

**Full Application Summary**

Proposed Charter School Name <sup>9</sup>	OnTECH Charter High School
Application History	SUNY Charter Application (Spring 2016)
Proposed Board Chair Name	Ellen K. Eagen
Proposed Board Chair Email Address	[REDACTED]
Proposed Board Chair Telephone Number	[REDACTED]
Public Contact Name	Ellen K. Eagen
Public Contact Email Address	<a href="mailto:ellen@ekelawfirm.com">ellen@ekelawfirm.com</a>
Public Contact Telephone Number	315-256-2461
District of Location	Syracuse City School District
Opening Date	September 2017
Proposed Charter Term <sup>10</sup>	5 Years
Proposed Management Company or Partners	N/A
Projected Enrollment and Grade Span for Indicated Years	Year 1: 110 (9 <sup>th</sup> Grade)
	Year 5: 360 (9 <sup>th</sup> – 12 <sup>th</sup> Grade)
<b>Mission Statement</b> To create a community of members who aspire to and engage in life-long learning while understanding their potential as change-makers in society. <ul style="list-style-type: none"> <li>○ To provide all students with a bedrock of math, English and science literacy with the objective to situate all students on an educational pipeline and identify as life-long learners.</li> <li>○ To provide project-based learning to enhance literacy, interpersonal and problem-solving skills with the aim to have all students identify as change-makers in our community.</li> <li>○ To provide students with technical skills relating to the sustainable sciences as an entry into the workforce and/or a career pathway.</li> </ul>	

The proposed Board of OnTECH Charter High School and community advocates undertook a multi-year assessment of the educational needs of the Syracuse community prior to submitting this application. Our approach was to address local issues relating to poverty, unemployment and education through human-centered design, a creative approach to problem solving that starts with people. The Board gathered information from community meetings, refugee groups, meetings with education, business and nonprofit organization leaders, as well as students and parents. The result is OnTECH, a school uniquely designed as an educational alternative addressing two critical populations, students at risk of dropping out and the children of refugee families. By addressing two of the most challenging issues of the Syracuse School District, OnTECH provides support to the district, so much so that the Superintendent for the past five years has indicated so in a letter of support.

Key Design Elements:

- At-Risk Student Population: students who have dropped out and new Americans/ refugees
- Career & Technical: hands-on, contextual curriculum based on indigenous industries
- Project-based Learning: instruction based on realistic tasks, product, events or presentation
- Brain-based Learning: engagement of teaching in the context of how the brain works
- Social-emotional Learning: curriculum infused with developing social competencies

OnTECH is dedicated to reaching students who are struggling in a traditional school environment and who are at risk of dropping out, or who have dropped out, as well as to the children of refugee families. Students in these populations are over-age and under-credited. Intense remediation is required to bring them up to grade- age level. The OnTECH goal is to

provide this very individualized instruction and awaken their curiosity to learning and to show how knowledge can be a path to personal fulfillment and lead to life-long careers.

This will be accomplished through a uniquely designed curriculum using cutting edge instructional technology. Project Based Learning will be a component of all courses. Students will be immersed in the contextual environment of the course they are studying. The school will use the latest technology, including a robotic telepresence communication which enables two-way communication to anywhere in the United States and throughout world. OnTECH will be able to bring the world into the classrooms to the students. The instructional spaces will be mindful of a project-based, collaborative approach to learning.

The curriculum is designed to connect with industries indigenous to Central New York where the region has expertise in agriculture, agribusiness, environmental sciences and alternate power. The County of Onondaga has made the environment and alternate energy a priority in its growth, along with water quality. It is estimated that over the next ten years occupations in these disciplines will grow at a 3X faster rate than the median rate of others. The end goal is to impart learning that teaches employable skills for local industries.

Over the last 15 years, over 10,000 refugee families have settled in Syracuse, in 2015 there were over 700 families. There are over 35 different languages and cultures, with many of the children having their education interrupted or not being at an age grade level. This is a tremendous challenge to the school district adding to the already high drop out rate. To the extent that OnTECH can keep these students on track to stay in school to graduate, it adds to the graduation percentage to the district. OnTECH is prepared to thoroughly support students who might have disabilities and will be compliant with all state and federal regulations.

The OnTECH proposed Board is mindful of the Board of Regents requirements for Charter Schools and the importance of meeting the standards for the students. To that end, OnTECH has devised evaluations and assessments of students, Board and staff that will assure that the school stays on track to its commitment and goals. The Board is aware of the importance of adhering to the budget, fiscal metrics and to all reporting requirements. Within the operational plans is built the capacity to insure all compliances.

Starting with the population of at risk and refugee children to be served, the unique curriculum focus, the relationships with higher educational institutions and the many businesses that have expressed a desire to provide advice and support for internships, and the overwhelming support from the community at meetings and outreach, OnTECH promises to be a unique and viable educational offering to the parents and children of Syracuse and Central New York.

<b>CERTIFICATION AND ASSURANCES STATEMENT</b>
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Proposed Charter School Name \_\_\_ OnTECH Charter High School \_\_\_\_\_  
Proposed School Location (District) \_\_\_ Syracuse City School District \_\_\_\_\_  
Name of Existing Education Corporation (if applicable) \_\_\_ N/A \_\_\_\_\_

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”<sup>11</sup>

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

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;<sup>12</sup>
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted;<sup>13</sup> and

- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.<sup>14</sup>

I, Ellen K. Eagen, hereby certify that the information submitted in this Full Application to establish OnTECH Charter High 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:

A handwritten signature in black ink that reads "Ellen K. Eagen". The signature is written in a cursive style with a long, sweeping underline.

Date: 08/11/2016

# ONTECH CHARTER HIGH SCHOOL

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

### A. Mission Statement and Objectives

The mission of OnTECH is to promote college, career and life readiness for under-credited, disconnected and at-risk youth living in Syracuse, enabling them to graduate from high school as life-long learners, prepared socially, emotionally and academically to lead fulfilling lives, contributing back to the community.

The objectives of OnTECH are:

- To create a community of members who aspire to and engage in life-long learning while understanding their potential as contributors in society.
- To provide all students with a bedrock of math, English and science literacy with the objective to situate all students on an educational pipeline and identify as life-long learners.
- To provide project-based learning to enhance literacy, interpersonal and problem-solving skills with the aim to have all students see their potential as change-makers in our community.
- To provide students with technical skills relating to the sustainable sciences as an entry into the workforce and/or a career pathway.
- To awaken in all students a sense of curiosity for knowledge and learning which will enrich their personal lives and lead to careers of life-long fulfillment.

OnTECH will materially further the purpose of Education Law §2850(2) in the following ways. OnTECH **will improve student learning and achievement** by graduating from high school students who would likely never have graduated from high school. See §2850(2)(a). OnTECH **will increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure** as the target population is at-risk students, students who received a 1 on any one of their 8<sup>th</sup> grade state tests and students who have enrolled in high school but have under five credits. See §2850(2)(b). Further OnTECH's lottery preferences ELL students, encouraging and welcoming young adults who have recently come to the United States and have minimal English and literacy. See §2850(2)(b). Currently refugees are being settled in the Syracuse area through the federal resettlement programs. In 2015 over 700 refugees settled in this area. Young adults between 16 and 21 arrive with minimal English skills and at times interrupted or no education; even in situations where children have been in school, in many cases the families do not have the proper paperwork. While these hurdles may be surmountable in the primary grades, they prove more challenging in high school. In the primary grades, state testing is skill and not content driven, there are considerable accommodations under the common core testing for ENL and research proves that language acquisition is easier. However, for the young-adult between 16-21, attaining a high school diploma requires passing content-based classes and content-based Regents exams – a difficult task when students have minimal literacy. Because the Districts are accountable for getting students in an out of high school within four years, there is a lack of incentive of enrolling and retaining at-risk students of the non-compulsory age. Consequently, developing innovative programs that serve this type of student is not a focus of the District. Consequently, these New Americans join the ranks of the high school dropouts in our city, lacking literacy and skills to be viable members of the community. Therefore, a school like OnTECH would expand the learning experience for students at-risk of academic failure. See §2850(2)(b). OnTECH **will**

**use different and innovative teaching methods by embracing a project-based learning style.** The curriculum is intentionally differentiated to capture a student who is not at the 9th grade math or English literacy level and remediate them to reach proficiency, accumulate credits and obtain a high school diploma. In addition, the aim of the OnTECH is to provide meaningful education that is related to employable skills and by doing so engage the disenfranchised student by connecting the value of education with employment, a career and livable wage earnings. See §2850(2)(c). In addition OnTECH will use cutting-edge educational technology such as the robotic telepresence to bring experts to the students, engaging their curiosity. See §2850(2)(c). In addition OnTECH **will create new professional opportunities for teachers, school administrators and other school personnel** by creating a school that educates our new Americans applying innovative pedagogy. Over thirty-five different cultures have resettled in Syracuse, shedding their status as refugees to be new Americans. Our school will embrace all of these people and assist them in integrating in our community. To be successful educators will need to grapple with unique issues as to how to educate students who have had an interrupted education or no formal education and how to create processes and procedures to identify special education needs where a child has minimal literacy skills. See §2850(2)(d). Teachers will receive on-going professional training in Sheltered Instruction Observation Protocol and Project-Based Learning. Finally OnTECH **will provide parents and students with expanded choices in the types of educational opportunities that are available** within the public school system by providing a school that provides technical training in agriculture and sustainable sciences, an area of study that is not offered in the Syracuse City School District. See §2850(2)(e).

### **B. Key Design Elements**

***At-Risk Student Population.*** OnTECH Charter High School will serve at-risk students, students who have dropped out of the Syracuse School District program or on the cusp of dropping out or are new Americans/refugee students who, by age or prior education, have not been able to integrate into the public school district grade levels. A School that has this model is the International High School at Lafayette in Brooklyn, New York. This school, similar to OnTECH, is a full-year high school program and students represent more than a dozen ethnicities and nationalities. The SIOP model and project-based learning have been effective approaches to English language learners at the International High School.

***Career & Technical.*** The curriculum will be project-based and connected to the region's indigenous industries and resources. OnTECH will provide job skills and career and technical teaching enabling students to attain employment upon graduation. The students will be preparing for a future that will enable them to begin a career or secure employment in growing industries in the Central New York region and/or continue on to secondary education. The curriculum will include the requisite subjects and graduation requirements under New York State Education Law, with a focus on career and technical training for sustainable sciences and technology, specifically in the area of agriculture, agribusiness, sustainable sciences and alternative energy. As a support to the curriculum and the growth of students as employees in the work force, OnTECH is establishing a mentoring relationship between professionals from the industry and the students. Apprenticeship and employment opportunities will be part of the students' education and training. In addition, OnTECH has established a relationship with Morrisville State College and SUNY Cobleskill, which also has technical education programming in the sustainable sciences. Through these relationships OnTECH is establishing an education pipeline for OnTECH graduates into a post-secondary field of study that will lead to a fruitful career. Cornell Cooperative Extension has informed us that there are only a few small agriculture

programs in high schools in the United States. However, this model of building a relationship between a school and a business borrows from the traditional technical schools (Baltimore Polytechnic) and the modern P-Tech model (Pathways in Technology Early College High School). The aim is place the students on an educational pipeline with an articulation of a career. A percentage of students will continue with post-secondary education and another percentage will identify a career upon graduation from high school, graduating with a trade certification or micro-credential.

**Project-Based Curriculum.** Instruction is based on project-learning, which involves completing complex tasks that result in realistic product, event, or presentation to the audience. Effective product learning has five key characteristics:

- Project outcomes tied to the curriculum and learning goals
- Driving questions and problems lead students to the central concepts or principles of the topic or subject area.
- Student investigations and research involve inquiry and knowledge building.
- Students are responsible for designing and managing much of their own learning.
- Projects are based on authentic, real-world problems and questions that students care about.

Research on learning projects having these qualities found that students' gains in factual learning were equal to or better than those using more traditional classroom instructional methods. But when the studies took time to measure gains on other learning skills, in particular, higher-order, 21st century skills, the learning gains were significantly higher than learning gains in traditional settings, especially in areas of critical thinking, mastery and self-esteem.<sup>1</sup> In addition, studies show that project-based learning is an essential way to integrate speaking, writing, listening and reading in teaching English Language Learners.<sup>2</sup> A high school model that fully integrates project-based learning throughout its curriculum is High Tech High in San Diego.

**Brain-based learning.** Brain-based learning is the purposeful engagement of strategies that applies to how our brain works in the context of education. The design of the OnTECH schedule is based on current brain-based research. For example, the school will operate on a trimester system throughout the school year. Studies show that there is learning loss during the summer causing student to loose gains in proficiency.<sup>3</sup> In addition, summer will be necessary time for students to accumulate enough credits to graduate high school before they are statutorily prohibited from attending high school. Second, the school day will start later in the day. This year the American Academy of Pediatrics issued a report calling on middle and high schools to start later in the morning to address sleep deprivation issues amongst adolescents.<sup>4</sup> Studies show that the circadian rhythm of teenagers prevents them from going to sleep earlier than 11 p.m. and

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<sup>1</sup> [www.edutopia.org/inquiry-project-learning-research](http://www.edutopia.org/inquiry-project-learning-research)

<sup>2</sup> Helping Newcomers Succeed in Second Schools and Beyond, Short/Boysen, Center for Applied Linguistics, 2012  
Trilling, 21st Century Skills, 2009

<sup>3</sup> Cooper, Harris. "Is the School Calendar Dated? : Summer Learning Loss and the Achievement Gap." Teachers College Record, Date Published: September 15, 2008: <http://www.tcrecord.org> ID Number: 1535

<sup>4</sup> American Academy of Pediatrics, Adolescent Sleep Work Group, Committee on Adolescence and Council on School, 2016.

The Association between School-based physical Activity, Including Physical Education and Academic Performance (U.S. Department of Health and Human Resources) 2011

<https://www.psychologytoday.com/basics/post-traumatic-stress-disorder>.

teenagers need 8-9 hours of sleep a night.<sup>5</sup> Sleep deprivation is correlated to attention deficit, depression and undermines test taking. In response to this research, OnTECH will start the day at 10, allowing students to get the necessary amount of sleep. Third, OnTECH has built in physical education in the middle of the day. Research shows that physical education during the day can enhance learning in multiple ways.<sup>6</sup> Physical activity gives your brain a break and then resets it, with a charge of endorphins functioning as a mood-booster, enhancing self-esteem. In addition, physical activity enhances the neural synapsing of an adolescent's brain. For these reasons we have embedded physical education between two blocks of classes and in the middle of the day. The young people in the community of New Americans deal with depression. As young people, forced to flee their home countries, they were exposed to chronic stress early in life and as a result are prone to mental problems such as anxiety and mood disorders later in life, as well as learning difficulties. Post-traumatic stress disorder (PTSD) triggers changes in brain structure. Neuroplasticity is the term used to refer to the changes in the organization of the brain as a result of experiences and research supports the conclusion that traumatic stresses in an adolescent's early life can have a disastrous effect on behavior and learning ability.<sup>7</sup> However, when students who experience traumatic events are placed in a caring environment, "an educated, discerning and reflexive teacher may be the vital catalyst that sparks engagement in a stressed or traumatized learner."<sup>8</sup> Thus, decisions regarding the school schedule are based on current brain research to enhance the academic and social-emotional learning of our special populations.

***Social-emotional Learning.***<sup>9</sup> ONTECH will foster the socio-emotional learning and growth of its students. The curriculum will be infused with developing social competencies that can range from simple eye contact to the more nuanced empathy and compassion. The profoundly multicultural nature of our student body makes the necessity for a common language of respect, compassion and perseverance between our students essential to maintaining a productive environment. To address this issue in a differentiated manner, ONTECH will intrinsically infuse the school and classroom environment and the Advisory Curriculum with the 16 Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship.

### **C. Enrollment, Recruitment, and Retention**

OnTech's grade configuration will encompass students that would traditionally be in a high school setting. In Syracuse the high school schools encompass grades 9-12 as will OnTECH. However, they will not be placed in their age-equivalent cohort. Instead, each student will be

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<sup>5</sup> Kelley, Paul, et al. "Synchronizing Education To Adolescent Biology: 'Let Teens Sleep, Start School Later'." *Learning, Media & Technology* 40.2 (2015): 210-226. *Professional Development Collection*. Web. 13 Aug. 2016.

<sup>6</sup> Brusseau, Timothy A., and James C. Hannon. "Impacting Children's Health And Academic Performance Through Comprehensive School Physical Activity Programming." *International Electronic Journal Of Elementary Education* 7.3 (2015): 441-450. *ERIC*. Web. 13 Aug. 2016.

<sup>7</sup> Willis, Alison, and Michael Nagel. "The Role That Teachers Play In Overcoming The Effects Of Stress And Trauma On Children's Social Psychological Development: Evidence From Northern Uganda." *Social Psychology Of Education* 18.1 (2015): 37-54. *SocINDEX with Full Text*. Web. 15 Aug. 2016.

<sup>8</sup> Ibid.

<sup>9</sup> Costa, Arthur L., and Bena Kallick. *Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success*. Alexandria, VA: Association for Supervision and Curriculum Development, 2008. Print.

accessed by age, number of credits, experience in school and performance on diagnostic assessments in reading and math. For example, although OnTECH may enroll 110 students in SY2017-2018, some of those students may be able to graduate in SY2020-2021, but others may be assessed to graduate as late as 2022-2023. Because these students never entered 9<sup>th</sup> grade, OnTECH takes the position that even though they may be an upperclassmen based in age, they are not an upperclassman based on experience or skill. This approach of assessing and placing the students in an expected graduation cohort may create a misalignment with grade-equivalents in the other City high schools; however, this misalignment is immaterial because these students could not survive a traditional school setting and the District will not enroll a student who does not graduate in 4 years. In fact this very misalignment (differential between credit accumulation and grade equivalency) is the very reason students are not graduating from high school and are dropping out. Where, however, there is no discrepancy between age, grade equivalency and graduation cohort, there will be no misalignment with the district and there will be no negative impact if the child wants to transfer back into the district high school. The projected enrollment table that presents the number of students to be served by the school follows:

**2017-18 through 2021-22**

<b>CHARTER ENROLLMENT BY GRADE</b>						
<b>GRADES</b>	<b>AGES</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Kindergarten		-	-	-	-	-
1st Grade		-	-	-	-	-
2nd Grade		-	-	-	-	-
3rd Grade		-	-	-	-	-
4th Grade		-	-	-	-	-
5th Grade		-	-	-	-	-
6th Grade		-	-	-	-	-
7th Grade		-	-	-	-	-
8th Grade		-	-	-	-	-
9th Grade		110.00	90.00	90.00	90.00	90.00
10th Grade		-	110.00	90.00	90.00	90.00
11th Grade		-	-	110.00	90.00	90.00
12th Grade		-	-	-	90.00	90.00
Ungraded						
Totals						

***Application, Admissions Policy and Procedures.*** Attachment 1 includes the admissions and enrollment process plan for a public lottery. Notably, OnTECH will fill any vacancies created during the school year and this policy serves OnTECH’s mission and one of the key design elements of the school to serve the refugee population. The refugees are resettled into the area throughout the year. One of the issues that young adults face when they arrive midyear is entering a school midacademic year. At OnTECH curriculum will be structured to allow students to enter in at any point of the school year. Thus backfilling will pose no issues with the flow of

the academic year. OnTECH will use the New York State Charter School Uniform Application Form. The language in the application will include the following language and recognize the following preferences:

Admissions for 2017-2018

OnTECH Charter High School welcomes students who meet the following criteria:

Students who are eligible for high school, 16 years or younger, and have 5 or fewer high school credits; or  
 Students who are entering high school and scored a 1 in ELA or math on the state test in 8<sup>th</sup> grade.

OnTECH will accept students at any time of the year as long as the school has capacity as defined by its total per pupil enrollment. Vacated seats by enrolled students will fill from a waiting list. For the purposes of the lottery, preferences will be given in the following order

- (a) Residents of Syracuse City School District
- (b) Siblings of enrolled OnTECH students
- (c) Children of Employees at OnTECH
- (d) ELL students

**Rationale for Selecting Enrollment Size.** OnTECH can meet its target enrollment because there is student demand for over-age/uncredited students who are struggling through high school or dropping out, reaching limited proficiency and thereby cutting short any possibility of making a livable wage and getting out of poverty. According to 2015 Syracuse City School District data published by NYSED, of the class of 2015, only 34% of English Language Learners graduated on time. 77 of the 2015-2016 cohort English Language Learning Students were still enrolled and therefore at risk, with 43 students of that same cohort already identified as having dropped out. This data indicates that English Language Learners are at risk and contributing in a significant way to the drop-rate out rate in Syracuse. Additionally, the district itself has a number of at risk students who could benefit from this type of alternative school. In the Syracuse City School 2011 cohort, graduating in 2015, 237 / 1443 students have dropped out. In addition, according to the Bureau of Refugee and Immigrant Assistance (WRAPS – Worldwide Refugee Admissions Processing System), from 2001-2012, 7,210 refugees came to Onondaga County. In the last two years, 732 refugees in the age range of 14-19 settled in Onondaga County. Accordingly to the WRAPS data in Syracuse, there has been an increase of approximately 50 refugee children a year, from year to year, for the seven years. In addition, our key design – project based learning – works best in clusters with several students and demands a low student to teacher ratio. Starting with 110 students allows for effective learning.

**Enrollment and Retention Targets.** OnTECH will likely exceed the enrollment and retention targets for the District. Based on the enrollment and retention calculator the relevant percentages for the District of the City of Syracuse the following chart indicates the percentage of students OnTECH needs to enroll to maintain the required percentage of economically, disadvantaged, English language learners and Students with Disabilities.

<b>Enrollment Targets -- 1st Year (Grades 9, 110 Students)</b>		
Economically Disadvantaged	74.90%	84.4
English Language Learners	14.50%	16.4

Students with Disabilities	19.10%	21.5
<b>Retention Targets -- 1st Year</b>		
Economically Disadvantaged	91.90%	77.6
English Language Learners	92.10%	15.1
Students with Disabilities	87.60%	18.9
<b>Enrollment Targets -- End of Charter (Grades 9, 10, 11 and 12, 360 Students)</b>		
Economically Disadvantaged	73.30%	265.9
English Language Learners	14.10%	51
Students with Disabilities	18.30%	66.3
<b>Retention Targets -- End of Charter</b>		
Economically Disadvantaged	93.20%	247.9
English Language Learners	92.90%	47.3
Students with Disabilities	88.80%	58.8

OnTECH will meet these projected targets because it is highly likely that the majority of its students will be English language learners who are New Americans and New Americans, as a group, are in the poorest bracket in the City, all eligible for the free and reduced lunch program. OnTECH acknowledges that it may be difficult to attain the percentages of Student with Disabilities because it is difficult to initially differentiate to whether students are struggling with literacy because they are new to the language or because they have a learning disability. Even though they are older children who normally would have been diagnosed at some point between K-8, they likely did not have quality of education that would have identified a disability. Consequently, OnTECH will need to be closely assessing each child's progress and making a determination whether a special education evaluation is necessary should a determination be made that a student is not progressing as rapidly as his or her cohort. **OnTECH's plan to recruit, retain SWD, ELL and FRD.** OnTECH will implement a plan to recruit and retain populations. Key elements of the plan are as follows:

- OnTECH will implement authorizer-approved lottery preferences for ELLs.
- OnTECH will continue its conversations with the District and demonstrate efforts to work collaboratively with the local district Committees on Special Education to educate them about the services, settings, and special program features available at the school.
- OnTECH will disseminated outreach materials including, but not limited to, information about the school, information on how to apply to the school, and contact information for the school for stakeholders to reach out to with further questions, that are accessible to all parents in the language representative of the many ethnic groups in the city. OnTECH has already contacted a local translating service to assess how many languages in which they are versatile.
- OnTECH will target mailings, radio, and newspaper advertising in languages prevalent in City
- OnTECH will disseminate by outreach materials including, but not limited to, information about the school, information on how to apply to the school, and contact information to organizations that support the New Americans in the community such as Interfaith Works, Catholic Charities, White Branch Library, Hopeprint, and other agencies.
- OnTECH will reach out to the mosques and churches where the New Americans attend and ask to address the audiences in their native language.

- Ongoing partnerships with community based and social service agencies

After the School is open, OnTECH will maintain an open and family-like community. It will plan events that ensure that parents feel welcome to attend including. To this end

- A parent representative will on the Board
- Board meetings will be translated into various languages
- Translators will be available during open houses and other school events.
- Google language translator dropdown will be added to school’s website.
- All materials explaining the ELL and SWD programming and supports available at the school will be translated
- Translation of all school materials, including enrollment materials, into the predominant language of the communities served.

It is the intention that OnTECH facilities become part of the community of the families served. Currently, the refugee communities in Syracuse are not only isolated from the City but stay within their own communities. The goal is to create a place of community where all groups can congregate. OnTECH will do this purposefully. For example, it is the intention of the School to host soccer games that will engage all members of the community, inviting families that are already in the school to feel comfortable and encouraging new families to come.

**D. Community to be Served**

**Community Description and Demographics.** OnTECH will be located in the City of Syracuse that is centrally situated in Onondaga County. The City has a population of 145,170 based on the estimate of the 2015-16 Bureau of Census. The metro region of Syracuse has a population of 732,117. The breakout of the racial and ethnic populations of Syracuse based on United States Census Bureau estimates for 2014 is as follows:

Total population:	144,263	100%
White	80,787	56%
Black/African American.	41,836	29%
Latino/ Hispanic	11,541	8%
Asian	7,213	5%
American Indian	1,442	1%
2 or more races	7,213	5%
Some other race	2,885	2%
3 or more races	629	1%

Based on the figures available the age breakout is:

Under 5	10,098	7%
Under 18	33,180	23%

A brief historical understanding of the Syracuse community is helpful gaining a perspective on the challenges of the present day. For two centuries, up to the 1960’s Syracuse grew economically and prospered as a region and as a community. Initially, the construction of the Erie Canal provided cheap transportation from the New York harbors to the Great Lakes. This

was followed by a network of railroads connecting Syracuse to the rest of the country. Not so ironically, refugees who have been coming to the region for over the last 100 years contributed to the region's growth. The American Committee for Relief in the Near East brought refugees here during the turn of the century, they learned trades, prospered and entered into the fabric of the community (Onondaga Historical Society Exhibit, With Open Arms, the Story of the Armenians in Syracuse, Summer 2015). As a result, Syracuse became a hub of commercial activity and a home to major industries. In the early days it was known as the "Salt City" because of the massive salt deposits that were extracted for consumer use and as raw material for chemical companies. The automotive industry benefited from the nearby steel mills, with General Motors and Chrysler establishing large operations. Carrier Corporation became a leader in air quality and air conditioning. General Electric employed 16,000 people in building television sets and appliances. Crouse-Hinds was the leader in manufacturing traffic signals for the nation and Gustave Stickley became renown for producing the iconic Craftsman furniture line. However, in the latter half of the 20<sup>th</sup> century and to the present day, Syracuse has suffered a substantial decline in its industrial and manufacturing base. There has been a substantial population loss to the city and a significant erosion of its tax base. The lack of job growth and employment opportunities has left the city with an unsustainable tax base given the revenue requirements. A further impact of the negative economy has been the number of vacant homes, which now amounts to over 2,500 units, a substantial amount for a medium size city. In a 2014 report by 24/7 Wall St., Syracuse was ranked #7 in the nation as the city with the most vacant homes. The most disturbing trend has been in the poverty levels. Syracuse is home to the census tract with the highest percent of poverty in the United States. From the year 2000 to 2013 the percentage of black population living in poverty has risen from 43% to 65%; the number Latino living in poverty has gone from 49% to 62% in the same period. It is also has the 5<sup>th</sup> highest level of poverty for non-white Hispanics in the nation. In a recent study published in The Century Foundation by Professor Paul A. Jargowsky of Rutgers University, he describes the "Architecture of Poverty" where he makes the argument that the "concentration of poverty is the product of larger structural forces, political decisions, and institutional arrangement that are too often taken for granted." The unintended consequences are that "significant segments of our population live in neighborhoods where there is no work, where there are underperforming schools, and where there is little access to opportunity." Poverty is a major factor affecting the lives of the children in the city of Syracuse. It has placed great stress on the on families, employment opportunities and on the cohesiveness of households. In addition to dealing with the multitude of issues that any school district must contend with, the addition of the challenges resulting from poverty compound the issues. Another major trend in the city of Syracuse over the last two decades has been the increase in the new immigrant population. In 2014 New York State became the home to 4,050 refugees, with more than quarter of them coming to Syracuse and Onondaga County. It is a total more than Rochester, Utica and Binghamton combined. Most of these refugees came from Burma, Bhutan and Somalia. Onondaga County accepts refugees at the highest per capita rate in New York State and is the third highest rate in the nation. The great majority of these refugees settle in the area called the Northside of Syracuse. It is estimated that since 2000, over 10,000 refugees have settled in Syracuse. The two organizations primarily having the oversight for bringing in refugees are Interfaith Works and Catholic Charities. At this point it is estimated that the refugee population is 7% of the city. The exact numbers are difficult to ascertain because the agencies keep track of the new refugees for just six months and there are a number of language and custom barriers that are often an impediment to gathering information.

While these resettlements have the potentials of being very positive for the future of the region, the immediate impact is an increase need for public assistance. From 2008 to 2014, the County budget for assistance increased from 11% to 20%. It has also placed a strain on the school system in that many refugees arrive from war torn regions or where there has not been continuity of education for children. As a result, many of the refugees who are enrolling in school are over-age and under-credited for their age and expected proficiency level. Given the many challenges to the Syracuse School District, the influx of refugees is one more level of need that must be addressed within the confines of the mainly traditional structure. The teaching of many of refugee community, particularly at the high school level, must be individualized for learning language and coupled with high remediation for basic competencies. Based on meetings with Syracuse City employees dealing in this area, they admittedly are faced with a daunting task to effectively serve this refugee community. Further, at the information meetings held by OnTECH, representatives of the refugee communities stated that in their opinion the Syracuse City School District was not able to effectively address their needs.

***Description of population school intends to serve.*** The specific population OnTECH seeks to serve is those students who are struggling to perform in a traditional school setting for a variety of reasons. It could be that they have not been able to keep up with their class; earlier schooling might not have established the right foundation; some might have disabilities; others might be refugees who arrived in the United States and settled in Syracuse but who have not had a consistent level of education; there might be severe language deficiencies or there might have been disciplinary issues that precluded that student's ability to perform at his or her highest level. There are also a significant number of students who have dropped out at the age of sixteen who OnTECH intends on identifying and aggressively recruiting. OnTECH will serve these populations by providing a non-traditional learning program – project-based learning which capitalizes on students asking questions, not listening to lectures, and working collaboratively with their peers on teams. In addition, OnTECH will have well-trained professionals with the tools relating to SIOP to address language issues. Further, OnTECH's will iterate the programming based on brain research relevant to young adults. Finally, OnTECH will provide students the social-emotional tools to reprogram negative mindsets created by histories of failure and fear stemming from their own social situations.

***Rationale for selecting the community to be served.*** The rationale for selecting this population for the charter school is that they pose the greatest challenge for the Syracuse City School District in that special attention is required to deal with the individual issues of each child. Significant remediation is required. A personalized plan of instruction is necessary. Given the fact that the Syracuse District has over 20,000 students, which include four high schools students of approximately 6,000 students, it is extraordinarily difficult for the Syracuse District to address these issues. Added to this is the fact that many of these students are at risk of dropping out of school or who have reached the age of 16 and have already dropped out of school. In this sense, OnTECH will be creating the opportunity to recapture these students into the educational system and thereby add to the overall education delivery to children in the city. A further rationale comes from the meetings of OnTECH representatives with employees of the school district charged with providing instruction to the children of recent refugees to Syracuse. Admittedly this particular cohort of students poses an enormous challenge to the Syracuse District in that are in many cases over-age and under-credited. This has been supported by interviews of individuals in the refugee community many of which say that at young adults they were deterred from attending high school because of a variety of reasons including the fact that they had no

school records given they were coming from refugee camps, they had minimal literacy skills to tackle the Regents materials, and the material did not engage them. Applicants' ability to serve.

***How the proposed school will enhance and expands the educational options in Syracuse.*** The Syracuse District is faced with many challenges, which arise from basic instructional deficiencies. Last year the New York State Department of Education placed 18 schools of the Syracuse City School District in receivership, classified as “persistently struggling.” Among them were three of the high schools, Fowler, Henninger and Nottingham. This year 9 of the schools were removed, one of them being Nottingham, and three more were added. At this time two of the District high schools, Fowler and Henninger remain on the list and must improve or are taken over by the State. In addition the school district has a graduation rate of less than 60%, which is compounded by the fact that an estimated 25% of the population drop out of school by the 9<sup>th</sup> grade and another 25% drop out before graduation. Though the graduation rates for the most recent class of 2015 were up for the first time in six years, the rates are below the New York State averages.

	2014		2015	
	#	%	#	%
Syracuse Graduation Rates	771	51%	787	55%
New York State Graduation Rates		76%		78%

OnTECH promises to be a valuable addition to the educational options in Syracuse because it complements present offerings and does not primarily seek students who are being well served by the District or the other Charter School. Unlike a charter that seeks to serve the same cohort as the main focus of the District, OnTECH seeks students who are not being served by the existing public and non-public high schools. It might be that these students dropped out at the age of 16 or after, or are at risk of dropping out, or who are challenged by the traditional learning environment or who are over-aged or under-credited, such as many of the children of the refugee population, the latter requiring intense remediation and individualized instruction. To the extent that OnTECH can assist and support the work of the Syracuse District by providing instruction for the most challenging students, it will allow the District to further focus on its job of teaching the students who are able to perform in a traditional structure. To the extent that OnTECH can provide instruction for the special needs of children of refugee families, it provides assistance to the District in areas that require special resources and individualize instruction. In addition, while the District has developed technical programs within the high schools, none focus on renewable energy, sustainable science and agriculture. Accordingly, the alternative provided by OnTECH will be supportive to the goals of the District, by allowing the District to focus its resources on the students who can best respond to its core delivery of instruction. To the extent OnTECH graduates students, it will increase the graduation rates for the District.

***Family and Community Support, Sufficient to reach its Anticipated Enrollment.*** OnTECH has assessed family and community evidence by reaching out and meeting with families and with leaders of the target populations it wishes to serve. OnTECH Trustees has met with leaders from the Congolese, Karen and Somali, and Bhutanese who in turn have expressed their support of the idea. And, in turn they have asked OnTECH to attend community events and present to groups of youth. In addition, OnTECH has met with individuals who currently serve these communities such as Riina Gina, who currently runs literacy and after school programs for refugees and they have stated that they know children who can benefit from this program and have remained

involved as thought partners in the development of the idea. In addition, OnTECH has met with the leaders of the black community – Southwest community center and 100 Black men both who have given the idea their support, written letters of support stating they know students who can benefit. In addition, we have petitions signed by parents and students who are interested in sending their students to OnTECH.

***OnTech intends to partner with public schools in its area.*** OnTECH intends to reach out to the City to strike a partnership in testing new ideas with the District. While the District has not taken a position for or against the charter, Dr. Sharon Contreras, the outgoing superintendent has consistently and personally supported OnTECH and written a personal letter of support. Along with Dr. Contreras on April 18, the Lead Applicant met with the head of the ENL Department of the SCSD. She spoke to the need to try different models to give educational opportunities to new Americans. Even if the District does not respond formally to OnTECH's request to collaborate, OnTECH intends to establish some form of collaboration and serve the District in the spirit of charter law by providing an incubation of ideas. For example, OnTECH will contract with CAL to provide ELL training. And, at that time, OnTECH will reach out to the District to invite ELL teachers to participate in the SIOP workshop if there are open slots.

#### **E. Public Outreach**

***OnTECH has Employed Various Means to Engage its Community.*** OnTECH has rigorously demonstrated that it had conducted public outreach in conformity with a thorough and meaningful public review process to solicit community input and address comments from the impacted community. For example OnTECH created a website in October 2016 informing the community about the proposed charter school, including the intended location, target population, grades to be served and a description of the education program. To date, over 1500 individuals have viewed the site with more than 2/3 returning and more than 2/3's viewing more than the homepage. In addition the website includes a petition to show your support and a place on the website where you can ask a question or express a concern. The Lead Applicant personally responds to all of the inquiries and concerns. With permission of the sender, ONTECH has collected the emails of the individuals who have sent inquiries in order to create a database of individuals in the community who have shown interest in the charter. OnTECH keeps this group informed through electronic messaging.

***OnTECH has held numerous Public Meetings.*** In addition, OnTECH has held a series of public community meetings in the City of Syracuse various locations around town at which OnTECH has presented the school to the community – speaking to the private location in the north or west side of the city, the target populations, the grades and the programming. To advertise the meetings OnTECH created flyers that it posted in local groceries, electronically mailed to a list serve of a local organization and included in the local paper. ONTECH held public meetings at Pastimes on November 30, 2015 and at Northeast Hawley Development Association on February 18, 2016 and at JobsPlus on March 26, 2016. The locations chosen were intentional as they attracted different sectors from the community – local Syracuse residents who grew up on the north side, young adult refugees in our community and English language learner teachers who work with young adults trying to find employment. At each meetings, the Lead Applicant presented the School using some version of the PowerPoint that is on the website and then opened up the meeting for discussion. In addition attendees were given feedback surveys in order to capture the communities' impressions and questions regarding the school. OnTECH issued press releases for these meetings and OnTECH's story has been covered in the local paper, university paper and by the local news channels. In addition Board members reached out to

various business, community organizations and refugee groups including but not limited to the 100 Black Men, Southwest Community Center, Catholic Charities, the Community Foundation, and Refugee & Immigrant Self Empowerment (Rise) — to name just a few — to present and discuss OnTECH, solicit comment, feedback and support. At these meetings, a smaller-scale presentation was offered using the PowerPoint. Again, feedback was returned in the way of comment cards and verbal comments.

***OnTECH evolved through the community feedback.*** OnTECH has evolved in a number of key ways based on the specific feedback it has received in meeting and discussing feedback from the community. For example, one of the key-design elements – a pathway focused on agriculture – evolved from various comments during two community meetings. Upon a suggestion from a community member OnTECH researched out to the Future Farmers of America who have been a wealth of support regarding providing curriculum aligned with the common core and the extent of the industry growth in this region. In addition, at another meeting, a recent immigrant spoke to agriculture being an important key element given the fact that many of our local immigrant groups come from agrarian communities and that this design elements will be a bridge for both parents and children of familiarity and a way for parents to remain a part of their children’s lives in this new and oftentimes isolating environment. In addition, ONTECH has received feedback from local organizations on the location of the school. Gangs are prevalent in the City and OnTECH learned that the location of the school alone could deter students from enrolling. Therefore, OnTECH is focusing on areas that are neutral to the gangs. In addition, key operations features of ONTECH have been a result of feedback. We have specifically asked the Young adults what makes attending school difficult. Young Adults talk about having to take care of their younger siblings in the morning, not having appropriate clothes and not having familiar food in the cafeteria. OnTECH, it developing its days will be intentional with regard to each of those areas. It will start the day later so that Young adults talked about taking care of their siblings in the morning; it will have a clothes pantry and it will develop a food services plan that is not only palatable but celebrates the different ethnicities and uses food as a way to bridge the members of the diverse community. Even most recently, the leader of the 100 Black Men and the leader of Southwest Community – two organizations that serve our African-American populations spoke to the need to educate students around patience. They felt that the number one reason students dropped out was that they need immediacy. Mr. Love spoke of “plant, grow, harvest” as a theme to reinforce one of the competencies already identified as one of the 12 Habits of the Mind (Managing Impulsivity); OnTECH will embrace this articulation of this competency and tie it into the agriculture-based curriculum. Finally, community feedback has reinforced support for the need in our District for alternative means of education. Students at the various forums speak of being bored and disengaged with their curriculum. The focus of ONTECH’s programming is to engage and excite.

***Public Outreach is Ongoing.*** OnTECH is approaching developing the school in the spirit of human-centered design – that is approaching the problem of poverty, education drop-out and unemployment by creating solutions that speak to people’s needs and iterating the program to respond to those needs. If OnTECH is fortunate to receive a charter it intends to have a regular telephonic town hall to discuss the school. The telephonic town hall will allow individuals to be at home but participate in a group forum. The advantages of this type of forum are that, family’s responsibilities, and inhibition will not impede stakeholders from attending. Also people can feel comfortable speaking in an anonymous setting. In addition to electronic town halls, the Lead Applicant continues to have small meetings with various stakeholders in the community who

have responded to outreach. For example, later this month the Lead Applicant plans to meet BOCES project-based learning entities and also homes to meet with the Interim Superintendent of the Syracuse School District, Jaime Alicea. Further ONTECH’s website is being constantly revised with additional relevant articles or updates on the status of the project and we will send out an alert to our list serve when there is an update to encourage traffic to the website and input about the school. Further, OnTECH has created an advisory group of individuals from the various refugee groups. This group will meet over the coming months.

**Informing Students.** Students will be informed about ONTECH through conventional and nonconventional means. We will be post advertisements about open houses starting in November after the Regents vote. Advertisements will be published in the English and non-English penny savers and local newspapers. In addition OnTECH will approach the churches, temples and mosques to ask them to publish the advertisements in their weekly bulletins or newsletters. In addition OnTECH will continue to outreach to the local television media and ask to appear on the local talk news shows on radio and television. In addition, we will continue to attend the local football matches and spread information about the school by word of mouth. We will also include attractive posters, translated into various dialects, and post them in strategic places such as the bulletin boards in our local community organizations that serve the at-risk populations. Finally the Board will ask to meet with the groups responsive for resettling new American in the area to encourage them to offer OnTECH as an educational option – especially if they are children who have minimal experience with formal education or are of the high school age with minimal literacy and would benefit from a nontraditional educational setting. Students will have equal opportunity to attend the school because OnTECH will enroll students through the lottery process. The purposes of the preferences identified — specifically District 14 and ELL populations — is to give an advantage to the at-risk populations in Syracuse, capturing the refugee populations.

**F. Programmatic and Fiscal Impact**

**Local public/nonpublic educational.**

*The following school are public and nonpublic education options in and around the City of Syracuse.*

<i>Syracuse City School District High Schools</i>		
<b>Fowler High School (1321 students enrolled)</b>	<b>Corcoran High School (1425 students enrolled)</b>	<b>Institute of Technology at Syracuse Central High School (435 enrolled)</b>
Public Service Leadership Academy First Responder Academy Homeland Security Academy Military Science Academy Entrepreneurial Academy	International Baccalaureate Program	Automotive Culinary Arts Media Communications
<b>P-Tech Program</b>	<b>Henninger High School (1764 students enrolled )</b>	<b>Nottingham High School (1,262 students enrolled )</b>
High School Diploma + College Degree <ul style="list-style-type: none"> <li>• Electrical or Mechanical</li> </ul>	Medical Assistance Programs P-Tech Program	Natural Resources Construction Technology Welding Pre-engineering

<b>Roman Catholic Diocese Schools</b>	<b>Christian Brothers Academy</b>	<b>Syracuse Academy of Science Charter High School</b>
Bishop Ludden High School Bishop Grimes High School Academy of the Holy Cross High School	Private Catholic co-educational High School	
<b>Faith Heritage High School</b>	<b>Manlius-Pebble High School</b>	<b>STARS Alternative High School</b>
Christian faith based school	The community’s only independent school – though not located within the city of Syracuse, Syracuse residents may apply.	A part of Onondaga-Cortland-Madison BOCES

The majority of students attend the Syracuse City Public Schools. The Catholic Diocese School, Christian Brothers Academy, and Faith Heritage are tuition faith-based schools that offer a traditional curriculum with opportunities to take advanced placement courses. Manlius-Pebble Hill is a private, tuition-based independent school that offers a flexible range of courses that is geared towards a rigorous college preparatory education. The Syracuse Academy of Sciences presents itself as a STEM school. While the Syracuse City School District offers the traditional curriculum for college prep, which is most accelerated in its Baccalaureate Program, it has also recently offered educational opportunities in Career & Technical programs. It has placed different curriculum at each of the high schools, such as the First Responder Academy at Fowler High School and medical and technical programs at Henninger High School.

***Projected Programmatic Impact on Area Public and Non-public Schools.*** OnTECH would be complementary to and supportive of the Syracuse School District and the other public and private schools in the Syracuse community. First of all, OnTECH proposes to attract students who are at risk of dropping out or who have already dropped out of school. With respect to these students, they may not be enrolled at any of the Syracuse schools. To the extent OnTECH was able to keep these students on an educational track, it would be adding to the overall success rate of the Syracuse schools. Since the current graduation percentage of the Syracuse District is significantly below the state average, OnTECH would be positive contributor to these metrics. The programmatic offering of OnTECH would not be competitive for the same students as the Academy of Science Charter School as they are offering a STEM program, which is targeted, to students who have already demonstrated the capability to perform at high levels. The Academy of Science Charter High School would more directly compete with the Syracuse City School District’s best performers. OnTECH would not affect the enrollment of the Catholic Diocese schools, the faith-based school or the private independent schools as these are all tuition based and are not seeking to enroll academically at-risk students to their institutions who struggle to thriving in traditional settings. In fact these schools have tradition, direct-instruction programming and have entrance exams. Furthermore, while these students do offer some scholarships that support refugees to attend the faith-based schools, such scholarships are limited and are given to high-performing students. With respect to the SCSD, the target population is a challenging student cohort to teach as they require individualized instruction programs and are time/resource intensive for the Syracuse District. They also comprise a small portion of the total district, given its need to also focus on the main body of traditional students. OnTECH would be an effective option for these students. Of the Syracuse City School District population, 15% are English New Language learners, 20% are students with disabilities and 77% are economically disadvantaged. Accordingly, there would be no projected negative programmatic impact upon

the Syracuse City School District or other public or non-public schools. Further in considering that the total impact of OnTECH on enrollment, given OnTECH's targeted population is students who have dropped out, on the cusp of dropping out or never entered a traditional education setting, OnTECH would be a net positive to the community. The instructional curriculum of OnTECH gives added choice to Syracuse students. The curriculum is a contextual based CTE program with a focus on Agriculture, Agribusiness, Sustainable Sciences and Alternate Power. As such, the curriculum content is unique among the Syracuse public and non-public schools. The closest that any curriculum comes to a part of the OnTECH offering is Nottingham High School offering Natural Resources and Landscaping as part of its CTE program. However, this program does not offer OnTECH's key design elements that incorporate farms, green construction, the environmental sciences and the region's related businesses. Perhaps even more importantly, the curriculum approach of OnTECH is uniquely tailored to the targeted student population. A great majority of the over-age and under-credited students are severely challenged with respect to basic math and literacy competencies. OnTECH will directly address these issues with intense remediation, which will be scheduled during the regular school day, in the evening, on weekends and in the summer months. No other school in Syracuse provides this full-year embrace of a child's education. Furthermore, the curriculum integrates the teaching of social competencies. For the new Americans, integrating is challenging; while younger children social and integrate easier, it is much harder for high-school age students. As a result the refugee high school students in Syracuse tend to isolate themselves and socialize with their own communities. These social-emotional teaching relating to the 16 Habits of the Mind will assist young adults with fully integrating into the American culture.

***Projected Assessment of the Fiscal Impact on Area Public/Nonpublic Schools.*** The enrollment expectations for OnTECH are to start the first year with 110 students, and increase by 90 students for the next four years. However, OnTECH is also factoring in some attrition/graduation but expect to be at full enrollment at 360 students by year 4. Given, the unique aspect of the school it is likely that we not grow as a traditional charter school, growing grade by grade. Given we will be accepting overage/under credited students and that we are not seeding with a full 9th grade, we will need to immediately and continually assess each student who enrolls to determine when they will graduate to further inform future year enrollment numbers, especially year 5. For the purposes of this impact statement, budget is based on 360 per pupil enrollment at full capacity. The dollar amount that OnTECH anticipates to receive from the Syracuse School District is \$1,375,114 in per pupil funding. Other projected revenue that OnTECH anticipates from the district is \$185,892. The projected budget for the Syracuse School District is \$392,683,824. The yearly projected impact is 1.3% percentage of the Syracuse District's budget when the School is at capacity. A chart detailed the impact during the course of the charter term is below. However, in all likelihood the fiscal impact is even less than set forth below. Given that for the 2016-2017 school year the Superintendent of the City School has delineated a budget of over \$417,0000<sup>10</sup> and given that the District's budget will likely increase over the next five years and that per pupil funding for charter schools will stay relatively static, in all likelihood this percentage of the fiscal impact will decrease over the charter term. Further, arguably, the impact will be negligible because the mission of OnTECH is to serve new Americans who have not entered the District and disenfranchised students that have already dropped out of the District. While OnTECH acknowledges that the money trail from source to school is complex, at some level, the monies, especially federal monies, are tethered to the

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<sup>10</sup> (<http://www.syracusecityschools.com/districtpage.cfm?pageid=5314>)

students seated in school. Given that the District has not only not captured these students but they are not exiting a District school to attend OnTECH, one can argue that any per pupil impact is negligible on the District.

