence	Meeting with expectations of (1) On time, (2) Be prepared, (3) Participate, (4) Complete the Assigned Work and (5) Follow teacher's directions	2
2	Best Homework	Highest score on homework assignment. Limit one per class	2
3	Leadership	Being a role model for others, promoting positive school culture. Limit one per class.	2
Daily Awards			
4	Citizenship	Notifying the admin of serious problems at the school OR helping another for their act of selfless humanity	2
5	Administrative Recognition	Exceptionally well behaved in a day	2
Compliance & Achievement Awards			
6	AES Compliance	Students must remain silent and follow all directions given by the supervisor.	2
7	Sat. Detention Compliance	Students must remain silent and follow all directions given by the supervisor.	2
8	Honor Roll	Receiving a 3.0---3.49 GPA with all A s and B s, and maximum one C on the report card.	2
9	High Honor Roll	Receiving a 3.5 GPA or higher with only A s and B s on the report card.	4
10	Test Excellence	Scoring a 90% or higher on a test or exam. (ONLY tests, midterm exams, and final exams)	2

C. MAJOR INFRACTIONS

Code Blue Infractions	Code Blue Consequences
<ol style="list-style-type: none"> 1. Being in a restricted or unauthorized area 2. Conspiracy to harm others or cause damage to property 3. Disrespectful attitudes toward teachers 4. Excessive disruptions during class (more than three level warning) 5. Failure to follow school-wide rules 6. Leaving the class without permission 7. On-going disrespectful conduct 8. Profanity towards students 9. Public display of affection 10. Refusing to follow teacher's directions 11. Use of another person's password or online accounts 12. Verbal confrontation with peers (heated argument) 	<ul style="list-style-type: none"> • Administrative Detention • Multiple Administrative Detentions • Saturday Detention from 1 to 5 days • AES placement from 1 to 10 days • 1-3 days out of school suspension <p>NOTE: Depend on severity and repetition; any of these consequences may be issued.</p>

Code Orange Infractions	Code Orange Consequences
<ol style="list-style-type: none"> 1. Any sort of sexual contact 2. Conduct that ignores the others' health or safety 3. Damage to school or private property (Parent is accountable for any cost of the damage.) 4. Demonstrating disrespectful attitudes toward administrators 5. Entering the school under the influence of drugs or alcohol (smell of drugs or alcohol). 6. False activation of the fire alarm 7. Fighting (on or off school grounds) 8. Harassment with efforts to intimidate, bully or ridicule 9. Harassment with efforts to intimidate, bully or ridicule on cyberspace (email, Facebook, Snapchat, Twitter, Instagram, Kik, etc.) 10. Harassment with offensive expressions 11. Harassment with unwelcome sexual advances 12. Harm or destruction of any sort of data 13. Infiltrating the school database 14. Leaving school grounds without permission 15. Offensive, sexually---oriented or threatening messages, pictures or symbols 16. Physical attack on student 17. Profanity towards staff in any format verbal, written, online and etc. 18. Refusing or ignoring to follow administrator's direction 19. Resistance toward public safety officers 20. Resistance toward school administrators or securities 21. Unauthorized possession of a prescription or over the counter medication 22. Verbally or physically challenging administrative authority 23. Posting pictures or video of staff or students on social media without permission. 	<ul style="list-style-type: none"> • Multiple days of AES • 1-3 days of out of school suspension + Multiple days of AES • 5 days OSS without hearing • 5 Days OSS with superintendent's hearing • Expulsion <p>NOTE#1: A student who curses at any staff cannot continue with his/her regular schedule for the day. He/she is immediately either sent home or place in AES for the day.</p> <p>NOTE#2: A student who refuses to follow administrative instruction is immediately sent home for the day.</p> <p>NOTE#3: Students who receive more than two orange referrals in a marking period will be on social probation</p> <p>NOTE#4: Parents and students must sign the code of conduct contract after the first fight.</p>

IMPORTANT!