Largest Enrollment District: SYRACUSE CITY SD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for SYRACUSE CITY SD School District	Projected Impact (% of Districts Total Budget)
Year 1 (2017-18)	110	12,501	1,375,114	185,892	1,561,006	392,683,824	0.398%
Year 2 (2018-19)	200	12,501	2,500,208	371,784	2,871,992	392,683,824	0.731%
Year 3 (2019-20)	290	12,626	3,661,555	500,086	4,161,641	392,683,824	1.060%
Year 4 (2020-21)	360	12,626	4,545,378	557,676	5,103,054	392,683,824	1.300%
Year 5 (2021-22)	360	12,752	4,590,832	557,676	5,148,508	392,683,824	1.311%

## II. EDUCATIONAL PLAN

### A. Curriculum and Instruction

1. OnTECH’s mission is to serve students who are over-age, students with interrupted formal education (SIFE), and students who have limited acquisition of English. The curriculum design seeks to support and address the needs of each of these population through structural and pedagogical strategies designed to provide our students with the most intentional and supportive environment possible to become a high school graduate with college-ready skills. OnTECH’s framework for teaching and learning focuses on school wide foundational best practices, our goal assessment loop, and an inquiry-based, student-centered, cooperative instructional model that utilizes project-based learning.

#### a. School-Wide Foundational Best Practices

**Posted Focus and/or Essential Questions:** Effective questions are at the core of best practice inquiry-based teaching and learning. “Essential” and/or “Focus” Questions support students’ ability to organize and focus on the day’s learning experience. A daily “Essential” and/or “Focus” Question(s) can increase student engagement by sparking curiosity and providing our students with a direction for their collaborative inquiry.

**Posted Detailed Agendas:** Sharing the day’s agenda conveys the expectations, objectives, and sequence of the day’s learning experience to our students. Sharing the Agenda allows students to have a sense of stability, order, and a clear expectation regarding what is going to happen. They will know what to expect during the class period or unit and they also know what is expected of them to meet lesson objectives. Additionally, a detailed agenda with approximate timeframes

minimizes interruption and maximizes student engagement by providing late entering or distracted student with a tool to support self-directed (re)engagement. A best practice Agenda should include:

- i. A sequential list of the day's learning activities with brief explanations of expectations
- ii. Approximate timeframes for each activity
- iii. The day's learning goal

**Activities to Support Students' Immediate Engagement in Learning:** Each class will begin with a Do Now/Warm-up/Daily Launch that connects to the current days learning experience or is a formative assessment of the previous day's material. The task should be tiered to allow for multiple entry points such that all students can engage in the task even if they were not present for the previous class. Open-ended questions that require the interpretation of material are ideal.

**The Celebration and Recognition of Student Work and Accomplishment.** Clear recognition of authentic accomplishment is a hallmark of an effort-based school. Positive reinforcement of academic and social-emotional successes is an integral part of OnTECH's philosophy of building success for over-aged, under-credited, and ELL students. This recognition can take the form of celebrations of work that meets standards or celebrations of work that shows identifiable progress toward mastery of standards, such that, every student can meet real accomplishment criteria often enough to be recognized frequently.

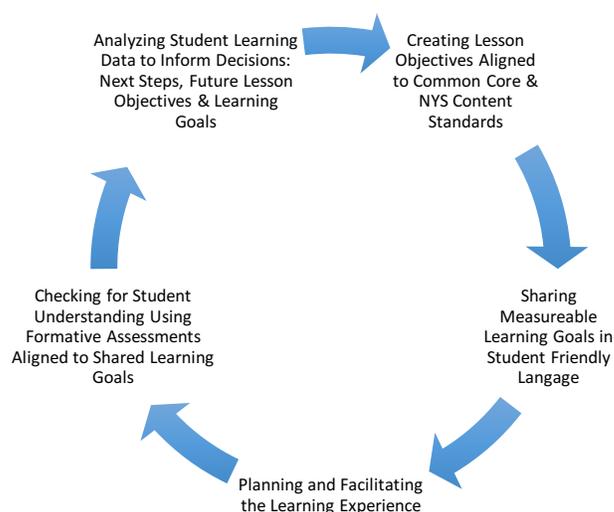
#### **b. Goal Assessment Loop**

OnTECH's Goal Assessment Loop will ensure that curriculum in the English language arts, mathematics, science, and social studies are properly aligned with New State Learning Standards/Common Core Standards. OnTech's professional learning community is committed to ensuring their curriculum answers the following questions:

1. What is it that we want all students to learn?
2. How will we know when each student has mastered the learning?
3. How will we respond when a student experiences difficulty in learning?
4. How will we deepen the learning for students who have mastered knowledge and skills?

#### **c. Inquiry-based, student-centered, cooperative instructional model that utilizes project-based learning**

The classrooms of OnTECH will bring learning to life for our students via instructional experiences that are rigorous, inquiry-based, student centered, and cooperative. The best practice inquiry-based classroom at OnTECH facilitates learning through questioning, utilizing multiple sources, representing diverse perspectives, and constructing project-based performance tasks. As a result, learning in the classroom is student centered and collaborative and fosters analysis, high order thinking, and application. Our students will collaboratively create new knowledge and applications that are authentic, relevant, and applicable to the real world.



2. OnTECH's mission is to prepare our student population – over-aged, student with interrupted formal education (SIFE), students with disabilities (SWD) and students who have limited

acquisition of English – for college and career readiness. The school’s curriculum accomplishes this mission through both structural and pedagogical design.

Key structural design elements of the school’s curriculum will be in accordance with a trimester academic calendar and with summer school serving as a fourth semester. The purpose of the trimester system is to address the over-aged and under-credited students that OnTECH is designed to engage. Through the trimester system, students will be able to accelerate their acquisition of credits and return to a pathway toward graduation. The fourth semester summer school will address the issue of learning loss during the summer which research has indicated plays an important role in closing the achievement gap<sup>11</sup>. Additionally, an extra hour of literacy is embedded in the schedule of students to further aid in their acquisition of the English language and English literacy. Teachers will be aware of what to teach based on two factors that will define the lower and upper bounds of the curriculum and through the use of formative and summative assessments. Diagnostic exams given to the students in ELA, mathematics, science, and social studies in conjunction (when available) with previous testing levels will determine the extent to which the teachers will have to remediate and review. These data points will determine the lower bounds of the curriculum. The upper bounds of the curriculum will be determined by what is required for mastery of the Common Core/NYS Learning Standards. Creating of tiered assignments with multiple entry points will be used, in addition to homogenous grouping which research indicates that students in mixed leveled classrooms demonstrate larger gains in their reading comprehension.<sup>12</sup> The use of formative assessments during the trimester, summative assessments (teacher generated exams and/or mock regents) at the end of each trimester, and a project-based performance task at the end of each trimester will serve to inform our teachers of what needs to be taught next and what needs to be re-taught. Moreover, the use of collaborative project-based performance tasks further supports the literacy of our ELL population by increasing the level of communication between peers.<sup>13</sup> Oral communication between is key element of literacy and also supports reading and writing competency.<sup>14</sup> The school administration team and the board of directors will review this structure after the August administration of the regents to assess the progress our students have made toward mastery of the Common Core and/or NYS Learning Standards. At such time, dependent on the data, revision may be made for the upcoming school year. Key design elements of the school’s curriculum include the school-wide foundational best practices and the goal assessment loop (discussed under sub-heading #1). Additionally, the curriculum includes a Career Technical Education (CTE) component. The CTE emphasis in Agriculture and Sustainable Energy will provide students with a rigorous and integrated curriculum of academic and industry-specific content. For many of our students preparing for success requires a different educational experience than the traditional model and our CTE emphasis will give our students exposure to learning that links their work in school to college and/or a career. Our CTE emphasis will be interdisciplinary and found throughout our curriculum as to promote college and career readiness in the development

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<sup>11</sup> Cooper, Harris. “Is the school Calendar Dated? : Summer Learning Loss and the Achievement Gap.” Teachers College Record, Date Published: September 15, 2008  
<http://www.tcrecord.org> ID Number: 1535.

<sup>12</sup> El-Koumy, Abdel Salam Abdel Khalek. "The Effects Of Homogeneous Versus Heterogeneous Reading-Style Grouping On EFL Students' Non-Preferred Reading Style And Reading Comprehension." *Online Submission* (2009): ERIC. Web. 13 Mar. 2016.

<sup>13</sup> Ibid.

<sup>14</sup> Wright, Wayne E.I. "Let Them TALK!." *Educational Leadership* 73.5 (2016): 24-29. *Education Full Text* (H.W. Wilson). Web. 10 Mar. 2016

of academic, technical, and employability skills such as communication, reasoning, problem solving, the ability to work in teams and other positive behaviors and skills vital to employers.

3. The curriculum of OnTECH aims to ensure that all students develop the positive social-emotional attributes, knowledge, and skills they will need to be college and career ready.

One of the key guiding principles of OnTECH’s curriculum will be to not only nurture the academic needs of our student from an instructional standpoint but to foster their socio-emotional learning and growth. OnTECH’s curriculum will include an advisory class to address this issue in a differentiated manner. The advisory curriculum will focus on the 16 Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.<sup>15</sup> The 16 Habits of Mind are:

1. **Persisting:** Sticking to task at hand; Follow through to completion; Can and do remain focused.
2. **Managing Impulsivity:** Take time to consider options; Think before speaking or acting; Remain calm when stressed or challenged; Thoughtful and considerate of others; Proceed carefully.
3. **Listening with Understanding and Empathy:** Pay attention to and do not dismiss another person's thoughts, feeling and ideas; Seek to put myself in the other person's shoes; Tell others when I can relate to what they are expressing; Hold thoughts at a distance in order to respect another person's point of view and feelings.
4. **Thinking Flexibly:** Able to change perspective; Consider the input of others; Generate alternatives; Weigh options.
5. **Thinking about Thinking (Metacognition):** Being aware of own thoughts, feelings, intentions and actions; Knowing what I do and say affects others; Willing to consider the impact of choices on myself and others.
6. **Striving for Accuracy:** Check for errors; Measure at least twice; Nurture a desire for exactness, fidelity & craftsmanship.
7. **Questioning and Posing Problems:** Ask myself, “How do I know?”; develop a questioning attitude; consider what information is needed, choose strategies to get that information; Consider the obstacles needed to resolve.
8. **Applying Past Knowledge to New Situations:** Use what is learned; Consider prior knowledge and experience; Apply knowledge beyond the situation in which it was learned.
9. **Thinking and Communicating with Clarity and Precision:** Strive to be clear when speaking and writing; Strive be accurate to when speaking and writing; Avoid generalizations, distortions, minimizations and deletions when speaking, and writing.
10. **Gathering Data through All Senses:** Stop to observe what I see; Listen to what I hear; Take note of what I smell; Taste what I am eating; Feel what I am touching.
11. **Creating, Imagining, Innovating:** Think about how something might be done differently from the “norm”; Propose new ideas; Strive for originality; Consider novel suggestions others might make.
12. **Responding with Wonderment and Awe:** Intrigued by the world's beauty, nature's power and vastness for the universe; Have regard for what is awe-inspiring and can touch my heart; Open to the little and big surprises in life I see others and myself.
13. **Taking Responsible Risks:** Willing to try something new and different; Consider doing things that are safe and sane even though new to me; Face fear of making mistakes or of coming up short and don’t let this stop me.

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<sup>15</sup> Costa, Arthur L., and Bena Kallick. *Learning and Leading with Habits of Mind: 16 Essential Characteristics for Success*. Alexandria, VA: Association for Supervision and Curriculum Development, 2008. Print.

14. ***Finding Humor:*** Willing to laugh appropriately; look for the whimsical, absurd, ironic and unexpected in life; laugh at myself when I can.
15. ***Thinking Interdependently:*** Willing to work with others and welcome their input and perspective; Abide by decisions the work group makes even if I disagree somewhat; willing to learn from others in reciprocal situations.
16. ***Remaining Open to Continuous Learning:*** Open to new experiences to learn from; Proud and humble enough to admit when don't know; Welcome new information on all subjects.

In Advisory, students will create benchmarks with their instructors to notate and showcase their level of mastery of the following Habits of Mind. These benchmarks will be infused as qualitative/ anecdotal data into both the assessment of their academic progress and their socio-emotional growth. These benchmarks will continue to adapt based on the evolving needs of both the student and their classmates. These Habits of Mind are designed to develop future orientation, encourage goal setting and promote identity development – all of which are crucial protective factors in healthy youth development<sup>16</sup> OnTECH's core class curriculum will be developed collaboratively with our staff using the Understanding by Design Framework to develop curricula that is backward designed and focused on teaching and assessing to engage student learning. The topics each core classes (i.e. ELA, mathematics, science, and social studies) cover will be determined in each grade according to the respective Common Core/NYS Learning Standards. Each subject will use formative and summative assessments in addition to an end of the unit project-based performance task. The schools CTE curriculum will be based on the National Agriculture, Food and Natural Resources (AFNR) Content Standards.

Resources for the curriculum include Prentice Hall text books, software, internet resources, [www.EngageNY.com](http://www.EngageNY.com), NYSED website, Common Core State Standards/NYS Learning Standards, Google Docs. Instructional strategies that will be used include: The School-Wide Foundational Best Practices (discussed in sub-heading #1), The Goal Assessment Loop (discussed in sub-heading #1), and inquiry-based instructional model that focuses on questioning and creating a student centered learning environment, tiered/leveled assignments that provide multiple entry points for students, heterogeneous grouping to all for peer-to-peer support, graphic organizers, daily writing activities to promote literacy, group projects, labs, independent student projects, discussions, student-led discussions, and case-studies.

4. The curriculum addresses the needs of over-aged under-credited, students with disabilities, students with interrupted educations, and English language learners by using pre-unit diagnostic exams to adjust the curriculum to the needs of our students. By implementing school-wide foundational best practices to build routine and comfort for our students and to minimize behavioral management. By using formative assessments as part of the schools goal assessment loop to allow our teachers to modify and adjust the curriculum to meet the needs of our students. By creating project-base performance tasks at the end of each unit to provide hands on real world applications of the material, wherein students are allow to analyze and interpret information. By using heterogeneous grouping to allow for peer-to-peer support and discussion. By using technology to assist students in improving literacy skills. By incorporating an advisory class that addresses the social-emotional needs of our

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<sup>16</sup> Catalano, R. F., Berglund, M. L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (2002). Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs. *Prevention & Treatment*, 5. Article 15. Available on the World Wide Web: <http://journals.apa.org/prevention/volume5/pre0050015a.html>

special populations and teaches them the habits of successful students and professionals. By providing an alternative pathway to graduation through a CTE program that gives our students skills that will prepare them to enter the workforce.

5. For over-aged and under-credited students the curriculum will allow them to acquire credits at faster pace than a traditional semester based curriculum. Extending the school year into the summer will provide additional instructional time to acquire more content knowledge and reduces learning loss during the summer. CTE class provides an additional pathway toward graduation for students who prefer hands-on real life educational experiences to the traditional general education classes.

For students with interrupted formal educations and students with disabilities (SWDs). The OnTECH curriculum provides a differentiation in content such that each class has multiple learning targets that range from 7<sup>th</sup> grade to 9<sup>th</sup> grade. These learning targets provide multiple entry points for students that will allow learners of varying levels to engage in the lessons. Furthermore, each class is heterogeneously grouped to allow for peer-to-peer support/review and provide an opportunity for students who may not have previous academic success to become a student that others look to for assistance thus boosting the relative high achiever's confidence in the material and their retention. As many students will speak English as a second language, the support students with the same first language provide each other is instrumental to the success of both the students and the instructor. Another component of OnTECH's curriculum and structure that supports SIFE students is the schools 10:00am start time which provides SIFE students the opportunity to balance their home, school, and job responsibilities. Many SIFE students come to the United States with the goal of improving their education and taking advantage of the economic opportunities the US affords. At the same time, many of these students will need to help their families financially and do so by taking any jobs that are available to limited English speakers. Their jobs often do not afford them the chance to dictate the hours they work and a later school start-time would help to mitigate the fatigue factor these students encounter with late hour job shifts. For English Language Learners (ELLs) and SWD, each OnTECH content area will focus on increasing student vocabulary in a responsible manner that does not over burden ELLs or SWDs. One structural aspect of OnTECH that supports language acquisition and reading comprehension in ELLs and SWDs is the schools use of heterogeneous grouping. Research indicates students in mixed leveled classrooms demonstrate larger gains in their reading comprehension.<sup>17</sup> However, simply grouping students together does not in-and-of itself lead to increased gains. The key to increased gains is the collaboration between students.<sup>18</sup> Other specific strategies that will be employed to support ELLs and SWDs are the use of strategic types of scaffolding, such as graphic organizers, visual aids, and peer-to-peer instruction. Technology will also be used to assist in their language acquisition through the use of programs such as Google translate where students can have what they have written read aloud to them so that they may self-assess and correct grammatically errors and syntax. The use of this technology will allow our students to take control of the learning by linking written English to spoken English on their level and will increase as their writing skills concurrently improve. To

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<sup>17</sup> El-Koumy, Abdel Salam Abdel Khalek. "The Effects Of Homogeneous Versus Heterogeneous Reading-Style Grouping On EFL Students' Non-Preferred Reading Style And Reading Comprehension." *Online Submission* (2009): ERIC. Web. 13 Mar. 2016.

<sup>18</sup> Ibid.

further address language and vocabulary acquisition, OnTECH has embedded a block literacy schedule to provide one-hour of reading, vocabulary building, and discussion into each day in addition to the content specific vocabulary. Discussion is a key element of literacy as oral competence leads to reading and writing competency.<sup>19</sup> Another facet of the OnTECH curriculum is the use of project based learning at the end of each unit that requires the students to apply the skills learned in the unit to a group project that must be presented to their peers. The collaboration required for the projects will support not only the academics of our students but also provides an avenue for our students to work on the social skills they will need to interact productively with their peers. The preceding is in addition to providing stand-alone ESL courses for ELLs that will range from beginning to intermediate to advanced to transitional. OnTECH also supports all special populations by offering a CTE emphasis in Agriculture and Sustainable Energy. Through this CTE emphasis, students will be provided a rigorous and integrated curriculum of academic and industry-specific content. For many of our students preparing for success requires a different educational experience than the traditional model and our CTE emphasis will give our students exposure to learning that links their work in school to college and/or a career. Our CTE emphasis will be interdisciplinary and found throughout our curriculum as to promote college and career readiness in the development of academic, technical, and employability skills such as communication, reasoning, problem solving, the ability to work in teams and other positive behaviors and skills vital to employers. Viewed collectively, the curriculum of OnTECH provides multiple layers of support for over-age, SIFE, SWD, and ELL students by supporting them academically through the trimester system, an additional hour of literacy/vocabulary building, and access to technology and software that provides a chance of self-assessment and creates a lasting strategy that students who are struggling with English can use indefinitely. This is in addition to a CTE emphasis infused project based performance task at the end of each unit that must be presented to class.

6. The key design features of OnTECH's curriculum allows are teachers and staff to design unit plans that backwards designed and informed by diagnostic exams which will enable our students of all levels to engage in the material. Our instructional focus is student centered and inquiry-based with an emphasis on groups and peer-to-peer support allowing for high achieving students to boost retention through assisting their struggling peers, while our struggling students receive support from both teachers and their peers. Our goal assessment loop ensures that relevant material and skills that needs to be re-taught is identified and addressed. The additional hour of literacy support built into our daily schedule helps to ramp up the acquisition of academic vocabulary and writing proficiency. Our CTE pathway provides students who would otherwise likely be disenfranchised an avenue to learn real world skills that have a direct connection to employment after high and thus serves as motivational tool. The schools advisory class serves as a social-emotional support and assist our students in learning the foundational skills needed to preserve and succeed not only in high school, but also in life. Our curriculum seeks to address the needs of the whole student academically, socially, and emotionally and as a result we expect our students to have the academic skills and motivation they require to achieve a performance level of 3 or higher (Regents exam score or 65 or higher).

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<sup>19</sup> Wright, Wayne E.I. "Let Them TALK!." *Educational Leadership* 73.5 (2016): 24-29. *Education Full Text* (H.W. Wilson). Web. 10 Mar. 2016

## **B. Special Student Populations and Related Services**

1. Students who are over-aged and under-credited will be provided full and meaningful access to participate and progress in the general education curriculum because the construction of all unit plans are backward designed with mastery of the Common Core/NYS Learning Standards as the end goal and a diagnostic exam and previous state exam levels as a tool to modify the unit to address their possible need for review and remediation. All afterschool programs will be announced and open to over-aged and under-credited students.

ELL will be provided full and meaningful access to participate and progress in the general education curriculum because the construction of all unit plans are backward designed with mastery of the Common Core/NYS Learning Standards as the end goal and a diagnostic exam and previous state exam levels as a tool to modify the unit to address their possible need for review and remediation. ELL students will also receive requisite ESL classes to further support their English language acquisition. Additionally, ELL students will be heterogeneously grouped with non-ELL students to advance language skills. Moreover, the use of Google translate text to speech technology will be used to assist in self-evaluation and acquisition of language and syntax. Also, OnTECH will implement a school-wide Sheltered Instruction Observation Protocol (SIOP) that is a research-based ELL support model that enunciates the supports that are conducive to ELL success<sup>20</sup>. All afterschool programs will be announced in their native language when possible or flyers written in their native language will be provided. All afterschool programs will be open to ELL students.

Students with interrupted formal education (SIFE) will be provided full and meaningful access to participate and progress in the general education curriculum because the construction of all unit plans are backward designed with mastery of the Common Core/NYS Learning Standards as the end goal and a diagnostic exam and previous state exam levels as a tool to modify the unit to address their possible need for review and remediation. Additionally, heterogeneous grouping will used to allow for peer-to-peer support from higher achieving students. All afterschool programs will be announced and open to SIFE students.

Students with disabilities will be provided full and meaningful access to participate and progress in the general education curriculum because the construction of all unit plans are backward designed with mastery of the Common Core/NYS Learning Standards as the end goal and a diagnostic exam and previous state exam levels as a tool to modify the unit to address their possible need for review and remediation. Also, students with disabilities will be, whenever possible, placed in inclusion co-teaching classrooms. Heterogeneous grouping will also be used to allow for peer-to-peer support from higher achieving students. All afterschool programs will be announced and open to SWD students.

2. All special population students will benefit from an inquiry-based student center classroom that de-emphasizes lectures and focuses on student-to-student discussion. The diagnostic exams and the goal assessment processes will ensure that students are not being taught material for which they do not have the pre-requisite skill. The school-wide best practices ensure that student disruption is keep to a minimum because each class will have a consistent structure that is recognizable. The school and classroom environment will focus on

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<sup>20</sup> [www.cal.org/siop/about/](http://www.cal.org/siop/about/). Accessed August 8, 2016.

supporting the social-emotional needs through the teaching of habits of mind and the celebration of student achievement toward mastery of Common Core/NYS Learning standards. The schools CTE classes will provide an alternative to pathway to graduation for students who prefer career readiness.

3. To identify possible student with a learning disability the school will follow these steps:
  - 1) ensure the student is receiving effective instruction from their classroom teacher;
  - 2) monitor their progress through formative and summative assessments;
  - 3) if not successful provide additional and/or different support;
  - 4) continue to monitor their progress through formative and summative assessments;
  - 5) if they still do not succeed a school professional may ask that a child be evaluated to see if he or she has a disability. For students who already have an IEP, the programming team will identify their designation based on their previous educational institution if available and then program them according to their IEP. For students with disabilities the following services will be offered: General education class services with supplementary aids and services (i.e., related services, special education teacher support services, 504 plan, and collaborative team teaching) and self-contained class services part-time or full-time in the high school. The school will provide teachers who are licensed by the NYSED to provide special education services and/or paraprofessionals depending on the needed services. These programs will be evaluated based on student performance on regent exams when provided for in the IEP or by the specific measure stated in the IEP.
  
4. To identify possible student with a learning disability the school will follow these steps:
  - 1) ensure the student is receiving effective instruction from their classroom teacher;
  - 2) monitor their progress through formative and summative assessments;
  - 3) if not successful provide additional and/or different support;
  - 4) continue to monitor their progress through formative and summative assessments;
  - 5) if they still do not succeed a school professional may ask that a child be evaluated to see if he or she has a disability. To comply with the Child Find process upon the initial referral for evaluation written notice will be provide to the parent and shall contain the following: a description of the action that the school proposes or refuses to take; an explanation of why the school is proposing the action or refusing to take action; a description of each evaluation procedure, assessment, record, or report the school is using in its decision to propose an action or to refuse an action; a statement pertaining to the parents protections under the IDEA; an explanation of how the parent can obtain a description of the procedural safeguards notice if the action the school is proposing or refusing to is not an initial referral for evaluation; resources for the parent to contact for help in understanding Part B of the IDEA; a description of any other choices that the Committee on Special Education (CSE) considered and the reasons why those choices were rejected; a description of any other reason why the school proposed or refused the action. The school will ensure that a student's general education teacher and special education teacher is present at all CSE meetings.
  
5. SWDs will be provided with specially designed instruction that is adapted to their needs through the use of diagnostic exams and formative and summative assessments. These adaptations may include a variance in how a student is taught by providing additional teacher and scaffolding support such as graphic organizers or additional visual aids or an audio version of text or a modified version of the text to match their Lexile level. Additional

supports include providing a secondary teacher in the room, providing additional time on an exam, reading of the questions and answers of the exam, and a calculator when applicable. SWDs may receive additional classes that provide academic support during the school day and/or electronic equipment (e.g., a laptop) to assist them in their academic functions. In class teachers will be licensed in special education by the NYSED, in class paraprofessionals will be required to clear all relevant background and educational checks as required by NYSED.

6. To provide specialized instruction and modifications each special education teacher will specialize in a core class and devise modifications for use by the general education teacher to fully meet the goals and requirements of the student IEP. Common planning time is provided in the schedule during the week and additional planning time may be offered via per-session.
7. The administrative and special education team will reach out to relevant district representatives to ensure that offered professional development is attended by relevant staff members to ensure compliance with all IEPs. Should the school lack financing to provide needed services the administrative team will reach out to district level representatives to ascertain the best solution to meet the needs of said students.
8. Depending on the form the student's IEP is delivered to the school, the school may scan or upload said IEP to a password protected website where general education and special education teachers have access to the files. If an electronic version is not available the school will safeguard said documents in a file cabinet that can be locked when not in use. Copies of IEPs can be generated manually using a copy machine for IEPs that only have a physical presence. Electronically stored IEPs are accessible via password for general education teachers and/or available to print.
9. General education and special education teachers will use common planning time to reflect on the progress of students and the modifications that are necessary. In addition to common planning time, per-session monies may be made available and well as communication through email may be used.
10. The school will provide career and college counseling for all SWD to assist them in the post-high and/or career plans. Additionally, the school will seek to build community relationships that provide internship and post-high school employment opportunities. Some of these employment opportunities will align with the CTE program of the school. Family and individual counseling services will also be provided for students who are emotionally disturbed with a focus on restorative justice when appropriate.

For our ELL student the school will provide family counseling for students who are new to the country and unfamiliar with the American culture, as well as, reaching out to community organizations that can provide workshops to help our students acclimate to their new environment.

11. The school will closely monitor the in school progress of SWD through the use of formative and summative assessments as well as post-high college and career readiness. The goal

assessment loop will be used to determine the in high school progress toward mastery of Common Core/NYS Learning Standards. The common planning time will be used to analyze the data from the formative and summative assessments and modifications will be made to the curriculum on continuing basis. Afterschool and in-school educational support classes will be made available.

### C. Achievement Goals

1. The Syracuse City School District has a current overall graduation rate of 51% (Public School District Total Cohort Graduation Rate and Enrollment Outcome Summary, 2013-2014 School Year).

Current Regents scores (As of 8/14/16) provided by the Syracuse school district Datacation website<sup>21</sup> is as follows:

Exam	80-100	75-79	65-74	55-64	Failed	Absent	No Score
ELA	36.19	9.7	13.94	7.82	7.25	0	25.1
Alg MathA	18.5	16.38	29.83	13.45	9.94	0	11.9
Geometry	7.5	5.79	14.75	14.18	22	0	35.78
Trig MathB	3.34	1.63	4.24	5.38	7.74	0	77.67
Global	18.5	9.86	21.27	11.57	19.32	0	19.48
US	29.83	7.33	12.88	6.76	8.31	0	34.88
Science	16.38	11.57	33.58	11.98	8.8	0	17.69
2nd Science	16.14	6.11	5.05	0	0	0	72.7
For Lang	0.16	0.08	0.08	0	0	0	99.67

2. OnTECH seeks to surpass the graduation rate of the Syracuse City School District by achieving an 80% graduation rate in line with the NYSED Charter School Performance Framework. The school will accomplish this by providing alternative pathways to graduation through the CTE/CDOS pathway. Additionally, the extended school year model and the additional hour of literacy focus are all key elements of the overall educational program. These are in conjunction with an instructional focus on inquiry-based learning and a goal-assessment loop that ensures proper identification of the skills that are in need of remediation and review and a social-emotional focus on the educating the whole student and providing not just the knowledge but the life and academic skills that are necessary for high student achievement. Regent testing goals and graduation goals for various subgroups are listed below:

OnTECH School Goals
<b>Regent Testing Goals</b>

<sup>21</sup> <http://syracuse.datacation.com/DataTools/>. Accessed on August 12<sup>th</sup>, 2016.

All Students	Aggregate Annual Regents Goals	Annual Regents testing for every tested subject	Meet State Average
	Cohort Regents Testing Goals	Cohort Regents testing goals for ELA, math, science, Global History and US History	Meet State Average
<b>Graduation Goals</b>			
All Students	Aggregate Cohort Graduation Rate	4-year and 5-year graduation rate for all students	80%
Subgroups	Subgroup Cohort Graduation Rate	4-year and 5-year graduation rate for students identified as economically disadvantaged, students with disabilities, and English language learners	80%
All Students	On-Track to Graduate	% of cohort that has passed 3 out of 5 Regents exams required for graduation by their 3rd year of high school	75%
All Students	Aggregate Student Persistence	% of students in a cohort that remain enrolled until they graduate from the high school program	80%
Subgroups	Subgroup Student Persistence	% of students identified as economically disadvantaged, students with disabilities, and English language learners in a cohort that remain enrolled until they graduate from the high school program	80%

3. Student constantly assessed through formative and summative assessments through the school year to determine progress toward mastery of content. The continual assessment of the school's students will allow for timely and meaningful academic intervention beginning mid-unit of the first trimester.
4. The use of formative and summative assessments to determine student progress toward clearly defined learning outcomes is well grounded in research. The use of both formative and summative assessments where the grading of summative assessments such as mock Regents exams is shared within the department using a pre-established rubric provides an objective evaluation of the students' progress and allows for constructive collaborative conversations to take place between content specialist who can share best practices for improve student achievement.
5. School leadership will use the benchmarks set forth here (75% graduation rate) as the starting point in all conversations regarding student achievement. Through the use of professional development, one-on-one coaching meetings, weekly newsletters, and social media the administration and leadership team will at all times consistently communicate the expectations of high academic achievement of our students.

6. The progress toward mastery and eventual graduation is measured through multiple formative and summative assessments during and that the conclusion of each unit. The data from these assessments will be collected and analyzed by teacher teams and then placed into an online Google document available for other teachers and staff members to access. The analysis of the data will be conducted during content team meetings and the revision of the curriculum will take place during the time set forth in the daily teacher schedule to revision curriculum and to collaboratively devise new and innovative methods of approaching the material for students who need the material represented in a different format.

#### **D. Assessment Systems**

1. For all students, OnTECH will use pre-unit diagnostic assessment, in unit formative assessments, end of unit summative assessments, and end of unit performance task. Additional formative regent preparedness assessments will be given twice a year – in December and in May. For English Language Learners the NYSESLAT Speaking will be offered in April through May. The NYSESLAT Listening, Reading, and Writing will be offered in May. OnTECH’s focus on over-aged and under-credited students likely means that there will be a large population of students who arrive during the school year. To address this issue an “educational intake” team of teachers will engage with our new students to ascertain their level of formal education through the use of questioning and formative and summative assessments.

#### **Sub-heading 2 and 3:**

Diagnostic assessments will be administered by the classroom teacher and will be given before the start of each unit and will be used to diagnose strengths and areas of need in all students. Diagnostic assessments involve the gathering and careful evaluation of the students’ knowledge and skills in a given learning area. Multiple graders will use pre-established rubrics to ensure the scoring and evaluation of student work is reliable. The data is then used to assist teachers in their planning to develop targeted learning objectives that reflect the needs of their students while keeping in mind the goal of high school graduation. In short, the diagnostic assessments are used by the teacher to “learn” where they need to amend their curriculum to meet the needs of their students. The results of the diagnostic exams will be shared with grade teams and content teams to build vertical alignment and to elicit feedback on appropriate modifications. The content of the diagnostic exams will be based on a deconstruction of the skills needed in the upcoming unit. The first diagnostic assessment for all incoming students will include a one-week unit and subsequent assessment. The purpose of this assessment is to determine the learning curve that each student possesses. It is the belief of OnTECH that curriculum modifications need to be undertaken for all students, and that, a student behind in education does not connote a slow learner and; therefore, it is important to identify students who are fast paced learners to modify the curriculum in a manner that maximizes the amount of content they can absorb. In unit formative assessments will vary from daily exit slips and checks for understanding to mid-unit quizzes. The exit slip for each lesson will identify whether the skill and application of that skill needs to be retaught or the lesson revised. In lesson checks for understanding will be used to provide instant feedback to the teachers as to whether to continue the lesson or stop and reteach a skill/topic/concept. Mid-unit quizzes will focus on the current level of retention the students show with the material. The data collected from these formative assessments will be used in content teams to elicit feedback on what material is subject to re-reaching and the appropriate

scaffolds that need to be implemented. End of unit summative assessments and performance tasks will be used to determine both the current level of retention and understanding of the material. End of unit exams will contain regent level questions based on the material covered in the unit. Performance tasks will be project-based group work that asks students to apply the knowledge and strategies they have learned to novel problem or issue. Data from these exams will be reviewed in content teams to determine additional methods of re-teaching and scaffold.

Three formative mock regent exams will be given. The first administration will be in December, the second will be in May, and the third will be in August. Each administration will contain modified regent questions within the established regent format and the scoring will be based on the regent rubric. The modified questions will be written by content teams and will be limited to the current material that has been covered in each content area. Actual regent questions will not be used so as to maintain the validity of those exams for formative use during subsequent classes and supplemental regent preparation classes. Time allocations will mirror the state Regents. The scoring of these mock regents will follow the regent format, wherein, multiple teachers will score the free response sections to ensure validity of scores and to expose all content area teachers to the common mistakes and tendencies of the cohort. The data collected from these assessments will be placed in a spreadsheet that identifies the appropriate domain and cluster of the skill and the student's mastery of said skill. This data will serve as part of longitudinal study of our students' progression toward mastery of each content area. This data will be reviewed and compiled immediately after the exam and provide to content and grade teams to allow our teachers to modify the current and next year's curriculum to support retention and provide re-teaching of content. Teachers in school will score the NYSESLAT Speaking and Listening, Reading, and Writing assessments. The DOE determines the timetable for administration. The results of the assessments will be compiled and analyzed to identify the strengths and weakness of each ELL student. Results will also be compiled into a spreadsheet as part of an in-school longitudinal study of the effectiveness of our ELL supports and to measure the progression of our students. Once analyzed by content teams all data is compiled into a Google sheet document to be analyzed administration and to be provided to the schools board of trustees. Then through Microsoft Word and Excel the data can be used generate individual reports for student and parents. This data will also be available on the schools website without any information that can be used to identify individual students so that the community can see the progress of the school and its students.

4. All the data will be analyze by teachers and administrators to assess the effectiveness of the curriculum modifications. Skills or performance indicators that the students are not progress toward mastery on should be provided extra support in the future units during review. Additionally, afterschool academic support programs can focus their time on those skills. Teachers who are in line to teach the next linear segment of the class can take note of the weakness of students in a particular skill and prepare to re-teach and review through a new approach. If students continue consistently to underperform, extra support and professional development will be used to assist the teacher in their pedagogy.
5. OnTECH is committed to providing an educational setting that prepares students for mastery of the NYS Regents exams. The school's use of the Common Core/NYS Learning Standards as the end point for the backwards design of its units is one example. The use of mock

regents is an example of a formative assessment tool designed to measure student progress toward mastery of the requirements of the New York State Testing Program.

6. For 9<sup>th</sup> grade students, progress will be measured by credit accumulation and mock regent's scores. For subsequent grades students' progress will be measured by credit accumulation and the scores on the relevant NYS Regent exam. For example, in 10<sup>th</sup> grade the Common Core Algebra, Living Environment, and Global Regents. In 11<sup>th</sup> grade, all previous Regents including Common Core English and US History. The progress and performance of the individual students, cohorts, and the school as a whole will be determined by aggregating the data, creating a spreadsheet and relevant charts and graphs to represent student progress. This data will be reported in the school's annual report and provide on the school website.

### **E. Performance, Promotion, and Graduation Standards**

1. In accordance with school philosophy and the NYS requirements a student will be considered promoted to the next when they have accumulated 5.5 of 22 total credits required to graduate. For example, a freshman who accumulates 5.5 at the end of their first year will be considered a sophomore. A sophomore who has a total accumulation of 11 credits will be considered a junior. A junior who has a total credit accumulation of 16.5 credits will be considered a senior.
2. The schools policy for awarding credit is determined based on the progress toward and mastery of the established Common Core/NYS Learning Standards. It is the philosophy of the school that students be grouped heterogeneously in order to promote shared learning and peer-to-peer learning transference. Only students who fail to show adequate progress toward mastery will be refused credit for course work.

3. Sample promotional standards for mathematics are as follows:

9<sup>th</sup> grade Algebra: Student will display mastery of the following:

- Interpret expressions that represent a quantity in terms of context
  - Interpret parts of an expression, such as terms, factors, and coefficients
  - Interpret complicated expressions by viewing one or more of their parts as a single entity
- Use the structure of an express to identify ways to rewire it.

10<sup>th</sup> grade Algebra: Students will display mastery of the following:

- Graph functions expressed symbolically and show key feature of the graph, by hand in simple cases and using technology for more complicated cases.
  - Graph linear and quadratic functions and show intercepts, maxima, and minima.
  - Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
  - Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
  - Graph exponential and logarithmic functions, showing intercepts and end behavior.

11<sup>th</sup> grade Geometry: Students will display mastery of the following:

- Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all correspond pairs of sides.

12<sup>th</sup> grade Algebra II: Students will display master of the following:

- Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle

Sample promotional standards for English are as follows:

9<sup>th</sup> grade English: Students will display mastery of the following:

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.

10<sup>th</sup> grade English: Students will display mastery of the following:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

11<sup>th</sup> grade English: Students will display mastery of the following:

- Cite strong and through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

12<sup>th</sup> grade English: Students will display mastery of the following:

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Sample promotional standards for Science are as follows:

9<sup>th</sup> grade Living Environment: Students will display mastery of the following:

- How diversity of populations within ecosystems relates to the stability of ecosystems.

10<sup>th</sup> grade Living Environment: Students will display mastery of the following:

- The basic biochemical process in living organisms and their importance in maintaining dynamic equilibrium.

11<sup>th</sup> grade Earth Science: Students will display mastery of the following:

- Understanding and explaining how the mechanism behind complex phenomena, such as tides, variations in day length, solar insolation, apparent motion of the planets, and annual traverse of the constellations.

12<sup>th</sup> grade Physics: Students will display master of the following:

- Explaining and predicting different patterns of motion of objects (e.g., linear and uniform circular motion, velocity and acceleration, momentum and inertia)

4. In accordance with the New York State Education Department, OnTECH will offer the following pathways to graduation:

Diploma Type	Available to	Requirements
Regents	All Student Populations	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 44 units of credit distributed as follows: 8 ELA, 8 social studies, 6 science, 6 mathematics, 1 health, 2 arts, 2 language other than English (LOTE), 4 physical education, 7 electives.</li> <li>• <b>Assessment:</b> 5 required Regents exams with a score of <b>65 or better</b> as follows: 1 math, 1 science, 1 social studies, ELA and 1 <b>Pathway Assessment</b> (e.g. CDOS or CTE)</li> </ul>
Regents (through appeal)	All Student Populations	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 44 units of credit distributed as follows: 8 ELA, 8 social studies, 6 science, 6 mathematics, 1 health, 2 arts, 2 language other than English (LOTE), 4 physical education, 7 electives.</li> <li>• <b>Assessment:</b> <b>4 required Regents exams</b> with a score of <b>65 or better</b> and <b>1 Regents exam</b> with a score of <b>62-64</b> for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7).</li> </ul>
Regents with Honors	All Student Populations	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 44 units of credit distributed as follows: 8 ELA, 8 social studies, 6 science, 6 mathematics, 1 health, 2 arts, 2 language other than English (LOTE), 4 physical education, 7 electives</li> <li>• <b>Assessment:</b> 5 required Regents exams with a computed average score of <b>90 or better</b> as follows: 1 math, 1 science, 1 social studies, ELA and 1 <b>Pathway Assessment</b></li> </ul>
Local Diploma (through Appeal)	All Student Populations	<ul style="list-style-type: none"> <li>• <b>Credit:</b> 44 units of credit distributed as follows: 8 ELA, 8 social studies, 6 science, 6 mathematics, 1 health, 2 arts, 2 language other than English (LOTE), 4 physical education, 7 electives.</li> <li>• <b>Assessment:</b> 3 required Regents exams with a score of 65 or better</li> </ul>

		and 2 Regents exams with a score of 62-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, <b>1 Pathway Assessment</b>
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<b>Non-Diploma High School Exiting Credentials</b>		
<b>Credential Type</b>	<b>Available to</b>	<b>Requirements</b>
Skills and Achievement Commencement Credential	Students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA)	All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by documentation of the student’s skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.
Career Development and Occupational Studies (CDOS) Commencement Credential	Students with disabilities <b>other than those</b> who are assessed using the NYS Alternate Assessment (NYSSA)	<ul style="list-style-type: none"> <li>• Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile; <b>OR</b></li> <li>• Student meets criteria for a national work readiness credential</li> </ul> <p><b>Note:</b> Credential may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student’s exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten.</p>

### **F. School Schedule and Calendar**

The typical day for an OnTECH student would begin at 10:00 am with an advisory elective class. The subsequent classes would include all core classes: English, math, science, and social studies. In addition to core classes students would be enrolled in P.E. and a CTE class. The advisory and CTE classes will comprise the required elective class student need to graduate, with the advisory class supporting literacy and social-emotional growth. The later start time provides an opportunity to insert remediation and academic intervention classes in the morning to support student achievement. Teachers will have common planning time each data to collaborate with special education teachers in modifying curriculum, to analyze student data from formative and summative assessments and make the necessary corrections and modifications to the curriculum. Professional development will be held before school on Monday and Friday. Teachers will move up with their students to continue to foster a supportive environment with adults and role models that are a constant in the lives the student. The relationship and rapport that a teacher builds with the student and their families will continue to grow as the teacher follows the student from their freshmen to senior year. Part of OnTECH’s vision is to extend the school year from the traditional September to June model to a year round model. This year round model will provide 27 extra days of instruction for all students and prevent the loss of academic gains that are realized during the traditional summer break.

## G. School Culture and Climate

***School's Approach to Student Behavior Management.*** In order to support the learning goals of our at-risk student population, OnTECH Charter High School will thoughtfully and intentionally create a school culture that supports students and their families as they pursue training for meaningful careers and lives of civic engagement. Our philosophy on school culture is guided by research in the fields of organizational psychology and leadership. We define school culture as the unwritten set of rules, established, contested and accepted at the group level, that guide individual behaviors within the school community. (Geertz, 1973; Schein, 1992; Gruenert & Whitaker, 2015) As such, culture provides a lens through which we create, assess and reinvent policies, practices, roles, routines, symbols, rituals, and ceremonies within the school. The process of establishing a school culture begins by identifying core values, which we outline below. It then follows that school leaders frame organizational objectives and functions within that system of values. (Bolman & Deal, 2008) Three decades of school reform efforts have shown that schools tend to be institutionally resistant to change, and we recognize that many teachers and students will bring with them preconceived notions of what works<sup>22</sup> and what does not from previous educational settings. Acknowledging that fact, school leaders will train and support teachers and students as they adjust to methods and expectations at OnTECH that may differ from their prior experiences. Our values dictate that leaders consistently support mutual understanding and empathy, recognizing that the combination of non-traditional pedagogy and at-risk students may for a time engender feelings of insecurity and uncertainty. (Evans, 1996) Finally, we recognize that culture is not static, but a dynamic force that both gives life to an organization and continues to grow and evolve over time. Currently, much is being said about the transient and rapidly transformational nature of the workplace in the twenty-first century, and therefore the need for schools to train students to thrive in such an environment. We therefore conceive of OnTECH High School as a “learning organization,” meaning that students and teachers will be integral creators and re-creators of the school’s culture. (Senge, 1990) The following core values will breathe life into the school, establishing cultural norms and orienting the natural and organic processes of re-evaluation and refinement that will continue over time. We will keep the following ***aspirations*** at the heart of every decision-making process:

1. We will be a community where new Americans and Americans on the fringe can learn the basic tenets of American society – the importance of democratic governance and the marketplace of ideas.
2. We will not sell our community short because they are poor or have minimal English skills. We will acknowledge their intelligence and build upon it. We will expose them to cutting edge pedagogy and technology, recognizing that money should not buy education.
3. We will make sure our graduates leave with a curiosity to learn more, with employable skills and with a purpose to make communities across the world better.
4. We believe that a constructivist philosophy and project-based learning methods support these tenets; education must be organic and not force-fed.
5. We will structure our day and calendar to acknowledge life demands, but we will make our community a place where students and families will want to be and where they will know community.

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<sup>22</sup> Gruenert, Steve & Todd Whitaker. (2015). *School Culture Rewired: How to Define, Assess, and Transform It*. Alexandria, VA: ACSD.

6. We will be an entry point for our students to join the workplace, guiding them so they understand the value of a career and not just a job.
7. We will develop an educational pipeline for our students that empowers them to continue their education beyond high school.
8. We will be aspirational and intentional in everything we do.

As we create policies and implement programs, we will sustain a positive school community.

Our school is conceived first and foremost as a learning community. We believe that students must feel secure and have a sense of belonging in order to take intellectual risks that stimulate growth and learning. The community supports that foundational student need. To function effectively, a community requires its members to share common values. Because we will be serving students who come from widely disparate national and cultural backgrounds, we will be intentional, proactive, pragmatic and transparent about the values we instill in our teachers, students and parents. Our community values derive from the core tenets of our philosophy above, but also include:

- Multiculturalism – a basic respect for the history, culture and experience of others. This includes freedom to believe and practice any of the world’s religions, fundamental equality across racial, ethnic, class and gender divides, and a willingness to empathize and strive for understanding where differences exist. Principles of cultural relativism will be taught in conjunction with discussions of broadly accepted human rights, and students, under the guidance of adults in the community, will explore tensions between the two principles.
- Environmental stewardship – the recognition that as a species, human beings rely upon a delicately balanced natural environment for our sustenance and livelihood. Decisions we make about the consumption and distribution of resources must take into account principles of scarcity and equilibrium. Because we intend our curriculum to prepare students for careers in agricultural and technological industries, our goal is to teach students to make informed, responsible decisions in their fields. We want students to understand the function of market forces and environmental systems – to balance a business’s need for profit with humanity’s need for sustainable growth and development.
- Non-violence – the desire and ability to resolve conflict without resorting to violence. We believe that conflict and competition can be healthy stimuli that lead people toward continuous improvement of the human condition. But they must be negotiated and pursued within a framework of interaction that leads to peaceful resolution and reconciliation. We will model and teach those values and skills through our disciplinary policy and procedures (see below).
- Self-knowledge and self-control – the awareness of emotion, its effect on our choices and the ability to control impulses in order to make positive and rational choices. We believe that a harmonious society begins with healthy, happy and balanced individuals. We will adopt educational programming from the emerging field of social-emotional learning, including mindfulness, to teach students those skills. The structure of our schedule and all academic programming will prioritize the emotional and physical well being of our students.
- Civic responsibility – the desire to apply learning to create and improve communities on local, regional, national and global scales. Through ongoing community partnerships, we

will teach our students to share their values with others by listening, understanding and collaborating. Apprenticeship requirements at every grade level will support those goals. Healthy communities and relationships require a robust and efficient communication network. For communication to be effective in supporting transformative learning experiences for students, it must be timely, frequent and two-way. Dialogue will be a key element in the OnTECH culture, where all voices are empowered to speak and respected through listening and empathy. Additionally, school leaders will maintain regular contact with local employers in agricultural and technological industries. They will endeavor to make employers aware of our instructional methods and the skills of our students. They will also listen to the needs of employers and target curriculum toward building employable skills for students. Advisors will supervise internship placements with employers in years 3-5 and function as a vital link between school and the workplace.

***Discipline Policy.*** The core tenet for discipline will be restorative justice implementing procedures that model the tenets of our democratic system including mediation, advocacy, having jury of one's peers. First, every discipline issue will be used an educational opportunity to discuss one of our core values. Students will speak directly with his or her advisor with regard to all transgressions. Second, all students will be trained in methods of mediation to address their issues. These methods will further foster literacy. In instances where there is a Level 3 transgression, the student will be heard by a panel of his or her peers (3) who will arrive at a judgment.

***Implementation of School Cultural and Discipline.*** In addition to establishing cultural norms in the start-up phase, school leaders will implement systems and procedures for the ongoing support and evolution of school culture. School climate studies and a robust advisory program represent two such systems. It is important to make explicit here the distinction between culture, conceived as the school's dynamic but durable personality, and climate, which represents the mood of the school at a given time. (Gruenert & Whitaker, 2015) It is also worth mentioning that advisory will function as a critical component of our student support strategy, as well as an important mechanism for building and sustaining school culture. It is an institutional space in which incoming students are introduced to the culture of the school, and where students and teachers re-create it over time.

***School Climate.*** In order to support and track the evolving culture of the school, OnTECH school leaders will implement an ongoing process for monitoring school climate. School leaders will evaluate and adopt tools for this process by consulting with outside organizations like the National School Climate Center (NSCC), which provides research and guidelines as well as survey materials and data analysis tools to support healthy school climate. NSCC identifies student safety and well-being, healthy relationships, effective teaching and learning, and meaningful connections to external communities as four critical dimensions of a healthy school climate. ([www.schoolclimate.org](http://www.schoolclimate.org))

***Advisory System***<sup>23</sup> – Although the effectiveness of advisory programs is notoriously difficult to quantify, students report increased feelings of connectedness to the school community, teachers

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<sup>23</sup> Shulkind, Sarah Brody. (2007). *Fostering Connectedness Through Middle School Advisory Programs*. University of California, Los Angeles: ProQuest Dissertations Publishing.

Walloff, Alyssa M. (2011). *The Perceived Impact of a High School Advisory Program on Academic Performance, Character Development, Sense of Connectedness, and School Climate*. Widener University: ProQuest Dissertations Publishing.

and their peers when some form of advisory program exists. (Shulkind, 2007; Walloff, 2011) OnTECH school leaders will create and implement an advisory program that provides the following types of support:

- Introduction to the School's Core Values, the purpose of the core values, the basic tenets of the discipline code and the components of the discipline **code**
- Ongoing academic support and monitoring of progress by a teacher whose primary role is to holistically guide student development
- Provide training and coaching in self-advocacy, mediation and role on student disciplinary panel.
- Provide basic instruction to support academic success for students who have little or no prior school experiences, or prior negative school experiences
- Integrate new students into the school community, including those joining mid-year
- Establish and monitor student internship experiences in year 3-5
- Provide space and time for routine development of community, relationships, dialogue and entrepreneurial problem solving

It is important for the advisory program to be instituted as a fundamental part of school program and culture from the beginning. That space will then be utilized for establishing routines, rituals, symbols, ceremonies, norms, roles and values that function as the building blocks of school culture. (Gruenert & Whitaker, 2015)

***Family Involvement and Communication.*** During our discussion with the refugee families, many parents discussed how difficult the transition to America is for them. They discuss the distance and strain they feel with their children as their children become more immersed in the American culture and its entire host of attributes including, but not limited to, a new language, pervasive technology and new foods. One father talked about the strain of the breakdown of the family dynamic amongst his ethnic group, incurring depression. One of the purposes of making agriculture a focal point of the school is to allow it to function as a bridge between parent and child. Many parents have backgrounds and knowledge in agriculture. Parents will be welcome to come to school and share what they know and absorb what the students will learn. Many of the ethnic groups have a sophisticated sense of agriculture and an innate sense of sustainability that is part of their culture. This knowledge will complement the technical study of agriculture that will be a key design element of OnTECH. In two years, the school plans on acquiring a plot of land that can be cultivated by the community, including the parents. In addition, the board will have a non-voting parent board member, and a nonvoting student member per its Bylaws. OnTECH is creating an advisory board that will include representatives of the various ethnic groups that it relies on during its founding phase and during its operational phase. The Board is in communication with My Lucky Tummy to host monthly community meals where the various ethnicities will be celebrated, all towards making students and family feel welcomed. While 35 refugee groups are represented in Syracuse, they are disparate and rarely come together. The hope is that OnTECH will function as a community where everyone will feel welcome. Such a microcosm within the City of Syracuse can only benefit the greater community.

### III. ORGANIZATIONAL AND FISCAL PLAN

#### A. Applicant Group Capacity

##### ***Applicant Group Background and Role with OnTECH.***

*(See Applicant Group Information Table 1 and Attachment 5a)*

The Lead Applicant and proposed board member, Ellen Eagen, is a resident of the City of Syracuse resident. She is a graduate of a technical high school, Baltimore Polytechnic, Princeton University and Cornell Law School. Significantly Baltimore Polytechnic Institute is a public high school founded in 1883. Ms. Eagen graduated from Princeton with honors, focused her thesis studies children's literature, and then worked in children's book publishing house supporting the renowned adolescent authors, Gary Paulson, Dav Pilkey and Avi. Within two years she earned a fellowship from Princeton to train as an ESL teacher in Thessaloniki, Greece at Anatolia College. Upon returning states side, she received training in Orton Gillingham and taught adolescents with severe in dyslexia in a residential educational setting at The Kildonan School in Amenia, New York. Following she continued as a learning specialist in two single-sex education setting, The Brearley School and the Hewitt School. At Hewitt she was chosen to sit on the board as a faculty representative and was instrumental in changing the toxic leadership of the school. In 2000 she enrolled at Cornell Law School and studied law with an emphasis on public interest law. Upon graduating she started as a litigator at Morrison and Foerster in San Francisco, participating in the life of the landmark education case, *Williams v. State of California* regarding equal access to education. In 2008 she returned to New York and practiced at Hiscock and Barclay. In 2012 she started her own law firm, Eagen Law Firm, and she works with independent schools and community charter schools and teaches law at Stanford. She brings to the Board her experience with the SPED, ELL, and project-based learning as well as her knowledge around charter accountability, operations and governance.

Proposed board member, Robert Gardino, is a Syracuse resident, graduate of Syracuse University with a Masters in English; taught English in the Syracuse High Schools for 32 years; visited charter schools in Connecticut, Massachusetts and Pennsylvania to evaluate operational structure; President of Parents for Public Schools – Syracuse; currently works in the Onondaga Public Library, Central Branch. As educator in the classroom and library setting, Mr. Guardino brings his educational experience to the Board and a perspective on ways public spaces can serve urban youth. His experience as President of Parents for Public Schools provides him experience in the needs of the parents as stakeholder and is an ideal board member to interface with our community.

Proposed board member, Stephen H. Kimatian, is a Syracuse resident, graduate of Brooklyn Technical High School, New York, Princeton University, Cornell Law School; he is the former general counsel for Nexstar Broadcasting; NE Region VP Clear Channel Television; he has served as an adjunct professor Syracuse University's S.I. Newhouse School of Public Communications; President of the Community College of Baltimore; he was the President of the Board of the Upstate Foundation, Upstate Medical University during capital campaign for Golisiano Children's Hospital; he is a member of On Point for College Foundation; he currently writes a monthly column in the Post Standard and is an entrepreneur, developing

community-minded technology. Mr. Kimatian brings his expertise to the Board in media relations, communications, law, fundraising, and has he has relationships with the business sector and local politicians. His keen business sense makes him an ideal board member to handle the fiscal and facility responsibilities and be the founding treasurer of the Board.

Proposed board member, Sam Rowser, has worked for On Point for College for 15 years, rising from Program Coordinator to Deputy Executive Director, soon to be Executive Director in October of this year. Over that period of time On Point has sent over 5,000 students to college by helping to eliminate barriers to their entrance. Symbolic of Sam's success was his recognition when President Obama visited Henninger High School to speak about college admissions and Sam was one of the few invited to shake the President's hand. Growing up in Syracuse's Southside, Sam made mis-steps which led to his incarceration, but he showed that he was able to overcome those days and with his work ethic and devotion to young persons turn that experience into a benefit. He speaks convincingly from knowledge and experience when he counsels young persons who are struggling to find the right path to an education and a career. At Onondaga Community College and now with On Point for College, Sam has worked over 23 years in counseling youth in admissions and financial aid, helping thousands of young adults. Sam has a B.S. Degree and a MBA in business administration from Columbia College. He served in the United States Marine Corps and was honorably discharged. He is the recipient of honors from the National College Access Network (NCAN), Rotary Club of Syracuse, Greater Syracuse Youth Alliance Youth Engagement Award, Interfaith Works Coalition, Outstanding Community Award from the United Auto Workers Chaplain Association, and the Onondaga County Department of Aging and Youth, "Professional Youth Worker of the Year Award. Mr. Rowser will bring to the Board an expertise in college & career readiness, experience in motivating at-risk youth and his connections with community organizations that serve the black youth.

Proposed board member, William E. Sanford, is a resident of Onondaga County, Sr. Partner in Brown & Sanford Consulting, LLC., represent Honeywell Industries; Former member of and Chairman of the Onondaga County Legislature (1980 – 2002); graduate Syracuse University, retired Crew Coach of Syracuse University; President, Leadership Greater Syracuse, Former member of New York State Legislature. Mr. Sanford brings to the Board expertise with regard to political workings of community, relationship with sustainable sciences business sector and fundraising.

Proposed board member, John Stegeman, is Syracuse resident, Educator, currently Head of the Upper School of Manlius Pebble Hill; secondary social studies teacher (taught ancient and modern world history, western civilization and European history), experience in college teaching, alternative high school settings and independent school administration; his graduate studies is in history and anthropology, his research field is indigenous political movements in twentieth-century Latin America; he is a graduate of Maxwell School at Syracuse University, SUNY College at Brockport and University of Colorado at Boulder. Mr. Stegeman brings to the Board expertise in school governance, progressive educational models and school culture.

Proposed board member, Victoria Giarratano, is the Executive Director of the Cornell Cooperative Extension, in Broome County, NY. In this role she leads the efforts of the

organization in Agriculture education, 4H, and urban youth development. Under her leadership she has partnered with the State of New York to open a retail store (Taste NY), supplying local food products to travelers through the region. Through various partnerships she has helped to bring agriculture and agribusiness to the forefront of the community in the Southern Tier and throughout New York State. Ms. Giarratano brings to the Board expertise in agriculture education and agribusiness.

***How the Applicant Group Came Together.*** The Founders are a group of community members who aspire to make their City better. They are concerned about the state of education in the City of Syracuse and the blight of poverty in the region. This proposal has been discussed, developed and iterated for five years. In the summer of 2011 the Founders reached out to the Lead Applicant, who has an expertise in education law and found a common ground of interest in wanting to find alternatives that would advance the education of the children in the City of Syracuse and also be supportive of the Syracuse City School District. The Founding group (“the OnTECH Advocates”) included business and community leaders, a former School Board Commissioner, teachers and graduates of the Syracuse City school system. Several of the founders had high school educations from career and technical backgrounds around the country. One of the OnTECH Advocates attended the career and technical school in Syracuse known as Central Tech, which had been closed in 1976. In addition, two of the OnTECH Advocates are graduates of Brooklyn Technical High School in New York City. OnTECH Advocates have had direct experience with the benefits of a career and technical education and felt this approach would be particularly conducive to reaching students who struggle in a traditional school structure. In addition, occasionally the OnTECH Advocates met with representatives of the refugee community. In particular there were several discussions with members of the Congolese and Somalia communities. From those meetings the OnTECH Advocates concluded that a career and technical school would enable the development of skills that would make the graduating students employable. Plus, this community would benefit from hands-on training as such training would mitigate some of the difficulties of the initial language barrier. Based on these initial meetings and discussions with the above communities, OnTECH Advocates identified that the school should be a career and technical school and address the key areas of skill training, unemployment and mentoring of at-risk youth, as well as the challenges faced by the children of refugee families. The vetting process yielded two important objectives: (1) A charter high school could provide greatest benefit in reaching out to students at risk of dropping out and those who have dropped out; and (2) teaching a career and technical curriculum that would lead to employable jobs after graduation would be beneficial for many students. To further explore the idea of a career and technical curriculum, the OnTECH Advocates met at the headquarters of the local chapter of Association of Building Contractors (“ABC”), ABC on December 12, 2012, to gain their input on the procedure for the delivery of the courses, curriculum and certifications relating to technical training. Represented at that meeting were companies, representatives of the state legislature, the Manufacturing Association of Central New York and community leaders and education experts from Central New York. Again, what resonated with the group was the goal of a career and technical high school and targeting at-risk students who could be employable in the region upon graduation. Jeff Albert, Chief Operating Officer of ABC, joined the founders group to discuss and plan for the school.

***Meetings of the Board, Planning and Writing.*** The application has been a group effort. Steve Kimatian was responsible for authorizing board governance and spearheading business relations. Bill Sanford spearheaded political and business relationship. John Stegeman researched and

authored the school culture pieces. Bob Gardino has assisted with educational research and outreach to the refugee groups in the community. Individuals were given portions of the application to write in the areas of their expertise. The finished written work product was provided to Ms. Eagen to weave into the overall document and assure that each piece aligned with the key design elements and mission of the school. Board meetings with the entire group were held quarterly over the last three years. Individuals outside of the Board members were welcomed to attend and contribute.

**Primary Author and Consultants.** Ms. Eagen was the primary author of the application. During the process of developing the key elements of the school and in the process of developing this application, the Board has relied on the advice of following paid and nonpaid experts. OnTECH recognizes that there are unique aspects of this charter school and it will continue to rely on the expertise of these individuals as the programming on OnTECH is being developed. The paid consultants that have been working on the application and will continue to work with the school are as follows:

- **CSBM**, Steve Reid, financial expertise
- **Ron Miller**, expertise relating to accountability

## **B. Board of Trustees and Governance**

**The Board and the Authorizer.** The Board is interested in working with NYSED because this Board sees the authorizer as providing not only guidance but also being a thought-partner in developing an innovative education model. The charter authorizer is in a unique position to know the best practices in progressive education in that it oversees schools across the country. In addition the Board is well aware that the authorizer is the oversight mechanism over a charter, ensuring that a Charter School remains accountable to its charter.

**The Governance Structure of OnTECH.** The Board of Trustees has the overall responsibility for setting policy of school and for the taking the steps to insure that all compliances with the law are being met. The Board will hire a Head of School who will be responsible for executing the mission of OnTECH and overseeing the day-to-day operations. The Head of School will report directly to the Board of Trustees. The Board will hold the Head of School directly accountable for day-to day operations. Of paramount importance is the Board's monitoring of the school's accountability plan, insuring that students are making the anticipated progress. The Board shall be presented with the tangible metrics of student progress to the extent the student performance can be quantified. In addition to this programmatic responsibility, the Board also has the responsibility to monitor the fiscal circumstances of the school. To that end there will be an annual audit and at each Board meeting there will be a report by the finance committee on the budget of the school and any variances to the budget. The Board will also have the responsibility to evaluate the performance of the Head of School. At the outset of each year, the Board and the Head of School will agree on a budget and all fiscal implications and also on a programmatic strategy that will specify the expectations of student performance. The Board shall evaluate the Head of School on these predetermined metrics at least once each year. The evaluation shall include ways in which the performance of the Head of School can improve the level of performance. The Head of School shall be responsible for evaluating the performance of all those who report to the position. These evaluations shall be presented to and discussed by the Board and shall be a part of the Board's consideration of the Head of School's performance. Depending upon what the Board deems most important, it may require the Head of School, as well as the other school leaders, to present reports at Board meetings.

***Role and Responsibilities.*** The Trustees shall number from 5-15 depending upon the determination of the Board as voted upon in the by-laws. The School will start with seven Trustees who will be designated two year staggered terms. Trustees will be selected keeping in mind that in order for the school to operate at an optimum level, it must have the guidance and expertise from many disciplines and professions. Members of the Board of Trustees should have complementary skills that when taken together will be able to best evaluate, advise and recommend the best courses of action for the school. For example, there should be a Board member with programmatic understanding of the school's mission, a Trustee versed in finance and budgets, a Trustee knowledgeable about the law, a Trustee with understanding of the backgrounds of the students, a trustee with expertise in political matters, etc. This is not to say that a Trustee shall automatically be chosen because of one category of expertise, but rather when the nominating committee places Trustees before the Board these factors are taken into account. The by-laws (See Attachment 5b) set forth the tenets of the governance of OnTECH. There shall be a Chairperson, Vice-Chairperson, Secretary and Treasurer. In the event the Chairperson is not in attendance for a meeting, the Vice-Chairperson shall assume that role. The Head of School will be an ex-officio member of the Board who will not be eligible to vote, but shall attend meetings. The Standing committees of the Board shall include: Executive Committee, Nominating Committee, Legal Committee, Finance Committee, Audit Committee and Committee on Academic Excellence. Delegation of powers – All powers shall be retained by the Board except to the extent that it delegates powers through committees. Vacancies shall be filled only through the procedures outlined in the by-laws. Any complaints concerning the operation of the school or any claims of a violation of charter shall first be heard and determined by the Head of School and if not resolved heard by the full board. The by-laws cannot be changed other than by the full Board.

***Frequency of meetings*** – The Board shall meet 12 times a year on a calendar schedule that the Board determines at the beginning of each school year. The Board may also call special meetings in accordance with by-laws. All meetings shall be in compliance with the New York State open meetings law. At the outset the Board's constitution, the nature of the open meetings law shall be explained to all members by Board counsel. Upon the designation of a new Trustee, that Trustee shall be made aware of the school's obligation under Open Meetings law. Board meetings will be publicized by being posted on the school website, on school bulletin boards, printed in local school publications and announced at school functions. Proper notice according to by-laws will be given to the Trustees. Notices with respect to a meeting that is scheduled will state where it will be held and when it will start.

***Selection of Board*** – as stated above, for a Board to provide the optimum level of advice, counsel and expertise to the operations of the school, it must be composed of individuals who have strengths in different disciplines. The Board members should complement each other's knowledge. Above all, Board members must be chosen for honesty and integrity. Care must be taken to insure that Board members do not have conflicts as defined by law. Should a conflict arise while a Board member is seated on the Board and such conflict cannot be resolved, then the Board member shall recuse participation in any vote pertaining to that conflict. *See Code of Ethics Attachment 5c.* If it is a continuing conflict, the Board member shall resign. Trustees must be at least eighteen years old, unless the Board determines to designate a student Trustee. Teachers or members of the staff are not eligible to hold the office of a voting Trustee.

***Recruitment, Selection, Development.*** A crucial element of the governance structure of a community charter school like ONTECH is the voice of the parent, student and teacher.

Representatives of these constituent groups have a seat at the Board as a nonvoting member. The parents, teacher and student representative should feel comfortable contributing to every discussion. On relevant topics, the Board will solicit the representative's feedback on certain issues. In order to recruit, monthly board meetings will be held at times that are convenient for working parents and at the end of the school year. Many parents have young children or night jobs making it difficult for them to attend. Technology will be used to ensure that parents can see information first hand. For example, the Board will live stream the meeting and video and archive the meetings. Translators will be used for parents who will like to participate but who do not speak English well. Minutes will also be posted upon approval. Because there is usually a lag time of a month between agendas being posted, the Board will post unapproved minutes immediately after the meeting. In addition board meetings will be coupled with events that build community – such as community dinner to encourage attendance. Teachers should be solicited for their opinion and feedback on school environment and ways in which the school could be supportive to the classroom. The Board should make the request of the Head of School to report to the board on ways that teachers are being recognized for outstanding achievement.

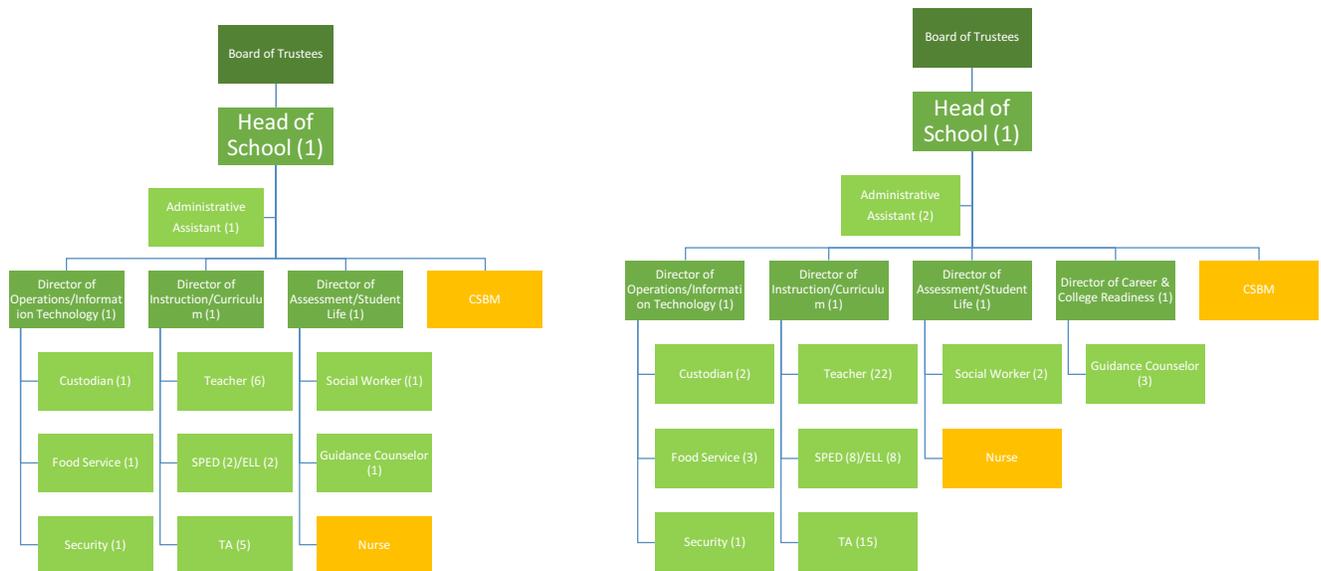
***Bylaws, Code of Ethics.*** The Board of Trustees will have a responsible to know and abide by the Bylaws and Code of Ethics. The Board will review these foundation documents of the charter school on an annual basis and vote on any amendments or additions. See Attachment 5b By-Laws; See Attachment 5c Code of Ethics.

***Recruitment, Selection and Development Plans.*** Trustees will be recruited and selected from the community but the Board will also consider individuals from outside of the School that have specific expertise in charter governance. While charter schools now exist across the country, states approach charter differently and knowledge from out of State is helpful. Before voting any trustee onto the Board, the Trustee will be given a copy of the bylaws, code of ethics, the discipline code and personnel handbook. If a trustee is interested in learning more about the school, a sitting board member will provide him or her a tour around the school and set up a meeting with the principal. While sitting on the board, board members will receive continual development. The Board will hold annual retreats to discuss whether or not the school is upholding its mission. In addition Trustee will obtain board training. The Board Chairperson shall make time available on the agenda of a scheduled Board meeting for presentation of issues relevant to the work of the Board, such as updates in Charter Law, best practices by charter schools and having presentations on specific issues given by the Head of School and staff. At least one a year board members will attend national conferences on board governance related issues. As discussed above there will be nonvoting positions for a representative of a teacher, parent and student on the Board. An open invitation will be made to all teachers, parents and students on a yearly basis as to whether they would like to serve on the board in a non-voting capacity. The open invitation will include a description of the role, which is to report on issues relating to their constituent group as a whole. The representative parent will be chosen at the September parent meeting by present parents. The representative student will be chosen by the Board. Student will apply to the board as they would apply for a job. His or her application will include a resume, letter, 2 letters of recommendation and an interview with a subcommittee of the board. The teacher representative will be chosen by the teachers present at a teacher's meeting. Should no parent or teacher volunteer, the president of the Board will ask individuals upon recommendation of the Head of School. Open Meetings will be conducted in a way that individuals will understand that the Board appreciates questions and concerns that will better the school community. Further meetings will be held at a convenient time for working parents and

teachers. Finally, all materials will be translated so that a parent representative does not need to fill inhibited by their lack of English skills. In addition to the parent representative, the Board will create an advisory committee of members of the various refugee communities. One member of the advisory committee is Cyprien Mihigo, who is Syracuse resident, leader of Congolese community, immigrated from the Democratic Republic of the Congo in 2001 and insurance representative for Metropolitan Life and has been involved in the development of the idea since 2012.

### C. Management and Staffing

**Organizational Chart.** The following is an organization chart that shows the staffing structure and reporting responsibilities for the board, administration and the staff. The first diagram represents the first year of operation and the second diagram represents the fifth year of operation. The chart below represents the 5-year staffing plan.



#### ADMINISTRATIVE PERSONNEL FTE

ADMINISTRATIVE PERSONNEL FTE	FTE				
	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	0.0	0.0	0.0	0.0	0.0
Deans, Directors & Coordinators	2.0	2.0	3.0	3.0	3.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	1.0	1.0	2.0	2.0	2.0
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>5.0</b>	<b>5.0</b>	<b>7.0</b>	<b>7.0</b>	<b>7.0</b>

#### INSTRUCTIONAL PERSONNEL FTE

Teachers - Regular	6.0	12.0	18.0	22.0	22.0
Teachers - SPED	2.0	4.0	6.0	8.0	8.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	5.0	9.0	13.0	15.0	15.0
Specialty Teachers	2.5	4.5	7.0	9.0	9.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	2.0	2.0	4.0	5.0	5.0

Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	17.5	31.5	48.0	59.0	59.0

**NON-INSTRUCTIONAL PERSONNEL FTE**

Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	1.0	1.0	2.0	2.0	2.0
Security	1.0	1.0	1.0	1.0	1.0
Other	1.0	2.0	2.0	3.0	3.0
TOTAL NON-INSTRUCTIONAL	3.0	4.0	5.0	6.0	6.0

<b>TOTAL PERSONNEL SERVICE FTE</b>	25.5	40.5	60.0	72.0	72.0
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**Organizational Structure of School and its Day-to-Day Operations.** The organizational structure of the school is that time will be used fluidly and meaningfully to allow students to reflect and follow their curiosity in a fertile learning environment. The day will begin with an advisory to allow students to recommit to the culture and community and our core tenets. Many of our children will be coming from deprived and possibly toxic environments, where there is a lack of adults and mentorship. During advisory students will be reminded of the OnTECH community; and advisory will allot them time to reset before starting their school day. The academic day will use blocked-time to support project-based learning. The fluidity of the learning environment will require that the ratio of child is as small as possible While the staffing model ensures a 10:1 model, the model will likely be lower. All administration will participate in teaching. In addition, the school will implement a well-structured and formal volunteer program for older generations (of retired age) and younger generations (college students) to participate in the school programming.

**Management Roles and Responsibilities of Key Administrators.** The Head of School is responsible for being the leader of OnTECH to implement the mission and the vision for OnTECH within the boundaries established by the Board and reports to the Board as a non-voting member of it. The Head of School is expected to be dynamic, decisive and well informed on all matters concerning the School. The Head of School must align internal and external school initiatives with the goals and objectives set forth in the School’s charter for which the School and Board is held accountable by its authorizer and implement them accordingly. The Head of School has the authority to specify actions required and detail how the School will operate. The Head of School will oversee the budget development, board communication, fiscal oversight and programmatic leadership. The Head of School will also teach or serve as an advisory. The Director of Instruction, Director of Assessment, and, as the school grows, the Director of College and Career Guidance will support the Head of School. It is to be noted that while the applicants considered adding administration roles as the school grew, they decided it was necessary to open the school with at least two of the three directors in place. The Director of Instruction will oversee the overall scope and sequence of the programming and ensure that the project based learning curriculum is being adapted to meet the needs of the students enrolled. The Director of Assessment will be in charge of conducting an initial assessment of every student who enrolls and developing a plan to advance their literacy skills in math and ELA. The Director of Assessment will also ensure that students are being regularly assessed to determine improvement. In the School’s third year of existence the Director of College and Career Guidance will be in charge of all programming around college and career placements, creating

relevant life goals for the students, working with students to create relevant education plans to build up to and continue after a high school diploma. Together the administration will create meaningful advisories and community activities to engage with the students.

***School Leader Qualifications.*** The Head of School must demonstrate cultural competency in an urban setting with multiple cultures. The Head of School must be able to perform each essential duty satisfactorily, and must possess requisite knowledge, skill and ability as outlined herein. The Head of School must have a demonstrated track record of leading and influencing a diverse group of individuals and networks to achieve successful outcomes and must have demonstrated experience managing individuals to meet ambitious goals. The Head of School must possess exceptional critical and strategic thinking capabilities, must have the ability to synthesize complex information and data into useful information that drives the policies and decision-making of the school's strategies and initiatives. The Head of School must have excellent written and oral communication skills and development/fundraising experience is strongly preferred. The Board will be looking for an educator, who has taught, and is versed in progressive education.

During the course of the school year, the Head of School will keep the Board advised of the school progress. At each board meeting, the Head of School will prepare a monthly school report to present to the Board and the community. The topics to be covered in the report are (1) Academic Assessment/Testing Results/Reporting (2) School Culture (3) Discipline Issues (4) Enrollment (5) Accountability Reporting and (6) Finances (books will be closed on a monthly basis). The Head of School will apprise immediately the Board of certain issues. For example issues relating to suspension and expulsion and any matters of ethics or integrity will immediately be brought to the attention of the Board. The Head of School will work closely with Charter School Business Management organization with respect to the budget. Annually, in April, before each school year, the Head of School, shall present the budget to the Board. In addition to the annual budget a three-year strategic plan will be prepared by the Head of School, and updated annually. The head of school will be evaluated by a combination of tools. First there will be a clear and detailed job description. Second there will be an evaluation tool based on the job description by which the Head of School reviews his or her own performance and the Board assesses the Principal's performance based on the same criteria. In addition, a 360 evaluation will be created by the Board and will be issued anonymously via Survey Monkey in order for all of staff to assess the Principal's role and provide feedback. In addition, the school community – parents, students and teachers – will be asked to complete a school climate survey. Each year, after completing the evaluation and receiving the results back from the 360 and the climate survey, the Board will meet with the Head of School discussing the year's performance identifying strengths and addressing how to make weaknesses strengths. Aspects of the evaluation tools will include testing, the standards set up in the School's Accountability Plan in addition to school climate and management.

***Plans for Recruitment and Selection.*** The selection process for the Head of School has not formally begun yet although two possible candidates have been identified; however the Board intends to interview from a pool of candidates. The Lead Applicant has discussed a national job search with school personnel recruiters, Carney Sandoe & Associates. In addition the job opportunity will be posted locally, on Linked In and with the various graduate education schools in this area and downstate (LeMoyne, Syracuse University Cortland, Teachers College, Bank Street, Hofstra). The Lead Applicant, who has contacts with these graduate education schools,

will meet with the placement offices to explain the mission of the school in order to attract the most relevant candidates. The Board will delegate the interviewing of the candidates to a subcommittee of the Board. Because the school is not fully functioning, the board subcommittee will create other groups that represent constituent groups of the School to participate in the selection of the Head of School, relying on members of its Founding and Advisory board to help create these constituent groups. In other words the board subcommittee will create a group of invested prospective students, parents and teachers who will interview the two finalists and who will provide their feedback to the Board. The subcommittee of the Board will make their recommendation to the Board during an open meeting and in this manner select its first Head of School.

***Staffing Plan and How Budget/Staff to meet needs of SPED/ELL.*** The staffing plan is as follows: OnTech's is a 10:1 ratio or less for the entire population. Therefore we have six general education teachers and two specialists and with every year we grow in accordance to the number of additional students. Because we reach capacity in year 4, we do not add any additional teachers and staff for year 5. Depending on the SPED classifications of the students enrolled, we may need to allocate more staff and adjust the number of SPED teachers. The aim is to get teaching assistants who are themselves from the New American communities who may be able to help with cultural and language barriers. In addition, it has value for the students to see individuals like themselves in the role of teacher. Several refugees who are teachers come to the States but do not have the teacher credentials to get a job. A teacher assistant would be a viable alternative job opportunity for a New American. While the school only starts off with two ELL teachers, everyone will be trained in SIOP, professional development for ELL instruction.

***The Hiring and Personnel Policies and Procedures.*** The Hiring and Personnel Policies and Procedures are attached as attachment 8a. The qualifications (experience, professional preparation, training and skills) used to hire teachers, administration, non-certified instructional personnel and other school employees and staff responsibilities can be found on pages\_\_ of the Personnel Handbook.

For all positions, OnTECH seeks individuals who:

- Are have reviewed and are committed to our core values (set forth in the discipline and culture policy).
- Are committed to rethinking traditional learning approaches and applying 21<sup>st</sup> century learning approaches including project-based learning and have a track record in their educational and/or professional life to evidence (every application will require educational philosophy)
- Enjoy working in a highly collaborative, professional setting as well as independently.
- Are sensitive to the unique needs of the community they serve as well as the complex issues that are present for urban youth and their families.
- Engage a youth development approach in their interactions with young people by being sensitive to the developmental needs of individual students.
- Do not "count kids out" for any reason.
- Act as professional role models for students.
- Are reflective and willing to improve upon their practice through professional development and support; welcome new pedagogy.
- Manage time, resources, and technology effectively to ensure that they can complete all required responsibilities.
- Use objective data as well as anecdotal information to gauge student performance.

- See their work as a career and a lifestyle, not just as a job. They should be willing to take time before and after school to complete their responsibilities such as lesson planning, supporting struggling students, and grading student work.
- Believe deeply in the transformative power of education for all students, families, and educators.

***Strategies for recruiting/retaining effective teachers.*** OnTECH will establish a relationship with the educational graduate schools in the area, including Cortland, Syracuse University and Cortland. We believe that the unique key design elements of the school will attract individuals who are interested in progressive education. Management will consider whether it makes sense to fill certain positions with part-time hires. This may be advantageous to teachers local to the community who are retired but want to continue working in something less than a full capacity. Notably, the website received many inquiries through the website regarding hiring to date. Over the last three years the District has provided incentives for early retirement, as a result there is a pool of retired teachers that are still interested in working. OnTECH will make efforts to recruit from this pool. OnTECH will apply a multifaceted approach to retaining high quality teachers by dealing with the teachers individually and collectively. On an individual basis, the Head of School will use the teacher evaluation process to receive individual feedback from teachers and to address concerns. In addition the Head of School will use the evaluation process as an opportunity to engage all teachers and staff in discussions relating to long-term professional goals and provide teachers and staff opportunities to develop themselves professionally and personally. In this regard OnTECH will match up each teacher with a colleague so that that they can work in a mentor/mentee relationship. On a collective basis, the Head of School will issue a climate survey that will address issues directly related to staff, analyze the climate survey and make any appropriate changes. Third, the budget has and will continue to be developed based on a competitive salary with the District. Fourth, while certain decisions around the day structure were made in the best interest of the students, certain aspects about the design of the day may be advantageous to getting talented staff. By way of example, certain teachers may want to start the day later to take children to work, work part-time, and work in the early evening. Finally, a 2010 survey of 40,000 teachers conducted by Scholastic and the Bill & Melinda Gates Foundation asked teachers about the factors that affect retention. This study found that “supportive leadership is the standout, top-ranked item.” Other studies have made similar findings about the importance of leadership on teachers’ attitudes about their working conditions. Using data from a study of North Carolina teachers, found that “school leadership emerges as the most consistently relevant measure of working conditions” (Ladd, 2009, p.29). The principal is the “broker of workplace conditions”—someone whose “influence on the school as a workplace for teachers extends well beyond being in charge of the school ” (Ladd, 2009, p.15).<sup>24</sup> Therefore, it will be important to vet every Head of School through a hiring process that includes teachers as a key attribute of an excellent Head of School is someone who can lead, inspire and motivate teachers. In addition, ONTECH will create a generous benefits package that includes medical insurance (with more than one option), dental insurance, vision care, short-term disability and a 401c3 package. Additional benefits including maternity and paternity care policies and support relating to continuing education will be drafted by the Board and included in the benefits package. In other words, if we are talking about water issues we will have an expert from West Africa speak directly to the students. While it would be hard to bring an expert from a remote area of the

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<sup>24</sup> Information sourced in NASSP publication (2015): “Leadership Matters: What Research Says About the Importance of Principal Leadership.”

world, it will be even harder to bring someone to Syracuse, in the middle of the winter. Therefore, ONTECH will use telepresence technology, called the Beam. Sustainable Technologies, Inc., who created the beam, has offered to gift us this telepresence robot, which we will use to address the challenges of having access to experts from around the world. In addition, one of the key designs of the school is to have a low teacher-student ratio. Students need individuals in their lives that love them and are engaged with them. The School will develop a corps of volunteers, train them and use them within the classroom, on fieldtrips, in mentoring opportunities. In addition, the hallmark of the program-based education is that students are learning from each other. In this case, the verbal exchange of ideas will develop the students' literacy skills. Therefore, we will infuse the school with college-age students who will function as peers and instructors, participating in the lesson. Finally, while the school has a part time nurse the first year, the School will look at a grant that will fund individuals or specific programming around drugs, specifically heroin that is imploding urban centers. The School will follow the HR policies, finalized by the Board and set forth in its handbook.

***Alignment of staffing needs with mission, key design element, education plan, and budget.*** The curriculum will require additional staffing relating to technical training. For example in the summer the school will offer trade certifications. We are in negotiations with the employers to determine whether they will underwrite this cost. However money has been set aside on the consultant line for such educational consultants. Students who have accumulated enough credit and satisfied Regents requirements will have the opportunity to receive credentialing in green technology through NCCER (National Center for Construction Education and Research).<sup>25</sup>

***Individual base salaries/increases.*** Based on this budget, salaries are 65% of the total expenses that the Board finds within the industry standard. The Board, in consultation with its financial consultant, reviewed the salary ladders of the Syracuse School District and arrived at base salary that is competitive. On average, teachers with a Master's Degree are on Step 1 is approximately \$40K. Increases and raises will be determined by the Board in June of the academic year based on the health of the budget at that time taking into account the per pupil tuition increases, the school's academic success and the cost of living adjustments.

***Student Data Relating to Leaders/Teaching Staff Assessment.*** OnTECH will use student data assessment as a component of evaluating teachers. As indicated on the NYSDOE website, 40% of a teacher's overall rating will be based on student learning. This percentage will be based half on metrics from performance on state tests and half on local measurements. The local measurements shall be based on rubrics from consistently given exams and evaluations so that they may be effectively compared from one evaluation to the next. Individual teacher evaluation shall comprise 60% of the teacher assessment and will be based on Danielson metrics and the guidelines of the Annual Professional Performance Review (APPR) contained on [engageny.org](http://engageny.org) website. The performance assessment will be used as an important tool to determine the employment status of a teacher. Where a teacher is assessed in need of Development, a plan of program development shall be worked out between the school and teacher. Where a teacher is determined to be Ineffective, the teacher will be dismissed unless there are extenuating circumstances that should be considered. Where a teacher is Effective, a plan will also be developed to support that teacher to become Highly Effective. For recruitment, the teacher's past performance of advancing students shall be an important factor in hiring. Leaders of the school shall be measured on how well they have hired competent teachers as demonstrated by the evaluation of teachers and the performance of the students. Performance of the school will

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<sup>25</sup> Curriculum Source: Your Role in the Green Environment (NCCER 2015).

be based on measurements of school growth scores as indicated on engageny.org “NYS grades 9-12 Growth Scores.” Benchmarks shall be established for the leadership with the understanding they will be evaluated to the extent benchmarks have been met.

### **C.1 Charter Management Organization – NA**

### **C.2 Partner Organization – NA**

### **C.3 Strategic Business/Growth Plan – NA**

## **D. Evaluation**

**Annual Programmatic Audit:** As set forth in N.Y. Education Law, Section 2851(2)(f), OnTECH will conduct a yearly audit of the effectiveness of OnTECH’s educational program. The programmatic audit will alternate each year between an audit by an internal and external team (“the Audit Team”). It will include the use of collective data from multiple sources and evaluate according to established rubrics. The approach will be a consistent systematic one so that audits are easily made comparable from year to year in measurement of progress. The internal audit team will include the following members of the team: among the representatives which may be alternated from year to year are teachers, social workers, counselors, students, operational, maintenance staff and board members. The external team will include the following members of the team: representative of schools within the state and throughout the country that have at least one similar key design element. In this regard, the OnTECH board will approach the leadership from other schools in the state and in the nation to agree to create a cohort that will participate in programmatic audits of each other’s schools. The idea would be for the members of the team to rotate from so that over the course of the charter term, any one charter school will be evaluated at least two times by two outside team of leaders from schools with like key-designs. This approach would be modeled after the accreditation reviews conducted by the National Association of Independent Schools and the American Bar Association. For the purposes of the audit, a consistent rubric will be used and OnTECH would submit and provide to the Audit Team information including but not limited to (1) demographic information (2) credit accumulation per cohort; (3) student performance data (4) information relating to school-wide apprenticeships; (4) record of disciplinary actions; (5) attendance; (6) curriculum. Each team will be asked to come on site at least once in the winter and once in the spring for two full days. The purpose of the audit is to insure that the programmatic goals and mission adopted by OnTECH are being carried out. During the site visits, the Audit Team will observe classroom instruction as well as interview stakeholders in the school such as teachers, parents and students. The audit will encompass an evaluation of the (1) programmatic content, and the (2) human delivery of that content, the interaction with students, staff and administration as well as the (3) level of engagement of the students.

**Operational Effectiveness and Fiscal Soundness:** Operational effectiveness and fiscal soundness will be ensured by the School following its fiscal policies and personnel policies. Prior to the beginning of the start of the school year and every summer after that, the Board will approve a personnel handbook and a fiscal policies handbook for the upcoming year. In addition each year OnTECH will conduct a fiscal audit. The firm of \_\_, who has experience with charter schools throughout the State, will conduct its audit. The School will aim for an unqualified audit. At the completion of the audit, the Board will receive and review any material deficiencies. The Head of the School will be responsible for the fiscal practices of the School and will meet the week prior of every board meeting to review the monthly financials. While the primary objective

of the instructional staff will be the delivery of the program, every employee needs to understand the importance of the school's expenditures of public funds and there will be at least one professional development presentation on the fiscal aspects of the school operations so that all staff have an understanding of fiscal implications beyond individual classrooms.

***Evaluation of performance of the school leaders, admins, teachers and Board of Trustees:*** OnTECH will use 360 evaluations of school leaders, administration, and teachers. Specifically, supervisors will conduct evaluations but also an evaluation will be conducted by those that the individual supervises and by those the individual works with. Specifically, not only would teacher be evaluated by the Dean of Instruction or the School Leader, but also by their students, by fellow teachers and by parents. The Trustees will create a self-evaluation that they complete at the beginning of the year and the end of the year. In the beginning of every school year, they will collectively articulate their common goals with regards to start-up phase, programming, and fundraising. Trustees will complete the same form at the end of the year to evaluate their success.

***Evaluation of School Leaders and Administration.*** The School Leader and Directors (collectively, "the Administration") will have unique evaluations that track their roles and responsibilities in their job description in addition to questions relating to carrying out the mission of the School. Each administrator will modify a job-related template evaluation to address his or her own weaknesses and areas to improve. In December and June, each administrator will complete the evaluation as a form of self-evaluation. After doing so the administrator will give the evaluation and answers to their direct supervisor (according to the organizational chart) for his or her comparative evaluation of the same categories. An in-person will be held after each evaluation period between the administrator and his or her supervisor. In addition every administrator will be evaluated by an anonymous survey completed by teachers, staff, parents and students. Evaluations will be completed using evaluation software, like Survey Monkey, so that information can be captured accurately and retained so that OnTECH can analyze trends and compare responses.

***Evaluation of Teachers:*** The evaluation of teachers is three-fold: by supervisor, by self-reflection and through working with an expert in the area of OnTECH's key design elements. OnTECH will follow the suggestion by the Board of Regents to implement a comprehensive annual evaluation system, such as required under N.Y. State Law, Section 3012-c for public schools. A modified version of the Danielson method will be used for evaluating teacher effectiveness. The Head of School and the Director of Instruction will evaluate teachers by informal and formal evaluations. In addition, students will complete an anonymous course review at the end of each course that will include an evaluation of teacher effectiveness. Historical data about teachers will be retained and reviewed by the school administration. In addition to formal and informal evaluations, teachers will engage in constant self-reflection and curriculum iteration. Each month teachers will bring their data binders to instructional team meetings with information collected to assess student progress to date and also to plan the future instruction to the defined goals. Teachers will be coached and evaluated at these meetings to provide them support and also to redirect the class trajectory where it might have veered off target. Further there is a daily scheduling block built into the teacher's schedule to allow for teachers to collaborate and review lesson plans to insure that instruction is aligned with curriculum goals. Finally, in working with Center for Applied Linguistics and the Buck Institute on Education, teachers will complete regular needs-assessment that they will use in working with the respective on-site facilitators. The outside third-party facilitator will be an excellent source of feedback for the teachers' individual development.

**Family and Student Satisfaction:** The Board of OnTECH includes a nonvoting board member and this parent will function as a liaison between the school leadership and the parent body. One of the responsibilities of the parent board member will be to initiate a parent association during which parents meet regularly. At such meetings, parents will be able to freely discuss positive and negative issues about the schools. The nonvoting parent board member will provide a report to the Board on a monthly basis. In addition parent and students will participate a climate survey given twice a year. The results of the surveys will be discussed at Board meetings. Aspects of the surveys will be linked to the school websites so that prospective students can review.

### E. Professional Development

Professional Development will focus on the key design elements of the school: teaching the ELL population, some of who have never attended a formal education, and project-based learning. To successfully implement both of these key design components, OnTECH will work with national experts in the respective areas. OnTECH has conditionally contracted with the Center for Applied Linguistics (CAL) who will provide professional development services on the Sheltered Instruction Observation Protocol (SIOP) Model to OnTECH Charter School prior and during the school year. OnTECH has discussed its needs with CAL and together have arrived at the following schedule that will begin two months before school starts.

<b>SIOP Professional Services</b>	<b>Dates</b>	<b>Participants</b>
<b>Workshop 1</b> <ul style="list-style-type: none"> <li>• Second Language Acquisition</li> <li>• Introduction to the SIOP Model and Research Base</li> <li>• Lesson Preparation</li> </ul> <b>Workshop 2</b> <ul style="list-style-type: none"> <li>• Building Background</li> <li>• Comprehensible Input</li> </ul> <b>Workshop 3</b> <ul style="list-style-type: none"> <li>• Strategies</li> <li>• Interaction</li> <li>• Practice/Application</li> </ul> <b>Workshop 4</b> <ul style="list-style-type: none"> <li>• Lesson Delivery</li> <li>• Review &amp; Assessment</li> </ul>	TBD, July 2017  TBD, consecutive to workshop 1  TBD, Spring/Summer 2018  TBD, consecutive to workshop 3	<b>Teacher Workshops:</b> Up to 30 ESL teachers, general education teachers and administrators who work with newcomer secondary students. Participants will work in school teams so that they can collaborate during the workshop and support each other as they implement the model in their classrooms.
<b>Guided Lesson Design/Coaching</b>	One, two-day visits in Fall/Winter 2017  One, two- day visits in Spring 2018	Teachers in the newcomer program

During the four days of the SIOP teacher professional development workshop series, teachers will learn about and practice the eight components of the SIOP Model in order to effectively integrate language and content instruction for newcomer students. A special emphasis will be placed on helping teachers integrate content and language instruction for students with English proficiency levels of one and two, with a focus on how to leverage oral skills to increase literacy

acquisition in English. The workshops will include a variety of activities, such as demonstration and explanation, analysis of video teaching sequences, small group tasks, and the creation of activities and lessons. Facilitator will work to incorporate project-based learning into the sessions and help teachers contextualize the agricultural-based component of the curriculum within language development. In addition the facilitator is well aware of population of serving ELL, at risk of academic failure and student with disabilities and will provide applicable training for all populations. The objective of the four SIOP guided lesson design/coaching sessions is to provide support to new and veteran teachers as they implement the SIOP Model in their classroom. The SIOP facilitator will meet with teams to plan SIOP lessons and activities and addresses challenges in SIOP implementation, and provide coaching and lesson support during lesson delivery. Because the target populations of the school is at-risk and ELL, every teacher, admin and staff will receive this training so that it becomes part of the teaching and professional culture. In addition, teachers will receive professional development from the Buck Institute of Education (BIE), the leading experts in project-based education. Every summer, incoming teachers will receive Buck’s training for high school. Following, a facilitator will come on site to work with teachers. As with SIOP the facilitator will work with the agriculture-based component of the curriculum. Both with CAL and BIE, teachers will complete needs assessments throughout the year to customize the training they are receiving. With regard to both specific professional development areas, materials, lesson plans and resources will be stored shared document drive so that all members of the OnTECH professional learning community have access and can work collaboratively. While it is the intention of OnTECH to create ongoing relationships with both CAL and BIE, after every year in June a meeting will be held with the Executive Committee of the Board and the school leadership to evaluate the professional development and training plan to determine whether to continue the relationships and also to consider whether the training offers best practices that we should share with our professional relationships in other school settings.