- Repetitive infractions end up with long term suspension or expulsion
- Depending on severity of the listed infraction and/or students' disciplinary history, administrators issue any of the listed consequences starting from AES to expulsion referral.
- Students who have accumulated referrals will be placed on social activity probation

Code Red Infractions

1. Any sort of assault to a member of our community
2. Any threats to school personnel
3. Arson
4. Damage to school property which disrupts or impairs school business
5. Indecent assault
6. Indecent exposure
7. Involvement in, or threatened use of, a bomb or other explosive devices
8. Assaults with a weapon, or where serious injury may result
9. Possession of a stabbing/cutting instrument
10. Possession of a weapon (firearm, starter pistol, bb gun)
11. Possession of harmful biological or toxic substances
12. Possession of instrument that could bludgeon, cause concussion, or injury
13. Possession of other deadly weapon
14. Possession of tobacco, alcohol, prescription medications, illegal drugs, or related paraphernalia
15. Possession of, or involvement in the planning, making, or use of, an explosive, incendiary or chemical
16. Possession of e-cigarette and any substance
17. Rape
18. Retaliation against employee, witness or hearing officer
19. Robbery/Extortion
20. Sale of controlled substances or possession with intent to deliver or distribute
21. Threats related to any other weapon, including biological or toxic substances
22. Threats to kill or seriously injure any member of our school community
23. Posting explicit pictures or video of staff or students on social media

Code Red Consequence

Expulsion

Expulsion Process and Formal Hearings

In all cases involving possible expulsion, suspension will initially occur utilizing the process listed below:

1. Hearing the student
2. Parents are informed about the incident
3. Student is immediately suspended
4. Suspension and pending expulsion letter is sent via overnight mail to the parent outlining the reason for the suspension and pending expulsion.
5. Parents are invited to meet with administration to discuss the case for further clarification
6. The discipline committee listens to the student's, parents' and the school administrators' evidence and concerns or questions
7. The superintendent's decision are sent to the parents

Notes:

1. The hearing process needs to be completed within five days of out of school suspension. The school may grant a parent or guardian's request to reschedule the meeting once. However the student cannot attend the school superintendent's decision has been made.
2. The meeting is held even if a stakeholder does not show up as scheduled.

Appealing Process:

1. Parents write an official letter of appeal to the superintendent within five business days of receiving the letter or expulsion or alternative setting.
2. The superintendent takes the appeal to the board.
3. The board assigns a hearing officer to hold a hearing to make a recommendation to the board. (The same protocol as describe above is followed)
4. The board votes for the case at the first meeting after the hearing.

D. Appendices

Appendix A: Behavior Intervention Plan

Level	Intervention	Descriptions	Follow-Up
Level-1 (0-19 DP)	Student Conference	Review rules and consequences of merit-demerit point system in person meeting. Student sign a letter of acknowledgment.	Evidence---1 Acknowledgement Letter
Level-2 (20-39 DP)	D.P. Check-in	Students stop by the designated office to view his/her demerit point record two times in a week during 4 weeks or until getting 40 DP. Students sign in each time they are informed.	Evidence-2: Sign-in Sheet
Level-3 (40-59 DP)	Parent/Student Conference	Parents are presented the student's current disciplinary status, rules, and consequences in the presence of the student. Parents and students sign the letter of attendance. NOTE: Students are placed in AES until the parents schedule the meeting.	Evidence-3: Parent-Student Conference Att. Signature
Level-4 (60-79 DP)	Behavior log-A	Students are given the behavior log-A for 1 MP to drop the accumulated DP. Student sign-in the form for log-A.	Evidence-4: Sign-in log-A
Level-5 (80-99 DP)	Behavior log-B	Students are given the behavior log-B for 2 MP to drop the accumulated DP. Student sign-in the form for log-B.	Evidence-5: Sign-in log-B

Appendix B: Alternative Educational Setting (AES)

AES is like a directed study in an alternative setting to provide students an opportunity to complete the required work with teacher's individual help. The AES room serves five days a week under the supervision of school personnel.

The purpose of the AES is to provide students, who are having hard time to comply with the regular education program requirements, to receive the required education in an alternative setting.

AES Procedures:

1. Administrators are the only authority to place the students in AES.
2. Students who fail to meet the regular school or classroom requirements are placed in this program for a short or long term depending on the incidents.
3. The assignments of the day are provided to the students
4. The students complete each assignment by following the direction.
5. Each teacher stops by the AES room throughout the day to provide instruction

and answer student's questions.

6. Students must comply with the AES Code of Conduct while in the AES room.
7. If a student fails to meet the AES Code of Conduct, he or she is sent home.
8. Students must complete the assigned AES days to return the regular classes (any sort of absences are not considered as AES day)
9. Students eat lunch in the AES room
10. The supervisor collects all the completed assignments at the end of the day.

AES Code of Conduct:

1. Students report to the room at 8:00 AM in the morning and sign in.
2. Students sit in the assigned seat only.
3. Student copy and sign the AES contract to return to the supervisor.
4. Students complete the assigned work individually.
5. Students take notes or write questions to ask for help from the teachers when they arrive
6. Students have to sign in and out when they leave the room for bathroom
7. Student must follow instructions given by supervisor, teacher or administrator.
8. Students are NOT allowed to:
 - a. Talk to each other
 - b. Work together
 - c. Make any sort of noise/disruption
 - d. Leave the room without permission
 - e. Use the bathroom no more than 2 times
9. Students must return all the completed work to the supervisor before leaving the school
10. Students, who fail to meet the AES expectation, will be sent home after a parent call.
11. Students who are sent home have to make up the missing day.