## **F. Facilities**

**Primary Criteria of Facility Needs.** OnTECH’s goal is to locate the school in the near Westside or Northside of the City of Syracuse that have been areas of rebuilding and restoration over the last ten years, as well as designated areas for incubation of new entrepreneurial businesses. Syracuse is fortunate to have several available sites that meet the needs of the school, the preferred site being at 484 West Onondaga Street in the near Westside. This location is equidistant between the two anticipated target populations of the school, being accessible from the Northside, which is home to a great majority of the refugee population, and the Southside giving access to students from the poorer African American and Latino population. It is both walkable and sits along a main artery bus transportation line. In assessing the potential of any site, primary consideration has been given to maintaining the safety and security of the students,



an interior configuration that is conducive to the instructional curriculum and a building that can be brought up to safety standards of the State Education Department for high schools as well as meeting local codes.

**Description of Facility: 484 West Onondaga Street.** This property has amazing potential and is pictured in the inset photograph. It has a campus-like setting on 2.7 acres that is fenced in along the exterior of the

property with the entrances to the building facing inward opening to a wide space that can be used for parking of over 100 vehicles and also for a separate playground area. There is a total of approximately 34,079 square feet of space, two thirds of the structure being two stories and the remainder a single story. Ceilings are 14 - 16 foot height. There is more than sufficient power with functioning HVAC systems. It is located at an intersection with a traffic signal. The building configuration allows for optimum student security and safety and was most recently the location of the Rural Metro Ambulance Service.

***Facility Meets Needs of Educational Program:*** An analysis of the floor plan shows that with some alteration the building is remarkably conducive to being configured for the unique programmatic needs of the school. The first floor can easily accommodate 12 classrooms with 5 offices and a large community space. There are multiple lavatories located throughout the building. There is a spacious kitchen area that will need some new appliances. Adjacent to the classroom space on the first floor is a wide-open unencumbered space, previously used as a garage, with over 16 foot high ceilings, that can be reconfigured into an indoor gym and recreational space. Outside the doors of this area is a wide expanse of parking area, which would be ample room for a playground. Diagonally across from the school parking area is a medical clinic, which would be a relationship available to OnTECH. On the second floor there is a suite of 5 offices that can be used for administration, social workers, counselors and faculty and 10 classrooms. The interior space design particularly allows for Project Based Learning and small class instruction. Three interior locations can accommodate large central spaces of at least 30 x 25 feet surrounded by smaller breakout rooms of an 8 x 12 feet size, which based on the curriculum of OnTECH offers the kind of smaller room remediation that will be an essential element of instruction. The added advantage with this configuration is that the primary instructor has easy access from the central area into any of the breakout rooms adjoining and is conducive for Project Based Learning and individualized instruction.

***Facility Meets Needs of Students.*** The geographic location of the school is accessible to the two primary target populations of enrollment, students at risk of dropping from the poorer Southside neighborhoods and of children of refugee families in the Northside. All entrances to the first floor of the school are at ground level without the need to climb stairs. There is an elevator for handicapped access to the second floor. Lavatories would need to be renovated to insure that all meet handicapped regulations. The entrances into the school all face inward from the street into the parking areas and with the fenced in perimeter it provides an interior safe space. In addition, because this location is equidistant to reaching several neighborhoods of the city, police cars generally are stationed near the school parking areas.

***Facility Meets Unique Educational Program.*** Project Based Learning and hand-on contextual instruction is essential to the instructional curriculum. The cluster of classroom configurations of a central space opening to smaller breakout rooms is aligned with executing this educational approach. In addition, the number of classrooms allows for small group instruction that is essential for remediation. With respect to teaching sciences the open space garage areas will allow for installation of laboratory equipment and display of equipment and machinery. Initial evaluations show a portion of the roof can be used for agricultural purposes.

***Facility Cost and Renovation Are Within Budget.*** At this point in time, the consideration is to lease the property rather than purchase. In discussions with the real estate agent, there is the ability to lease what is needed for the first year and then increase the space needed for the succeeding years. The owner has been a long supporter of community needs and looks favorably upon establishing a relationship with OnTECH. Based upon the lease per square foot, the

amount would be approximately \$60,000 for each 10,000 square feet. However the owner is also willing to make the necessary improvements, such as reconfiguring of rooms, painting and necessary code upgrades, which he would have to do in any case for ultimate leasing, and use those investments as an offset to the lease cost. This would fit into the budgetary plans for OnTECH as shown in the attached budget and cash flow template for the pre-opening. Renovations would be completed by May 31, 2017.

**Other Sites.** Though the proposed facility above is preferred, in the course of investigating possible sites for the school, there are at least two others locations that are immediately viable. One is 808 McBride Street and the other is 507 Pond Street, both in the city of Syracuse and within the target location for the school mission. Both meet the criteria of accessibility to the target population, needed classroom configuration and cost of renovation.

### G. Insurance

Pursuant to Education Law §2851(2)(o), OnTECH will carry General and Professional Liability Coverage, Student Accident, Property and Property Loss Coverage and Worker’s Compensation, New York State Disability Coverage and Directors and Officers Coverage. OnTECH will also consider additional insurances, including insurances relating to cybersecurity.

POLICY TYPE	INSURED LIMIT	POLICY PREMIUM RANGE
General and Professional Liability Coverage	\$1,000,000 per occurrence	7,000 – 12,000
Excess Liability	\$10,000,000	3,000 – 6,000
Student Accident	\$1,000,000	1,500
Property and Property Loss Coverage	\$1,000,000	Included with GL
Directors and Offices	\$1,000,000	2,500
Worker Compensation	Based on payroll	15,000

A number of factors that calculate into the actual premiums include: payroll, student enrollment, values insured, coverage, limits and deductibles, loss experience and other factors. For macro budgetary purposes, below is an estimated premium table for the 5 years out that is incorporated in OnTECH’s five-year budget for the purposes of this application.

Year	1	2	3	4	5
# of Students	110	200	290	360	360
Premium	30,000	37,500	46,875	49,594	62,523

OnTECH’s intermediary (broker) will be First Fidelity Brokerage, Inc. They provided the rates based on its experience of placing the insurance for more than 50 Charter Schools in the State of New York. Upon receipt of a charter, OnTECH will put out for a bid. OnTECH will likely contract with one of the following insurers who are A-rated: Philadelphia, Munich, Catlin/WRM, or Hanover.

### H. Health, Food, and Transportation Services

**Health.** Pursuant to New York State Health law, OnTECH will make a request to the superintendent of the Syracuse School District no later than April of the opening school year. The district will provide resident students who attend nonpublic schools with the health and welfare services available to students in the public schools pursuant to Education Law §901-914. At all times when OnTECH’s enrollment is under 300 students, it will receive a part time nurse and a nurse on call for emergencies. The nurse will do mandated screenings, immunizations and

BMI reports. As the school grows and at full capacity, OnTECH will have a full time nurse. With permission of the nurse supervisor in the District, OnTECH will be permitted to interview potential candidates for the job given that the population of the school will have specific concerns. For example, many of the New Americans and at-risk students also have issues relating to poor nutrition and health issues. OnTECH will ensure that we have a nurse on site who is compassionate and knowledgeable about this population. The health services which OnTECH will provide includes but is not limited to:

- A physical examination upon entrance to school, and upon entrance to grade 10 and at other times deemed necessary by school authorities in the educational interests of the child.
- Vision screening test for all students upon entry and in grades 10
- Hearing test for all students upon entry and in grades 10
- An annual scoliosis screening test for all students in grades in 9
- The maintenance of cumulative health records
- Written notification to parents of any health problems found during the physical or screening exams.
- Emergency care of ill or injured pupils
- Compliance with an enforcement of mandatory immunization requirements

Health, hygiene, vision and dental are significant issues of the New Americans who have been living for a considerable amount of time in refugee camps without adequate medical care. Therefore, discussion regarding health, hygiene and nutrition will be integrated in advisory and curriculum. In addition, OnTECH will make efforts to ensure that certain health-related social services are on site to help students. By way of example, the Lead Applicant has already communicated with a local dentist to provide pro bono services on site to students.

**Food.** OnTECH intends to serve breakfast, lunch and snacks and will participate in the Federal School Lunch and Breakfast Program to provide free or reduced-price breakfast and lunch for qualifying students. OnTECH will not be participating in Syracuse School District's food service programs. Discussions with the New American communities indicates that issues around food play a role in whether or not students feel welcomed in a community and whether they stay in school. One student told Lead Applicant that she dropped out of a city school because she was too hungry all day. The food served at school was "too brown" and was "tasteless" to her. She said she did not bring her own food to school because she was concerned it would smell strangely, and she was concerned that other students may ridicule for eating certain foods. Members of OnTECH's advisory council, who represented the refugee communities, confirmed similar issues around food services in the public school setting. Given that a staple diet for many ethnic groups is vegetables and rice and many do not eat meat, OnTECH will be intentional about its menu plan. OnTECH is currently in conversation with various vendors who may be able to provide food service. A culinary school will be opening in the same vicinity through Onondaga Community College. OnTECH is speaking to the individuals involved in developing the culinary school to determine whether the culinary school may have the capacity to provide food serves to OnTECH and whether the two schools could establish a relationship. Upon receipt of charter, OnTECH intends to issue an RFP relating to food services, delineating the specific needs of the populations. The capacity of the vendors will determine whether the food will be prepared on or off site. All facilities under consideration have capacity for on-site food

preparation and OnTECH will insure compliance with all permit and regulations under New York State Health Department. As illustrative of School's focus on agribusiness and sustainable sciences, OnTECH intends to build into the curriculum a program for planting and harvesting of the foods to develop a farm-to-table food design for the food services of the School. Grant monies have been identified through the Cornell Cooperative Extension to support the School developing a farm-to-table approach within its own food service program. OnTECH envisions using hydroponics as a topic in its project-based curriculum in support of the School's food to table approach. The study of hydroponics is a topic that draws upon literacy, history, math, and science. In addition, the topic is applicable to discussion around global food shortages and urban food deserts.

**Transportation.** Pursuant to §§ 2853(4)(b) and 3653(4)(b), OnTECH will ensure that every student has means to get to school. Because students will be attending OnTECH year round and because the day follows a non-traditional schedule, students will be encouraged to take public transportation, walk or ride a bike. High school students, get a free bus pass from Centro, the entity that runs the local bus system in Syracuse. Students can take trips by bus for free with pass as many times a day as they want. All of the school sites under consideration are on bus routes. In addition, OnTECH has been in communication with Centro to discuss adding bus stops near potential locations of OnTECH. In addition, the school will have a fleet of bicycles to issue to students. These bicycles will be maintained by students and loaned to students. OnTECH is exploring a partnership with a local organization that locates old bikes and refurbishes old bikes for use. Students will receive training on maintaining and repairing bicycles in furtherance of the school's mission to support sustainable living. Notably all locations identified have access to bike pathways or will be in walking distance of a large part of the target population. Further, OnTECH provides the following assurance that it will work the Syracuse City School District to provide transportation for students who have been identified as residing temporary housing under the McKinney-Vento Homeless Education Assistance Act or who require special transportation and accommodations as identified in the students IEP or 504 plan.

## **I. Family and Community Involvement**

**Vision and strategy.** The vision is for OnTECH to create a community where students and parents alike feel a sense of community. While curriculum will focus on the sustainable sciences and cutting edge theories and methods associated with energy, resources and agriculture, many of the parents have knowledge about agriculture and different theories and methods, developed by their own cultures of their homeland. It is the hope that OnTECH will be, figuratively and literally, fertile ground for the meeting of the minds and interests of both generations. The strategy is that the curriculum focus will be a welcoming area for both parents and students.

**Parents will be involved in the planning, implementation and program design.** Parents will have a representative in a non-voting member of the Board. In addition parents can be involved in the advisory of the Board, which will include members of the various refugee communities. The Board will meet monthly with the Advisory Board to obtain input on the programming.

**Steps to cultivate family and community.** While OnTECH has already created the advisory board, it includes three members (Iraq, Somali and Karen community). OnTECH needs to recruit more members to sit on this Board as there are about 35 ethnic groups represented.

**Partnership with Organizations and Evidence.** It is important for OnTECH to work with the community organizations that already serve this population of people and organizations that have

already won the parents' trust. OnTECH has already started creating relationships with many of these organizations such as Southwest Community Center, 100 Black Men, Refugee and Immigrant Settlement. Each of these organizations have pledged their support for a charter school and OnTECH will turn to them for advice on developing the program and ask for membership to join the board or sit in advisory capacity. In addition, OnTECH has reached out to the individual refugee groups and put on presentations to them individually. But the next step is to bring them together. Traditionally, Syracuse remains silo-like and it will be necessary to bring together the various ethnicities intentionally and meaningfully if the students are to be safely be educated.

## **J. Financial Management**

**Budget Narrative.** During the pre-opening budget period the work with respect to identifying the needs for the facility, the hiring of staff, the acquisition of insurance policies, the compliance with Education and local laws will be done pro bono by members of the board. The board will also contribute funds for necessary expenses prior to receiving start-up funding during this period including money to continue to work with consultants to develop the educational programming of the school. Sustainable Sciences and Technology Foundation was created as a not-for-profit, tax-exempt organization to receive money donations to be used to help fund the School. Board members have already contributable personal funds to the Foundation to serve the school and have obtained a commitment of \$20,000 from a local community family foundation upon receipt of the charter. The school has contracted with Charter School Business Management (CSBM) to develop budgets and it will provide continued support with the writing of any start-up grants and will engage its expertise in matters relating to finance during start-up. OnTECH has drafted a financial policy handbook and will work with CSBM to finalize its financial policies and procedures prior to the Board's approval. CSBM will also support the school in generating required compliance and fiscal documents as well as providing general guidance in setting up various vendor relationships. The Board affirms and is confident that the proposed budget and fiscal plan is sound and there are sufficient funds for start-up of the school as required under New York State Education Law, Section 2851(2) e. As set forth in the budget template the pre-opening period is supported by strategic use of revenue plus the expertise of the Board. Among the revenue items included are retaining of an auditor, legal work, site visits, purchase of office supplies, advertising for positions and hiring, insurance policies, payment of rent and improvement of the leasehold. The facilities section below, anticipates that the school site will be leased, possibly with an option to purchase. Built into the budget are the amounts needed to make leasehold improvements. As mentioned above CSBM was retained to work with the school on the budget and also with its ongoing operations. The design of the school and the key elements were part of the discussion with CSBM in arriving at the final proposal that supports the mission of the school including low student-to-teacher ratio and full-year professional development support with ELL and project-based learning. The finance committee will meet on a monthly basis to review monthly financial reports that will be prepared by CSBM that will illustrate budget to actuals with projections, balance sheet analysis, as well as cash flow with projections report. The review of these reports, will ensure that the expenses and revenue of the organization are scrutinized on a monthly basis and will allow the leadership and the board to react to any potential financial situations to avert any instability.

The goal in creating the budget was to work with certain best practice financial ratios. To this end salaries are 65% of the total expenses, which in the opinion of this Board, corroborated by

CSBM, is an acceptable percentage for a school entity. In addition, by the end of the charter term we will have an approximately two-month reserve; while this is within acceptable range, OnTECH's target is to increase this amount having operational experience and get closer to a three-month reserve. The cost per general student is approximately \$15K, which means that about 90% of the per pupil funding is going to educating the student. The percentage of per pupil revenue to the total revenue is 80%. The Board believes that a school focusing on New Americans and students at risk of dropping out has the potential to attract fundraising dollars to the extent that this percentage over the course of the years may be lower, but in creating the budget fundraising dollars were applied conservatively.

***Fiscal Audits.*** OnTECH will provide for an annual independent fiscal audit conducted by a certified public accountant or certified public accounting firm licensed in New York State. OnTECH has arranged for the Firm of Fruchter Rosen & Co, Certified Public Accountants (the "Auditors") to conduct an annual fiscal audit of all financial reports required by the State Education Department in accordance with Generally Accepted Auditing Standards (GAAS), as well as with the Government Auditing Standards (Yellow Book) and the New York Non-Profit Revitalization Act. OnTECH will also engage the Auditors to conduct an Agreed Upon Procedures Report on the Initial Statement of Financial Controls when required prior to the beginning of the first school year, and complete the audit process the following fall. The school will engage the auditors on a yearly basis, the auditors will begin on-site document review during the summer, and the audit committee will discuss the interim testing results and the upcoming audit in late August and complete the audit before November 1. The board will review the audit, meet with the auditor and school leaders, and take action to address deficiencies. A copy of the auditor's Management Letter will be provided to the board and to the Charter Office of the State Education Department, and the full report will be made public on the School website.

#### **K. Budget and Cash Flow**

At the conclusion of the first year, the budget template projects a net income of \$48,845 and a positive cash flow of \$34,178.

***Five year Budget and Cash Flow Considerations.*** The Head of School will work with the support of CSBM to prepare a proposed budget each spring for the Board's approval. The Finance Committee will review and provide recommendations for adjustments as necessary. In May, the Committee will then present a final budget to be approved by the entire Board before July 1, the start of the new fiscal year. At this time, the current five-year budget projections will be reviewed and adjusted as necessary. However, going into the planning strategy, the five-year budget is proposed in the attached template. The school's Board has strong financial management expertise, including one member having managed a division of a Fortune 100 corporation. The qualifications for hiring senior administration will also include a high value on knowledge of financial management expertise. In addition, CSBM and the school's Leadership will monitor the budget through monthly financial reporting that will be reviewed by the Finance Committee. The monthly financial report will consist of budget to actuals with projections, balance sheet analysis, as well as cash flow with projections. Any major variance would be identified and addressed at this time. The annual budget will be submitted to NYSED and any major changes to the budget must meet with the Board's approval/vote and will be resubmitted to the authorizer as an amendment. The current budget has a principal with two directors and a third director starting in the third year as the school increased enrollment. Further, the budget supports the mission of the school in staffing by maintaining a 10:1 student/adult ratio, enabling the SPED and teachers, with the support of the teaching assistants, to work with small group

units for remediation, project based learning and other individualized skill learning. This is further enabled by the configuration of the classrooms, which will be built around a central learning space opening to smaller rooms right off the larger space. This will enable the instructional to maximize their impact by having immediate access to the learning activities.

Protection of Student and Financial Records. Together with CSBM, the Director of Operations will create a process and procedure and will be responsible for tracking student enrollment and attendance, Title I eligibility and special education and ESL enrollment as it relates to state and federal entitlements and grants. The administrative staff will assist the Director of Operations with ensuring the files are complete and accurate with regards to eligibility of students through recruitment, registration and while enrolled. During the first year of operations, the Board of Directors will ask the auditors to review Notch’s process to ensure that the School begins operations with sound procedures. OnTECH will use a cloud-based hosting service and platforms for maintaining student records and data including Title 1 data.

**Escrow Account and Dissolution Expense.** As required by the Board of Regents, the budget provides for \$75,000 to pay for legal and audit expenses in the event of dissolution. This is accomplished through a budget escrow of \$25,000 per year for the first three years. In addition, in event of dissolution the budget proposes to reserve an increasing cash balance over the five years starting with \$48,845 the first year and building up to \$886,547 in the fifth year. The Board would look to increase this amount even over the budget to provide the greatest protection as possible in such an event.

### L. Pre-Opening Plan

The Board of Trustees is responsible for insuring that all the preliminary work is done for opening the school. In addition, Trustees must create and approve all necessary contracts and establish sound and legal policies. After opening, the role of the Board of Trustees evolves from that of being operational into being more of a role of oversight and ensuring accountability and compliance. Among the list of activities that must be met are the following. In addition to the New York Charter Education Department – Charter School Operating Procedures Checklist, the preliminary planning year includes the following tasks:

<b>TASK (note whether DOE approval is necessary)</b>	<b>Category</b>	<b>Responsible Party</b>	<b>Time Frame</b>
<b>APPLICATION DUE AUGUST 16</b> Update Board and Listserv group re filing (LA/DO)		<b>BOT/DO</b>	8/16
<b>PUBLIC HEARING</b>	<b>statutory/SCSD</b>	<b>BOT</b>	
<b>CAPACITY INTERVIEWS</b>	<b>Governance</b>	<b>BOT</b>	10/16
Continue discussions with donors	<b>finance/fundraising</b>	<b>BC</b>	11/16
<i>Continue discussion with Presidents of Cobleskill/Morrisville to discuss potential partnership (LA) to support development of curriculum that would lead to college pipeline</i>	<b>academic</b>	<b>BOT</b>	10/16
<b>BACKGROUND CHECKS VIA FINGERPRINT SCANS</b>	<b>accountability/DOE</b>	<b>BOT</b>	10/16
<b>REQUEST FOR Modifications/REVIEWER FEEDBACK</b>	<b>accountability</b>	<b>BOT</b>	10/16
Board members visit Design-Tech (in California) and Innovative Tech in Liverpool and other PBL schools	<b>curriculum</b>	<b>BOT</b>	10/16-4/17
Create Board packet (draft by LA to be reviewed by Board)	<b>board development</b>	<b>BC/BOT</b>	By 12/16
Food Services: Confer with Lucky Tummy re food	<b>operations</b>	<b>BOT</b>	10/16

services			
Head Search: <i>Create job description. Plan timeline for hiring process.</i>	<b>staffing</b>	<b>BOT</b>	11/16
<b>CHARTER AGREEMENT BOARD OF REGENTS ACTION (Nov. 14 and 15)</b>	<b>accountability/statutory</b>	<b>DOE</b>	11/16
Discuss CSP grant with CSBM if receive NYSED response; positive response triggers: <ul style="list-style-type: none"> <li>• Contract with CAL</li> <li>• Contract with BIE</li> <li>• Contract with Dir. of Operations</li> <li>• Facilities contracting</li> <li>• Posting/Interviewing for Head of School Position</li> <li>• Convert website to school website</li> <li>• Create application for lottery</li> <li>• Pursue funding sources</li> </ul>	<b>financial/operations</b>	<b>BOT</b>	11/16
Negotiation of Properties to secure lease or purchase of school building. Make plan for renovations. Hire architect, engineer and/or general contractor.	<b>facilities</b>	<b>Treasurer/BOT</b>	11/6-8/17
Continue curriculum development with <i>list of partners for curriculum development. List to include SIOP and PBL experts. Buck Institute, Future Farmers of America, Center for Applied Linguistics (CAL).</i>	<b>curriculum</b>	<b>BOT</b>	11/16 – 8/17
Create marketing materials for students	<b>marketing/student recruitment</b>	<b>BOT/Advisory</b>	11/16-12/16
Attend churches, community events and speak directly with community with translator		<b>BOT/Advisory</b>	11/16-4/17
<i>Post position description on NAIS, Charter School job boards, local, regional &amp; national. Board members distribute position description through professional networks. Form search committee; begin search</i>	<b>head search</b>	<b>BOT</b>	11/16-2/16
Financial Development Presentation by CSBM- create financial dashboard	<b>Finance</b>	<b>BOT</b>	
<b>Start Monthly Board Meetings</b>	<b>Accountability</b>	<b>BOT</b>	1/17 ongoing
<b>Annual Meeting</b> (a) Review and finalize HR handbook and Financial handbook (b) Discuss head candidates, vote on candidacy (c) Choose officers		<b>BOT</b>	
Meet with HS to bring up to speed on curriculum development progress. Prepare transition to his/her leadership of that initiative.	<b>operations</b>	<b>BOT</b>	2/17
<b>Personnel Recruitment:</b> Start recruiting process for teachers; develop list of faculty staff positions and numbers; communicate with grad schools; plan local, regional job fair	<b>operations</b>	<b>BOT/Head</b>	1/17-8/17
<b>Update Action Plan</b> <i>Head of School will create detailed Action Plan</i>	<b>operations</b>	<b>Head</b>	2/17
<b>Lottery April 4, 2017 (Board/Head of School/DO) Enrollment Letters Issued; any wait list is opened May 5, 2017</b>	<b>operations</b>	<b>BOT/head</b>	4/17

<b>Finalize insurances</b>	<b>operations</b>	<b>BOT</b>	5/17
HS develops training model for new teacher orientation. Goal – bring teachers up to speed on current research in alternative instructional delivery that is the core of OnTECH’s academic program.	<b>curriculum</b>	<b>Head</b>	5/17
<b>Staff start</b>	<b>academics/operations</b>	<b>Head</b>	7/17
<b>Update Action Plan</b>			
Fill remaining positions, including admin, non-teaching staff and clerical positions. Finalize orientation procedures for new faculty and staff.	<b>personnel recruitment</b>	<b>Head</b>	7/17
<b>Hold Open House/Soccer Tournament with Summer Picnic</b>	<b>community</b>	<b>Head/BOT</b>	8/17
<b>Purchasing/Receipt:</b> furniture/text books/supplies	<b>operations/facilities</b>	<b>Head/BOT</b>	5/17-8/17
<b>Professional Development:</b> Two week program including training with SIOP/Buck	<b>curriculum/programming</b>	<b>Head/BOT</b>	7/17-9/17
<b>School Opening</b> Welcome Back to School Community Meal	<b>community /operations</b>	<b>Head</b>	8/17

### **M. Dissolution Plan**

On-Tech Charter School will work closely with NYSED in the event of closure or dissolution in compliance with Education Law §§219 and 220, following the Closing Procedures Guide and Checklist for New York State Charter School Authorized by the Board of Regents. The Board of Trustees, along with the Head of School, the Director of Operations, and CSBM will ensure that a day-to-day dissolution plan is in place. Of primary importance is that all stakeholders are informed in a timely manner and in accordance with NYSED closing procedures of the Board of Regents vote to close. Stakeholders include but are not limited parents, students, teachers and vendors. Parents and students will be notified, and a list of enrolled students will be sent to the district. The Board and school leaders will also hold a public meeting where all families and children are invited, so that they may have up to date information around the school’s plan, and receive information about other school options. The Board Chair, Head of School and Director of Operations will establish an employee termination date, at which point all employees will be notified, as well as benefit providers, so they are aware of employee termination dates. Employees will be made aware of all unemployment options for which they may be eligible under the New York State Department of Labor. Any property that the school has borrowed, leased or rented will be returned. The school will set aside \$25,000 in each of its first three years of operation to maintain a reserve fund of \$75,000 to cover any and all debts incurred at the time of dissolution. This is in accordance with NYS Education Law §220. Any remaining assets after dissolution will be transferred to another charter school within the school’s district or the school district. In addition, as relating to dissolution, the OnTECH agrees and abides by the following assurances. OnTECH will

1. Create a communication plan for students, families and staff. The communication plan shall take into account timing to ensure students are able to take advantage of other school choice options that may be available.
2. Provide NYSED with the parent names and addresses of all students enrolled in the school, at the time, by grade to enable the Institute to communicate directly with families regarding the process as necessary.

3. Transfer all student records, testing materials, etc. to the school district of location of the charter school and make available a copy of such records to each student's parent or legal guardian.
4. Designate one or more trustees and/or employees to assist in the closure of the school, from an operational and financial perspective.
5. Transfer the Education Corporation's fixed assets (if any, after the payment of all debts) in accordance with the law at the time of dissolution.
6. Properly return or dispose of any inventory including inventory obtained with federal dollars.
7. Follow any and all procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§2854(2)(t), 219, 220 and any closing procedures specified by NYSED Closure Plan.
8. Establish an escrow account, in the case of a single-school education corporation, of no less than \$75,000 to pay for legal, final audit and other wind up expenses associated with a dissolution should it occur. The budget reflects this commitment and includes funding of \$25,000 increments in the school's first three years of instruction. (Note that a separate reserve fund does need to be established and be reflected separately in the financial statements and notes to the financial statements.)
9. Ensure that the School will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §2854(2)(t), 219, 220 and any Closing Procedures specified by NYSED including any filings relating to the dissolution with the Supreme Court of New York State and the Attorney General's Office.
10. Upon notification of the closure, OnTECH will begin a full financial audit of liquid and fixed assets.



## Attachment 1 - ADMISSIONS POLICY AND PROCEDURES

### Recruitment Process

Formal recruitment of incoming students will begin as soon as OnTECH is authorized. During or before January of the following school year, OnTECH will advertise open registration. Open Registration will be advertised in the community newspapers, via flyers, which will be hung in community centers, places of workshop and in local grocers. Registrations will be advertised in multiple languages. Families can meet with OnTECH staff members and review the program. Open houses will be held every weekend from February 1 through August 1 of the calendar year. Parents may also walk into school at any time. Every member of the staff will be trained in meeting one-on-one with prospective parents and students so that no parent is turned away if they walk in. Prospective parents will be welcome to tour the facilities. OnTECH recognizes its policy of equitable admissions access to all students in every phase of its admissions process. OnTECH will not discriminate against any student based on race, ethnicity, national origin, gender, citizenship status or disability or for any other basis that would be unlawful for a public school. OnTECH shall be open to any child who is eligible under the laws of New York State for admission to a public school, and WCHS shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and Paragraph 2854 (2) of the New York Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

### Application Process

Interested families will submit applications by April 1, at 6:00 PM. The school will accept electronic and paper applications. While OnTECH is aware that charter schools with fewer applicants than spaces available do not need to conduct a lottery pursuant to Section 5210(1)(H) of the ESEA and that New York State Education Law §2854(2)(b) requires that charter schools conduct a lottery if applications exceed capacity at the grade level or building, OnTECH will conduct a lottery annually in order for the applicants and members of the community to become familiar with the charter system. In addition, the lottery will be used as the one of many educational opportunities to introduce the families, who are not accustomed to the American educational system – and may not be accustomed to any educational system, to the basic tenets of a formal education process. Applicants will be admitted based on a lottery or random selection process. The lottery or a random selection process will be conducted by an individual unaffiliated with WCHS. This unaffiliated person will be used to assign spaces in accordance with the weighted preferences. The lottery will be held on the first Tuesday of April of each year. The number of students chosen by the lottery will be in accordance with the growth chart set for the school in the first four years. On the fifth year and thereafter it will be set by the total per pupil enrollment. Where the number of applicant exceeds the set enrollment during any one year, a waitlist will be created. Students may apply and enroll at any

time of the year. Accordingly, OnTECH will backfill at any time of the year. While intakes and assessments will be conducted for each student, no student will be denied an enrollment spot based performance on the assessment.

#### Application of the NYSED Weighted Lottery Generator

Upon acceptance of its enrollment policy and permission from NYSED Charter School Office, OnTECH will weight admissions through the use of the Weighted Lottery Generator created by the New York State Education Department's Charter School Office. The purpose of the NYSED Weighted Lottery Generator, consistent with Section 5204(a)(1) of ESEA (Elementary and Secondary Education Act), is to give slightly better chances for admission to a subset of educationally disadvantaged students. However the purpose is not to reserve or set aside seats for individual students or sets of students, and is not for the purpose of creating a school to exclusively serve a particular subset of students. OnTECH will only run the NYSED Weighted Lottery Generator once each academic year, and will obtain NYSED approval to use the Generator should the school's enrollment policy change in any way. Further, OnTECH will continue to fulfill their existing legal responsibilities related to outreach, recruitment, and retention of students with disabilities, English language learners, and students who are eligible for free or reduced-price lunch. The plan to reach those goals can be found \_\_\_\_.

OnTECH has identified ONE at-risk subgroup of educationally disadvantaged students to be weighted - that subgroup is English language learners. OnTECH school will not rollover the lottery waitlist from year to year. OnTECH will obtain and maintain the authorizer's approval of the school's enrollment policy. OnTECH will resubmit any policy changes for approval by the authorizer to the NYSED Charter School Office. Notably Education Law §2854 was amended to allow charter schools to admit children of employees provided the total enrollment of this subgroup may not comprise more than 15% of their overall school population. Thus, ONTECH will not exceed the statutory threshold for children of employees, regardless of their position in the lottery.

OnTECH will use the NYSED WEIGHTED LOTTERY GENERATOR following these procedures:

1. Develop a list of all student applicants including the following information: student first and last name, at-risk identification and grade level in the upcoming school year.
2. Upon opening the NYSED Weighted Lottery Generator, read the tabs entitled Introduction, Purpose, Guidelines and Use. Click "Confirm."
3. Select ONE of the at-risk weighting categories to weight educationally disadvantaged students: economically disadvantaged, English language learners, or students with disabilities. For the purposes of OnTECH is will be ELL.
4. Enter or copy and paste student information into the Applicant Information Worksheet and identify those students who are eligible for weighting criteria (enter "1" for at-risk identification).
5. Submit the applicant information worksheet to run the lottery. NOTE: Schools cannot run the lottery more than once to preference for more than one category of at-risk student.
6. Weighting proportions for educationally disadvantaged enrollment will appear.
7. Each weighting strata is given an applied weight based on selected criteria and the composition of the applicant pool.
8. Students are randomly assigned a number which is multiplied by the associated strata weight; the

product is linked to the students' information and ranked in a new admissions list in lottery results generated in a PDF. Information linking students to each weighting strata is removed from the PDF for the purposes of public lottery display.

9. Schools will have detailed lottery records, including but not limited to printed and electronic documentation of the process, inputs and results for a period of no less than 3 years after the date of the lottery. Again, lotteries may only be run once for each academic year.
10. OnTECH will have readily available copies of the saved PDF generated from the lottery as required.

#### Admissions for 2017-2018

OnTECH Charter High School welcomes students who meet the following criteria:

Students who are eligible for high school, 16 years or younger and have 5 or fewer high school credits; or Students who are entering high school and scored a 1 on ELA or math on the state testing in 8<sup>th</sup> grade.

OnTECH will accept students at any time of the year as long as the school has capacity as defined by its total per pupil enrollment. Vacated seats by enrolled students will fill from a waiting list.

For the purposes of the lottery, preferences will be given in the following order

- (a) Residents of Syracuse City School District
- (b) Siblings of enrolled OnTECH students
- (c) Children of Employees at OnTECH
- (d) ELL students

**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
3/8/14	Meeting with B. Gardino, M. Scuden; J. Barry , S. Kimatian, E. Eagen	Coffee Shop, Erie Boulevard	Individuals interested in technical schools	We need to consider PTech model, Future Farmers of America, Skills USA, agriculture in local industry	Research and create career pathway in agriculture (after further research)	5
2/19/2015	Letter Outreach; In person meeting	EKE met with Michael Melara Executive Director of Catholic Charities and Felicia Castricone, Program Director of the Resettlement Services.	Refugee community	EKE provided presentation and solicited feedback; entity has concerns about high school student not being placed in high school because lack of records and credits; this has been an ongoing problem; before CC can take a position would like to be informed by discussion with district; note that students want the high school experience, not GED program	Research/follow up on other local agriculture opportunities in the area/note following up proves information is hard to access	3
8/8/2015	Meeting with community members	Met at Coffee Shop, Erie Boulevard	Educators in the Community			5
11/29/2015	Email/Contact via website	email	Mark Cass on behalf of North Side Learning Center	Few questions in advance of your community meeting:	E. Eagen responded: Mark, We are not members of a national	2

				<p>Can you tell me who some of the principal organizers are?</p> <p>Are you affiliating with a national charter school organization? If so, which?</p> <p>What is your timetable?</p>	<p>organization. We are a community group of educators, lawyers and business people from Syracuse. You will see the press release on our site that tells you more. Some of the individuals who are starting this school will be at the presentation tomorrow night. Will you be able to attend? If so, you could meet me and the involved individuals in person. If not, perhaps we can set up a time to talk so we can answer all of your questions. Timetable is to open for fall of 2017. We are hoping to obtain the charter by spring 2016 and have a year to plan before opening our doors.</p> <p>We would love to have you involved.</p>	
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					Ellen Eagen  Follow-up with meeting week of December 21	
11/30/15	Sent flyers to community organizations, invited refugee communities, media release, ad in paper. Hosted a public community meeting to introduce OnTECH Charter High School to the public	Pastime Athletic Club – 1314 N Salina St, Syracuse, NY  Media Coverage of event:	All community members	<ul style="list-style-type: none"> <li>- how do you create community with different refugee groups?</li> <li>- is this school just for refugees?</li> <li>- What is the funding source</li> <li>- Have you communicated with the FFA</li> <li>- Morrisville Ag school</li> </ul>	special focus with be given to creating community- especially with regard to refugee groups that came from conflict – reaching out to guidance from Seeds for Change FFA curriculum will be incorporated Follow up with Morrisville	22
11/30/2015	Email/Contact Via Website	Email/ Janel Lucas	Local Educators	When does your School anticipate opening? Are you currently taking applications?	Responded opening on or about August 2017 if get charter and not taking application yet. Asked if would she like to be on email distribution list (E. Eagen 11/30/15)	2
11/30/2015	Community Meeting Card (from community meeting)	Email and Phone/ Elizabeth Allen/SUNY EOC	Local Education Pipeline	I am still unclear about who is eligible - - just refugees? What is the age limit?	E. Eagen called E. Allen on 12/1 and had discussion regarding role of EOC. Asked whether she thinks we are duplicating local	2

					<p>efforts and she said no. E. Allen believed that refugee community would find meaning in an ag curriculum. She raised question of hosting an urban garden (will incorporate). Asked whether I had connected with CCE (Yes). E. Allen told me a story of how a local refuge gained knowledge and went back to village to help with building wells and purifying water. Discussed possibility of letter of support; E. Allen encouraged me to talk with Morrisville State College</p>	
11/30/2015	Community Meeting Card (from public meeting)	Community meeting/phone John Sindoni/ Barclay Damon LLP	Local Philanthropy	Hoping to help in any way. Not an educator but would be willing to help with community support (financial and otherwise). Great concept that has been carefully thought out.	Will follow up with J. Sindoni if application is accepted to work on fundraising	2
12/1/15	Phone call received in response to media	Phone/ Theresa Spain Cornell Cooperative	Local Ag education	Some local agriculture projects	E. Eagen contacted T. Spain to discuss role of CCE, viewpoint of	2

		Extension			school and how CCE and OnTECH could collaborate; addressed key points about OnTECH; T. Spain provided information on agriculture education resources and continues to be a resource; invited E. Eagen to participate in farm to school initiative webinar with Cornell; decided to determine type of relationship with CCE; T. Spain offered to connect with Morrisville	
12/1/2015	Email/Contact Form via website	Email/Rena Youngblood/Association of American Educators	Local Educators	I just read the article about your plans for OnTECH Charter High School. I was with the Georgia Charter Schools Association for seven years before moving to the Association of American Educators. Georgia has a charter school called, International Community School. Like you, they have a focus on the refugee population that makes up about 50%	E. Eagen Reviewed website and returned email thanking; in touch with admin at charter school in George to discuss specific issue regarding gaining trust with community	2

				of the student body. <a href="http://icsgeorgia.org/">http://icsgeorgia.org/</a> . I thought you might be interested in knowing about another school with a similar mission. Good luck with your petition. I love your mission and focus.		
12/1/2015	Email/Contact Form via website	Email and House Meeting/ Tom Brown/Truxton Academy Charter School	Charter group	Perhaps we should meet. We have working on a community based ag charter for the past year. Truxton Academy.	Contacted 12/1/15; research school; playing voice tag (E. Eagen 12/1); E. Eagen meets with group; discuss charter application process but how schools could benefit by being in same locale	7 (meeting) 1/16/16
12/1/2015	Email/Contact Form Via website	Email/ Multiple Community Meetings/ David Flagg	Local educator	Dear Mrs. Ellen Eagen,  I was excited to see a charter school for immigrants was under consideration but disappointed that the schools goal was to prepare immigrants for work in agriculture. I grew up on a farm in Massachusetts, farmed for many years, and spent ten years as Director of	E. Eagen responded on 12/1/15, Thank you for your message. In fact, I agree with you entirely. If you review the PowerPoint on the website you will see that we are talking about agribusiness and listed several technical career-paths including	2

				<p>Field Services for the Massachusetts Farm Bureau Federation. Since moving to Syracuse nine years ago I have come to know many immigrant students. I tutored students at the Butternut Street Police Community Center and tried to start a parent teacher student organization at Public Service Leadership Academy (PSLA) at Fowler.</p> <p>At PSLA, some of the most successful students were immigrant students. Their academic performance often exceeded that of American students. On the other hand, some older immigrant students are placed in grades based on their age rather than their previous education. One fourteen year old with little or no education in Africa was immediately placed in the eight-</p>	<p>hydrologists and water technicians - we are not talking about agriculture in the traditional sense of milking cows and picking berries. We are working with the trade union and also Future Farmers of America to create a very sophisticated, highly technical curriculum. Your response makes me think we did not get this point across clearly enough. I thank you for this feedback because it is exactly what we need to better articulate the program. It sounds like you have a wealth to offer. Please consider being involved. Thank you again for your feedback. I will call you later in the week.</p> <p>D. Flagg continues to come to community</p>	
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				<p>grade at Grant Middle School near the end of the school year and the next fall into the ninth grade at Nottingham High School. At the time, he had limited knowledge of addition and subtraction and virtually no knowledge of multiplication or division. A year later he was placed in an Algebra one class. He failed Algebra. He dropped out of school.</p> <p>The immigrant student community certainly needs a school aligned with their special needs but also designed to allow them to realize their academic potential. The goal should be at least high school graduation post-graduation technical training or for many, preparation for four year college admission.</p>	meetings and provide feedback	
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				I urge a reconsideration of the new charter schools goals. Immigrant students have huge abilities.		
12/2/2015	Email/Contact Form via website	Phone/ Rachel Hoffman/Syracuse University	Media	Hello, I was in touch with you yesterday regarding setting up a phone interview today. I was hoping you were still available to talk with me. I am available between now and 3:30. Or, I am available between 11:30-12:30 tomorrow (Thursday) morning. I look forward to hearing from you.	RH reporter at Syracuse University; conducted interview; (E. Eagen 12/3)	2
12/4/2015	In person meeting	House Meeting/ Cyprien Mihigo	Refugee Group	Discussion with S. Kimatian and C. Mihigo about status of the school and issues relating to Congolese. C. Mihigo explains soil study relating to nutrient in soil in homeland; correlation with ag studies	Curriculum – point Soil study/nutrition/plants relating to home country	2
12/7/2015	Email/Contact Form Via website	Email/ Mary Mitchell	Educators	Hi! I am a former SCSD ELL teacher who at one time had a	12/7 E. Eagen contacted Mary to set up time to meet	2

				<p>vision of creating a charter school for the refugee population in Syracuse as well. Although my dreams never came to fruition, my passion for these people and seeing them succeed is very strong. I am not sure if there is any way that I can be involved in this project that you are undertaking, but the more information I read about it the more I feel the need to reach out to you. Are there employment opportunities opening to be a part of this? I missed the forum where you presented to the community, but I would love to catch up on any info you have available. The refugees in this community are so deserving of a better education and this looks like it is just what they need! Thank You for your time!</p>	<p>(follow-up necessary)</p>	
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12/8/2015	Email/Contact Form Via website	Hanna Horvath/Syracuse University	Media	My name is Hanna Horvath and I am a beat writer for the Daily Orange, covering events happening in the Syracuse area. I was wondering if I could speak to someone regarding the development of this school and the effects it will have on the community.	Returned call and conducted interview (E. Eagen 12/8)	2
12/8/2015	Phone call from Ray Rinaldi	Pond Street property In person meeting	Real Estate	Consider space for facility	E. Eagen return call 12/9 to discuss facility. R. Rinaldi discuss gym as a meeting spot for refugees; facility remodeled, Pond Street; will check out	7
12/9/2015	Email/Contact Form Via website	Kevin Walker/C&S Companies	Sustainable Sciences Business	This is a great idea. How do you plan to connect with the local employers to identify the potential job opportunities and identify the appropriate skill sets your students will need to meet the associated job requirements?	E. Eagen 12/10 response: Dear Mr. Walker, We are still in the planning phase and this is an excellent question. First, based on the curriculum we are developing students' skills to connect them with industry in the summer prior to the junior year. We will meet with the potential employers	3

					<p>and then we will retro design the courses to fit the skills needed. We are reaching out to individual employers/ We are also working with local group to set up a group meeting with employers. If you have any ideas, we would appreciate them;</p> <p>Continue to work with Mr. Walker in establishing MOU with local entities that will provide business experience to youth</p>	
12/10/2015	Email/Contact Form Via website	Phone/ In Person meetings/ Katie Scott	Community Member; advocate of refugee	<p>Invitation: The Butternut Community Police Center is having their Christmas Party for refugees next Friday at Grant Middle School from 5:00 - 7:00 PM. I believe this is our 5th year, we have had as many as 800 people, last year it was around 600. We provide a very simple dinner for families and they get their picture taken</p>	<p>Accepted invitation (E. Eagen 12/10); will arrive at 3:30 p.m. to help set up and volunteer</p>	<p>1; E. Eagen attend Christmas Party and meet 20+ members of the refugee community and discuss issues. Refugees are very concerned about living situation – poor housing. OnTECH will consider wrap around services</p>

				<p>with Santa, and each child gets a gift or two. They sign up ahead of time so we can schedule them. My husband and I help set up at 3:00, first time at this school. It might be a nice way for you to meet more refugees, talk to director of the Center, Officer Ken Burdick and other people who volunteer there and with other groups. Plus we have people from Rite Aid who help set up, serve and take down as well as other volunteers. If you are interested, you can call my cell at 657-3634.</p>		
12/10/2015	Email/Contact Form Via website	Email/ Katie Scott	Community Member	<p>First of all, I heard feedback from the Refugee Community that they loved your recent presentation.</p> <p>I was wondering have you also reached out to the Community Foundation and Gifford Foundation for their support,</p>	Returned email and thank K. Scott; added Gifford to fundraising list; CF on list (E. Eagen, 12/10)	2

				<p>financial and guidance. I have found them a tremendous asset in various projects I have been involved in on the North Side. In fact, they sponsored last summer a bus where they took us to a farm in East Syracuse who shares their land for free for various refugee groups to grow crops and can then share it with their community. An added benefit was it enabled people from other countries to work and get to know each other and how much they have in common in this new setting. They even had meals where they shared special foods from their native country. It was an amazing experience and a professor and student from ESF helped with the farm.</p>		
12/10/2015	Email/Contact Form Via website	Email/ John Manganeli	Community Member	What criteria will be used in the selection of potential students?	Emailed response E. Eagen 12/10, re statutory	2

				Is there an entrance / qualifying exam? I have seen in the past charter schools that get such an overwhelming response that they need to institute a lottery; should such a case arise is a similar situation planned?	requirement of lottery	
12/18/2015	Attendance of community event	Community Event/ Butternut Community Police Center	Political	EKE attended Butternut Community Police Center's Christmas Party that hosts refugee families	Met and discussed OnTECH with County Legislator Peggy Chase; Jai Subedi of Nepalese community; EKE will follow up	50+
12/29/2015	Small community meeting	Somali Bantu Community Center	Refugee Group	EKE met with community group at Somali Bantu community office. In attendance were representatives of the Burmese, Ethiopian and Somali communities	Members were enthusiastic and offered space for future meetings; discuss literacy issues and housing issues. Note culture differences to be attentive to – eye contact, etc.	9
12/30/2015	Email/Contact Form Via Website	Phone Meeting/ Deborah Jeanne Sergeant	Media	Hello. I'm a writer for Lancaster Farming Northeast. We distribute in print to New York and New England. I would like to interview a representative of OnTECH for a feature. The phone interview would take about 30	1/3 schedule interview relating to article in farming magazine	2

				minutes. I would also like a few photos to accompany the article. Could a representative of OnTECH contact me to set up a phone interview? Thank you for your time.		
12/30/2015	Meeting with Jeff Albert, Associated Building and Contracts – Empire Chapter	In Person/ ABC Offices  6369 Collamer Rd. East Syracuse, NY 13057	local business/trade organizations, affiliated with business and education sector and job market re sustainable sciences	Coursework can be taught at the 9 <sup>th</sup> grade level; various teachers are certified in coursework and could be independently contracted; provide assistance with curriculum build out; solar energies groups are entering the job market in local region		4
12/30/2015	Meeting with Sam Rowser, Ex. Dir. On Point for College	In person/ OnPoint Office  654 W Onondaga St, Syracuse, NY 13204	Community/Under-credited & overage population	Meeting with S. Rowser, E. Eagen and S. Kimatian. Discussion regarding career and job readiness  See Minutes	Will continue discussion with aim for MOU for OnPoint to be involved with college and career readiness and ask Mr. Rowser to participate at board level	2
1/02/2016	In person meeting	Local Coffee shop	Refugee	Adel Almohamad, refugee from Iraq. Experience with agriculture and teaching at university level; employed as	Follow up and asked/confirmed will sit on Advisory Board - will assist with material relevant for child population; has	2

				factory worker	knowledge about curriculum	
01/04/2016	Email/Contact Form Via Website	Email/ Dirk Tillotson	Charter	greetings was interested in the refugee focus of the school and think that is a huge need, we run non profit that supports apps in NY and would be happy to chat some about your proposal-- dirk-- NY charter school incubator-- shoot me an email or give me a call if you would like to chat-- best of luck in any event 510-366 6902	Communicate with Dirk and to meet in Oakland, California re assistance	1
01/05/2016	Email/Contact Form Via Website	Email Evelyn Tamela	Community Member; works with refugees	Upon hearing the news of a charter school adapted to the needs of our refugee population, I knew I needed to become involved. I currently work with the Center for New Americans at InterFaith Works here in Syracuse and have taught various levels of English and basic financial literacy. Please add me to any list-serve to receive additional information,	Follow-up conversation on how Ms. Tamela would like to be involved; discussed way to outreach to various refugee populations	2

				meetings and updates on the progress towards establishing this new educational alternative for this worthy group of New Americans. I look forward to becoming involved.		
01/06/2016	Email/Contact Form Via Website	George Dale	Educator	I am very interested in becoming involved in your school. I taught high school for 8 years and am now working as an instructional designer/eLearning specialist at Upstate. I have a deep interest in education design and reform. Please let me know how I can contribute.	EKE to set up tentative March meeting to discuss distance learning and credit accumulation; need to follow up; review standards to determine the possibility of incorporating distance learning	2
2/08/2016	In person S.Kimatian meet	K. Durdon , Director of Operations and Admin Assistant (Kathleen Pazaras)	Educator/Faculty/ Research Academic of Upstate Medical University	Opportunities to utilize the labs of the accelerators and to provide shadowing of employees by students; field is opening up for technical jobs for career and summer program	Will create a partnership for summer work and internships	3
2/08/2016	In person meeting	Syracuse University Center of Excellence Tamara Rosanio Associate Dir of	Potential of Partnerships between CEO and OnTECH	Would consider partnerships; supports; interest of CEO correlated with	Will follow up with curriculum	2

		Partnership Programs		sustainable curriculum		
2/18/2016	In person presentation by Board Member S. Kimatian	Meeting at Upstate Medical University and Senior Faculty	Physicians and Hospital Administrators	Enthusiastic response to need in community re skill base in the sciences and providing opportunity for introducing student to jobs available in local hospital setting	Develop internship relationships	20
2/18/2016	In person S. Kimatian and P. Fleckenstein, Operation Manager	Byrne Dairy Lafayette, New York	Agriculture business serving refugees (one of larges apple orchards in USA since 1911)	Declining workforce over next ten years and need to develop relationships with young adults who have an interest in agriculture as an occupation which includes environmental analysis of the orchard, running and repairing of the machinery, and knowledge of production operations	Agreed to a letter of intent to bring students to the orchard and provide internships	2
02/18/16	Community Meeting; Sent flyers to community organizations, invited refugee community groups, sent email notification to over 150 persons. Purpose to receive continued	Northeast Hawley Development Association	Northside (Syracuse) residents and community organizations	<ul style="list-style-type: none"> <li>- students present liked science curriculum and job skills</li> <li>- mental health issue relating to job loss</li> <li>- Agriculture of interest</li> </ul>	Note employment important to refugee communities; incorporate ag + science; follow up with Morrisville State College; consider wrap around services dealing with mental	23

	feedback from public.				health	
02/18/2016	Community Meeting – NEHDA	Scott Emery (315) 546-4886 <a href="mailto:scott.emory@mshallaassociates.com">scott.emory@mshallaassociates.com</a>		Organization: Hope Point Do you support this school? Yes Do you know people who can benefit from a school like this? Yes	EKE and Fran Coudriet follow up with Scott regarding how to quantify feedback and analyze feedback. Participation with Scott in IDEO design; follow up with Scott re working with local literacy groups	2
02/18/2016	Community Meeting – NEHDA	Virginian Felleman <a href="mailto:vfelleman@cazenovia.edu">vfelleman@cazenovia.edu</a>		Organization: Literacy CNY Do you support this school: Yes, if the focus is refugees Do you have any questions about OnTECH? Why not partner with OCC like the Vo-Tech did? Do you know people who can benefit from a school like this? Yes	Notified of meeting at JobPlus on March 15 to discuss with tutors issues relating to difficulties of adult remediation.	2
02/18/2016	Community Meeting – NEHDA	Day Nyar Wah <a href="mailto:Daynyarwah607@gmail.com">Daynyarwah607@gmail.com</a> 315-403-2076	Refugee community	Organization: Karen Community of Syracuse Do you support this school choice? Yes Do you know people who can benefit from a school like this? Yes	Reach out to get involvement	2
02/18/2016	Community Meeting – NEHDA	Sah Poe Wah <a href="mailto:wahsahpoe@gmail.com">wahsahpoe@gmail.com</a>	Refugee community	Organization: Karen Community in Syracuse	Reach out to get involvement; must consider extension of	2

		315-396-9588		<p>Do you support this school choice? Yes</p> <p>Do you have any questions about OnTECH? Can the age range be extended a little bit to 22 or 25 years old</p> <p>Do you know people who can benefit from a school like this?</p> <p>Yes, a lot of people especially from the Northside of Syracuse</p>	services for students beyond high school	
02/18/2016	Community Meeting – NEHDA	<p>Kayla Kelechian</p> <p><a href="mailto:Kleeshee101@gmail.com">Kleeshee101@gmail.com</a></p> <p>315-285-9874</p>	Refugee community	<p>Organization: Karen Community of Syracuse</p> <p>Do you support this school choice? Yes</p> <p>Do you have any questions about OnTECH? What can we do to ensure the students both refugees/new Americans get preference or are allotted space and benefit from this program?</p> <p>Do you know people who can benefit from a school like this? Yes</p>	<p>Have lunch with Kayla on 2/16 as well with W. Isome. Discuss issues with uneducated young adults. Not welcomed in school community. Continue with discussion having Kayla sit on Advisory Council.</p>	3
02/18/2016	Community Meeting – NEHDA	<p>Nancy Aye</p> <p><a href="mailto:shwenhninsi17@gmail.com">shwenhninsi17@gmail.com</a></p> <p>315-412-8742</p>	Refugee community	<p>Organization: Burmese/Karen Community</p> <p>Do you support this school choice? Yes</p>	<p>List serve and discuss follow up meeting with Burmese community</p>	2

				Do you have any questions about OnTECH? No, however this is school that our community need Do you know people who can benefit from a school like this? Yes		
02/18/2016	Community Meeting – NEHDA	David Flagg <a href="mailto:dwflagg@rcn.com">dwflagg@rcn.com</a> 978.501.2831	Educators	Organization: Retired Do you support this school choice? Undecided Do you have questions about OnTECH? Yes Do you know people who can benefit from a school like this? Yes	Add name to list serve; communicate with David on phone; feels as if high school may be too late to capture students	2
02/18/2016	Community Meeting – NEHDA	Donna Koury <a href="mailto:Doko22@hotmail.com">Doko22@hotmail.com</a> 446-5336	Educators	Organization: SEOC/Literacy CNY Do you support this school choice? Yes Do you have any questions about OnTECH? Many Do you know people who can benefit from a school like this? Yes	Add Name to List serve; continue to discussion re meaningful relationship with OCC and use of remediation testing for accountability standards.	2
02/18/2016	Community Meeting – NEHDA	Douglas Randall <a href="mailto:Bflo66@yahoo.com">Bflo66@yahoo.com</a> 315-720-1005	Educator/ESL	Organization: ESL Tutoring Do you support this school choice? Yes Do you have any questions about OnTECH? How can we follow the progress of this	Add name to List serve; schedule a morning meeting with tutors at JobPlus on March 15	2

				venture? How can we help? Do you know people who can benefit from a school like this? Yes		
02/18/2016	Community Meeting – NEHDA	Praja (Raj) Shapkota <a href="mailto:shapkota@gmail.com">shapkota@gmail.com</a> 315-447-3354	Refugee	Organization: Bhutanese Community of Syracuse, Inc. Do you support this school choice? Yes Do you have any questions about OnTECH? How can you reach out to various ethnic groups of immigrants/refugees? Do you know people who can benefit from a school like this? Yes Professors at SUNY ESF/SU Workers at Catholic Charities & Interfaith Works	EKE follow up with Praja to discuss operations of the school and explain that there is no fee. Discussion re meeting families of Bhutanese in March, tentatively scheduled for March 15; follow up with Praja and Bhutanese community to discuss participation on Advisory Council.	2
2/18/2016	Letter Outreach; In Person Meeting w/EKE	Renate Dunsmore Manager of White Branch	Refugee/Literacy/Community	Reviewed PowerPoint and solicit feedback; has concerns that many of the refugee population never fully integrate; believes education is key; would like the school to be on the north side – walking distance is important	Will provide letter of support	2

				for access; provide data relating to refugees coming into area		
2/19/16	In person meeting S. Kimatian meet with C. Milburn Public Relations for Honeywell (largest remediation of lakes in the world)	201 Plainfield Road Suite 33 Syracuse, NY	Environment business; water resources	Developing educational curriculum in sustainable sciences	Will work to develop partnership re water sources	2
2/19/2016	Letter Outreach; In Person meeting w/EKE	David A. Skeval, the Executive Directors of the Cornell Cooperative Extension of Onondaga County, Katherine Korba, MLA Environment & Community Development Team Coordinator of Cornell Cooperative Extension of Onondaga County and Kristina Ferrare, Program Coordinator for Urban Agriculture.	Agriculture Education	EKE review PowerPoint information and solicit feedback; Entity was eager to partner and identified other programs to try to connect with; provided information regarding Jubilee Farms and Salt City Farms  See Minutes	Follow-up re partnership	3
2/19/2016	Letter Outreach; In person meeting	EKE met John Eberle, Vice President of Grants and Community Initiatives of the New York Community Foundation.	Community/ Literacy	EKE provide PowerPoint presentation; Discussion of literacy programs throughout city and concerns relating to organizations not working together in	Will follow up with literacy director at Community Foundation to discuss young adult initiatives; communicated with Hope Print (literacy group); follow up	3

				the city	meeting March 2 with literacy consultant; discuss writing a white paper to educate community re charter schools	
2/20/2016	In person meeting	EKE went to store of Jai Subedi, Nepalese leader and employed at Interfaith works as case worker	Refugee	Informal discussion about school; met high school students who attend store; high school students will graduate this June but can barely speak English; like sciences and opportunity to go to college; currently do not know how to pursue college	Will schedule community meeting to engage parents and student and obtain feedback	2
03/24/16	Community Meeting; Sent flyers to community members and JobsPlus! Tutors and ESL instructors. Purpose to share and receive feedback from area ESL teachers and educators	JobsPlus, 677 S. Salina Street, Syracuse, NY 13202	ESL teachers and educators. Community organizations that serve the refugee populations of Syracuse, NY	<ul style="list-style-type: none"> <li>- comments: this is necessary, positive and feedback</li> <li>- some anti-charter feeling dispels</li> </ul>	<p>Need to make sure market in a way that dispels anti-charter sentiment</p> <p>Tap into the local groups that are doing literacy work</p>	15+
3/24/16	Letter outreach; Meet with Superintendent Sharon Contreras Jackie Le Roy, Office of ENL, World	Syracuse City School District Headquarters, 725 Harrison St, Syracuse, NY 13210	School District	Discussed plans of OnTECH; explained focus was on complementing initiatives of the District; discussed	Will reach out to the school board; will ask authorizer to call S. Contreras; J. Le Roy followed up re statistics of students;	3

	Language and Bilingual Education			issues around new Americans	discussed SIOP remediation approach	
3/26/2016	Bhutanese Community Meeting - invited to attend; S.Kimatian, E. Eagen attend	428 S. Alvord Street Syracuse, New York 13208	Refugee	Discussed tenets of OnTECH and educational goals of Bhutanese families; learned about history of the settlements of the Bhutanese; met landlord who serves community	Will consider issues relating to different refugees finding solidarity under same roof; must realize that conflicts do arise; will address in language and approach to culture of school (follow up discussion with board member, J. Stegeman); landlord/housing issues are relevant to families and OnTECH will consider wrap around services onsite	50+
3/26/2016	Karen Community Meeting –  E. Eagen invited by pastor G. Riina to talk to community; showed PowerPoint and discussed programming	Saint Stevens Church, Syracuse, NY	Refugee	Many students, young adults were present. Many concerns related to 20-something group that was told could not enroll in school and given alternative school settings that were dead ends; not in hourly-wage jobs with no future; desperate for future; still dreaming and want help	Will consider wrap around and additional services beyond high school; need to study how to develop proper and accountable budget	25+

4/15/16	Board of Directors, S. Kimatian in person presentation to Future Farmers of America Chapters at State-wide Conference	Doubletree Conference Center, East Syracuse	Agricultural business/Leaders in Agriculture  High School Leaders	Enthusiastic endorsement for mission of OnTECH, many of the participants offered to work at school upon graduation	Will create FFA chapter at OnTECH; use chapter to create positive social relationships to change student mindset	60
05/12/16	Media release, email to community members and groups. Public hearing at SCSD in regards to OnTECH Charter High School	Syracuse City School District Headquarters, 725 Harrison St, Syracuse, NY 13210	All public	Positive feedback re support from the city	Statutory requirement satisfied	14
6/1/2016 6/5/2016	Future Farmers of America State Conference attended by S. Kimatian	Syracuse, NY	Agribusiness	Stressed development of leadership skills and other farming issues	Positive support from students; discussion of how to create ties between OnTECH and other chapters of the FFA to enhance project based and blended learning classrooms	
6/1/2016	Congolese Community Meeting  With S. Kimatian	Emmanuel's Grocery Store, 507 Pond St., Syracuse, NY	Refugee	Met with C. Mihiglo and individuals of the Congo because they wanted to present a plan of how farming could be an important party of their community's livelihood. Right now they have a small plot in Onondaga County for growing vegetables and then selling the produce in their markets. If they	Research access of property through city and state; consider long-term plan of developing farm property; begin with urban garden.	3

				could develop a large farm it could be a place where students would learn and also provide jobs for their community. It was for this reason they wanted to partner with OnTECH.		
6/19/2016	In Person house meeting: Stephen Kimatian Ellen Eagen Cyprien Mihigo Lazare Sebankunzi	312 Sedgwick Drive	Refugee/AG	Discuss potential of adult refugees in OnTECH plans; need for work; mental health issues in community; discuss creation of a farm property out of the city for educational usage	Reach out to County Executive office to ask about property usage.	3
6/19/2016	Conversation with Karen Patricio	Phone conversation	Education/Ag	K. Patricio is a Cornell grad; working on Masters of Teaching at Ithaca College in Ag. Program; S. Lighthall suggested OnTECH as a school for K. Patricio to work with; discussion focuses on parent and community outreach initiatives	Will continue to work together to address specific issues of urban ag program and way to facilitate community outreach	2

6/23/2016	Send Outreach Letter BOCES Superintendent, Mr. Jody Manning		Education	Waiting on response		2
6/23/2016	Send letter to SCSD Board of Education: President Derrick Dorsey, Vice President Patricia Body, David Cecile, Mark Muhammad, Rita Paniagua, Dan Romeo, Katie Sojewicz		Education	Waiting on response		7
7/27/2016	Soccer Players (middle and high school students who play soccer)	Schiller Park Syracuse, New York	Refugee population; youth	Concerns re practical points – location, if it will cost money	Need to make sure that marketing is very clear on issue relating to tuition; recognize that population does not have an understanding of “charter school”	10+
8/2/2016	Met with Fanny Virreal	Genesee Grande Syracuse, NY	Latino Community; ELL Population	Concerns re students graduating with minimal literacy and job skills	Key design of focus	2
8/2/2016	Ralph Singh	Genesee Grande Syracuse, NY	ELL/Refugee population	Discussion re need for refugee community and local community to tell their own story. Use of storytelling in literacy	Will consider using services	2
8/10/2016	S. Rowser, E. Eagen, S Kimatian met with Sharon Owens (Southwest Community Center)	Catholic Charities,	African American Community	Solicited feedback on OnTECH. Raised issues - must change mindset of	Editted qualifications of personnel; Relook at school location options based on gang	5

	and Vince Love (100 Black Men)			<p>students “who do not know what they don’t know.”</p> <ul style="list-style-type: none"> <li>- Location concern regarding gang territories</li> <li>- Teenagers need immediate outcomes; need to focus on “seed, time, harvest”</li> <li>- Need to educate students re green technology; they are not aware of potential</li> <li>- Want to understand what they will graduate with besides “a piece of paper.”</li> <li>- Need people at the school who love children</li> </ul>	<p>affiliations; Will align mindset with competencies</p>	
August 11/2016	E. Eagen meet with Gina Riina, Lutheran Champlain at Hendrick’s Chapel, Syracuse Lutheran Ministries	Café Kubal Eastwood, NY	Refugee Young Adults	Discussion regarding needs of various refugee communities including hunger, mental health and academics.	Will infuse community with leaders from SU and OCC as one of several ways to create partnerships in the community; OnTECH will present in the fall to middle school students	2





County of Onondaga  
Office of the County Executive

John H. Mulroy Civic Center, 14th Floor  
421 Montgomery Street, Syracuse, New York 13202  
Phone: 315.435.3516 Fax: 315.435.8582

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

Joanne M. Mahoney  
County Executive

Ann Rooney  
Deputy County Executive, Human Services

William P. Fisher  
Deputy County Executive

Mary Beth Primo  
Deputy County Executive, Physical Services

August 10, 2016

Ellen Eagen, Lead Applicant  
OnTECH Charter High School  
312 Sedgwick Drive  
Syracuse, New York 13202

Re: OnTECH Charter High School  
NYS Education Department Charter Authorization

Dear Ms. ~~Eagen~~: *Ellen*

It is my pleasure to offer support for OnTECH Charter High School's request for charter authorization from the New York State Education Department. Your stated mission of addressing the issues of at risk students and those students who are struggling to perform in a traditional school structure, as well as serving the specific needs of children of refugee families would be a worthwhile addition to the educational options for the parents and children of Central New York.

OnTECH Charter High School's disciplined instructional environment, along with a keen focus on increasing retention and graduation rates, will be a benefit to our whole community. Students graduating with hands-on experience and critical thinking skills will go on to find employment and, more importantly, build careers in their chosen field.

Making a clear connection to the curriculum from industries indigenous to Central New York and fields in which we have growing regional expertise such as agriculture, environmental sciences and water quality is of particular importance in our ever changing economy. Growing a workforce who is prepared, educated and skilled in the jobs available in this community is a tremendous step forward in building industry centers and retaining our youth

Please know that I endorse the plans for OnTECH Charter High School and very much support the charter authorization request. OnTECH will be an asset to our community and the region.

Sincerely,

*Joanne M. Mahoney*

Joanne M. Mahoney  
Onondaga County Executive

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 800  
333 EAST WASHINGTON STREET  
SYRACUSE, NEW YORK 13202  
315-428-7632

e-mail:  
jdefranc@nysenate.gov

website:  
defrancisco.nysenate.gov

CHAIRMAN  
FINANCE

COMMITTEE ASSIGNMENTS  
BANKS  
CITIES  
CODES

CRIME VICTIMS, CRIME  
& CORRECTIONS  
JUDICIARY  
LABOR  
RULES

December 9, 2015

Ms. Ellen Eagen, Director  
Sustainable Sciences & Technology Foundation, Inc.  
312 Sedgwick Drive  
Syracuse, NY 13203

Dear Ms. Eagen:

I am writing to express my support for the planning of OnTECH Charter High School. I believe that OnTECH will be of great benefit to the City of Syracuse and an asset to our community.

It is my understanding that OnTECH Charter School will seek to address pressing issues such as the drop-out rate, the unemployment rate and the integration of refugees in to our community. Students who are struggling to perform successfully in a traditional school setting and children of refugee families could benefit greatly from a charter such as OnTECH.

Utilizing our regional expertise by connecting the school's curriculum to the Central New York agricultural industry, focusing on environmental and sustainable sciences and alternative energy would be a unique school model for the city of Syracuse. I believe that students who graduate with critical thinking skills and hands-on experience are better equipped to find employment, build careers, and have greater chances to pursue further education.

Finally, OnTECH Charter High School has an outstanding Board of Directors with a cross section of experiences and demonstrated success in their fields of endeavor, which makes it highly likely that the school will be successful.

Once again, I am pleased to support the OnTech Charter High School and ask that you keep informed of your progress.

Very truly yours,

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

John A. DeFrancisco  
State Senator

JAD/dc



# Onondaga County Sheriff's Office

Eugene J. Conway  
Sheriff

Jason M. Cassalia  
Undersheriff

Joseph B. Ciciarelli    Chief Deputy Police Department  
Kenneth C. Andrews    Chief Deputy Civil Department  
Esteban M. Gonzalez    Chief Deputy Custody Department



February 25, 2016

Ellen K. Eagen, Esq.  
Sustainable Sciences & Technology Foundation, Inc.  
OnTECH Charter High School  
312 Sedgwick Drive  
Syracuse, NY 13203

Sheriff's Office	315-435-3044
Police Department	435-3036
Human Resources	435-1767
Civil Department	435-3060
Custody Department	435-1717
Criminal Investigations	435-3081
Police Records	435-3010
Custody Records	435-1782

Dear Ms. Eagen,

I am pleased to write this letter of support in connection with the planning of OnTECH Charter High School. The stated mission of OnTECH to address the issues of students struggling to perform in a traditional school structure, as well to meet the special needs of the children of refugee families, can be a valuable addition to the educational alternatives for parents and children of Central New York.

To the extent that OnTECH can provide a disciplined environment for instruction, encourage increased retention, with an increase in graduation rates, it will be a benefit to the community.

The educational approach of connecting the curriculum to industries indigenous to Central New York and where we have growing regional expertise such as agriculture, environmental sciences and alternate energy sounds like a good plan. I like the idea that students will graduate with hands-on experience and critical thinking skills that will help them to find employment, build careers and pursue further education relating to these fields.

Your success in this endeavor will be an asset to the Syracuse community and the region.

Please keep me posted on your progress.

Sincerely,

A handwritten signature in blue ink, appearing to read "E. Conway".

Eugene J. Conway  
Sheriff



**DISTRICT ATTORNEY  
WILLIAM J. FITZPATRICK**

County of Onondaga  
Criminal Courthouse, 4th Floor  
505 South State Street  
Syracuse, New York 13202  
315-435-2470  
Fax: 315-435-3969

February 19, 2016

Ellen K. Eagen, Esq.  
Sustainable Sciences & Technology Foundation, Inc.  
OnTECH Charter High School  
312 Sedgwick Drive  
Syracuse, NY 13203

Re: OnTECH Charter High School Planned

Dear Ms. Eagen:

I am writing this letter of support with regard to the planning of OnTECH Charter High School. The stated mission of OnTECH is to address at least two (2) specific issues that are of great concern to me. This Charter school would be especially responsive to students struggling to perform in a traditional school structure, and it would meet the special needs of the children of refugee families. This school will be a valuable addition to the educational alternatives for parents and children of Central New York. As the chief law enforcement officer of Onondaga County, I can tell you, without hesitation, that a safe learning environment and a good education is the first line of defense to the battle to keep kids safe, off the streets, and away from drugs, guns and gangs.

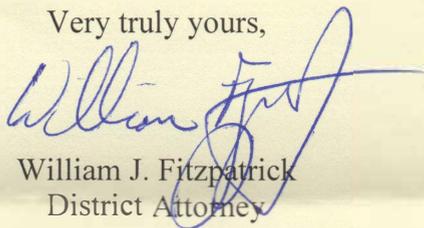
I believe that OnTECH can provide a disciplined environment for instruction, encourage increased retention, and at the same time, help increase graduation rates in our city. Integrating a curriculum in education to industries that are already imbedded in the Central New York region, such as agriculture, environmental sciences and alternative energy, is smart. I like the idea that students will graduate with practical experience and critical thinking skills that will help them secure employment, build careers and pursue further education relating to these fields.

A charter school like the one you are proposing will be an asset to the Syracuse community and the region. I have recently started a program in my office to reach out to immigrant communities in the city. It is important that refugees know that the criminal justice system can work for them. Initiatives like these will go a long way to rebuild our city.

Ellen K. Eagen, Esq.  
February 19, 2015  
Page 2.

Please keep me posted on your progress.

Very truly yours,

A handwritten signature in blue ink, appearing to read "William J. Fitzpatrick". The signature is stylized and cursive, with a long horizontal stroke extending to the right.

William J. Fitzpatrick  
District Attorney

WJF/dh

JOHN KATKO  
24TH DISTRICT, NEW YORK

1123 LONGWORTH HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
(202) 225-3701

<http://katko.house.gov>



HOUSE TRANSPORTATION  
AND INFRASTRUCTURE COMMITTEE  
SUBCOMMITTEE ON  
HIGHWAYS AND TRANSIT  
SUBCOMMITTEE ON WATER RESOURCES  
AND ENVIRONMENT  
SUBCOMMITTEE ON RAILROADS,  
PIPELINES, AND HAZARDOUS MATERIALS

HOUSE HOMELAND SECURITY COMMITTEE  
SUBCOMMITTEE ON  
TRANSPORTATION SECURITY  
CHAIRMAN  
SUBCOMMITTEE ON  
COUNTERTERRORISM AND  
INTELLIGENCE

**Congress of the United States**  
**House of Representatives**  
**Washington, DC 20515-3224**

December 8, 2015

State University of New York  
Charter School Institute  
41 State Street / Suite 700  
Albany, NY 12207

Dear Charter Authorizer:

My constituent, Ellen Eagan, Director of the Sustainable Sciences and Technology Foundation, contacted me in regards to receiving a charter for OnTECH Charter High School. I ask that you give full and fair consideration to Foundation, Sustainable Sciences and Technology Foundation's application.

Enclosed for your review please find documentation in regards to the charter for OnTECH Charter High School.

Sincerely,

A handwritten signature in blue ink that reads "John Katko".

John Katko  
Member of Congress, NY-24

Enclosure



# Onondaga County Legislature

J. Ryan McMahon, II

Chairman

401 Montgomery Street • Court House • Room 407 • Syracuse, New York 13202

Phone 315.435.2070 • Fax 315.435.8434

February 25, 2016

Ellen K. Eagen, Esq.  
Sustainable Sciences & Technology Foundation, Inc.  
OnTECH Charter High School  
312 Sedgwick Drive  
Syracuse, New York 13203

Dear Ms. Eagen:

Please accept this letter of support for OnTech Charter High School. OnTech envisions more students graduating from high school with employable skills, more students getting jobs upon graduation, more local businesses hiring graduates which will increase regional employment statistics, and more young adults building careers and lives in Central New York and giving back to our community.

This approach to address the issue of students struggling in traditional school settings will be a valuable addition to education alternatives for parents and children in our region. Additionally, the educational approach of connecting curriculum to subjects of study that are relevant to the Central New York region and its industries is innovative and fulfills the need for a developed workforce.

The success of the OnTech Charter High School will be an asset to the greater Syracuse community. I am pleased to extend my support.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Ryan McMahon, II".

J. Ryan McMahon, II  
Chairman, Onondaga County Legislature

Frank L. Fowler  
Chief of Police

Joseph L. Cecile  
First Deputy Chief

Deputy Chiefs  
Shawn M. Broton  
Rebecca E. Thompson



## DEPARTMENT OF POLICE

**Stephanie A. Miner, Mayor**

07 December 2015

Ellen Eagen, Director  
Sustainable Sciences & Technology Foundation, Inc.  
312 Sedgwick Drive  
Syracuse, NY 13203

Re: OnTECH Charter High School / Planned

Dear Ms. Eagen:

I am pleased to write this letter of support in connection with the planning of **OnTECH Charter High School**. It is important for our community to address the issues of students struggling to perform in a traditional educational structure as well as to recognize the unique circumstances faced by the children of refugee families.

Having served in the Syracuse Police Department for over 25 years in many capacities and now as Chief of Police, I can affirm to you that the quality of our schools is essential to the safety of our city. When our drop-out rate is high, it means that more young adults can end up on the streets and become likely candidates to get into trouble with the law. Every step must be taken to offer educational alternatives that can help respond to this issue.

I very much endorse the goal of OnTECH to enroll as many of those students who have dropped out or are on the bubble of dropping out in a program that will engage them. We also have a significant influx of immigrant families who pose unique challenges to educate. A school that recognizes these needs can offer a valuable support to this important community.

The idea of selecting a core curriculum connected to industries operating in Central New York and where we have growing expertise in our region is a good choice and can improve our regional unemployment rates.

Since the mission of the school is to identify students who have dropped out or who have unique needs that cannot be met in a traditional structure, it leads me to believe that such a school can be complementary and supportive to the City School District.

I wish you success going forward. Please let me know if I can help and keep me apprised of your progress.

Sincerely yours,

Frank L. Fowler  
Chief of Police



# ONONDAGA COUNTY PUBLIC LIBRARY

Charles E. White Branch Library  
763 Butternut Street  
Syracuse, NY 13208

Phone 315-435-3519  
Fax 315-435-3367

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

Susan Mitchell, Executive Director

Date: February 19, 2016

Ellen Eagan, Director  
Sustainable Sciences & Technology Foundation, Inc.  
312 Sedgwick Drive  
Syracuse, NY 13203  
Re: Establishment of the OnTECH Charter High School

Dear Ms. Eagan,

The Charles E. White Branch Library provides services to Syracuse's most ethnically and racially diverse population. Many of the families are new immigrants who come to the library for book and media resources as well as for cultural enrichment, English language instruction, homework help, continued learning and ultimately citizenship preparation.

There is a documented achievement gap in neighborhoods with high concentrations of poverty and limited English language proficiency. The families in this community suffer from both these disadvantages, putting the students at risk of falling behind academically and aging out of high school before successfully completing the necessary coursework, which threatens their ability to graduate with a high school diploma. This creates a downward economic spiral that ultimately places them permanently on the periphery of society.

To alleviate this inequity, White Branch Library is happy to support efforts to create a non-profit Charter High School that helps at risk young adults academically and prepares them for continuing their education and not just for obtaining a job, but for successful well-paying careers.

A charter high school, dedicated to education and career training in the sustainable sciences such as renewable energy and agriculture, that teaches valuable concepts about science and sustainability, and fosters innovation, will help provide employment opportunities to this underserved population, giving them marketable skills that would remove them from the cycle of dependence and low wage jobs. It would also offer an economic advantage to local businesses that are part of Syracuse's green technology initiative.

As a library professional for 25 years, and a member of Syracuse's North side community serving the refugee and immigrant population for the past 12 years, I strongly support the creation of OnTECH Charter High School, established under the NYS Charter and Education Law, and look forward to seeing young adults in this community thrive through their participation in this educational opportunity.

Sincerely,

Renate Dunsmore

A handwritten signature in blue ink that reads "Renate Dunsmore".

Manager – Charles E. White Branch Library

December 9, 2015

Dear Ellen:

I am very glad that you are going forward with the charter school. In my opinion it will be a good thing for my community. Syracuse is a diverse place today and a home for every single person from every corner of the world. Therefore, the OnTECH project will impact lives wherever they bring the education they will learn.

I first came to the United States in 2001. Many of the Congolese came after me. For many of us the regular education is not as easy for us to learn as focusing on a specific things like the career and technical school of OnTECH. The hands on approach is easier than theory.

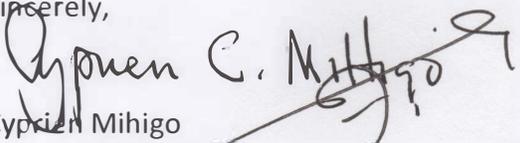
The subject of agriculture for study very much is something that we can connect to. Many of us come from areas which are farming areas of the rural lands. I came from the Eastern Democratic Republic of the Congo from Bukavu, where agriculture is an important part of life.

I myself went back to my home to bring soil back from there for analysis to see what would grow best. This is the kind of project I would like to revive with the students of OnTECH to help those back in the Congo.

The people I spoke with were very glad to know of OnTECH, the subjects of study and felt that it was a school for everybody who wanted to learn about these things. Those who signed the petition were very glad to do so.

I look forward to the school.

Sincerely,

  
Cyprien Mihigo  
Leader of Congolese Community of Central NY  
501 James Street  
Syracuse, N 13203  
315 414-7024

February 21, 2016

OnTECH Charter High School  
312 Sedgwick Drive  
Syracuse, New York 13203

Dear Ms. Ellen Eagen and the OnTECH Committee,

I am writing this letter to show my deep support and advocacy for opening the OnTECH School, being designed to serve new American immigrants and refugees, as well as students looking for a non-traditional learning environment in Syracuse.

The philosophical basis of the OnTECH curriculum is to choose subjects of study that are indigenous and relevant to the central New York region and its industries. The OnTECH is a career and technical school offering courses in science and technology that will give students the hands-on and critical thinking skills that they need to get gainful employment or to continue with their education after graduation, focusing on Agri-business, water resources, sustainable science, and alternative energy.

This could also give an opening not only to the new Americans as students, but also to serve the individuals in the community that have high educational level degrees: Ph.D, and Masters, and others that have highly skilled experience like: Civil Engineering and Architecture to participate and have a role in this school and in our community.

As a Iraqi refugee, I am one of the new Americans holding a Ph.D in Agricultural Engineering with an experience in the academic and research field for more than 12 years; however, I have not found a suitable job that fits my background and I assure you that there are many more new Americans like me who are looking forward for this school as a support.

It is my personal goal to return to the academic community and I am especially interested in academic field (Agriculture Programs). I would welcome the opportunity to advise you and join you as you are going forward and growing. It was a wonderful opportunity to meet you and hear about this school, and I look forward to learning about its progress.

Sincerely,

*Adel K. Daboul*

Adel Almohamad  
315-373-3819  
[adeldaboul@yahoo.com](mailto:adeldaboul@yahoo.com)



**Bhutanese Community in Syracuse (BCS), Inc**

710 Kirkpatrick Street, Syracuse NY 13208

Phone: (315) 475 0440; Email: [admin@cnybcs.org](mailto:admin@cnybcs.org)

Ellen Eagen, Lead Applicant  
OnTECH Charter High School  
312 Sedgwick Drive  
Syracuse, NY 13203

Re: OnTECH Charter High School Planned

Dear Ms. Eagen,

On behalf of the Bhutanese Community in Syracuse (BCS), I am pleased to write this letter of support in connection with the planning of OnTECH Charter High School. I am confident that that OnTECH will address several issues that the Bhutanese Community in Syracuse has been facing such as the cases of dropouts, unemployment and integration as New Americans in the larger community.

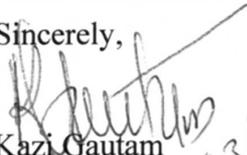
Students who are struggling to perform successfully in a traditional school setting and children of refugee families will benefit from the school you have described.

The idea of connecting the curriculum to the agriculture industry in Central New York and where we have a growing regional expertise is a good choice. I like the idea that students will graduate with hands-on and critical thinking skills that will help them find employment, build careers and pursue further education relating to environmental and sustainable sciences.

The school will certainly be an asset to the Bhutanese Community in Syracuse and the Central New York region.

Please keep me posted on your progress.

Sincerely,

  
Kazi Gautam  
Chairperson

Bhutanese Community in Syracuse

03/27/2016

# NEHDA



December 14, 2015

Ellen Eagen, Director  
Sustainable Sciences & Technology Foundation, Inc.  
312 Sedgwick Drive  
Syracuse, NY 13203

**Re: Charter High School Planned**

Dear Ms. Eagen:

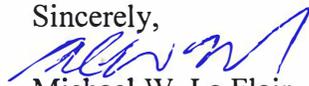
I was pleased to attend your presentation of **OnTECH Charter High School** on November 30, 2015. As you presented OnTECH and its mission, I believe that it would address several issues our community faces such as the drop-out rate, unemployment rate and integrating new Americans in our community.

The area of my organization's responsibility is directly affected by the level of education in the city and particularly the Northside which is the home of so many of the city's refugee families. Both students who are struggling to perform successfully in a traditional school setting and children of refugee families would benefit from the school you have described.

The idea of connecting the curriculum to the agriculture industry in Central New York and where we have a growing regional expertise is a good choice. If students graduate with hands-on training and critical thinking skills, that will certainly help them find employment and build careers or pursue further education. The second highest key driver for growth in our region, as pointed out in the recently funded CNY REDC URI competition is Agribusiness as an estimated \$2.9 billion. The proposed school fills a huge void not only in our community, but our future economy.

Let me know your progress.

Sincerely,

  
Michael W. La Flair  
Executive Director

**Northeast Hawley Development Association, Inc.**  
101 Gertrude Street · Syracuse, New York 13203  
(315) 425-1032 · Fax 425-1089  
[www.nehda.org](http://www.nehda.org)



March 22, 2016

Ellen Eagen, Esq.  
OnTECH Charter High School  
312 Sedgwick Drive  
Syracuse, New York 13202

Re: Letter of Support

Dear Ms. Eagen:

The Syracuse Center of Excellence is pleased to support the application submitted to the SUNY Charter Institute for a charter to OnTECH Charter High School. Based on our discussions, we understand the mission of OnTECH is to serve a student population that is struggling to succeed in a traditional educational structure, including the children of refugee families. We also understand that the curriculum will be based sustainable and environmental sciences, agribusiness and alternate energy.

Led by Syracuse University, SyracuseCoE is an industry-university collaborative enterprise established in 2002 as New York State's Center of Excellence for innovations in energy and environmental systems related to the built environment. We have engaged more than 200 firms and institutions in research, development, education, and outreach projects to address global challenges in clean and renewable energy, indoor environmental quality, and water resources. Our collaborators conduct targeted research, demonstrate new technologies, and commercialize innovations.

SyracuseCoE commits to support the OnTECH Charter High School by offering tours of our LEED Platinum research facility to OnTECH faculty and students, providing input and guidance to high school faculty and staff, as requested and as part of curriculum development on topics within our areas of focus, enabling interactions with local industry Partners, and facilitating connections to Syracuse University faculty and staff, when needed.

It is my pleasure to support the application submitted to the NYSED. Please let me know if I can provide any further information.

Sincerely,

Tamara L. Rosanio  
Associate Director | Partner Programs



SYRACUSE MODEL NEIGHBORHOOD FACILITY, INC.  
more than you think...since 1975

August 9, 2016

Ellen Eagen, Proposed Board Chair  
OnTECH Charter High School  
312 Sedgwick Drive  
Syracuse, New York 13203

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Monica Williams

Advisory

Linda Campbell  
Rita Fredette  
Emma L. Johnston  
Dan Smith

Re: OnTECH Charter High School Planned

Dear Ellen:

I very much enjoyed meeting with you today and hearing about the planning of OnTECH Charter High School. The goal you lay out to serve the students at risk of dropping out and those struggling to perform in a traditional classroom setting is aligned with what is needed in our community. At Southwest Community Center, we also see many students who fit the description of being under-credited and over-age, and it is good you are addressing this population as well.

Having served in several positions that interface with our community, I am very much aware of the serious challenges we have. I saw that as Youth Services Director at Dunbar, Family Services Director for P.E.A.C.E. Inc., Deputy Commissioner for the City of Syracuse and now as Chief Executive of the Syracuse Model Neighborhood facility which oversees the Southwest Community Center. Only through a total community effort will we be able to meet the needs of our children.

As you have described OnTECH, it can be a valuable addition to the educational alternatives in Syracuse. A curriculum based on hands-on experience with business mentors will give students the kind of educational background that will enable them the opportunity to engage in their education and gain employment.

Please keep me apprised of your continuing plans. Where it is possible I would very much like to explore a relationship between the interests of OnTECH and SWCC.

Sincerely,

  
Sharon F. Owens  
CEO



# 100

## BLACK MEN OF SYRACUSE INC.

2610 South Salina Street # 27  
Syracuse, New York 13205  
Office Phone: (315) 443-8749  
[100bkmsyr@gmail.com](mailto:100bkmsyr@gmail.com)  
[www.100blackmensyr.org](http://www.100blackmensyr.org)

**President**  
Vincent Love

**VP of Operations**  
Jawwaad Rasheed

**VP of Administration**  
James B. McCampbell

**VP of Programs**  
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**At-large Directors**

- Al Aberdeen
- Ryan Beauford
- Tony Clark
- Ali Rahman
- Erin Smith

**Founding Director**  
• Walter Eiland

August 9, 2016

Ellen Eagen, Lead Applicant  
OnTECH Charter High School  
312 Sedgwick Drive  
Syracuse, NY 13203

Re: OnTECH Charter High School Planned

Dear Ellen:

I was pleased to meet with you today and hear about your plans for OnTECH Charter High School. Syracuse has need of educational alternatives that will meet the needs of every child. As you have described OnTECH's mission of addressing the issues of students who have struggled to perform in a traditional setting, the school would provide innovative teaching methods and a nurturing learning environment where these students can flourish.

The members of 100 Black Men have been mentors to children of the Greater Syracuse Area, including SCSD for many years and we have seen the challenges to delivering a quality education to the under-credited and over-aged student. As we discussed, to effectively connect with these students, it is essential to understand their neighborhood circumstances when growing up and the mindset that has developed.

Your hands-on contextual instruction can offer the kind of immediate feedback to the learning process that can be so important in engaging the interest of the students. I was glad I was able to give you advice on how to best reach the students in our community and give them a meaningful education that will enable them to be employable.

I know of students in our community who would benefit from a school like OnTECH. It has the potential for being a valuable educational resource for the Syracuse community. Please let me know of your progress and we will look forward to developing a mutually beneficial relationship.

Sincerely,



Vincent B Love



# SYRACUSE CITY SCHOOL DISTRICT

Office of the Superintendent

725 Harrison Street · Syracuse, NY 13210  
Phone 315·435·4161 · Fax 315·435·4015

Sharon L. Contreras, Ph.D.

Superintendent of Schools

July 29, 2016

Ellen K. Eagen, Esq.

Lead Applicant

OnTECH Charter High School

312 Sedgwick Drive

Syracuse, New York 13203

Re: OnTECH Charter High School Application

Dear Ellen:

I enjoyed the opportunity to speak with you about OnTECH Charter High School while I was serving as Superintendent of the City of Syracuse School District. In my opinion the most effective use of charters goes to the original intention of charter school law, which anticipated that charters would serve unique needs in communities and incubate new ways to teach and reach students. I understand that the proposed mission of ONTECH is to serve "at risk" students struggling in a traditional school setting, including many of our children of refugee families, newly settled in the Syracuse community. Having this objective, OnTECH would support the overall mission of the school district.

Throughout my tenure in the Providence School District, as well as serving as Superintendent of the City of Syracuse School District, I have witnessed the multiplicity and complexity of the problems that urban school districts must solve. To the best of our resources we must recognize the individual and unique needs of each child. I have grown to realize that the solution for such challenging issues can be best served through alliances in the district among a wide range of community organizations. This would include a charter school, such as OnTECH, aligned in such a way to contribute to the total educational options afforded to the children of its school district.

I wish you success for OnTECH and the potential it has for serving the children of Syracuse. I have always advocated for the most needy in the community, and any program that will help more students find a meaningful path in life benefits the entire community. Please stay in touch and keep me apprised of your progress.

In the Interest of All Children,

A handwritten signature in blue ink that reads "Sharon L. Contreras".

Sharon L. Contreras, Ph.D.

Superintendent of Schools



## MEMORANDUM OF UNDERSTANDING

This MEMORANDUM OF UNDERSTANDING, dated as of the 5th day of February 2016, by and between **MORRISVILLE STATE COLLEGE**, having a campus office at 80 Eaton Street, Morrisville, NY 13408 (“MORRISVILLE”) and **OnTECH CHARTER HIGH SCHOOL**, an applicant for a charter high school before the Education Department of the State of New York, having offices at 312 Sedgwick Drive, Syracuse, New York 13203 (“OnTECH”), establishes the following relationship.

**WHEREAS**, MORRISVILLE is a college in New York State’s SUNY system and has programs of study which lead to the awarding of Baccalaureate and Associate, as well as Certificate programs, and

**WHEREAS**, the content of the curriculum offered by MORRISVILLE includes agriculture, agribusiness, sustainable sciences and renewable energy at an elementary to advanced levels of instruction, and

**WHEREAS**, OnTECH is an applicant before the Education Department of the State of New York seeking the award of a charter high school in Syracuse, New York, and has a curriculum focus of agriculture, agribusiness, sustainable sciences and renewable energy, which is content concurrent with the subjects and programs of study of the courses offered by MORRISVILLE, it is now therefore

**AGREED** that MORRISVILLE and OnTECH will establish the following relationship on the condition that OnTECH is awarded a charter from NYSED.

### 1. Nature of the Relationship

- a. MORRISVILLE will participate on an advisory board to OnTECH.
- b. MORRISVILLE will advise and consult with OnTECH with respect to developing programs of study, curriculum and career pathways that will be beneficial to the students of OnTECH.
- c. Morrisville and OnTECH will collaborate on task forces for specific projects of benefit to the curriculum of OnTECH.
- d. MORRISVILLE and OnTECH will investigate ways in which the students of OnTECH may receive instruction at the high school level that will enhance their ability to receive placement in degree or certificate programs at MORRISVILLE.
- e. MORRISVILLE and OnTECH will investigate training and skill-developing programs that will award certificates upon high school students.
- f. MORRISVILLE and OnTECH will jointly develop presentations that will be helpful to parents and students considering continuing education, college and paths of study in the areas of agribusiness and alternative energy.



## 2. Examples of the Relationship

The following is not intended to be either proscriptive or delimiting, but rather illustrative of the kinds of relationships that the parties may explore in determining what the most beneficial use of MORRISVILLE expertise and resources are in connection with the instruction, curriculum and activities of OnTECH.

- a. Providing consultation and advice on the kinds of educational and career pathways that will lead to employable skills for students.
- b. Providing training to teachers of OnTECH in relevant areas of study
- c. Working with teachers and administration of OnTECH on curriculum.
- d. Presentation of certain instruction to OnTECH students through MORRISVILLE faculty.
- e. Arranging for field trips, hands on experiences, or other exposure in connection with the kinds of programs and studies that are compatible between the Parties, benefitting students of OnTECH.
- f. Speaking with the parents, administration and faculty of OnTECH on careers and the importance of having employable skills in relevant areas of study.
- g. Presenting the financial considerations and needs of a college-bound student to OnTECH students and parents of students.
- h. Other ways which the Parties may find mutually beneficial.

## 3. Mutual Intent

Though this memorandum is not intended to be a legally binding document, it constitutes a framework for a relationship in which the specifics will be worked out on a case by case basis as illustrated in Paragraph 1 and 2 above. By signing this document neither party is committing to any obligation that such party would deem to be overly burdensome. The intent of this document is to establish a willingness to work together to establish the parameters of such a relationship. Should at any point either party find that the relationship is not beneficial, it shall provide written notification to the other party that the relationship will cease in a reasonable amount of time and in a way that does not adversely affect the students of either entity.

**In Witness Whereof**, the Parties execute this memorandum effective as of the date and year above.

MORRISVILLE STATE COLLEGE

A handwritten signature in black ink that reads 'David E. Rogers'.

Dr. David Rogers  
President

A handwritten signature in black ink that reads 'Michael A. Cappeto'.