Appendix C- Additional Dress Code Requirements and Limitations

In addition to making sure you are wearing the school uniform, school requires that you follow these additional guidelines in terms of uniform appearance and personal appearance.

1. Jewelry should be appropriate for school and not attract undue attention. School reserves the right to decide on the appropriateness of jewelry
2. Students may wear ONE pair of earrings to school that do not attract undue attention.
3. Headbands should only be worn to hold back the hair.
4. Neckwear and ties are not to be worn by ladies or gentlemen.
5. Cosmetics should be appropriate for school and not attract undue attention.
6. No moustaches or beards except for due to medical reasons.
7. The following items are not to be worn or brought into classrooms and should be removed and stored in lockers prior to students' first class: Jackets, hats, caps, berets, scarves, bandanas and other headgear, winter hats, mittens and gloves

Dress Down Days

1. Shirts must include sleeves and be full length

2. Shorts must be knee length
3. Skirts must be ankle length
4. Undergarments must not be exposed
5. No low cut shirts or tank tops are allowed
6. Jeans may not be ripped or have holes

Absolutely none of the following are permitted:

1. Baggy or sagging slacks: Sagging bottoms are not permitted and displaying of undergarments is a violation of dress code. Those students whose bottoms do not rest appropriately at their waist should wear a belt.
2. Skinny pants/jeans, skintight, body-hugging materials
3. Clothing made from a lycra or stretch material
4. Jeans/denim fabric including dark wash
5. Defacing of the school uniform polo shirt by writing, cutting, tearing etc; those students whose uniforms have been defaced will be required to purchase a new one prior to returning to classes
6. Rolling up the hem or sleeves of the school uniform polo shirt
7. Gym shorts or athletic wear including sweatpants and yoga pants
8. No open shoes (toe and heel) such as slippers, sandals, flip flops, sliders, etc and high heel shoes
9. Bare legs and stockings where the skin beneath is visible
10. Waist and/or hem should never be rolled to shorten length of skirt
11. Hoods must be down at all times in the building (Not worn on head)

If a student is deemed to be dressed inappropriately on dress down days, he/she will be asked to correct their clothing choice to reflect the dress code; should the student refrain from changing his/her clothes, a parent/guardian will be called and the student will be sent home.

Appendix D: Internet Use and Privileges

The list below is by no means exhaustive, but attempts to provide a framework for sites which fall into the category of unacceptable:

1. Adult/Sexually Explicit/Pornography
2. Criminal Skills
3. Drugs, Alcohol and Tobacco
4. Gambling
5. Intimate Apparel
6. Hacking
7. Hate (Crimes)
8. Personals and Dating
9. Violence/Offensive Language or Action
10. Remote Proxies
11. Weapons
12. Social Networking Websites (i.e. FaceBook, Twitter, Snapchat, Kik, Instagram)

Appendix-D: Acknowledgement and Acceptance of Student Handbook

I, parent/guardian of _____, received the Student Code of Conduct. I have read and understood it. I am also aware that the School administration is open to discuss parental concerns about students' disciplinary infractions and consequences as long as both stakeholders agree on a scheduled date.

Please be advised all state and federal laws exceed our student handbook.

Parent Signature Date

Note: Please also be aware that the administration and teachers have the right NOT to meet with the parents who use inappropriate language or disrespectful manners toward administration or teachers.

I, _____, received the Student Code of Conduct. I understood expectations from me. I am also aware the positive and negative consequences of my behaviors.

I am committed to comply with the student code of conduct.

Student Signature Date

ATTACHMENT 5B: BY-LAWS

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.

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: _____

ATTACHMENT 5C: CODE OF ETHICS

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 8A: HIRING AND PERSONNEL POLICIES AND PROCEDURES

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. \$750/yr.
Salary raise: 15+ yrs. \$500/yr.
Loyal staff stipend: 5-9 yrs. spent at SASCCS, \$500 added
Loyal staff stipend: 10+ yrs. spent at SASCCS, \$750 added

SASCCS Personnel Policies and Procedures

1. Equal Opportunity Employer

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

2. Hiring

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This school contributes to the Unemployment Compensation plan administered by the State of New York.

33. Director's Benefits

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

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

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

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

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

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

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

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

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

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

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

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.