Dr. Michael Cappeto  
Interim Provost & Vice President for Academic  
Affairs

OnTECH CHARTER HIGH SCHOOL

A handwritten signature in black ink that reads 'Ellen Kimatian Eagen'.

Ellen Kimatian Eagen, Esq.  
Lead Applicant for OnTECH Charter High  
School

March 28, 2016

Ellen Eagen, Lead Applicant  
OnTECH Charter High School  
312 Sedgwick Drive  
Syracuse, NY 13203

Re: Letter of Support for OnTECH Charter High School

Dear Ms. Eagen:

I am pleased to write this letter of support in connection with the planning of OnTECH Charter High School. My thanks goes to Jim Heffernan, a member of OnPoint for College, for suggesting to you that SUNY Cobleskill would be a good fit for our mutual interests. I was very excited to talk to you yesterday, compare notes on how education can best serve our most at-risk communities, and start brainstorming ways that we can collaborate.

From our conversation this afternoon, the focus of the OnTECH curriculum on agriculture, agribusiness, sustainable sciences and alternate power meshes directly with the educational programs of SUNY Cobleskill. Our interests are also well aligned in the areas of urban farming, micro-credentialing at the high school level, addressing food deserts, hot-spot incubators, and new techniques of farming such as hydroponics. These are certainly rapidly expanding areas of growth in agricultural technology and education. The OnTECH mission to focus on students struggling in the traditional structure and the children of refugee families makes the opportunity to collaborate all the more important to my own areas of interests in working with the United Nations.

We at SUNY Cobleskill look forward to exploring ways in which we might collaborate and be partners in what we see as a very essential need within our secondary and higher education programs: building a critical pipeline to meet the increasing demand for professionals who work directly in the field of agriculture and in related industries. Among the ways of support we will consider: providing advice and consulting on curriculum and projects, inviting students to participate in immersion learning experiences at SUNY Cobleskill, and developing career pathways in these disciplines.

We have no doubt that the school you propose will be an asset to the community and we at SUNY Cobleskill look forward to developing a working relationship which will benefit the students and communities that we all serve. Let us continue this discussion so that we can hopefully codify it in a Memorandum of Understanding.

Please keep me apprised of your progress.

Sincerely,



Marion A. Terenzio, Ph.D.  
President



**Board of Directors**

Virginia D. Donohue  
Founder & Executive Director

Ron Peckham, President  
C&S Companies

Joe Grasso, Vice President  
Cornell University

James M. Heffernan, Secretary  
RPA, Inc

Polly Fuller, Treasurer  
SRC-Retired

R. John Clark  
Hancock & Estabrook

Lorrie Clemo  
SUNY Oswego

C. Perry Cooke  
Syracuse Orthopedic Specialists

Frank B. DuRoss  
MVCC Foundation

Michael Frame  
Florida State University

Fred Gilbeaux  
Jamesville Dental Office

James Glavin  
COR Development Company

Debra Hamilton-Schoening  
Hamilton-Schoening Consulting

Mary Pat Hartnett  
SRCTec.

Yaschia Kinsey  
Crouse Hospital

Anthony Kumiega  
Bank of New York Mellon

Edwina Schleider  
Papas, Cox, Kimpel, Dodd & Levine

Ken Souser  
Janney Montgomery Scott

Al Turner  
Verizon Communications

December 7, 2015

Ellen Eagen, Director  
Sustainable Sciences & Technology Foundation, Inc.  
312 Sedgwick Drive  
Syracuse, NY 13203

Re: Charter High School Planned

Dear Ms. Eagen:

I am pleased to write this letter of support in connection with the planning of OnTECH Charter High School. The target community planned to be served by OnTECH of students who are struggling to perform successfully in a traditional school setting and children of refugee families will benefit from the school you have described. The school will certainly be an asset to the Syracuse community.

As you know, On Point for College has assisted thousands of students from high school through college and we would look forward to establishing a relationship which would be beneficial to the student population you would serve.

Please keep me posted on your progress. I can be reached at 315-374-4104 if you have further questions.

Sincerely,

Samuel D. Rowser  
Deputy Executive Director

## MEMORANDUM OF UNDERSTANDING

THIS MEMORANDUM OF UNDERSTANDING dated as of the \_\_\_\_\_ day of March 2016 by and between **ON POINT FOR COLLEGE**, a 501c (3) organization, at 1654 W. Onondaga Street, Syracuse, NY 13204 ("**ON POINT**") and **OnTECH CHARTER HIGH SCHOOL**, a 501c (3) organization, at 312 Sedgwick Drive, Syracuse, NY 13203 ("**OnTECH**"), establishes the following relationship.

**WHEREAS, OnTECH** is an applicant for a charter high school before the Education Department of the State of New York and has received approval from the Education Dept. to go forward with a full proposal in the application process, and

**WHEREAS**, the mission of **OnTECH** is to serve students who are struggling in a traditional learning environment and who may be over-aged or under-credited with respect to their expected age proficiency level, and

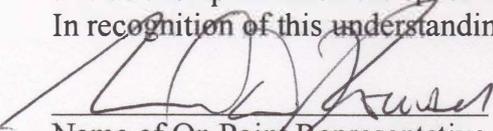
**WHEREAS, ON POINT** is an organization providing support to empower high school students in making the transition from high school to college enabling them to overcome the many daunting challenges they may face, it is hereby

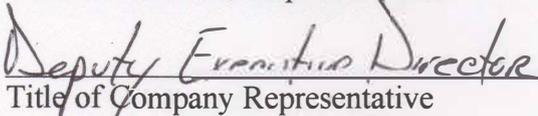
**AGREED**, that where there is an alignment of the goals and mission of their individual organizations, **OnTECH** and **ON POINT** will develop a relationship between them to advance the interests of students in making the transition from high school to college. Illustrative of the kinds of relationship are the following:

1. **ON POINT** will work with OnTECH to provide students college guidance, including assistance in the application process, mentoring, counseling, visiting college campuses, and clothing grants.
2. **ON POINT** will work with OnTECH to provide students guidance on continuing their education post high school in settings alternative to college.
3. **ON POINT** will work with OnTECH on programming to provide students guidance on career pathways and developing the skills necessary to be successful in the workplace.
4. Staff of **ON POINT** and staff of **OnTECH** will look for areas where a collaboration would be beneficial to the missions of both organizations.

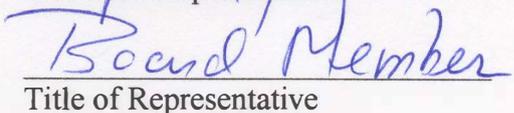
This Memorandum is not intended to be legally binding, but rather it constitutes a framework for a relationship in which the specifics will be worked out on a case by case basis.

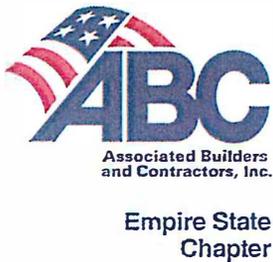
In recognition of this understanding the parties have signed where indicated below.

  
Name of On Point Representative

  
Title of Company Representative

  
OnTECH Representative

  
Title of Representative



## Associated Builders & Contractors, Inc.

Empire State Chapter

6369 Collamer Drive, East Syracuse, NY 13057-1115

(315) 463-7539 (800) 477-7743 Fax (315) 463-7621

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

December 8, 2015

Ellen Eagen, Director  
Sustainable Sciences & Technology Foundation, Inc.  
312 Sedgwick Drive  
Syracuse, NY 13203

Re: OnTECH Charter High School Planned

Dear Ms. Eagen:

I am pleased to write this letter of support in connection with the planning of OnTECH Charter High School. I believe that OnTECH will address several issues our community faces such as the drop-out rate, unemployment rate and integrating new Americans in our community.

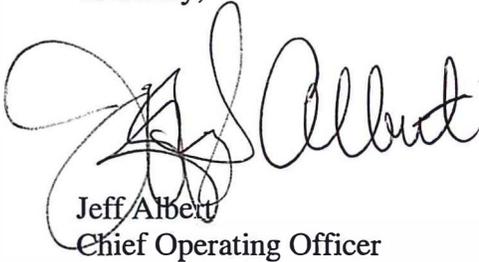
A Career & Technical curriculum is one that the Associated Builders and Contractors, Inc., Empire Chapter (ABC) believes can serve the needs of many students who may struggle to perform successfully in a traditional school setting. Our partnership with the National Center for Construction Education and Research (NCCER) enables us to provide many state certified courses in multiple disciplines and we would be pleased to have an alliance with OnTECH Charter High School toward these objectives.

The particular areas focus of OnTECH in sustainable sciences and alternate power are subjects covered by NCCER through the courses in Green Environment and Construction, Alternative Energy, Wind Turbines and Solar Voltaics. Our core central curriculum teaching the basics of understanding the fundamentals of a technical education would also apply.

The disciplines planned to be offered by OnTECH are areas where we have growing expertise in our Central New York region and make a lot of sense to be the focus for a charter high school. We vey much endorse the idea that students will graduate with hands-on and critical thinking skills that will help them find employment, build careers or pursue further education relating to these subject areas.

OnTECH will be a valuable addition to education alternatives in our city and region. We are looking forward to establishing a partnership with ABC. Please keep us posted on your progress.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff Albert". The signature is fluid and cursive, with the first name "Jeff" written in a more compact, stylized script and the last name "Albert" written in a larger, more legible cursive.

Jeff Albert

Chief Operating Officer

Associated Builders and Contractors, Inc. (ABC) - Empire State Chapter

6369 Collamer Drive

East Syracuse, NY 13057-1115

Direct: 315-579-3502 / Ph: 315-463-7539 / F: 315-463-7621

[albert@abcnys.org](mailto:albert@abcnys.org)



12/8/2015

Ellen Eagen, Director  
Sustainable Sciences & Technology Foundation, Inc.  
312 Sedgwick Drive  
Syracuse, NY 13203

Dear Ms. Eagen,

I am pleased to write this letter of support in connection with the planning of the OnTECH Charter High School. The FFA has long standing partnerships with district high schools across the State of New York providing a strong curriculum based on agriculture and agribusiness. As we discussed during our conversations there are multiple career pathways of instruction that can serve the interests of your students. In addition to reinforcing core curriculum areas and introducing key career concepts; agricultural education engages students in leadership, work and critical thinking exercises that are unrivaled by any other program available to students today.

It is our understanding that the proposed OnTech Charter school will include an agricultural education focus and develops a unique agri-business experience for its students. Since we are not aware of any NY charter schools an agricultural based curriculum at this time, you present an excellent opportunity for us to grow our reach into the education alternatives offered to students in our State. At the same time, with your focus on children of refugee families and those struggling with traditional structure, the studies of sustainable sciences and alternate energy fit into the subject areas connected to the agricultural programs. With the novel approach you are taking, we may be able to replicate what we do together in other districts of the State and even extend the benefit of our cooperation.

The New York FFA is pleased to support this new initiative and look forward to supporting a new successful program which will benefit the students and communities of central New York. Please keep me abreast of your progress and let me know ways in which we can be of assistance to you as you develop your new program.

Sincerely,

A handwritten signature in black ink that reads "Shari Lighthall". The signature is written in a cursive, flowing style.

Shari Lighthall  
New York FFA and Agricultural Educators  
Cornell University  
[slighthall@cornell.edu](mailto:slighthall@cornell.edu)  
315-346-1222



SYRACUSE UNIVERSITY & SUNY ESF

LUTHERAN CAMPUS MINISTRY/ STEP Center  
Expanding Minds, Deepening Faith, Inspiring Service  
Step Out of your World - Step into Another's  
Together We Can Make a Difference



Ellen K. Eagen, Lead Applicant  
OnTECH Charter High School  
312 Sedgwick Drive  
Syracuse, NY 13203

March 25, 2016

Dear Ellen,

I am writing to urge our elected officials to support the OnTECH Charter High School that is being proposed to serve students in the city of Syracuse, especially new immigrants living on the North side of the city. I can attest to the need for this special school for teens and young adults whose families have been invited to seek refuge from danger and make a new home in our country. I have been working for seven years with refugees connecting students and faculty to these new residents of our community in service learning projects, through which the university participants gain as much as the refugees. We have researched community needs and assets, created websites, established a Refugee Resource Center with high speed interconnectivity in partnership with MetroNet, Inc., run English as a Second Language classes through an Onondaga Literacy Coalition Literacy Champions grant, a digital literacy class in partnership with Onondaga County Library, and with the School of Information Studies at Syracuse University we are working on development on an innovative communication system for use by ethnic community leaders.

I have been overwhelmed by the generosity of the new immigrants who have fluency in English who help their neighbors who cannot speak English negotiate their needs. In my experience most of the literate refugees are young adults ranging in age from 18 – 25 years old. I was shocked to discover that although many have High School diploma's from schools they attended while in refugee camps they do not have an American educational credential. It is very difficult for them to secure their GED/TASC credential due to the need to work to help support their families. These bright, talented leaders in the community would have greatly benefited from the charter school being proposed.

Then there are the young adults who arrive in their new community without strong literacy skills. These 18- 25 year olds are working in low wage jobs, often on night shift which makes taking classes for English literacy very difficult. At this point I see strong family ties sustaining them, but I am concerned that if these young people are not given opportunities to enter the main stream of our society we will be creating a situation where a majority of our new immigrants will be locked into generational poverty. I have unfortunately observed the tendency for younger siblings to drop out of high school to help with family chores and finances, especially if they begin to have any academic trouble. The OnTECH Charter School would provide an extremely valuable resource to combat these negative outcomes.

Please support the petition to fund the OnTECH Charter School being proposed for the Syracuse City School District. It will greatly benefit our whole community. Thank you for your thoughtful consideration.

Sincerely,  
*Gail V. Riina*

LUTHERAN CAMPUS MINISTRY • REV. DR. GAIL V. RIINA

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HENDRICKS CHAPEL • SYRACUSE • NY • 13244 • Office: 315.443.2439 • Email: [lutheran@syr.edu](mailto:lutheran@syr.edu)



SUNY EOC

The Power of Opportunity

**State University of New York  
Educational Opportunity Center**

December 8, 2015

Ellen Eagen, Director  
Sustainable Sciences & Technology Foundation, Inc.  
312 Sedgwick Drive  
Syracuse, NY 13203

Re: OnTECH Charter High School Planned

Dear Ms. Eagen:

I am pleased to write this letter of support in connection with the planning of OnTECH Charter High School. We believe that OnTECH will address several issues our community faces such as the drop-out rate, unemployment rate and integrating new Americans in our community. Students who are struggling to perform successfully in a traditional school setting and children of refugee families will benefit from a school like OnTECH. The school will certainly be an asset to the Syracuse community.

As you know, Syracuse Educational Opportunity Center (SEOC), established in 1969, is part of the State University of New York and, since 1974, has been administered by Morrisville State College. The SEOC is one of ten centers in New York State. SEOC's mission is to provide adult learners comprehensive academic and workforce development programs and services – programs and services that lead to enhanced employment opportunities, access to further education and personal growth and development. Again, we believe that OnTECH will be an asset to the Syracuse community and look forward to establishing a relationship which would be beneficial to the student population you would serve.

Please keep me posted on your progress.

Sincerely,

Tim Penix  
Vice President

## LETTER OF INTENT

THIS LETTER OF INTENT dated as of the 26 day of January 2016 by and between Beak & Skiff Orchards, at 4472 RTE 20 LaFayette, NY ("Company") and **OnTECH CHARTER HIGH SCHOOL**, having an address at 312 Sedgwick Drive, Syracuse, NY 13203 ("OnTECH"), establishes the following relationship.

**OnTECH** is an applicant for a charter high school before the Education Department of the State of New York and has received approval from the Education Dept. to go forward with the application process. The mission of **OnTECH** is to serve those students who struggle to succeed in a traditional structure school environment, as well as children of refugee families. **OnTECH** plans an innovative curriculum that will focus on agriculture, agribusiness, sustainable and environmental sciences and alternate energy.

Company is in the business of Apple production, marketing, distribution

which deploy skills and expertise which are relevant to the course curriculum of **OnTECH**. Company believes the mission of **OnTECH** is worthwhile and desires to be supportive to the **OnTECH** and its students. Should **OnTECH** be awarded a charter for a high school, Company is willing to use its expertise to provide the following support.

- Advise and consult on curriculum, particularly as it applies to graduating students gaining employable skills.
2. Opportunities for students to shadow employees in relevant disciplines.
3. Encourage company employees to mentor students.
4. Make available on-site learning experiences.
5. Provide internships where feasible.

Though this letter is not intended to be legally binding, it constitutes a framework for a relationship in which the specifics will be worked out on a case by case basis.

In recognition of this understanding the parties have signed where indicated below.

Pete Fluss  
Name of Company Representative

Stephen Jusaitis  
OnTECH Representative

Business Unit MSR  
Title of Company Representative

Board Member  
Title of Representative

**LETTER OF INTENT**

**THIS LETTER OF INTENT** dated as of the 19<sup>th</sup> day of January 2016 by and between John Spina, at C&S Companies ("**Company**") and **OnTECH CHARTER HIGH SCHOOL**, having an address at 312 Sedgwick Drive, Syracuse, NY 13203 ("**OnTECH**"), establishes the following relationship.

**OnTECH** is an applicant for a charter high school before the Education Department of the State of New York and has received approval from the Education Dept. to go forward with the application process. The mission of **OnTECH** is to serve those students who struggle to succeed in a traditional structure school environment, as well as children of refugee families. **OnTECH** plans an innovative curriculum that will focus on agriculture, agribusiness, sustainable and environmental sciences and alternate energy with the aim to expose students to career and education pathways in these areas.

**Company** is in the business of professional engineering

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which deploy skills and expertise which are relevant to the course curriculum of **OnTECH**. **Company** believes the mission of **OnTECH** is worthwhile and desires to be supportive to the **OnTECH** and its students. Should **OnTECH** be awarded a charter for a high school, **Company** is willing to use its expertise to provide the following support.

1. Advise and consult on curriculum, particularly as it applies to graduating students gaining employable skills.
2. Provide opportunities for students to shadow employees in relevant disciplines.
3. Encourage company employees to mentor students.
4. Make available on-site learning experiences.
5. Provide internships where feasible.
6. Visit school to speak with students about relevant education and career pathways

Though this letter is not intended to be legally binding, it constitutes a framework for a relationship in which the specifics will be worked out on a case-by-case basis.

In recognition of this understanding the parties have signed where indicated below.

John Spina  
Name of Company Representative

Ellen Kmetz Eagan  
OnTECH Representative

Sr Vice President & CAO  
Title of Company Representative

Lead Applicant, OnTECH  
Title of Representative

LETTER OF INTENT

THIS LETTER OF INTENT dated as of the 13 day of January 2016 by and between Peter Paragon, at NYEG DRILLING LLC ("Company") and OnTECH CHARTER HIGH SCHOOL, having an address at 312 Sedgwick Drive, Syracuse, NY 13203 ("OnTECH"), establishes the following relationship.

OnTECH is an applicant for a charter high school before the Education Department of the State of New York and has received approval from the Education Dept. to go forward with the application process. The mission of OnTECH is to serve those students who struggle to succeed in a traditional structure school environment, as well as children of refugee families. OnTECH plans an innovative curriculum that will focus on agriculture, agribusiness, sustainable and environmental sciences and alternate energy with the aim to expose students to career and education pathways in these areas.

Company is in the business of Environmental & Geotechnical Drilling & Boring. Monitoring Well Install and Soft Dig Services, Utility Locating

which deploy skills and expertise which are relevant to the course curriculum of OnTECH. Company believes the mission of OnTECH is worthwhile and desires to be supportive to the OnTECH and its students. Should OnTECH be awarded a charter for a high school, Company is willing to use its expertise to provide the following support.

- 1. Advise and consult on curriculum, particularly as it applies to graduating students gaining employable skills.
2. Provide opportunities for students to shadow employees in relevant disciplines.
3. Encourage company employees to mentor students.
4. Make available on-site learning experiences.
5. Provide internships where feasible.
6. Visit school to speak with students about relevant education and career pathways

Though this letter is not intended to be legally binding, it constitutes a framework for a relationship in which the specifics will be worked out on a case-by-case basis.

In recognition of this understanding the parties have signed where indicated below.

Peter Paragon [Signature]
Name of Company Representative
President /Member
Title of Company Representative

Ellen Kometz Eagan [Signature]
OnTECH Representative
Lead Applicant, OnTECH
Title of Representative

**LETTER OF INTENT**

**THIS LETTER OF INTENT** dated as of the 13 day of January 2016 by and between PETER PARAGON, at PARAGON ENVIRONMENTAL CONSTRUCTION INC ("**Company**") and **OnTECH CHARTER HIGH SCHOOL**, having an address at 312 Sedgwick Drive, Syracuse, NY 13203 ("**OnTECH**"), establishes the following relationship.

**OnTECH** is an applicant for a charter high school before the Education Department of the State of New York and has received approval from the Education Dept. to go forward with the application process. The mission of **OnTECH** is to serve those students who struggle to succeed in a traditional structure school environment, as well as children of refugee families. **OnTECH** plans an innovative curriculum that will focus on agriculture, agribusiness, sustainable and environmental sciences and alternate energy with the aim to expose students to career and education pathways in these areas.

**Company** is in the business of Environmental Remediation, Petroleum Equipment Install and Removal, Waste Transport & Disposal and Site Work.

which deploy skills and expertise which are relevant to the course curriculum of **OnTECH**. **Company** believes the mission of **OnTECH** is worthwhile and desires to be supportive to the **OnTECH** and its students. Should **OnTECH** be awarded a charter for a high school, **Company** is willing to use its expertise to provide the following support.

1. Advise and consult on curriculum, particularly as it applies to graduating students gaining employable skills.
2. Provide opportunities for students to shadow employees in relevant disciplines.
3. Encourage company employees to mentor students.
4. Make available on-site learning experiences.
5. Provide internships where feasible.
6. Visit school to speak with students about relevant education and career pathways

Though this letter is not intended to be legally binding, it constitutes a framework for a relationship in which the specifics will be worked out on a case-by-case basis.

In recognition of this understanding the parties have signed where indicated below.

Peter Paragon

Name of Company Representative

President

Title of Company Representative

Ellen Kometre Eagan

OnTECH Representative

Lead Applicant, OnTECH

Title of Representative

**LETTER OF INTENT**

**THIS LETTER OF INTENT** dated as of the 15 day of January 2016 by and between EESTor Corporation, at Toronto Canada, EESTor Corporation (“**Company**”) and **OnTECH CHARTER HIGH SCHOOL**, having an address at 312 Sedgwick Drive, Syracuse, NY 13203 (“**OnTECH**”), establishes the following relationship.

**OnTECH** is an applicant for a charter high school before the Education Department of the State of New York and has received approval from the Education Dept. to go forward with the application process. The mission of **OnTECH** is to serve those students who struggle to succeed in a traditional structure school environment, as well as children of refugee families. **OnTECH** plans an innovative curriculum that will focus on agriculture, agribusiness, sustainable and environmental sciences and alternate energy with the aim to expose students to career and education pathways in these areas.

**Company** is in the business of solid state electrical energy storage technologies

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which deploy skills and expertise which are relevant to the course curriculum of **OnTECH**. **Company** believes the mission of **OnTECH** is worthwhile and desires to be supportive to the **OnTECH** and its students. Should **OnTECH** be awarded a charter for a high school, **Company** is willing to use its expertise to provide the following support.

1. Advise and consult on curriculum, particularly as it applies to graduating students gaining employable skills.
2. Provide opportunities for students to shadow employees in relevant disciplines.
3. Encourage company employees to mentor students.
4. Make available on-site learning experiences.
5. Provide internships where feasible.
6. Visit school to speak with students about relevant education and career pathways

Though this letter is not intended to be legally binding, it constitutes a framework for a relationship in which the specifics will be worked out on a case-by-case basis.

In recognition of this understanding the parties have signed where indicated below.

Ian Clifford  
Name of Company Representative

CEO and FOUNDER  
Title of Company Representative



\_\_\_\_\_  
OnTECH Representative

\_\_\_\_\_  
Title of Representative

635 Wilton Grove Road,  
London, ON, N6N 1N7, Canada  
Tel: (519) 686 1771 Fax: (519) 686 1132

May 3, 2016

Ms. Ellen Eagan.  
OnTECH Charter High School  
312 Sedgwick Drive  
Syracuse, NY 13203

Dear Ms. Eagan,

I was very pleased to hear about your plans for OnTECH High School and I believe your proposed school will have very positive effects on students, their careers and also on the industries which you will target.

KMW will be an enthusiastic supporter and will assist in whatever ways we are able. I have attached the letter of intent which outlines some of the ways we will try to make positive contributions.

Sincerely,



Gerry Higgins, MBA, CIM, ICB  
President,  
KMW Energy Inc.

Copy: Mr. Kevin Walker

## LETTER OF INTENT

THIS LETTER OF INTENT dated as of the 17<sup>th</sup> day of March, 2016 by and between Hartwood Farm, at 5258 Irish Ridge Rd Chittenango, NY 13037 ("Company") and **OnTECH CHARTER HIGH SCHOOL**, having an address at 312 Sedgwick Drive, Syracuse, NY 13203 ("**OnTECH**"), establishes the following relationship.

**OnTECH** is an applicant for a charter high school before the Education Department State of New York and has received approval from the Education Dept to go forward with the application process. The mission of **OnTECH** is to serve those students who struggle to succeed in a traditional structure school environment, as well as children of refugee families. **OnTECH** plans an innovative curriculum that will focus on agriculture, agribusiness, sustainable and environmental sciences and alternate energy.

Company is in the business of small-scale sustainable diversified agriculture

which deploy skills and expertise which are relevant to the course curriculum of **OnTECH**. Company believes the mission of **OnTECH** is worthwhile and desires to be supportive to the **OnTECH** and its students. Should **OnTECH** be awarded a charter for a high school, **Company** is willing to use its expertise to provide the following support.

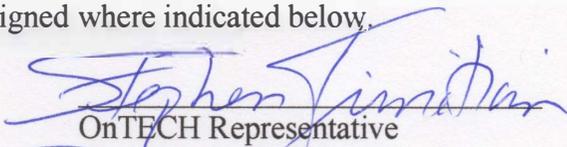
1. Advise and consult on curriculum, particularly as it applies to graduating students gaining employable skills.
2. Opportunities for students to shadow employees in relevant disciplines.
3. Encourage company employees to mentor students.
4. Make available on-site learning experiences.
5. Provide internships where feasible.

Though this letter is not intended to be legally binding, it constitutes a framework for a relationship in which the specifics will be worked out on a case by case basis.

In recognition of this understanding the parties have signed where indicated below.

  
Name of Company Representative

owner  
Title of Company Representative

  
OnTECH Representative  
Board Member  
Title of Representative

**LETTER OF INTENT**

**THIS LETTER OF INTENT** dated as of the 4<sup>th</sup> day of May 2016 by and between **KMW Energy Inc.**, at 635 Wilton Grove Road, London Ontario, N6N 1N7, Canada ("**Company**") and **OnTECH CHARTER HIGH SCHOOL**, having an address at 312 Sedgwick Drive, Syracuse, NY 13203 ("**OnTECH**"), establishes the following relationship.

**OnTECH** is an applicant for a charter high school before the Education Department of the State of New York and has received approval from the Education Dept. to go forward with the application process. The mission of **OnTECH** is to serve those students who struggle to succeed in a traditional structure school environment, as well as children of refugee families. **OnTECH** plans an innovative curriculum that will focus on agriculture, agribusiness, sustainable and environmental sciences and alternate energy with the aim to expose students to career and education pathways in these areas.

**Company** is in the business of Designing, engineering building and installing biomas, waste to energy facilities which deploy skills and expertise which are relevant to the course curriculum of **OnTECH**. **Company** believes the mission of **OnTECH** is worthwhile and desires to be supportive to the **OnTECH** and its students. Should **OnTECH** be awarded a charter for a high school, **Company** is willing to use its expertise to provide the following support.

1. Advise and consult on curriculum, particularly as it applies to graduating students gaining employable skills.
2. Provide opportunities for students to shadow employees in relevant disciplines.
3. Encourage company employees to mentor students.
4. Make available on-site learning experiences.
5. Provide internships where feasible.
6. Visit school to speak with students about relevant education and career pathways

Though this letter is not intended to be legally binding, it constitutes a framework for a relationship in which the specifics will be worked out on a case-by-case basis.

In recognition of this understanding the parties have signed where indicated below.



Prof. Gerald R. Higgins

President & Chief Operating Officer

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OnTECH Representative

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Title of Representative

## LETTER OF INTENT

**THIS LETTER OF INTENT** dated as of the 5 day of May 2016 by and between SRI Energy, LLC dba/Srinerger, at 24371 Catherine Industrial Drive, Suite 231, Novi MI 48375 ("**Company**") and **OnTECH CHARTER HIGH SCHOOL**, having an address at 312 Sedgwick Drive, Syracuse, NY 13203 ("**OnTECH**"), establishes the following relationship.

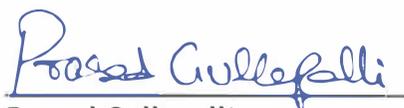
**OnTECH** is an applicant for a charter high school before the Education Department of the State of New York and has received approval from the Education Dept. to go forward with the application process. The mission of **OnTECH** is to serve those students who struggle to succeed in a traditional structure school environment, as well as children of refugee families. **OnTECH** plans an innovative curriculum that will focus on agriculture, agribusiness, sustainable and environmental sciences and alternate energy with the aim to expose students to career and education pathways in these areas.

**Company** is in the business of Solar project development offering full-service design, engineering and construction services for commercial and Industrial customer segments. **Company** needs resources that have skills and expertise which are relevant to the course curriculum of **OnTECH**. **Company** believes the mission of **OnTECH** is worthwhile and desires to be supportive to the **OnTECH** and its students. Should **OnTECH** be awarded a charter for a high school, **Company** is willing to use its expertise to provide the following support.

1. Advise and consult on curriculum, particularly as it applies to graduating students gaining employable skills.
2. Provide opportunities for students to shadow employees in relevant disciplines.
3. Encourage company employees to mentor students.
4. Make available on-site learning experiences.
5. Provide internships where feasible.
6. Visit school to speak with students about relevant education and career pathways

Though this letter is not intended to be legally binding, it constitutes a framework for a relationship in which the specifics will be worked out on a case-by-case basis.

In recognition of this understanding the parties have signed where indicated below.



Prasad Gullapalli  
**President**

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OnTECH Representative  
Title of Representative

## NOTES FROM MEETING WITH JEFF ALBERT OF ASSOCIATED BUILDING CONTRACTORS

Date: December 30, 2015

Place: Offices of ABC

Time: 9:00 AM

Present: Jeff Albert, Chief Operations Officer

Ellen Eagen, Esq.

Stephen Kimatian

At the outset we discussed the status of the charter application and that OnTECH has recently received the letter of approval stating the LOI submission was adequate and sufficient to proceed to the next step of presenting the full RFP proposal. The different steps of the charter authorization procedure were discussed.

We spoke about the various levels of community support of the different organizations that had expressed enthusiasm for the charter school. And then of the different businesses that could be helpful. ABC had a number of members whose operation would dovetail into the kind of discipline offerings of OnTECH. Weatherization and insulation was one of the areas.

Of the different components of the RFP, curriculum was discussed as an essential part. Jeff Albert spoke about the kinds of curriculum that they could provide through NCCER. The areas of most interest to OnTECH given the intended content of the courses was solar voltaic and thermal energy.

Another course provided by NCCER was the Core fundamentals that would apply to virtually all the career courses. This is a baseline course that teaches the rudiments of measuring, calibrating and calculating for performing the functions of the different courses. For example, understanding the effect of different temperatures on metals or the measurement of liquids, etc. He gave us a book on the Core discipline instruction.

Jeff explained how the courses worked with the passing of different modules that would go into a certification of knowing a particular discipline. He also brought some of the additional course materials into the room and we went through how they would be used in the curriculum. He said he could provide sample of courses of courses being written which could be helpful to the OnTECH curriculum.

We then spoke about sources for hiring and training teachers and bringing them on board to deliver the teaching component of the courses. Jeff also indicated there was an individual, Becky, who was familiar with writing the curriculum associated with this kind of course instruction. He will get in touch with her and let her know we would like to have a conversation about what she could do.

## MINUTES OF MEETING

OnTECH

and

BEAK & SKIFF ORCHARDS

Place: Byrne Dairy, Lafayette, NY

Date: Thursday, February 18, 2016

Time: 8:00 AM

Attendees: Peter Fleckenstein, Operations Manager for Beak & Skill  
Stephen Kimatian. Board member of OnTECH Charter HS

Since OnTECH Charter High School has a curriculum focus of agriculture, establishing relationships with businesses in the agricultural industry are potentially valuable partnerships for directly connecting students with the practical aspects of agricultural employment and agribusiness.

The meeting was with the individual in charge of all Beak & Skiff operations, Peter Fleckenstein.

Mr. Fleckenstein described the history of Beak & Skiff, which is a 5<sup>th</sup> generation family business located in Lafayette, New York, 20 minutes south of City of Syracuse. The business was started in 1911 and since then has grown into one of the largest apple orchards in the United States, shipping varieties of apples to the contiguous 48 states. Over the years the company has vertically integrated its apple production with country stores, the making of cider and the marketing of distilled spirits. The company has needs for several kinds of employment including the harvesting of crops, the maintenance of equipment and facilities and marketing of the company's produce and products.

Mr. Kimatian presented a PPT on the mission of OnTECH and a description of its purpose and curriculum. The goal of serving the interests of at risk students and children of new American refugee families was explained to Mr. Fleckenstein. He recognized the connection with the refugees and in many cases their familiarity with an agrarian background. He mentioned that Beak & Skiff had hired individuals who were recent refugees and said it had been a good experience. He further explained that Beak & Skiff has needs for several kind of employable skills.

One of the issues they were facing as company was that many of their workforce would be retiring over the next 10 years and the opportunity to develop relationships with young adults who had an interest in agriculture as an occupation.

There was a discussion on the kind of relationship that Beak & Skiff might develop with OnTECH. Mr. Kimatian presented a copy of an example of the Letter of Intent that was proposed for employer relationships. The parties went through the different ways in which the relationship could be defined, including gaining input from Beak & Skiff experts on curriculum, hands on experience of operations on site, shadowing of employees and internships.

Mr. Fleckenstein said that several of these relationships were possible and he agreed to review the suggested relationships as a template for an agreement and to respond with a Letter of Intent.

# MINUTES OF MEETING

OnTECH

at the

BIOTECH ACCELERATOR OF UPSTATE MEDICAL UNIVERSITY

ATTENDEES: Kathi Durdon, MA, CCRP  
Director of Operations

Kathleen Pazaras, Administrative Staff

Stephen Kimatian, OnTECH Board Member

PLACE: BioTech Accelerator Building, 821 East Fayette St., Syracuse, NY

TIME: 11:00 AM

DATE: Tuesday, February 8, 2016

The BioTech Accelerator is a research arm of Upstate Medical University. It's mission includes outreach into the Syracuse community to encourage students, including high school students, to choose careers in science and engineering. Although much of the work done at the BioTech Accelerator is at a sophisticated level, there are potential opportunities to utilize the labs of the Accelerator, provide shadowing of employees and also be employed in technical jobs in the laboratories.

Board Member, Stephen Kimatian, presented a PPT of the mission and purpose of OnTECH Charter High School and also the focus of the curriculum including sustainable sciences and alternate power. Discussed was the target of serving the needs of the at risk students and children of new American refugee families. Both BioTcch participants agreed that a goal of the institution was to further the instruction and education of such students and that the mission of OnTECH was aligned with the goals of Upstate University.

Ms. Durdon explained that the procedure of developing a Letter of Intent outlining the nature of a relationship with OnTECH would first be presented to the Vice President of Research, David Amberg, and the final plan to the President of Upstate Medical, Danielle Laraque-Arena. Ms. Durdon and Ms. Pazaras said they would be glad to make the presentation and anticipated that an understanding of a relationship could be effectively worked out.

NOTES FROM MEETING WITH DOMINIC ROBINSON OF CENTERSTATECEO AND  
MICHAEL LE FLAIR OF NORTHEAST HAWLEY DISTRICT ASSOCIATION

Date: December 30, 2015

Place: Offices of CenterStateCEO

Time: 11:00 AM

Present: Dominic Robinson, CenterStateCEO

Michael Le Flair, Director – NE Hawley District Association

Ellen Eagen, Esq.

Stephen Kimatian

Since Michael Le Flair had attended the OnTECH presentation on November 30, 2015 at Pastime's, we spoke about that evening and the kind of enthusiastic reaction the presentation had received. We then discussed the Hawley District and it's being a part of the northside of Syracuse.

To bring Dominic up to date, we presented the OnTECH PowerPoint presentation that laid out the mission of the school and the ultimate goal of placement into certain careers. Since Dominic had been directly responsible for working with refugee programs in the northside, we discussed some of the challenges of the new Americans, particularly the language barrier and need to be up to speed on literacy and then the garden variety difficulties like transportation to school and jobs.

This conversation gave rise to the level of instruction that could be practically taught and learned by this cohort of students. In particular we spoke about the various careers. Dominic suggested that we should look at a few paths that could be taught well as opposed to trying to offer too many paths. The thinking was that once a student was proficient and had basic skills there were many companies that would build their expertise on that basic foundation.

We brought Dominic and Michael up to date on the charter procedure, that the Charter Institute had approve the LOI to go forward to the next step. We spoke about what those steps were and the time frame of achieving those objectives.

Dominic mentioned that there were a number of businesses associated with CenterStateCEO who would be helpful in defining the job possibilities for the graduating students. He suggested working back from that in the focus on the career pathways to give the highest likelihood of the graduates finding jobs. He agreed to arrange such a meeting with the business representatives.

We then spoke about location of the school. Since both Dominic and Michael were familiar with this area of the city they were helpful in describing the pros and cons of the various parts of the northeast quadrant. In particular they had direct dealing with a space on Salina Street that was undergoing renovation. The plans were for Onondaga Community College use some of the space for instruction and also there was a culinary school intending to open that could be helpful in the providing luncheon service to OnTECH. Michael will arrange for a site visit.

# MINUTES OF MEETING

OnTECH

and

Honeywell Industries

Attendees: Craig Milburn, Public Relations for Honeywell  
Stephen Kimatian, OnTECH Board Member

Place: 201 Plainfield Rd, Suite 330, Syracuse, NY

Time: 9:00 AM

Date: Friday, February 19, 2016

Honeywell Industries has undertaken a 300 million dollar remediation of Onondaga Lake and its immediate environs. The cleanup was a result of chemical spills dating back several decades. Since Honeywell is in the business of sustainable and environmental sciences and since part of the OnTECH curriculum focus is sustainable sciences and environment, it seems that there could be a likely opportunity for a partnership in education. OnTECH Board member, Stephen Kimatian, met with the public relations representative for Honeywell to discuss ways in which a relationship might be developed.

Craig Milburn explained that a substantial amount of the remediation work had been completed but that Honeywell had a goal of informing the public about the environmental progress and the significant cleanup that had been accomplished to date. Toward that end, Milburn spoke about a potential relationship that would bring the OnTECH students on site to experience the actual environmental work and get a hands-on feel for the process.

In addition, he said that Honeywell was in the process of developing education courses that could be used for curriculum. Depending on the grade level and the sophistication of the courses, there is a likelihood that they could be adapted for the purposes of OnTECH.

The template for a company partnership was discussed and Milburn agreed to review the possible ways in which a relationship could be developed under a letter of agreement.

## MINUTES OF MEETING

### OnTECH Charter Presentation

to

### JOBS PLUS WORKFORCE

Present: Member of ENL Team/ Jobs Plus Staff  
Ellen Eagen, Presenter  
Wendy Isome, Stephen Kimatian - Board Members

Place: Jobs Plus Office  
Time: 12:00 Noon  
Date: March 24, 2016

Lead applicant for OnTECH Charter presented a PowerPoint outlining the mission of OnTECH to a group from JOBS Plus which works on placing people with employers, teaching workplace skills to enable employment and providing support services to those unemployed. The agency deals is located in the city of Syracuse and deals with a great number of people from the refugee population.

Ms. Eagen spoke to the group on how their knowledge of the community could be helpful to OnTECH and to the people they currently serve. The more of the JOBS Plus clientele have marketable skills, which would be the objective for many of the OnTECH students, the greater the likelihood of employment.

After the formal part of the presentation, the floor was open to discussion and questions. The attendees were explicitly told by Ms. Eagen that their critical comments were wanted and needed. They were told that the school would be shaped by the kinds of comments and needs expressed by the community.

Q. Would the curriculum include the teaching a higher level of hard sciences? The response was yes, sciences all levels would be available. Though practically speaking, most of the students would not be at that level, there were ways in which the highest level of high school science could be brought to the classroom, whether by instructors or online courses with supervision.

Ms. Eagen also explained that the school is the recipient of a gift of a Beam, which is a robot device in the classroom which is able to receive direct communication

from any other location, such as from an expert presenting to the class from Silicon Valley or a scientist in Somalia speaking about the quality of water in that country.

A statement was made by another participant that hard sciences might be easier to learn for with challenged language skills than other subjects. Apparently there are some studies that might suggest that, she was told, but it is not conclusive.

Q. Can you elaborate on the backgrounds of the students who would most likely attend? A discussion followed on the ESL and SPED students who were over-age and under-credited and how the school would encourage the educational development of these students and the challenges of that cohort.

Q. Would student be able to work and also attend school? Flexibilities are being built in that would allow for a combination of experience. To a certain extent the school will make job available on campus as allowed by NYS laws.

Q. What is the connection with Morrisville State College? OnTECH has a Memorandum of Understanding of a relationship with Morrisville that provides for instruction, guidance and hands-on learning.

Q. How large will the school be? The roll out will be to approximately 360 students after four years.

Q. What would the school hours be? Because many of the students may find it difficult to adhere consistently to the traditional school day, flexibility in hours is being explored, provided that the required number of seat hours under the State guidelines is met. It is recognized that some students take care of siblings in the morning in getting them to school. It is also planned that the school will be year round. There also the possibility of interjecting distant learning to fill in certain gaps.

Q. How do you deal with the over-age student? It was explained that a student at any age is accepted by the school and placed at an appropriate level for learning. Even though a student may age out, there is still the opportunity for that student to work with On Point for College and the Equal Opportunity Commission, both of whom are working with OnTECH.

A question was brought up on the students who were over-aged as to whether students at their expected level could be a part of their mentoring. It was stated

that one approach being considered was to mentor students in this way. Project based learning will bring in college students with the high school students.

Q. Who do you have to sell OnTECH to make it a reality? The procedure before the SUNY Charter Institute was explained.

A representative from the Equal Opportunity Commission who work with young adults and in developing skill sets which would make them employable said that the OnTECH program is exactly what is needed and it would be a tremendous asset to the community. She said that the curriculum based on agribusiness was one where there were many job openings in Syracuse and the Central New York area.

A list of meeting participants is attached.

At the end of the meeting participants filled out a form on the merits of the meeting and also signed a petition advocating the approval of the OnTECH plan.

## NOTES FROM MEETING WITH SAM ROWSER OF ON POINT FOR COLLEGE

Date: December 30, 2015

Place: Offices of On Point for College

Time: 1:00 PM

Present: Sam Rowser, President of On Point for College

Ellen Eagen, Esq.

Stephen Kimatian

We had previously discussed the mission and objectives of OnTECH with Sam. To bring him up to date, we went through the PowerPoint presentation and then the approval of the Charter Institute to allow OnTECH to go forward to the next step. The specifics of the fulfillment of the RFP were discussed.

We spoke about the different community organizations that had given their support and had indicated approval. We thanked Sam for his letter of support on behalf of On Point. Sam indicated there were several resources of On Point that could be helpful to OnTECH. One of them was a library of all the major foundations in the United States and the specs on the requirement for their granting. In particular, this would be beneficial for the fund raising that would be helpful for bridging the year from an award of the charter to opening day.

On Point's mission and how that dovetailed into assisting the OnTECH students was discussed. On Point has a program of going into high schools for the Junior and Senior students to talk about colleges and college readiness. They provide a number of services to the students who qualify such as buying books and providing transportation to the region's colleges. They would be willing to provide such service to the OnTECH students.

Another program directly helpful was in working with students who might age out of a NYS high school program and but still needed some additional courses to graduate. The transition step for such students, particularly enabling them to take the next step to college is an area of expertise of On Point for College. Sam said that On Point could develop such a relationship with OnTECH and be the bridge facilitator for students at this level.

We also discussed in depth the other programs that On Point had for students. In each case the involvement of On Point could be directly connected to OnTECH in that its mission was to facilitate the ability of the student to graduate high school, to get into college or identify the bridge to college and then to monitor the student while in college. These support programs would all go toward increasing the chances of success of the OnTECH students.

A positive that came from the discussion was the On Point has great familiarity in dealing with the refugee and disadvantaged population. Sam indicated that he would be glad to deploy its skill set for the benefit of OnTECH.

MINUTES OF MEETING  
February 8, 2016

With

SYRACUSE UNIVERSITY, CENTER OF EXCELLENCE

Present: Tamara Rosanio  
Associate Director of Partnership Programs  
Stephen Kimatian, OnTECH Board Member

Place: Syracuse University, Center of Excellence in Environmental & Energy Systems  
Innovations

Time: 12:00 noon

Place: Center of Excellence

Date: February 8, 2016

OnTECH board member, Stephen Kimatian, met with the Associate Director of Partnership Programs, Tamara Rosanio, of the Center Of Excellence, to ask about developing a Relationship between the Center of Excellence and OnTECH Charter High School. Since the COE area of expertise was environmental and energy systems and OnTECH had as a curriculum focus sustainable sciences and alternate power, it seemed that there was a substantial alignment of interest.

Ms. Rosanio explained that to enter such a relationship would require the approval of Syracuse University and that any use of the facilities would necessarily require compensation. Mr. Kimatian said that if the charges were reasonable it was possible that OnTECH could benefit from such a relationship and requested that the University be asked whether it was feasible. Ms. Rosanio said she would inquire.

MINUTES OF MEETING  
Monday, February 22, 2016

with

SUNY COLLEGE OF ENVIROMENTAL SCIENCES & FORESTRY

Present: Dr. Charles Spuches, Assistant to the President for Outreach  
Dean Rick Beal, Educational Outreach  
Katherina Searing, Associate Director for Professional Education  
Kevin Walker, C&S Industries  
Stephen Kimatian, OnTECH Board Member

Place: Gateway Building, SUNY ESF  
Time: 1:00 PM  
Date: February 8, 2016

The parties met to discuss ways in which the SUNY College of Environmental Sciences & Forestry could support the mission of OnTECH Charter High School. Prior to this meeting, approximately a year ago, Board Member Kimatian had discussed the planning of OnTECH with Dr. Spuches. The purpose of this meeting was to bring everyone up to date on the planning of OnTECH and to develop a partnership between the parties.

Mr. Kimatian presented a PPT of the mission and purpose of OnTECH, describing the curriculum of agriculture, sustainable sciences and alternate power and the student body focus on at risk students and children of refugee families. ESF was interested in how it could help in curriculum and instruction. Their outreach program has developed curriculum at a high school level in several areas of environmental sciences which could be appropriate for OnTECH use. Dr. Spuches also said that he thought the relationship with Morrisville State College that OnTECH had developed would be very significant and stated that ESF had worked in conjunction with Morrisville in other venues and it was a very compatible relationship that would be of benefit to OnTECH.

Dr. Spuches felt that there was an alignment of interests between OnTECH and ESF and the sample template for the MOU with Morrisville could similarly help define a relationship between ESF and OnTECH.



Name: JOHN SINDONI

Email: [REDACTED]

Phone Number: [REDACTED]

Organization: Attorney-Bancley Damon

Do you support this school choice?  Yes No

Do you have any questions about OnTECH Charter High School?

Do you know people who can benefit from a school like this? Yes No

Happy to help in any way. met an educator (over)



Name: Bruce Wakker

Email: [REDACTED]  
Phone Number: [REDACTED]

Organization: Educator

Do you support this school choice?  Yes No

Do you have any questions about OnTECH Charter High School?

- Great opportunity to help change lives.

Do you know people who can benefit from a school like this?  Yes No



Name: Peter Welge

Email: [REDACTED]

Phone Number: [REDACTED]

Organization: Engineer

Do you support this school choice?  Yes No

Do you have any questions about OnTECH Charter High School?

Do you know people who can benefit from a school like this? Yes No



Name: DARYL Files

Email: [REDACTED]  
Phone Number: [REDACTED]  
Organization: INTER-AID WORKS

Do you support this school choice?  Yes No

Do you have any questions about OnTECH Charter High School?

Do you know people who can benefit from a school like this?  Yes No



Name:

Bob Gardino

Email:



Phone:

Organization:

Retired Teacher

Do you support this school choice?  Yes  No

Do you have any questions about OnTECH Charter High School?

Do you know people who can benefit from a school like this?  Yes  No



Name:

Catherine S. Revere

Email:



Phone:

Organization:

Independent Education Consultant

Do you support this school choice?  Yes  No

Do you have any questions about OnTECH Charter High School?

Do you know people who can benefit from a school like this?  Yes  No



Name:

Anna Giacobbe

Email:



Phone:

Organization:

Educator

Do you support this school choice?  Yes  No

Do you have any questions about OnTECH Charter High School?

Enjoyed presentation

Do you know people who can benefit from a school like this?  Yes  No



Name:

Elizabeth Allen

Email:



Phone:

Organization:

SUNY Syracuse EOC administered by Morrisville State College

Do you support this school choice?  Yes  No

Do you have any questions about OnTECH Charter High School?

I am still unclear about who is eligible - just refuses what is the age limit college

Do you know people who can benefit from a school like this?  Yes  No

SUNY Morrisville



Name: John Stegeman

Email:

Phone:

Organization: Mantius Pebble Hill School

Do you support this school choice?  Yes  No

Do you have any questions about OnTECH Charter High School?

dozens! - I will be eagerly following your progress!!

Do you know people who can benefit from a school like this?  Yes  No



Name: Wendy Carl ISOME

Email:

# Phone:

Organization:

Do you support this school choice?  Yes  No

Do you have any questions about OnTECH Charter High School?

Do you know people who can benefit from a school like this?  Yes  No



Name: RICH ISOME

Email:

Phone:

Organization: N/A

Do you support this school choice?  Yes  No

Do you have any questions about OnTECH Charter High School?

Do you know people who can benefit from a school like this?  Yes  No



Name: Nancy Aye

Email:

Phone

Organization: Burmese / Karen Communities  
Syracuse.

Do you support this school choice?  Yes No

Do you have any questions about OnTECH Charter High School?

No, However this is school that our community  
Need.

Do you know people who can benefit from a school like this?  Yes No



Name: Kayla Kelechian

Email:

Phone N

Organization: Karen Community of Syracuse

Do you support this school choice?  Yes No

Do you have any questions about OnTECH Charter High School?

What can we do to ensure that the students  
both refugee/new Americans get preference or are allotted  
a space and

Do you know people who can benefit from a school like this?  Yes No

benefit  
from this program?



Name: David W/ Flagg

Email:

Phone

Organization: Retired

Do you support this school choice? Yes No

Do you have any questions about OnTECH Charter High School?

Yes

Do you know people who can benefit from a school like this?  Yes No



Name: Donna Koury

Email:

Phone N

Organization: SEOC / Literacy CITY

Do you support this school choice?  Yes No

Do you have any questions about OnTECH Charter High School?

many

Do you know people who can benefit from a school like this?  Yes No



Name: *Seth Emery*

Email:

Phone:

Organization: *Hope Point*

Do you support this school choice?  Yes  No

Do you have any questions about OnTECH Charter High School?

Do you know people who can benefit from a school like this?  Yes  No



Name: *Virginia Fellman*

Email:

Phone:

Organization: *Literacy CNY @ BOC*

Do you support this school choice?  Yes  No *if the focus is refugees*

Do you have any questions about OnTECH Charter High School?

*Why not partner w/ OCC like the VCC-TECH did?*

Do you know people who can benefit from a school like this?  Yes  No



Name: *Sah Poe Wah*

Email:

Phone:

Organization: *Karen Community in Syracuse*

Do you support this school choice?  Yes  No

Do you have any questions about OnTECH Charter High School?

*Can the age range be extended a little bit to 22 or 25 years old.*

Do you know people who can benefit from a school like this?  Yes  No

*lot of people, specially from north side Syracuse.*



Name: *Day Nyar Wach*

Email:

Phone:

Organization: *wake karen community of syracuse*

Do you support this school choice?  Yes  No

Do you have any questions about OnTECH Charter High School?

Do you know people who can benefit from a school like this?  Yes  No



Name: PRAJA SHAKOTA (RAJ)

Email: [Redacted]

Phone N [Redacted]

Organization: Bhutanese Community in Syracuse, Inc.

Do you support this school choice? Yes  No

Do you have any questions about OnTECH Charter High School?

How can you reach out to various ethnic groups of immigrants/refugees?

Do you know people who can benefit from a school like this? Yes  No

- Professors at SUNY-ESF / S.U.
- Workers at Catholic Charities & Inter Faith Works.



Name: Donald Randall

Email: [Redacted]

Phone N [Redacted]

Organiz: ESL Tutoring

Do you support this school choice? Yes  No

Do you have any questions about OnTECH Charter High School?

How can we follow the progress of this venture? How can we help?

Do you know people who can benefit from a school like this? Yes  No

Name	Email	Phone	Organization		
Anna Giacobbe			Educator		
Peter Welge			Engineer		
John Dindoni			atty		
Daryl Fikes			INTERFAITH WORKS. CN		
Bob Gaudino			Retired EDUCATOR		
Mike LaFlair			MEHIDA		
Ted Ackerman			Pastime AC		
Bruce Wakke			Educator		
Elizabeth Allen			Educator (Adults)		
Wendy Carl Isome			JOBSPURS!		
John Stegeman			Educator		
Ed McRyke					



**OnTECH**  
CHARTER HIGH SCHOOL

# an exciting new high school YOU'RE INVITED

7:00 p.m.

Monday, November 30, 2015

Pastime Athletic Club | 1314 N. Salina Street 

Join us as we discuss plans for an exciting new charter school in Syracuse.

OnTECH Charter High School is being designed to serve new American immigrants and refugees, as well as students looking for a non-traditional learning environment.

This school will be a place where students will learn skills to get a job upon graduation or continue on to higher education. Students will apprentice with businesses and obtain employment while earning a high school diploma.



## CURRICULUM FOCUS



ENVIRONMENTAL  
SCIENCES



AGRICULTURE  
& AGRIBUSINESS



NEW ENERGY  
SOURCES

[ontechcharter.com](http://ontechcharter.com)

Sponsored by Sustainable Sciences & Technology Foundation

## Places Visited with Flyer for November 30, 2015 community meeting; discussed key points of OnTECH

<u>Date</u>	<u>Organization</u>	<u>Contact</u>	<u>Location</u>	<u>Constituency</u>	<u>Notes</u>
					*OnTECH Advocates had discussion; reviewed key points of OnTECH; invited to community meeting; welcomed feedback.
11/23/15	Northside Learning Center	501 Park St Syracuse	Mark Cass mfcfour@gmail.com	Muslim Community	<u>Spoke with Mark Caas, left meeting flyers</u>
11/23/15	Community Services	207 Carbon Street Syracuse	Bao Loc	Serves Vietnamese Community	<u>Spoke with and left flyers with assistant</u>
11/23/15	Peace Inc.	217 S Salina Syracuse	Joe Fahey	Works with parents and children	<u>Left flyer with front desk will be posted</u>
11/24/15	<u>Interfaith Works</u>	<u>1010 James St, Syracuse</u>	<u>Beth Broadway, Director bbroadway@interfaithworks.org</u> <u>Gwen Sanders, Office Manager, gsanders@interfaithworks.org</u>	<u>Serves interests of refugee communities</u>	<u>Spoke with Gwen Sanders and left flyers; followed up with Beth Broadway, Ex. Dir.</u>
11/24/15	<u>Helen Hudson</u>	<u>518 James St Syracuse</u>	<u>Member of Common Council of City of Syracuse and works for United Way</u>	<u>Serves community interests</u>	<u>Spoke with her and left Flyer</u>

11/24/15	<u>Education Opportunity Center/ SUNY</u>	<u>100 New St Syracuse</u>	<u>Chris Young, Program Manager</u> <u>youngcf@morrisville.edu</u>	<u>Provides education courses /ESL for adults</u>	<u>Spoke with him – allied with SUNY Morrisville</u>
11/23/15	<u>Northside Learning Center</u>	<u>501 Park St Syracuse</u>	<u>Mark Cass</u> <u>mfcfour@gmail.com</u>	<u>Muslim Community</u>	<u>Spoke with Mark, left meeting flyers</u>
11/23/15	<u>Community Services</u>	<u>207 Carbon Street Syracuse</u>	<u>Bao Loc</u>	<u>Serves Vietnamese Community</u>	<u>Spoke with and left flyers with assistant</u>
11/23/15	<u>Peace Inc.</u>	<u>217 S Salina Syracuse</u>	<u>Joe Fahey</u>	<u>Works with parents and children</u>	<u>Left flyer with front desk will be posted</u>
11/23/15	<u>CYO / Catholic Charities of Onondaga County</u>	<u>751 N Salina Syracuse</u>	<u>Felicia Castricone, Director;</u> <u>fcastricone@ccoc.us</u> <u>Mary Alibrandi, Assist.</u> <u>mealbrandi@ccoc.us</u>	<u>Sponsor of several thousand immigrants and settlement of them</u>	<u>Spoke with director and assistant; left flyers for posting</u>
11/23/15	<u>Catholic Diocese</u>	<u>1654 W Onondaga St Syracuse</u>	<u>Barbara Cohen</u> <u>Reception</u>	<u>Serves many immigrant communities</u>	<u>Left flyers, will be posted and placed on entry area</u>
11/23/15	<u>Partners for Education &amp; Business/ MACNY</u>	<u>5788 Widewaters Pkwy Syracuse / Suite 5</u>	<u>Joe Vargo, Director,</u> <u>joev@macny.org</u>	<u>Cultivates relationships between education and business for Manufacturing Assoc.</u>	<u>Not available at office – emailed flyer information to them</u>
11/24/15	<u>Spanish Action League</u>	<u>700 Oswego St Syracuse</u>	<u>Rita Paniagua, Director;</u> <u>Jesus Rolon, Assistant</u> <u>execassist@laligupstate.org</u>	<u>Serves the Latino community</u>	<u>Spoke with exec assistant and left materials</u>

11/24/15	<u>United Way of CNY / Success By 6</u>	<u>518 James St Syracuse</u>	<u>Frank Lazarski, Pres. flazarski@unitedway-cny.org , Mangran Gao. mgao@unitedway-cny.org</u>	<u>Grantor of monies to numerous community programs</u>	<u>Left materials</u>
11/29/15	<u>Grocery</u>	<u>914 N. Townsend</u>		<u>Asian</u>	<u>Left materials</u>
11/29/15	<u>Grocery</u>	<u>824 N. Townsend</u>		<u>Asian</u>	<u>Left materials</u>
11/29/15	<u>Grocery</u>	<u>Court Street</u>		<u>Middle Eastern</u>	<u>Left materials</u>



**MEDIA RELEASE:**  
**Immediately**  
**Friday, November 27, 2015**  
**[www.ontechcharter.com](http://www.ontechcharter.com)**

**CONTACT: Ellen Eagen, Esq.**  
**(315) 256 2461**  
**[ellen@ekelawfirm.com](mailto:ellen@ekelawfirm.com)**

**New Charter High School Planned:  
Presentation of sustainable sciences school for non-traditional learners  
to be held on November 30, 2015 at 7 p.m.**

**November 27, 2015, Syracuse NY:** The Sustainable Sciences & Technology Foundation announces plans to start an exciting new Charter High School in Syracuse. **OnTECH Charter High School** will focus on students who can benefit from a non-traditional learning environment including new Americans. A meeting will be held presenting the school on Monday evening, **November 30, at 7:00 p.m. at Pastime Athletic Club, 1314 North Salina St.** (at Court Street/ parking next to the facility).

The curriculum will be based on jobs of indigenous industries in Central New York and on subjects of growing expertise in the region. Since agriculture is the main industry for Upstate, the courses will include agricultural sciences and agribusiness as well as sustainable sciences, solar and alternate energy.

The Foundation director, Ellen Eagen, a Syracuse resident, teacher and an attorney specializing in education, stated: "OnTECH's vision is to impassion students by providing them with an education relevant to our community and teaching employable skills that will enable students to get jobs upon graduation or continue on to college."

OnTECH will combine tried and true educational models, such as small group, intense remediation with cutting edge educational models like the robotic tele-presence of experts in the field from the around the world. The school founders include graduates of Central Tech of Syracuse, Brooklyn Technical High School and Baltimore Polytechnic Institute, who are invested in seeing students graduate with employable skills, find employment with regional businesses and build their careers in our region.

In order to be formally established, OnTECH must be successful in its application for charter authorization from New York State. The Foundation will file a Letter of Intent in the December 2015 cycle with one of the New York State charter authorizers.

**For more information, please go to [www.ontechcharter.com](http://www.ontechcharter.com)**

uled to put on an air show at the airport June 11 and 12. It will be their first appearance in Syracuse since 2002. Blue Angels shows feature

airport. The event will not be open to the public. Contact Rick Moriarty at 315-470-3148.

OSWEGO

**Firefighters put out early morning garage fire reported by paper carrier**

A newspaper delivery person reported a garage fire just before 5 a.m. Saturday in the city of Oswego, according to the Oswego Fire Department.

The delivery person called 911 and alerted the residents of 128 Erie St. about the garage fire.

Oswego firefighters arrived on the scene to find heavy smoke and fire in the detached garage. The fire was controlled within 10 minutes, according to Fire Chief Jeffrey McCrobie.

There was no damage to the residence itself but extensive damage to the garage, McCrobie said in a news release.

"The distance from the street itself as well as a heavy fire load inside the garage made this challenging to the first responding units, as well as protecting the main exposure, that being the residence," he said.

There were no injuries and the cause of the fire is still under investigation.

—Sarah Moses



## AN EXCITING NEW CHARTER HIGH SCHOOL





Learn about **OnTECH Charter High School**  
A science program serving new American immigrants as well as students looking for a non-traditional learning environment.  
Come to the presentation on **Monday, November 30, 7:00 p.m.**  
at **Pastime Athletic Club at 1314 N Salina St** (at Court St) or also go [ontechcharter.com](http://ontechcharter.com) for more information.

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Print Name	Email	Address
Wendy Carl Ison		
Virginia Felleman		
Doug Randall		
Praja Shapkota		
Donna Koury		
Sutt Emery		
David W. Stejs		

**AN EXCITING NEW HIGH SCHOOL  
FOR OUR COMMUNITY...**

**You're  
invited to a  
discussion about**

**OnTECH**

CHARTER HIGH SCHOOL

We seek your **input** and **participation**.  
Help **design your** community school.

**7:00pm  
Thursday,  
February 18<sup>th</sup>**

NEHDA

Northeast Hawley Development Association  
101 Gertrude St. | Syracuse 13203

*\*Refreshments will be served.*

To learn more, contact OnTECH at (315) 256-2461  
Or go to [www.ontechcharter.com](http://www.ontechcharter.com)

OnTECH COMMUNITY MEETING MINUTES  
Thursday, February 18, 2016

NORTHEAST HAWLEY DEVELOPMENT ASSOCIATION HEADQUARTERS  
101 Gertrude Street, Syracuse, NY 13203

A community informational meeting was held at the NEDA headquarters on Thursday, February 18, 2016 at 7:00 PM. Printed flyers were prepared to advertise the meeting and were distributed in the Northside neighborhoods at key locations. Among the locations for the flyer distribution were the Catholic Charities Northside CYO offices at 527 N. Salina Street, NEDA headquarters at 101 Gertrude Street, the Catholic Diocese headquarters at 240 E. Onondaga Street and On Point for College at 240 E. Onondaga Street. NEHDA also dropped off flyers at the locations of its members in the Northside area. In addition, flyers were posted at food markets on Court Street, Townsend Street and Butternut Street all in the Northside neighborhood. Flyers were also electronically sent via email to several organization including Jobs Plus and On Point.

The meeting was attended by 20 individuals including new immigrant students who had recently graduated high school, students in high school and parents of children in school, teachers and curriculum instructors for ELL and individuals in the community who were interested to know about the school.

After those attending had arrived and had discussions among each other, the meeting was commenced at 7:10 PM. Ellen Eagen, lead applicant for OnTECH Charter High School, welcomed everyone and asked each of the attendees to give their name, a short comment on their background and main interest for attending. She then presented the purpose, mission and proposed curriculum of OnTECH through a PowerPoint presentation that covered key aspects of the school including that application was to SUNY Charter Institute for opening of August 2017 for high school level students. She explained the purpose of the charter was to be a true community based school that was integrated as a partner in the community. After the presentation, the meeting was opened to questions and the attendees were invited to give their opinions and suggestions about the school and to ask any questions they had about its plans.

One question was whether there was a preferred location. Ms. Eagen explained that a location in the Northside area of Syracuse was desirable because it was the home of the great majority of new American immigrants. Having an outdoor opportunity for the students to play and also to have a school garden was also an important consideration.

A member of the Bhutanese community, Praja Shapkota, stated that OnTECH's focus on agriculture, as many immigrants would very favorably view part of its curriculum because they came from agrarian communities. Additionally, he said many of the tasks on a farm and in the agricultural area are ones that can be learned and then practiced with modest language skills.

Praja also said a very sad situation in the refugee community was that because there was not an opportunity to work for many or them, they had become depressed and a significant number were on depressant medication.

Another attendee, from the Burmese community said that many of the refugees come here without education suited to their grade level and he wanted to know if the school was going to address this problem. He mentioned that a science-based curriculum would attract refugees.

Ms. Eagen said she was glad to hear that point because the instruction at OnTECH would take into account the challenge of the over age and under credited student. She explained there have been discussions with other organizations, such as On Point for College, and EOC, which would be able to support the education of students who aged out of the New York State guidelines but still needed further instruction to graduate from High School. She explained the concept of the educational pipeline and making sure students stayed on track.

Another question related to the age group of students and wanted to know whether the school could start at the elementary level. Ms Eagen explained that while it could be a possibility at some point, those refugees who entered the school district at a younger age had a good opportunity to learn English at an early age and would be able to better integrate into the traditional school system.

A suggestion was made by attendee, David Flagg, for OnTECH to engage in discussions with the Farm Bureau, an agency he had been employed by for many years. He said the relationship with the Future Farmers of America that OnTECH had developed was good, but that the Farm Bureau would add another area of expertise. Ms. Eagen thanked him for the suggestion and said she would look into the possibilities.

Mr. Flagg also cited several sad stories within the public school system where the students could not be given the level appropriate math curriculum because it was not part of the school's teaching and as a result those students were assigned to math classes that were totally unsuited for their current level of knowledge. Not being able to pass those courses led to their not graduating or dropping out of school. He wanted to know how OnTECH would handle this situation.

Ms. Eagen explained to him that the school is very much dedicated to addressing that problem. It was the intention of OnTECH to classify students more by their level of knowledge and not by their age only, so that the instruction would always be relevant to their knowledge.

Another attendee, Scott (with literary organization Hopeprint), asked what was being done to survey the needs of the community. Ms. Eagen said that there had been many conversations with community organizations and individuals asking about their needs and what they thought was important. She said that OnTECH was always looking to increase their database of knowledge about the community needs. Scott suggested that some research organizations could be used. A discussion ensued about the difficulty in doing an accurate survey because of the language barrier and sometimes difficulty of locating all the refugees. Ms. Eagen discussed the IDEO-human design element of their approach but wanted to learn more about any analytical approach.

A reference was made to a study on new immigrants by the Onondaga Citizens League and Ms. Eagen thanked the person for that information and said the OnTECH would look into that report.

Kayla, a representative of the Burmese community, said she listened closely to what OnTECH planned to offer as its curriculum and she commented that the kind of education proposed was terrific, that the programs being offered to her knowledge and experience was revolutionary and that it meshed perfectly with the needs of the community. Ms. Eagen thanked her for the comment.

The meeting concluded at 8:25 PM. Some attendees stayed longer to further talk and discuss their interest in OnTECH and partake in the refreshments.

# Charter High School to serve refugees proposed for Syracuse

BY LAURA HAND | MONDAY, NOVEMBER 30TH 2015



An information meeting is set for Monday evening, on a proposed new Charter High School, aimed at educating refugees in the Syracuse area/ CNYCentral

## MORE MEDIA



After three years of planning, papers will be filed this week to establish a charter high school, with 'new Americans' expected to be the main students.

Education lawyer Ellen Eagen, who has roots in Syracuse, tells us a group has been working for three years on the preliminaries, and on a foundation for initial funding.

This week, they plan to file a letter of intent with the State Education Department, to begin the formal charter school application process.

The main student target for the school is 'new Americans' because there will be intensive English and communications skills classes, but Eagen says students who don't do well in traditional high schools, or who have dropped out of the education system will also be welcome.

The academic focus will be the agri-business, including high-tech food growing like hydroponics, processing and selling. Eagen says there will be hands-on learning of technical skills.

The school will likely be on Syracuse's North Side, where the most recent immigrants are settling. A real estate agent is currently scouting locations.

If all goes as planned, the state approval will come next spring, and the school would open in the fall of 2017, with 90 to 100 students. The High School would add grades annually, up to 300 - 350 students.

An information meeting on the charter High School is set for Monday evening at 7, at the Pastime Athletic Club, 1314 North Salina Street. Refugee groups are being contacted to gauge interest and ask for input.

The charter school's website ([www.ontechcharter.com](http://www.ontechcharter.com)) has more information and will be updated.

(The attached interview was done on Weekend Today in Central New York this past weekend)

CITY (/NEWS/CITY)

# Charter high school with focus on refugees may open in Syracuse

By [Hanna Horvath \(/writers/hanna-horvath/\)](/writers/hanna-horvath/) STAFF WRITER

1 day ago

A new, specialized charter high school that would cater primarily to refugees in Syracuse and place focus on agricultural studies may be coming to the city.

OnTECH Charter High School would focus on career technical education in agricultural fields. The idea for the curriculum came from wanting to develop a new career path different from Syracuse's district schools.

Ellen Eagen, an educational lawyer who has worked with charter schools, is one of the major players in establishing the school.

"OnTECH's vision is to impassion students by providing them with an education relevant to our community and teaching employable skills that will enable students to get jobs upon graduation or continue on to college," Eagen said.

Eagen said three of the major educational issues plaguing Syracuse are high dropout rates in high schools, poor transitioning from middle to high school and a lack of students who are qualified to enter the job market even after graduating high school.

"We didn't want to compete; we wanted to fill in the need the district hadn't been serving," said Eagen, in reference to the Syracuse City School District.

Though the school will accept all applicants, OnTECH will be catered specifically to refugees that are part of the refugee resettlement program in Syracuse, Eagen said.

Many of the residents in the program have spent a period of time in a refugee camp and do not have the proper paperwork to transfer into a district school, said Eagen. Many of these refugees are also now too old to enroll.

"How do you remediate, teach (the refugees) English and give them the credits to graduate high school? We saw that as a group that really needed some help," Eagen said.

Each year, Syracuse generally receives between 1,100 and 1,200 refugees, according to Syracuse.com.

Syracuse is an agriculturally rich area, Eagen said, with over 4,000 farms, ranging from small, family-owned business to large industry farms, such as Chobani and Wegmans. Many refugees come from agriculturally-based countries and could potentially be inspired to go back to school in a community that is focused on green and agricultural jobs, Eagen said.

"We want this charter school to be a community hub for refugee families," Eagen said.

Central New York also has a lot of lakes and rivers, Eagen said, which could provide an opportunity for lake cleanups or ecosystem research as part of the curriculum. With the agricultural sector growing, qualified graduates are needed more than ever, she said.

"These are real global issues," Eagen said. "We can create a cutting-edge school around these issues."

Though no location has been chosen, it is most likely that the charter school will be built in the city's Northside, where many refugees reside, Eagen said. She added that she is planning on holding meetings in community centers and libraries in the area to educate the community and allow parents to decide if OnTECH is a good fit for their children.

"I've been overwhelmed by the positive reception," Eagen said.

Sustainable Sciences and Technology Foundation, the nonprofit created to accept funds for this project, is submitting a letter of intent to the State University of New York Charter Schools Institute on Friday, Eagen said. The OnTECH Charter School could be open by September 2017, she said.

“This school is important because it offers choice to our current education model and will provide students who have trouble thriving in traditional school settings the ability not only to learn but to get job skills to continue on into the job market,” Eagen said.

Eagen said she hopes the school will be seen as an inspiration for other cities with growing agricultural sectors, especially areas with large populations of refugees.

*Published on [December 8, 2015 \(/2015/12/08/\)](#) at 10:00 pm*

*Contact Hanna: [hrhorvat@sjr.edu](mailto:hrhorvat@sjr.edu) (<mailto:hrhorvat@sjr.edu>)*

# OnTech Charter High School proposed in Syracuse

## Educational model focuses on jobs in agriculture, hands-on work experience

By Farah Jadran | [farahjadran@localsyr.com](mailto:farahjadran@localsyr.com) (<mailto:farahjadran@localsyr.com>)

Published 11/30 2015 11:51PM

Updated 11/30 2015 11:51PM

SYRACUSE (WSYR-TV)

With a primary focus on careers in agriculture, OnTech Charter High School is in the early planning stages.

The Syracuse community had its first glance at the proposed charter high school tonight at a public meeting held on the Northside.

The Sustainable Sciences and Technology Foundation announced the plan for the school and has designated a portion of the city's students as a target population.

"These are students that the traditional educational environment is having a difficult time serving," said Ellen Eagan, the foundation's director. "In addition, we're looking at the young adults from the refugee and new American populations."

Many longtime educators attended the presentation in favor of the proposal while looking ahead to possible challenges,

"Some of the refugees or other than refugees may not have a written language of their own that they know from their home country," explained Bob Gardino, who taught in the city for 32 years. "[They] may be uneducated totally, never having been to a school, but to a refugee camp. Are you ready, are you channeling thoughts?"

Eagan said remediation skills would be applied in such cases that Gardino described.

For students challenged by language barriers or those who are in danger of aging out of the high school system, fellow educators see OnTech as a viable option for the community.

"Syracuse in particular benefits from choice in education," said John Stegeman, head of the Upper School at Manlius Pebble Hill. "You have the opportunity to build a really strong and powerful community."

Eagan says OnTech will submit a letter of intent for charter authorization on Dec. 11. If approved, OnTech will then enter the application process. Eagan says that if the projected timeline stays on track, she says OnTech could open its doors in fall of 2017.

Opening this school could cost around \$300,000, but Eagan says OnTech would receive some funding after the charter authorization and would also explore fundraising and funding through partnerships in the private sector.

This estimated cost does not include the cost for a location for the charter high school. However, Eagan says OnTech may not require a traditional school space.

“Many of these children will not be in a traditional school setting every day of the week,” Eagan explained. “They’re going to be out in the field and with the businesses.”

Eagan says the Northside would be an ideal location for OnTech because of its refugee population.

The educational model also includes technology that would bring teachers from around the world into the classroom.

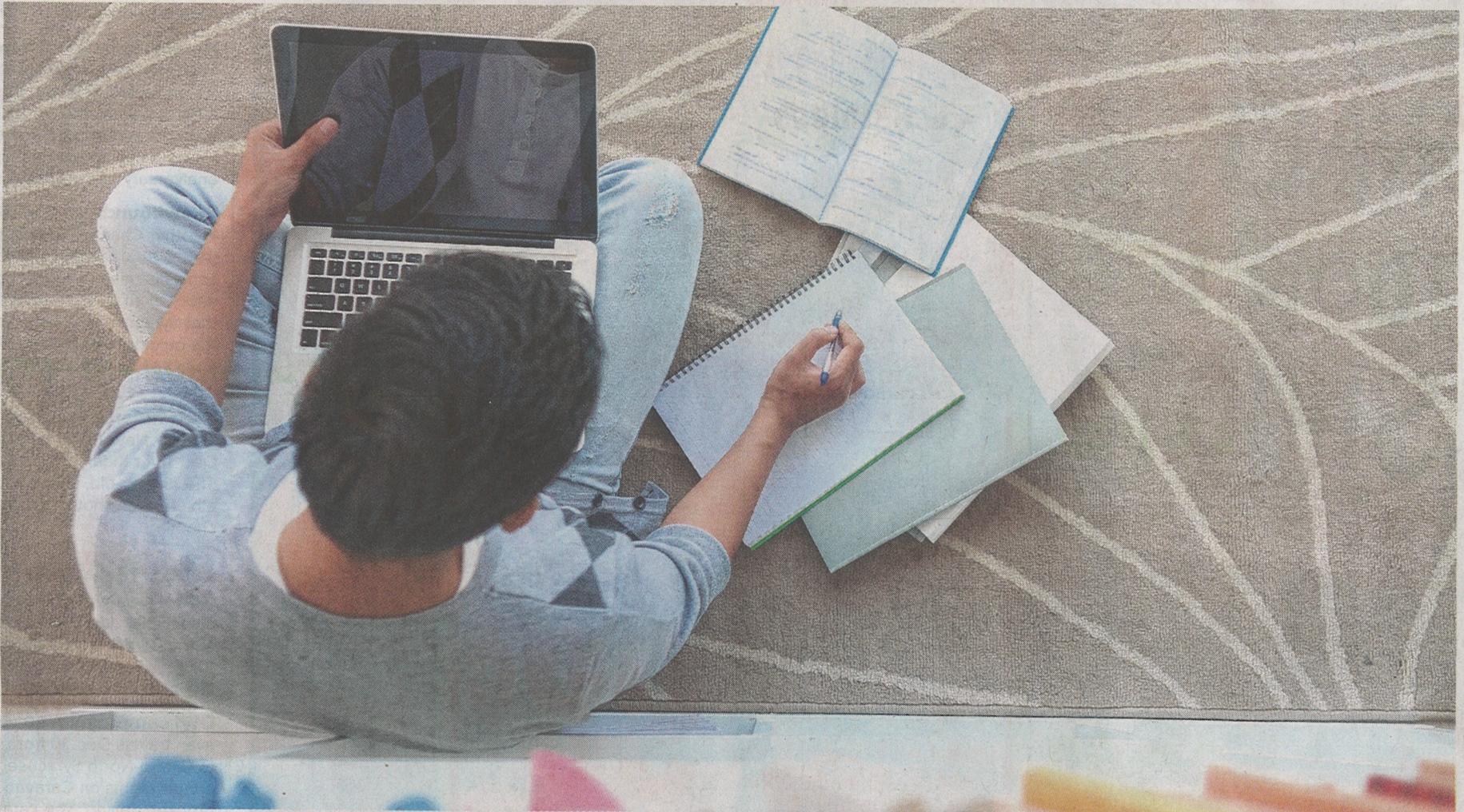
For more information about the proposal or to see OnTech’s presentation, visit [OnTechCharter.com](http://OnTechCharter.com) (<http://OnTechCharter.com>).

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**The archives:**  
Photos from this week  
in local history. **B-2**

# NEWS

## OBITUARIES



Thinkstock

# A Syracuse charter school for refugees

Education lawyer plans to focus on agribusiness, environmental science

By **Julie McMahon**  
jcmahon@syracuse.com

A former teacher and education lawyer is eyeing Syracuse as the home for an agriculture-focused charter high school for refugees.

Ellen Eagen, of the newly formed nonprofit Sustainable Sciences and Technology Foundation, plans to begin the process of opening a charter school this month in Syracuse.

OnTECH Charter High School would primarily serve refugees and focus on career technical education in agriculture and related fields.

Eagen has lofty goals for the

school, including tackling unemployment, undereducated refugees and the high dropout rate in Syracuse. She's hoping those goals propel her through the state's application process.

If all goes smoothly, OnTECH would open in 2017 to a class of ninth-graders. The school would accept about 100 students the first year and grow a class each year until up to 350 students were enrolled.

The school doesn't yet have a location in mind, but Eagen said organizers were working with a real estate agent to find a building on the North Side of the city, where many refugees have

settled.

Eagen said she thinks the school will avoid "colocating," in which the charter would operate inside a Syracuse public school. OnTECH is more interested in operating out of a shuttered Syracuse school, she said.

Eagen, a former teacher, is from a family of educators and public servants. Her husband, James, is a former middle school principal at Manlius Pebble Hill. Her mother taught in Syracuse city schools. Her father, Steve Kimatian, ran for mayor of Syracuse.

After teaching reading for eight years, Eagen became a law-

**Refugees often come to the U.S. with no proof of schooling, "under-credited and over-aged," so they can't earn a high school diploma by the time they reach age 21. They may face other challenges, too, like having to care for a sibling during the day.**

yer. She practiced law at Hiscock & Barclay in Syracuse and handled education matters, including representing charter schools in dealings with the State Education Department. Now, she has her own law firm and splits her time between Syracuse and the San Francisco area.

One of the things Eagen said she was struck by most when she first moved to Syracuse in 2007 was the refugee population. She said she wants OnTECH to help young people who move to America thrive.

"We could do better by our

## Charter school would serve refugees

CHARTER, FROM PAGE B-1

refugee population," she said. "In talking to people about the education model, I think we could be doing more. I'm not saying we're not doing something, but we could do more to integrate these individuals into society."

She said often refugees come to the U.S. with no proof of any schooling, "under-credited and over-aged," so they can't earn a high school diploma by the time they reach age 21. They may face other challenges, too, like having to care for a sibling during the day.

Eagen said OnTECH would be a nontraditional school that could be structured to accommodate students' schedules. She also said she plans to use robotics technology to bring teachers and speakers, wherever they are, to students.

Eagen's hope is that by helping refugee students, the school will produce more graduates in Syracuse who will stay in the community, not just use Central New York as a landing space.

Eagen said she and her team conducted three years of research before deciding to focus the school on agriculture.

The vision for OnTECH was always a career technical education school, Eagen said. She and the people she is working with all come from CTE backgrounds. She graduated from a technical school in Baltimore.

According to OnTECH, there are more than 3,500 farms and agribusinesses in

**"The district is doing a great job and has some great initiatives, but I really believe we need more choice options here."**

— ELLEN EAGEN, PLANNING NEW CHARTER SCHOOL

In this Aug. 21, 2012, file photo, officials, top left, inspect part of a CSX freight train that derailed alongside a parking lot in Ellicott City, Md. (AP Photo / Patrick Semansky, File)

By Matthew Brown and Michael Kunzelman  
Associated Press

A pair of train derailments in 2012 that killed two people in Maryland and triggered a fiery explosion in Ohio exposed a little-known and unsettling truth about railroads in the U.S. and Canada: No rules govern when rail becomes too worn down to be used for hauling hazardous chemicals, thousands of tons of freight or myriad other products on almost 170,000 miles of track.

U.S. transportation officials moved to establish universal standards for when such steel gets replaced, but resistance from major freight railroads killed that bid, according to Associated Press interviews with U.S. and Canadian transportation officials, industry representatives and safety investigators.

Now, following yet another major accident linked to worn-out rails — 27 tanker cars carrying crude oil that derailed and exploded in West Virginia earlier this year — regulators are reviving the prospect of new rules for worn rails and vowing they won't allow the industry to sideline their efforts.

"We try to look at absolutely every place where we can affect and improve safety," said Federal Railroad Administrator Sarah Feinberg. "Track generally is the place that we're focusing at the moment, and it's clearly overdue. Rail-head wear is one place in particular that we feel like needs to be addressed as soon as possible."

An official announcement on the agency's intentions to revisit rail wear is expected by the end of the year.

In the meantime, federal regulators haven't taken the positive steps that they need to, said Ronald Goldman, an attorney for the families of the two 19-year-old women who died in a 2012 derailment outside Baltimore.

"It's a lack of will, not a lack of



# Regulators renew efforts to deal with worn rail

## THE TRUTH ABOUT NORTH AMERICAN RAILROADS: NO RULES GOVERN WHEN RAIL BECOMES TOO WORN

that offers track inspections, safety training and other services for railroads.

Two accident causes in particular have the strongest correlation with worn-out rails: "detail fractures" that result from fatigued metal, and "vertical splits" in the head of the rail, where it makes contact with a train's wheels, according to the FRA.

### 1,200 DERAILMENTS

Those problems caused a combined 1,200 derailments with \$300 million in damages, three deaths and 29 people injured in the U.S. between 2000 and the present, according to accident records reviewed by the AP.

Among them was the July 2012 derailment of a Norfolk Southern Railway train hauling ethanol and other products through Columbus, Ohio. Seventeen cars derailed, including three hauling highly flammable

of industry representatives, government officials, consultants, researchers and railroad worker unions.

The group included 55 representatives from the major freight railroads and their industry organization, the Association of American Railroads. The FRA had 14 seats at the table and their counterparts from Transport Canada had five.

Following several meetings in 2012 and 2013, the group — which required consensus before recommending action — agreed on voluntary guidance for companies to manage rail wear, but no new regulations.

"There was certainly a lot of push-back and a lot of political pressure put on FRA not to adopt regulations for rail wear," said Richard Inclima, director of safety for the union that represents track inspectors and a member of the working group. "Rail wear limits were on the table. The

Standards vary among railroads and are complicated by differences in how much weight a given line bears, whether it's in a wet or dry climate, and if the line goes through mountains or involves lots of turns. Those variables can make the difference between well-worn rail that's still safe and routes that pose a heightened safety hazard, according to industry experts and safety officials.

Greenberg said the industry takes an aggressive approach to identifying and removing defective or worn sections of rail.

"Each railroad has its distinct operating environment and operating conditions that would be factored into this," Greenberg said. He added that the industry was now interested in "renewed dialogue" with the FRA on the topic.

The AP requested details on rail wear standards from each of the seven

Central New York.

That, coupled with the abundance of water and the nearby State University of New York College of Environmental Science and Forestry, made agriculture the obvious choice for Syracuse, she said.

According to the school's website, students will be prepared for jobs including vineyard and greenhouse workers, veterinary assistants and power systems technicians.

"It's an industry where technology is really starting to influence how people do their jobs," Eagen said. "It's very exciting. It's not just about how to milk a cow, but hydroponics."

In addition to agriculture, the school will offer curriculum in environmental sciences and new energy sources.

The proposed charter school is designed to help students whose needs aren't being met by the city school district, but Eagen said the intention is not to compete.

"I am a supporter of the district," she said. "The district is doing a great job and has some great initiatives, but I really believe we need more choice options here."

In her experience representing charter schools, Eagen said she believes the best ones "are born from the community's interests and needs, and are not competing with the district."

Acknowledging the criticisms often levied against charters, Eagen said she would not run the school like a business or be too narrowly focused on competition or achievement.

"This is not a charter management organization that will set up shop and function like a business," she said.

Eagen said she is against charter schools that operate that way and believes they aren't run in the spirit of the state's charter law.

Instead, OnTECH's purpose would be to serve as a lab, where educating refugees and teaching agribusiness could be tested out and possibly expanded to other cities, she said.

"It's a lack of will, not a lack of ability, in my opinion," he added.

Industry supporters argue that the seven major freight railroads in the U.S. and Canada are in the best position to know what is going on with their lines, including when they need to be replaced or have the maximum speeds for trains traveling on them lowered. They also note a long-term decline in accidents that has reduced the frequency of derailments by more than 40 percent since 2000.

All sides agree it's difficult to pinpoint how many accidents are tied to worn rail. Since 2000, U.S. officials blamed rail wear as the direct cause of 111 derailments causing \$11 million in damage.

That's less than 1 percent of all accidents, yet it masks a broader safety dilemma: Years of massive loads rolling over a rail will exacerbate defects in the steel, such as cracks or fractures. Investigators ultimately list the defect as the cause of a derailment, but it might never have been a problem if the rail had not been worn down.

"Rail defects are internal and rail wear is external, and when external meets internal, that's when problems may arise," said John Zuspan of Track Guy Consultants, a Pennsylvania firm

three hauling highly flammable ethanol that exploded into flames, triggering an evacuation of surrounding neighborhoods.

A month later, another accident occurred involving a CSX Transportation train hauling coal over a bridge along Main Street in Ellicott City, Md., outside Baltimore. Twenty-one cars derailed when the company's worn-down rail split beneath the weight of the coal cars. The two college students sitting on the bridge died, crushed by thousands of pounds of spilled coal.

The victims' families reached a settlement with CSX last year for undisclosed terms. Goldman, the families' attorney, said he pressed federal officials for a forum that would allow his clients to testify about the issue, but "nothing really happened."

#### 116-PERSON TASK FORCE

A month after the CSX derailment, federal regulators asked the Rail Safety Advisory Committee — a panel created by the Railroad Administration to include the industry and others in fashioning safety rules — to craft new standards to reduce the risks of worn-down rail. The committee set up a 116-person working group to tackle the problem, made up

wear limits were on the table. The industry raised a lot of arguments against rail wear limits."

"The industry doesn't want to be regulated," he added. "That's no secret."

The railroads' opposition was confirmed by others involved with the group's work including from the National Transportation Safety Board, the FRA and Transport Canada.

Association of American Railroads spokesman Ed Greenberg said the railroads were "unaware of any science-based data supporting rail wear limits."

NTSB investigator Richard Hipskind, who took part in the Ellicott City and Columbus accident investigations and later served on the rail wear working group, said more research would be needed to establish universal standards.

#### INTERNAL STANDARDS

Railroads have their own internal standards for rail wear, and have replaced more than 30,000 miles of rail since 2010, according to reports submitted by the major railroads to the U.S. Surface Transportation Board, a semiautonomous agency under the umbrella of the U.S. Department of Transportation.

wear standards from each of the major freight railroads — BNSF Railway, Union Pacific, Canadian Pacific, CSX, Canadian National, Norfolk Southern and Kansas City Southern. They either refused the request or referred questions to the railroad association, which also declined to release the standards.

Public attention to train derailments increased sharply after July 2013, when an out-of-control oil train derailed and exploded in Lac-Mégantic, Quebec, killing 47 people. One of the most significant changes to emerge from that and other accidents involving crude and ethanol was a mandate for companies to phase out or upgrade tens of thousands of tank cars that are prone to rupture.

Those are important changes, said James Horbay, a rail safety engineer with Transport Canada. But what causes trains to come off the tracks the first place needs to be resolved, he said.

"If you crash an airplane, are you going to say, 'Let's build an airplane that's not going to fall apart when it hits the ground?'" he asked. "When rail wear is something that should be looked at is a good question to ask. You're going right to the cause now."

## Vermont soldier is 1st woman to graduate as combat engineer

Associated Press

Colchester, Vt. — A few days after two women became the first female soldiers to pass the Army's grueling Ranger School, a college junior in Vermont became a military pathfinder in her own right. And at first, she didn't even know it.

With no fanfare, Vermont National Guard Spc. Skylar Anderson became the first woman certified as a combat engineer — a battlefield job that, like many others, was once held exclusively by men.

"I knew I was going to be one of the first, but I didn't know I was going to be THE first," said Anderson, a University of Vermont student.

Anderson, 20, said it was a "big eye-opener" when her



Vermont National Guard Spc. Skylar Anderson, 20, is the first female in the Army to qualify as a combat engineer. (AP Photo)

instructors told her that she was the first woman to complete the course allowing her to work alongside combat

troops to solve battlefield challenges as varied — and dangerous — as clearing minefields, building bridges

under fire or destroying structures to block the enemy's advance.

Such an opportunity comes with responsibility, Anderson said.

"It's time to step up and not hide in the shadows," she said.

The U.S. military has been grappling for years with how best to integrate women in the services into combat; gradually over the last several decades, more and more military roles once reserved for men have been opened to women.

In early 2013, the military announced it was ending its ban on women in combat, opening many, but not all, combat jobs to women. On Thursday, Defense Secretary Ash Carter ordered the ser-

vices to open all combat jobs to servicewomen.

Anderson, of Derry, N.H., said her interest in the military was sparked by her grandfather. She began talking to a recruiter in high school and took the oath of her 18th birthday, while still a senior in high school, and left for training days after graduation. She first joined the New Hampshire National Guard and transferred to the Vermont National Guard after enrolling at the University of Vermont.

But in the Vermont guard she didn't have a well-defined job. It was one of her superiors who first suggested she attend the school in Devil Lake, North Dakota, to be certified as a combat engineer.

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Tuesday, December 8, 2015

# Proposed Charter School Targets Refugees

By Matt Jarchow  
Monday, November 30, 2015 at 10:39 PM EST



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SYRACUSE, N.Y. -- Refugee and immigrant students can face an uphill climb reaching their high school diploma.

Many come to the area over-age and under-credited, but a new charter school could give new hope to students that would otherwise face dropping out and unemployment.

"The idea is to create a school to address those issues and to help students that have probably not been touched by the district who need remediation and need inspiration," OnTECH Charter High School Applicant Ellen Eagen said.

On Monday, Eagan presented her vision of the OnTECH Charter High School. She hopes that, by 2017, the school will serve between 75 and 100 students before eventually reaching more than 300. The school is also proposing a curriculum based on agriculture, one of the region's biggest industries.

"This school will try to make instruction extremely meaningful by using agribusiness to try to tackle things in physics and chemistry and all the normal course work," Eagen said.

It will, though, be without the normal class schedule.

"Part of the week they'll be out at jobs, apprenticing at agribusinesses and industries in the Central New York region, so it's actually not an in-school environment," Eagen said.

Others said the charter school proposal is about choice and can provide new refugees a new option in education.

"Choice leads to success, leads to a life, a life that's productive, and once you get people involved with productive life, you have a culture that escalates for those reasons alone," retired Syracuse teacher Bob Gardino said.

Eagen hopes the school will help keep the newest Americans in Syracuse.

"We want this area to be the home for the new immigrants that come," she said.

The On-Tech Charter school's next step is applying for charter authorization from the state. School leaders expect to do that in December.



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## Proposed Syracuse charter school would educate refugees, focus on agriculture



Ellen Eagen (right) is pictured in this 2008 file photo when she practiced law at Hiscock & Barclay. Eagen, a former teacher, is hoping to open an agriculture-focused charter high school to serve refugees in Syracuse. (Dick Blume / The Post-Standard)

[\[http://connect.syracuse.com/staff/jmcmahon-syr/index.html\]](http://connect.syracuse.com/staff/jmcmahon-syr/index.html) By **Julie McMahon** | [jmcmahon@syracuse.com](mailto:jmcmahon@syracuse.com)



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on November 30, 2015 at 5:08 PM, updated November 30, 2015 at 6:36 PM

SYRACUSE, N.Y. -- A former teacher and education lawyer is eyeing Syracuse as the home for an agriculture-focused charter high school for refugees.

Ellen Eagen, of the newly-formed non-profit Sustainable Sciences and Technology Foundation, plans to begin the process of opening a charter school in Syracuse in December.

**OnTECH Charter High School** [<http://www.ontechcharter.com/>] would primarily serve refugees and focus on career technical education in agriculture and related fields

Eagen has lofty goals for the school, including tackling unemployment, undereducated refugees and the high dropout rate in Syracuse. She's hoping those goals propel her through the state's application process.

If all goes smoothly, OnTECH would open in 2017 to a class of ninth-graders. The school would accept about 100 students the first year and grow a class each year until up to 350 students were enrolled.

The school doesn't yet have a physical location in mind, but Eagen said organizers were working with a realtor to find a building on the North Side of the city, where many refugees have settled.

Eagen said she thinks the school will avoid "colocating," in which the charter would operate inside a Syracuse public school. OnTECH is more interested in operating out of a shuttered Syracuse school, she said.

Eagen, a former teacher, is from a family of educators and public servants. Her husband James is a former middle school principal at Manlius Pebble Hill. Her mother is a former Syracuse principal. Her father, **Steve Kimatian, ran for mayor of Syracuse.** [[http://www.syracuse.com/news/index.ssf/2009/10/steve\\_kimatian\\_thinks\\_if\\_peopl.html](http://www.syracuse.com/news/index.ssf/2009/10/steve_kimatian_thinks_if_peopl.html) ]

After teaching reading for 8 years, Eagen became a lawyer. She practiced law at Hiscock & Barclay in Syracuse and handled education matters, **including representing charter schools** [<http://www.wnyc.org/story/303151-judge-rebukes-citys-press-to-reassign-williamsburg-charter-students/> ] in dealings with the State Education Department. Now, she has her own law firm and splits her time between Syracuse and the San Francisco area.

### **Underserved population**

One of the things Eagen said she was struck by most when she first moved to Syracuse in 2007 was the refugee population. She said she wants OnTECH to help young people who move to America thrive.

"We could do better by our refugee population," she said. "In talking to people about the education model, I think we could be doing more. I'm not saying we're not doing something, but we could do more to integrate these individuals into society."

She said often refugees come to the U.S. with no proof of any schooling, "under-credited and over-aged," so they can't earn a high school diploma by the time they reach age 21. They may face other challenges, too, like having to care for a sibling during the day.

Eagen said OnTECH would be a nontraditional school that could be structured to accommodate students' schedules. She also said the school has plans to use robotics technology to bring teachers and speakers, wherever they are, to students.

Eagen's hope is that by helping refugee students, the school will produce more graduates in Syracuse who will stay in the community, not just use Central New York as a landing space.

### **Farming in Central New York**

Eagen said she and her team conducted three years of research before deciding to focus the school on agriculture.

The vision for OnTECH was always a career technical education school, Eagen said. She and the people she is working with all come from CTE backgrounds. She graduated from a technical school in Baltimore.

According to OnTECH, there are more than 3,500 farms and agribusinesses in Central New York. That, coupled with the abundance of water and the nearby State University of New York College of Environmental Science and Forestry made agriculture the obvious choice for Syracuse, she said.

According to the school's website, students will be prepared for jobs including vineyard and greenhouse workers, veterinary assistants and power systems technicians.

"It's an industry where technology is really starting to influence how people do their jobs," Eagen said. "It's very exciting. It's not just about how to milk a cow, but hydroponics."

In addition to agriculture, the school will offer curriculum in environmental sciences and new energy sources

### **Not here to compete with SCSD**

The proposed charter school is designed to help students whose needs aren't being met by the city school district, but Eagen said the intention is not to compete.

"I am a supporter of the district," she said. "The district is doing a great job and has some great initiatives, but I really believe we need more choice options here."

In her experience representing charter schools, Eagen said she believes the best ones "are born from the community's interests and needs, and are not competing with the district."

### **A charter's purpose**

Acknowledging the criticisms often levied against charters, Eagen said she would not run the school like a business or be too narrowly focused on competition or achievement.

"This is not a charter management organization that will set up shop and function like a business," she said. Eagen said she is against charter schools that operate that way and believes they aren't run in the spirit of the state's charter law.

Instead, OnTECH's purpose would be as a kind of lab, where educating refugees and teaching agribusiness could be tested out and possibly expanded to other cities, she said.

OnTECH will present more information and a dialogue about the proposed school at a meeting tonight at 7 p.m. at Pastime Athletic Club, 1314 N. Salina St. The meeting is open to the public.

Reporter Julie McMahon covers public education and Syracuse city schools. She can be reached anytime: [Email](#) | [Twitter](#) [[https://twitter.com/julie\\_mcmahon](https://twitter.com/julie_mcmahon)] | 315-412-1992

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# 2 proposed Syracuse-area charter schools clear hurdle toward opening in 2017



By **Julie McMahon** | [jmcmahon@syracuse.com](mailto:jmcmahon@syracuse.com)

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

on January 04, 2016 at 3:38 PM, updated January 05, 2016 at 10:06 AM

SYRACUSE, N.Y. -- Two Syracuse-area organizations have cleared the first hurdle in the process of opening charter schools, they announced Monday.

The SUNY Charter School Institute approved letters of intent submitted by The Experiential Learning Charter School at Orenda Springs in Marcellus and the OnTECH Charter School in Syracuse, according to each organization.

A SUNY spokeswoman said she was not immediately able to confirm which schools had been approved, but would provide a list later in the week. She said organizations that had received this first approval would be invited to submit thorough applications for additional review.

Education lawyer Ellen Eagan announced plans for OnTECH Charter High School in November. **OnTECH would primarily serve refugees** in Syracuse and focus on career technical education in agriculture and related fields.

The Experiential Learning Charter School would be operated at Orenda Springs, an existing 130-plus acre plot of land in Marcellus where groups of students go for **outdoor experiences that incorporate learning**. The charter school, according to the application, seeks to enable students in grades five through eight to "learn by doing."

If they make it through the rest of the application process, both schools would open in the fall of 2017. Each would start with a couple classes of students and would expand in subsequent years.

Orenda Springs leaders will hold a public meeting to discuss the Experiential Learning Charter School at Beauchamp Branch Library on South Salina Street at 6:30 p.m. Tuesday.

Reporter Julie McMahon covers public education and Syracuse city schools. She can be reached anytime: [Email](#) | [Twitter](#) | 315-412-1992

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Sunday, February 28, 2016

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# Proposed Syracuse Charter School Moves Forward

By Gabrielle Lucivero  
Sunday, January 3, 2016 at 09:19 PM EST



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Advocates for a proposed Syracuse charter school got some good news this week. The SUNY Charter School Institute approved the On-Tech High School's letter of intent, but as Gabrielle Lucivero explains, this is just one small step forward, there's still a lot of work to be done.

SYRACUSE, N.Y. – For advocates of the OnTECH Charter High School, it's time to focus on the big picture.

"You need to talk about curriculum, you need to talk about location," said the charter school's lead applicant Ellen Eagen. "You got to talk about financing, the uniqueness of your program and why the community needs your program and why this school should exist here in Syracuse."

Eagen says the answer to that question is because people in this community - refugees and

other new Americans - need another option for education.

"These people have come to the United States and have come to Syracuse to find a new life and a major part of that new life is having a great education," said Eagen.

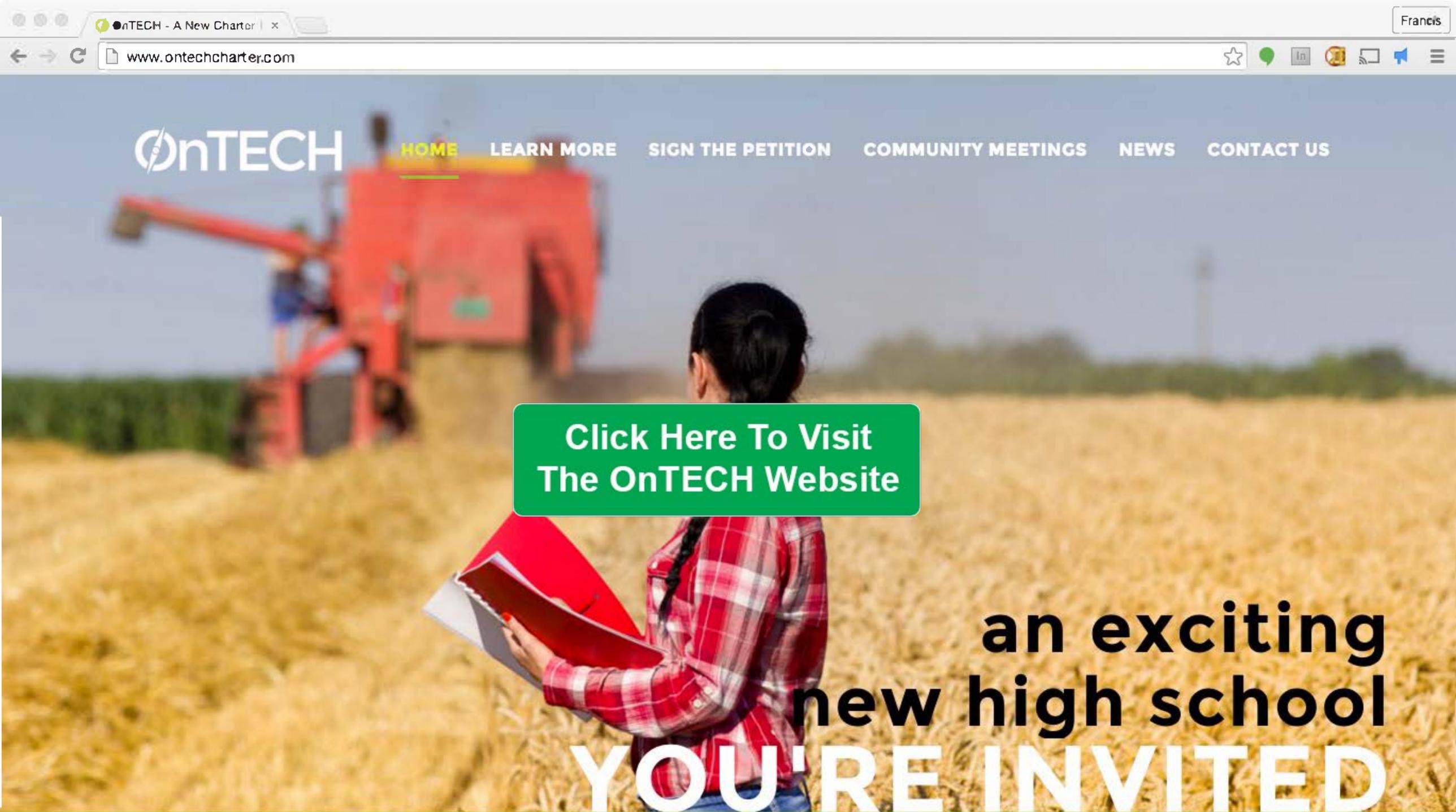
Many new immigrants need help to avoid aging out of high school. And educating them in key Upstate industries like agriculture and environmental science will help them find better jobs.

"Just getting a diploma is not an end stop." said Eagen. "The group that's starting this school realizes that getting a job and being employed is a big part of this. And creating careers and having students think about careers."

But it's not just about serving the local community.

"If I can teach in my village back home how to use the land they have. If I know it myself, or one of my children knows it to send that idea back home it will serve millions. We will not send money from our \$7 per hour anymore, you know, that is the point," said Cyprien Mihigo, a leader in the central New York Congolese community.

It's all about the bigger picture. So now that the SUNY Charter School Institute has approved the letter of intent, Eagen has the go-ahead to submit a full proposal, which is due by January 22. If approved, the soonest the school could open is fall of 2017.

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## SIGN OUR PETITION

We have created a petition to show support for the OnTECH Charter High School. We ask that you participate by clicking on the link below and signing the petition.

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### About OnTECH Charter High School

We are starting an exciting new charter high school that will be located in Syracuse, New York.

OnTECH Charter High School is being designed to serve new American immigrants and refugees, as well as students looking for a non-traditional learning environment.

- **OnTECH** will teach skills to students to get jobs upon graduation or to continue with their education.
- **OnTECH** will focus on sustainable sciences and technology.
- **OnTECH** will partner with local business.

The biggest industry in our region is agriculture and that will be a central part of the curriculum for the school.

**OnTECH** is a 21st century learning environment that will set up individuals to become productive and engaged citizens in our community.

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## Community Meetings

### **Please stay tuned for additional community meetings about OnTECH.**

We are planning community meetings to solicit feedback from the community on the idea of OnTECH. If you would like us to meet with your organization or a group, please [contact us here](#) or call Ellen Eagen at 315-256-2461.

#### Upcoming Public Meetings:

Monday, November 30, 2015 @ 7:00 p.m. — Pastime Athletic Club (Sorry, this meeting has passed)

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info@ontechcharter.com  
Mail: 312 Sedgwick Drive, Syracuse, New York 13203

Someone will be in touch shortly.

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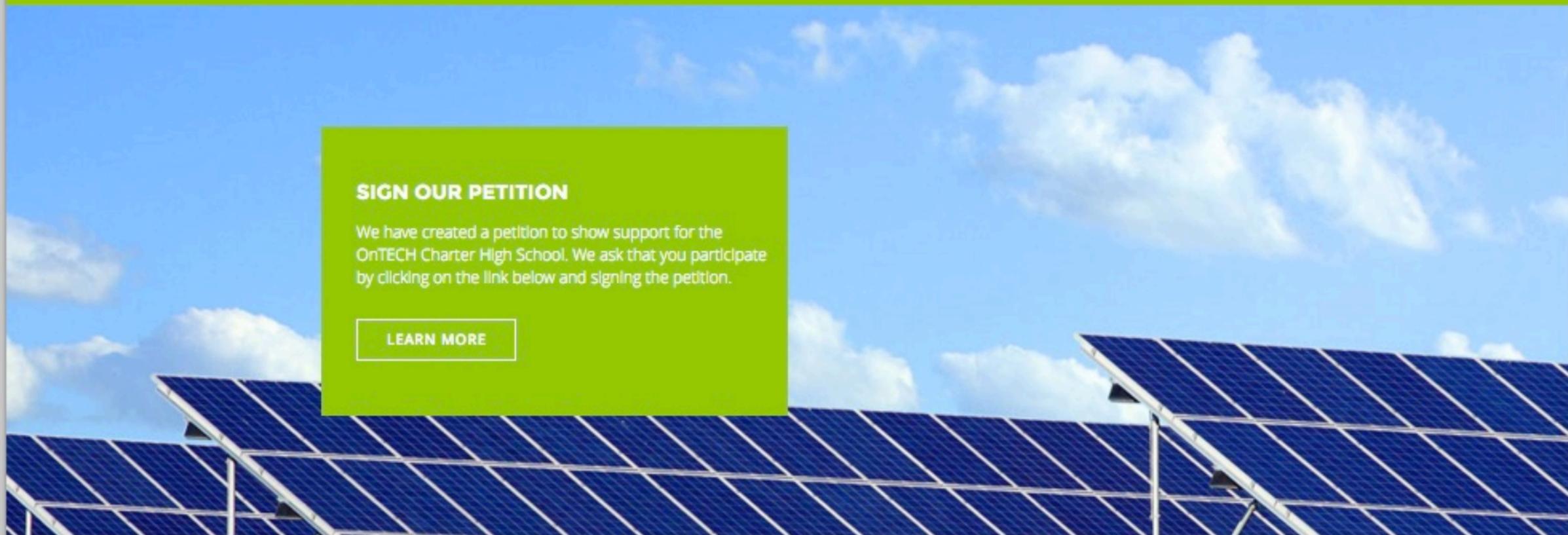
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- **OnTECH** will teach skills to students to get jobs upon graduation or to continue with their education.
- **OnTECH** will focus on sustainable sciences and technology.

114 signatures

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## Charter High School

a not-for-profit high school in Syracuse  
to be established under  
New York State Charter and Education Law

### The Vision of OnTECH

OnTECH envisions the following for our community:

- ◆ More students graduating from high school
- ◆ More students graduating with employable skills
- ◆ More students getting jobs upon graduation
- ◆ More local businesses hiring graduates, increasing regional employment statistics
- ◆ More citizens aware and educated about topics that impact our future including issues relating to sustainability sciences
- ◆ More young adults building careers and lives in CNY and giving back to our community

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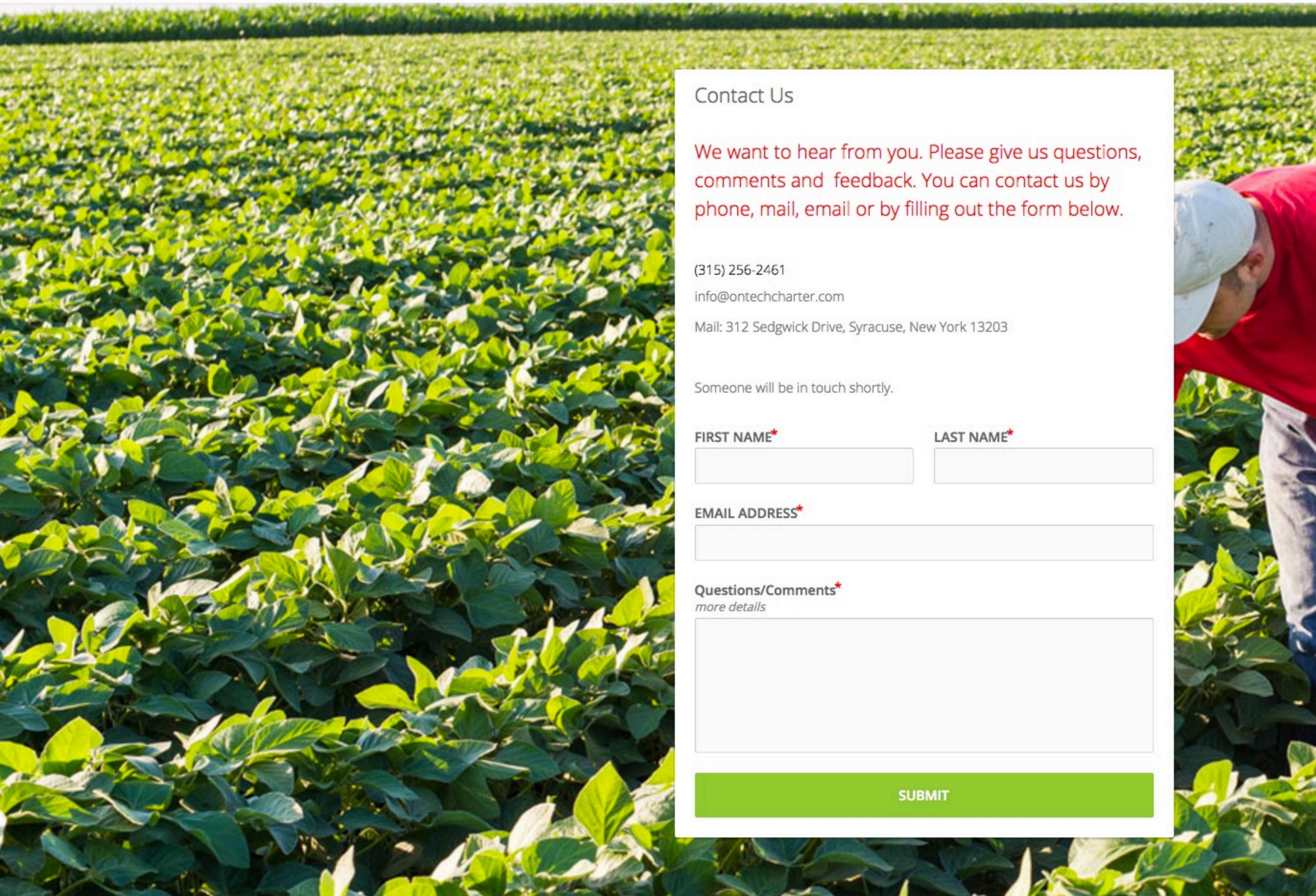
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info@ontechcharter.com

Mail: 312 Sedgwick Drive, Syracuse, New York 13203

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#### Upcoming Public Meetings:

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### Charter High School

a not-for-profit high school in Syracuse

to be established under

New York State Charter and Education Law

## The Vision of

OnTECH envisions the following for

- ❖ More students graduating from
- ❖ More students graduating with
- ❖ More students getting jobs upon
- ❖ More local businesses hiring gr  
statistics
- ❖ More citizens aware and educa  
including issues relating to sust
- ❖ More young adults building care  
community

OnTECH

OnTECH

### Relevant Articles for OnTECH Charter High School

#### From Bhutan to New York's Dairy Heartland - The New York Times

[VIEW THE REPORT](#)

#### Understanding the Employment Skills Gap in CNY - Onondaga Citizens League

[VIEW THE REPORT](#)

[HOME](#)[LEARN MORE](#)[SIGN THE PETITION](#)[COMMUNITY MEETINGS](#)[NEWS](#)[CONTACT US](#)

## About OnTECH Charter High School

We are starting an exciting new charter high school that will be located in Syracuse, New York.

OnTECH Charter High School is being designed to serve new American immigrants and refugees, as well as students looking for a non-traditional learning environment.

- **OnTECH** will teach skills to students to get jobs upon graduation or to continue with their education.
- **OnTECH** will focus on sustainable sciences and technology.
- **OnTECH** will partner with local business.

The biggest industry in our region is agriculture and that will be a central part of the curriculum for the school.

**OnTECH** is a 21st century learning environment that will set up individuals to become productive and engaged citizens in our community.

### SIGN OUR PETITION

We have created a petition to show support for the OnTECH Charter High School. We ask that you participate by clicking on the link below and signing the petition.

[CLICK HERE TO SIGN](#)[Download Flyer](#)

### Questions?

(315) 256-2461

info@ontechcharter.com



July 26, 2016

Jaime Alicea, Interim Superintendent  
725 Harrison Street  
Syracuse, New York 13210

Dear Superintendent Alicea:

It was a pleasure to meet you the other evening at Superintendent Contreras's farewell. I am writing to update you of an application for a CTE charter high school that a group of us in the Syracuse community have requested from the New York State Education Department. It is our goal to have OnTECH Charter High School be supportive and complementary to the goals of the Syracuse City School District. We had spoken to Superintendent Contreras about OnTECH on several occasions.

OnTECH's mission is to provide education to "at risk" students, those who have dropped out and who might be over-aged and under-credited, as well as to the children of refugee families. We have selected this group because it is the most difficult and challenging for the school district. As you know, to bring these students onto age and grade level track requires intensive remediation and special support that we believe a school dedicated to these objectives can be helpful to the District.

The curriculum focus of OnTECH will be agriculture, agribusiness, sustainable sciences and alternate power. We believe these areas of study do not directly compete with the district offerings. These subjects were selected because they are areas of expertise indigenous to Central New York and have a good possibility of leading to employment for graduates. Plus, a preponderance of the refugee community come from agrarian backgrounds and can more easily identify with these disciplines.

We believe that OnTECH will be complementary to the work of the Syracuse District. To the extent OnTECH can graduate students who might have otherwise dropped out or who were not part of the system would go toward the total graduation rate of the district.

The initial purpose of charter schools was not to just offer education to students who were already performing well, but rather to be an alternative approach and an incubator of new ideas that might possibly be incorporated in the public school activities. We look forward to a partnership in the best sense of that word, knowing that our common goal is to insure that our children are given the opportunity to develop successful careers and become productive citizens.

At your earliest convenience I would appreciate the opportunity to speak with you about OnTECH, respond to any questions you might and provide you with the as much information as is helpful so that you may be supportive of our effort.

Sincerely yours,

A handwritten signature in black ink that reads "Ellen K. Eagen". The signature is fluid and cursive.

Ellen K Eagen, Esq.



July 26, 2016

J. Francis Manning, Superintendent  
OCM BOCES  
110 Elwood Davis Rd  
Syracuse, New York 13212

Dear Superintendent Manning:

We are writing to inform you of an application for a CTE charter high school that a group of us in the Syracuse community have requested from the New York State Education Department. It is our goal to have OnTECH Charter High School be supportive and complementary to the current educational offerings serving the high school population.

OnTECH's mission is to provide education to "at risk" students, those who have dropped out and who might be over-aged and under credited, as well as to the children of refugee families. We have selected this student population because it is the most difficult and challenging to teach and need the most support. As you know, to bring these students onto age and grade level track requires intensive remediation and special support that we believe a school dedicated to these objectives can best accomplish.

The initial purpose of charter schools was not to just offer education to students who were already performing well, but rather to be an alternative approach and an incubator of new ideas that could tackle challenging issues and, if success is demonstrated, possibly be incorporated into the traditional public offerings.

BOCES has a long history of service to this community and we would very much want to discuss ways in which we might work together for mutual benefit. We would look forward to a partnership in the best sense of that word, knowing that our common goal is to insure that our children are given the opportunity to develop successful careers and become productive citizens. At your earliest convenience we would like an opportunity to meet and discuss OnTECH with you.

Sincerely yours,

A handwritten signature in black ink that reads "Ellen K Eagen". The signature is written in a cursive, flowing style.

Ellen K Eagen, Esq., Lead Applicant



December 30, 2015

Michael Melara, Executive Director  
Catholic Charities of Onondaga County  
1654 W. Onondaga St.  
Syracuse, NY 13204

Dear Mr. Melara:

Happy New Year. As you may have heard there is a local group pursuing the granting of a charter high school in the City of Syracuse. We are now filing for OnTECH Charter High School with the SUNY Charter Schools Institute, the authorizing agency. Your organization has been instrumental in our community, compassionately serving numerous populations in Syracuse and New Americans and refugees, in particular, and it is important to us to receive feedback on our program from you.

OnTECH's mission is to serve those students who have dropped out of school or who have a difficult time succeeding in a traditional structure school environment, as well as the New American children of refugee families. The group of students we have identified are also those posing most difficulty to integrate within the traditional school district population, and for that reason, we believe OnTECH will be complementary and supportive to the Syracuse City School District.

The school plans an innovative curriculum that will focus on agribusiness, alternate power and sustainable sciences. We chose this career pathway because it is indigenous to our community. The mission of OnTECH is to reduce our high-school drop-out rate and graduate students with job-related skills enabling them to build a career and contribute back to our community.

You can find more information about OnTECH, including a PowerPoint presentation, at [www.ontechcharter.com](http://www.ontechcharter.com). We have had an enthusiastic response from educational institutions such as Onondaga Community College, Lemoyne College and SUNY ESF. Educators, elected officials and business people of our community have been very supportive.

We would appreciate the opportunity to explain our idea in more detail and to answer any questions. Please email or call me directly to arrange a time convenient for you.

Sincerely yours,

A handwritten signature in black ink that reads "Ellen K. Eagen".

**Ellen K. Eagen**  
OnTECH Charter High School  
(315) 256-2461  
ellen@ekelawfirm.com



December 29, 2015

Hope Wallis  
InterReligious Council of CNY  
3049 E Genesee St.  
Syracuse, NY 13224

Dear Ms. Wallis:

I am part of a group composed of Syracuse and Central New York residents that have been pursuing the granting of a charter high school in the City of Syracuse. We filed a Letter of Intent on December 11, 2015 with the authorizing agency, the SUNY Charter Schools Institute, for OnTECH Charter High School. Today we received formal notification from SUNY that our Letter of Intent has been accepted, and we are invited to submit a full proposal under the SUNY RFP guidelines at the end of January.

OnTECH plans an innovative curriculum that will focus on agribusiness, alternate power and sustainable sciences. The mission of OnTECH is to reduce our high-school dropout rate and graduate students with job-related skills enabling them to build a career and contribute back to our community.

OnTECH's mission is to serve those students who have dropped out of school or who have a difficult time succeeding in a traditional structure school environment, with a specific focus on the children of refugee families. The group of students we have identified are also those posing most difficulty to integrate within the traditional school district population, and for that reason, we believe OnTECH will be complementary and supportive to the Syracuse City School District allowing more students to graduate and to pursue higher education focused on a specific career track.

You will find more information about OnTECH at [www.ontechcharter.com](http://www.ontechcharter.com). I also attach a PowerPoint presentation. We have had an enthusiastic response from representatives of local educational institutions such as Onondaga Community College, Lemoyne College and SUNY ESF. Educators, elected officials and business people of our community have been very supportive.

I would look forward to a meeting with you to present our plans in more detail in order for you to ascertain whether a partnership would be of interest to Morrisville. In follow up to this letter, I will call, but also feel free to email or call me directly at the below telephone number.

Sincerely yours,

A handwritten signature in black ink that reads "Ellen Kometre Eagan".



Ellen K. Eagen, Esq.  
OnTECH Charter High School  
(315) 256-2461  
eke5@cornell.edu



December 29, 2015

Peter Dunn, President  
Central New York Community Foundation  
431 E. Fayette St. Suite 100  
Syracuse, NY 13202

Dear Mr. Dunn:

I am part of a local group pursuing the granting of a charter high school in the City of Syracuse. We are now filing for OnTECH Charter High School with the SUNY Charter Schools Institute, the authorizing agency. Your organization has been instrumental in our community, supporting philanthropic work, nonprofits, and special initiatives that tackle issues in Syracuse, and it is important to us to receive feedback on our program from you.

OnTECH's mission is to serve those students who have dropped out of school or who have a difficult time succeeding in a traditional structure school environment, as well as the New American children of refugee families. The group of students we have identified are also those posing most difficulty to integrate within the traditional school district population, and for that reason, we believe OnTECH will be complementary and supportive to the Syracuse City School District.

The school plans an innovative curriculum that will focus on agribusiness, alternate power and sustainable sciences. We chose this career pathway because it is indigenous to our community. The mission of OnTECH is to reduce our high-school drop-out rate and graduate students with job-related skills enabling them to build a career and contribute back to our community.

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We would like the opportunity to explain our idea in more detail. Please email or call me directly to arrange a time convenient for you and your organization.

Sincerely yours,

A handwritten signature in black ink that reads "Ellen K. Eagen".

**Ellen K. Eagen**  
OnTECH Charter High School  
(315) 256-2461  
ellen@ekelawfirm.com



December 29, 2015

Julie Cerio, Director of Economic Development  
Greater Syracuse Economic Growth Council  
333 W. Washington St.  
Syracuse, NY 13202

Dear Mrs. Cerio:

Happy New Year. As you may have heard a local group has been pursuing the granting of a charter high school in the City of Syracuse. We are now filing for **OnTECH Charter High School** with the SUNY Charter Schools Institute, the authorizing agency. Your organization has been instrumental in our community, promoting local business and economic prosperity in Syracuse, and it is important to us to receive feedback on our program from you.

OnTECH's mission is to serve those students who have dropped out of school or who have a difficult time succeeding in a traditional structure school environment, as well as the New American children of refugee families. The group of students we have identified are also those posing most difficulty to integrate within the traditional school district population, and for that reason, we believe OnTECH will be complementary and supportive to the Syracuse City School District.

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We would appreciate a meeting to explain our idea in more detail. Please email or call me directly to arrange a time convenient for you and your organization.

Sincerely yours,

A handwritten signature in black ink that reads 'Ellen K. Eagen'.

**Ellen K. Eagen**  
**OnTECH** Charter High School  
(315) 256-2461  
ellen@ekelawfirm.com



December 29, 2015

Katelyn Wright, Executive Director  
Greater Syracuse Land Bank  
431 E. Fayette St., Suite 375  
Syracuse, NY 13202

Dear Ms. Wright:

Happy New Year. As you may have heard, a local group is pursuing the granting of a charter high school in the City of Syracuse. At the end of the month we will be filing for OnTECH Charter High School with the SUNY Charter Schools Institute, the authorizing agency. Your organization has been instrumental in our community, restoring properties to productive use throughout Syracuse and particularly on the Northside, and it is important to us to receive feedback on our program from you.

OnTECH's mission is to serve those students who have dropped out of school or who have a difficult time succeeding in a traditional structure school environment, as well as the New American children of refugee families. The group of students we have identified are also those posing most difficulty to integrate within the traditional school district population, and for that reason, we believe OnTECH will be complementary and supportive to the Syracuse City School District.

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You can find more information about OnTECH, including a PowerPoint presentation, at [www.ontechcharter.com](http://www.ontechcharter.com). We have had an enthusiastic response from educational institutions such as Onondaga Community College, Lemoyne College and SUNY ESF. Educators, elected officials and business people of our community have been very supportive.

We would appreciate a meeting to explain our idea in more detail. Please email or call me directly to arrange a time convenient for you.

Sincerely yours,

A handwritten signature in black ink that reads "Ellen K. Eagen".

**Ellen K. Eagen**  
OnTECH Charter High School  
(315) 256-2461  
ellen@ekelawfirm.com



December 29, 2015

Nicole Watts, Executive Director  
Hopeprint  
P.O. Box 11664  
Syracuse, NY 13218

Dear Ms. Watts:

Happy New Year. As you may have heard we have a group that has been pursuing the granting of a charter high school in the City of Syracuse. We are now filing for OnTECH Charter High School with the SUNY Charter Schools Institute, the authorizing agency. Your organization has been instrumental in our community, preparing New Americans on the Northside to thrive in Syracuse through advocacy and mentorship, and it is important to us to receive feedback on our program from you.

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We would appreciate the opportunity to explain our idea in more detail to you. Please email or call me directly to arrange a time convenient for you.

Sincerely yours,

A handwritten signature in black ink that reads 'Ellen K. Eagen'.

**Ellen K. Eagen**  
OnTECH Charter High School  
(315) 256-2461  
ellen@ekelawfirm.com



December 29, 2015

Beth Broadway, President  
Interfaith Works of Central New York  
1010 James St.  
Syracuse, NY 13203

Dear Mrs. Broadway:

Happy New Year. As you know we have a group that has been pursuing the granting of a charter high school in the City of Syracuse. We are now filing for **OnTECH Charter High School** with the SUNY Charter Schools Institute, the authorizing agency. Your organization has been instrumental in our community, promoting cross-cultural dialogue and understanding in Syracuse, and it is important to us to receive feedback on our program from you.

OnTECH's mission is to serve those students who have dropped out of school or who have a difficult time succeeding in a traditional structure school environment, as well as the New American children of refugee families. The group of students we have identified are also those posing most difficulty to integrate within the traditional school district population, and for that reason, we believe OnTECH will be complementary and supportive to the Syracuse City School District.

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I would appreciate the opportunity to explain our idea in more detail. Please email or call me directly to arrange a time convenient for you.

Sincerely yours,

A handwritten signature in black ink that reads "Ellen K. Eagen".

**Ellen K. Eagen**  
**OnTECH** Charter High School  
(315) 256-2461  
ellen@ekelawfirm.com



December 28, 2015

Dr. Michael Cappeto  
Provost  
Office of the Provost  
Morrisville State College  
Administrative Building, #5  
80 Eaton Street  
Morrisville, New York 13408

Dear Dr. Cappeto:

I am part of a group composed of Syracuse and Central New York residents that have been pursuing the granting of a charter high school in the City of Syracuse. We filed a Letter of Intent on December 11, 2015 with the authorizing agency, the SUNY Charter Schools Institute, for OnTECH Charter High School. Today we received formal notification from SUNY that our Letter of Intent has been accepted, and we are invited to submit a full proposal under the SUNY RFP guidelines at the end of January.

Many individuals, including those at the Syracuse Educational Opportunity Center, have suggested reaching out to you to see whether SUNY Morrisville State College would be interested in partnering with us on this project. Given the agribusiness curriculum opportunities at Morrisville and the innovative work you are doing, it seems like a natural relationship. Many charters across the nation have articulated relationships with their local colleges in a meaningful way, strengthening the transition of students from high school to higher-education.

OnTECH plans an innovative curriculum that will focus on agribusiness, alternate power and sustainable sciences. The mission of OnTECH is to reduce our high-school dropout rate and graduate students with job-related skills enabling them to build a career and contribute back to our community.

OnTECH's mission is to serve those students who have dropped out of school or who have a difficult time succeeding in a traditional structure school environment, with a specific focus on the children of refugee families. The group of students we have identified are also those posing most difficulty to integrate within the traditional school district population, and for that reason, we believe OnTECH will be complementary and supportive to the Syracuse City School District allowing more students to graduate and to pursue higher education focused on a specific career track.

You will find more information about OnTECH at [www.ontechcharter.com](http://www.ontechcharter.com). I also attach a PowerPoint presentation. We have had an enthusiastic response from representatives of local educational institutions such as Onondaga Community College, Lemoyne College and SUNY ESF. Educators, elected officials and business people of our community have been very supportive.



I would look forward to a meeting with you to present our plans in more detail in order for you to ascertain whether a partnership would be of interest to Morrisville. In follow up to this letter, I will call, but also feel free to email or call me directly at the below telephone number.

Sincerely yours,

A handwritten signature in black ink that reads "Ellen K. Eagen".

Ellen K. Eagen, Esq.  
OnTECH Charter High School  
(315) 256-2461  
eke5@cornell.edu



DO NOT PRINT

December 29, 2015

Adam Sudmann, Founder  
My Lucky Tummy

Dear Mr. Sudmann:

I am part of a local group that has been pursuing the granting of a charter high school in the City of Syracuse. We are now filing for OnTECH Charter High School with the SUNY Charter Schools Institute, the authorizing agency. Your organization has been instrumental in our community, introducing the cuisines and cultures of New Americans and refugees to the people of Syracuse, and it is important to us to receive feedback on our program from you.

OnTECH's mission is to serve those students who have dropped out of school or who have a difficult time succeeding in a traditional structure school environment, as well as the New American children of refugee families. The group of students we have identified are also those posing most difficulty to integrate within the traditional school district population, and for that reason, we believe OnTECH will be complementary and supportive to the Syracuse City School District.

The school plans an innovative curriculum that will focus on agribusiness, alternate power and sustainable sciences. We chose this career pathway because it is indigenous to our community. The mission of OnTECH is to reduce our high-school drop-out rate and graduate students with job-related skills enabling them to build a career and contribute back to our community.

You can find more information about OnTECH, including a PowerPoint presentation, at [www.ontechcharter.com](http://www.ontechcharter.com). We have had an enthusiastic response from educational institutions such as Onondaga Community College, Lemoyne College and SUNY ESF. Educators, elected officials and business people of our community have been very supportive.

We would appreciate a meeting to explain our idea in more detail. Please email or call me directly to arrange a time convenient for you and your organization.

Sincerely yours,

A handwritten signature in black ink that reads "Ellen K. Eagen".

**Ellen K. Eagen**  
OnTECH Charter High School  
(315) 256-2461  
ellen@ekelawfirm.com



DO NOT SEND

Michael La Flair, Executive Director  
Northeast Hawley Development Association  
101 Gertrude St.  
Syracuse, NY 13203

Dear Mr. La Flair:

As you know we have a group that has been pursuing the granting of a charter high school in the City of Syracuse. We are now filing for **OnTECH Charter High School** with the SUNY Charter Schools Institute, the authorizing agency. Your organization has been instrumental in our community, promoting economic development and quality housing in Northeast Syracuse, and it is important to us to receive feedback on our program from you.

OnTECH's mission is to serve those students who have dropped out of school or who have a difficult time succeeding in a traditional structure school environment, as well as the New American children of refugee families. The group of students we have identified are also those posing most difficulty to integrate within the traditional school district population, and for that reason, we believe OnTECH will be complementary and supportive to the Syracuse City School District.

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We would appreciate a meeting to explain our idea in more detail, either face-to-face or on the phone. Please email or call me directly to arrange a time convenient for you and your organization.

Sincerely yours,

A handwritten signature in black ink that reads "Ellen K. Eagen".

**Ellen K. Eagen**  
OnTECH Charter High School  
(315) 256-2461  
ellen@ekelawfirm.com



December 29, 2015

Felicia Castricone, Program Director  
Northside CYO Refugee Resettlement Services  
527 North Salina St.  
Syracuse, NY 13208

Dear Ms. Castricone:

Happy New Year. As you may have heard there is a local group that is pursuing the granting of a charter high school in the City of Syracuse. We are now filing for OnTECH Charter High School with the SUNY Charter Schools Institute, the authorizing agency. Your organization has been instrumental in our community, offering numerous vital services to the Syracuse refugee community, and it is important to us to receive feedback on our program from you.

OnTECH's mission is to serve those students who have dropped out of school or who have a difficult time succeeding in a traditional structure school environment, as well as the New American children of refugee families. The group of students we have identified are also those posing most difficulty to integrate within the traditional school district population, and for that reason, we believe OnTECH will be complementary and supportive to the Syracuse City School District.

The school plans an innovative curriculum that will focus on agribusiness, alternate power and sustainable sciences. We chose this career pathway because it is indigenous to our community. The mission of OnTECH is to reduce our high-school drop-out rate and graduate students with job-related skills enabling them to build a career and contribute back to our community.

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I would appreciate the opportunity to explain our idea in more detail. Please email or call me directly to arrange a time convenient for you.

Sincerely yours,

A handwritten signature in black ink that reads "Ellen K. Eagen".

**Ellen K. Eagen**  
OnTECH Charter High School  
(315) 256-2461  
ellen@ekelawfirm.com



December 29, 2015

Dr. Yusuf Soule, Executive Director  
North Side Learning Center  
501 Park St.  
Syracuse, NY 13203

Dear Dr. Soule:

I am part of a local community group that is pursuing the granting of a charter high school in the City of Syracuse. We are now filing for OnTECH Charter High School with the SUNY Charter Schools Institute, the authorizing agency. The North Side Learning Center has been instrumental in our community, promoting literacy and learning for northside residents of all ages, and it is important to us to receive feedback on our program from you.

OnTECH's mission is to serve those students who have dropped out of school or who have a difficult time succeeding in a traditional structure school environment, as well as the New American children of refugee families. The group of students we have identified are also those posing most difficulty to integrate within the traditional school district population, and for that reason, we believe OnTECH will be complementary and supportive to the Syracuse City School District.

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We would appreciate the opportunity to explain our idea in more detail. Please email or call me directly to arrange a time convenient for you.

Sincerely yours,

A handwritten signature in black ink that reads "Ellen K. Eagen".

**Ellen K. Eagen**  
OnTECH Charter High School  
(315) 256-2461  
ellen@ekelawfirm.com



DO NOT SEND

Dominic Robinson, Director  
Northside UP  
115 W Fayette St.  
Syracuse, NY 13202

Dear Mr. Robinson:

As you know we have a group that has been pursuing the granting of a charter high school in the City of Syracuse. We are now filing for **OnTECH Charter High School** with the SUNY Charter Schools Institute, the authorizing agency. Your organization has been instrumental in our community, uniting local organizations under the common goal of revitalizing the Northside, and it is important to us to receive feedback on our program from you.

OnTECH's mission is to serve those students who have dropped out of school or who have a difficult time succeeding in a traditional structure school environment, as well as the New American children of refugee families. The group of students we have identified are also those posing most difficulty to integrate within the traditional school district population, and for that reason, we believe OnTECH will be complementary and supportive to the Syracuse City School District.

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We would appreciate a meeting to explain our idea in more detail, either face-to-face or on the phone. Please email or call me directly to arrange a time convenient for you and your organization.

Sincerely yours,

A handwritten signature in black ink that reads "Ellen K. Eagen".

**Ellen K. Eagen**  
OnTECH Charter High School  
(315) 256-2461  
ellen@ekelawfirm.com



December 30, 2015

Reverend Daniel Caruso, Pastor  
Church Our Lady of Pompei/St. Peter  
920 N. McBride Street  
Syracuse, NY 13208

Dear Reverend Caruso:

As you may have heard, a local group is pursuing the granting of a charter high school in the City of Syracuse. We are now filing for **OnTECH Charter High School** with the SUNY Charter Schools Institute, the authorizing agency. Your organization has been instrumental in our community, offering stellar educational and religious resources to the people of the Northside, and it is important to us to receive feedback on our program from you.

OnTECH's mission is to serve those students who have dropped out of school or who have a difficult time succeeding in a traditional structure school environment, as well as the New American children of refugee families. The group of students we have identified are also those posing most difficulty to integrate within the traditional school district population, and for that reason, we believe OnTECH will be complementary and supportive to the Syracuse City School District.

The school plans an innovative curriculum that will focus on agribusiness, alternate power and sustainable sciences. We chose this career pathway because it is indigenous to our community. The mission of OnTECH is to reduce our high-school drop-out rate and graduate students with job-related skills enabling them to build a career and contribute back to our community.

You can find more information about OnTECH, including a PowerPoint presentation, at [www.ontechcharter.com](http://www.ontechcharter.com). We have had an enthusiastic response from educational institutions such as Onondaga Community College, Lemoyne College and SUNY ESF. Educators, elected officials and business people of our community have been very supportive.

We would appreciate the opportunity to explain our idea in more detail and receive your feedback. Please email or call me directly to arrange a time convenient for you.

Sincerely yours,

A handwritten signature in black ink that reads 'Ellen K. Eagen'.

**Ellen K. Eagen**  
OnTECH Charter High School  
(315) 256-2461  
ellen@ekelawfirm.com



December 29, 2015

Michael Collins, Executive Director  
Syracuse Northeast Community Center  
716 Hawley Ave.  
Syracuse, NY 13203

Dear Mr. Collins:

Happy New Year. As you may have heard, there is a local group that has been pursuing the granting of a charter high school in the City of Syracuse. We are now filing for OnTECH Charter High School with the SUNY Charter Schools Institute, the authorizing agency. Your organization has been instrumental in our community, addressing the needs of Northside and Northeast Syracuse residents and improving quality of life in these neighborhoods, and it is important to us to receive feedback on our program from you.

OnTECH's mission is to serve those students who have dropped out of school or who have a difficult time succeeding in a traditional structure school environment, as well as the New American children of refugee families. The group of students we have identified are also those posing most difficulty to integrate within the traditional school district population, and for that reason, we believe OnTECH will be complementary and supportive to the Syracuse City School District.

The school plans an innovative curriculum that will focus on agribusiness, alternate power and sustainable sciences. We chose this career pathway because it is indigenous to our community. The mission of OnTECH is to reduce our high-school drop-out rate and graduate students with job-related skills enabling them to build a career and contribute back to our community.

You can find more information about OnTECH, including a PowerPoint presentation, at [www.ontechcharter.com](http://www.ontechcharter.com). We have had an enthusiastic response from educational institutions such as Onondaga Community College, Lemoyne College and SUNY ESF. Educators, elected officials and business people of our community have been very supportive.

We would appreciate the opportunity to explain our idea in more detail. Please email or call me directly to arrange a time convenient for you and your organization.

Sincerely yours,

A handwritten signature in black ink that reads "Ellen K. Eagen".

**Ellen K. Eagen**  
OnTECH Charter High School  
(315) 256-2461  
ellen@ekelawfirm.com



December 29, 2015

Renate Dunsmore, Manager  
White Branch Library  
763 Butternut St.  
Syracuse, NY 13208

Dear Ms. Dunsmore:

As you may have heard, a local group has been pursuing the granting of a charter high school in the City of Syracuse. We are requesting a charter for OnTECH Charter High School from the SUNY Charter Schools Institute, the authorizing agency. The White Branch library has been instrumental in our community, welcoming New Americans to the Northside and helping them to access vital resources, and it is important to us to receive feedback on our program from you.

OnTECH's mission is to serve those students who have dropped out of school or who have a difficult time succeeding in a traditional structure school environment, as well as the New American children of refugee families. The group of students we have identified are also those posing most difficulty to integrate within the traditional school district population, and for that reason, we believe OnTECH will be complementary and supportive to the Syracuse City School District.

The school plans an innovative curriculum that will focus on agribusiness, alternate power and sustainable sciences. We chose this career pathway because it is indigenous to our community, and it is a subject of interest to New Americans. The mission of OnTECH is to reduce our high-school drop-out rate and graduate students with job-related skills enabling them to build a career and contribute back to our community.

You can find more information about OnTECH, including a PowerPoint presentation, at [www.ontechcharter.com](http://www.ontechcharter.com). We have had an enthusiastic response from educational institutions such as Onondaga Community College, Lemoyne College and SUNY ESF. Educators, elected officials and business people of our community have been very supportive.

We would appreciate a meeting to explain our idea in more detail. Please email or call me directly to arrange a time convenient for you and your organization.

Sincerely yours,

A handwritten signature in black ink that reads "Ellen K. Eagen".

**Ellen K. Eagen**  
OnTECH Charter High School  
(315) 256-2461  
[ellen@ekelawfirm.com](mailto:ellen@ekelawfirm.com)



March 24, 2016

Dear Member of our Community,

Thank you for attending this session regarding OnTECH. Thank you for taking a few minutes to complete this brief questionnaire:

1. What value, if any, do you think OnTECH brings to our educational system in Syracuse?

I believe this program has great value in Syracuse. We see disengaged and disenfranchised students all the time.

2. Do you know children who could benefit from OnTECH?

yes - we work with these children and their families everyday

3. From your experience, what do you think are the best practices to serve ELL, SPED and struggling students?

Like was talked about the attractiveness of the program. It has to be "different" - unconventional to a "normal" school day/year.

4. Would you be interested in getting involved with OnTECH? For example, would you be interested in volunteering, advising, sitting on the school board or being a teacher?

PLEASE PROVIDE YOUR CONTACT INFORMATION BELOW (NAME/ZIP CODE/EMAIL ADDRESS):

---

Sincerely yours,

Ellen Kimatian Eagen



March 24, 2016

Dear Member of our Community,

Thank you for attending this session regarding OnTECH. Thank you for taking a few minutes to complete this brief questionnaire:

1. What value, if any, do you think OnTECH brings to our educational system in Syracuse?

I believe onTech would bring huge value to the educational system in Syracuse, and would be a huge benefit to our community.

2. Do you know children who could benefit from OnTECH?

Although I couldn't name names, I work with many refugees as well as knowing the rate of graduation in Syracuse so I truly feel that there are many that benefit from OnTech.

3. From your experience, what do you think are the best practices to serve ELL, SPED and struggling students?

SUPPORT! Lots of support. Support in education, as well as support for personal issues to keep these kids in school (counselors/case managers, etc.)

4. Would you be interested in getting involved with OnTECH? For example, would you be interested in volunteering, advising, sitting on the school board or being a teacher?

I am interested in continuing to hear about this charter school and may have additional interest in other avenues, just not sure yet.

PLEASE PROVIDE YOUR CONTACT INFORMATION BELOW (NAME/ZIP CODE/EMAIL ADDRESS):

Erin Vaccaro

Sincerely yours,

Ellen Kimatian Eagen



March 24, 2016

Dear Member of our Community,

Thank you for attending this session regarding OnTECH. Thank you for taking a few minutes to complete this brief questionnaire:

1. What value, if any, do you think OnTECH brings to our educational system in Syracuse?

Another alternative for students that are disengaged in the current school that they are attending or not attending.

2. Do you know children who could benefit from OnTECH?

Yes - I know several <sup>teens</sup> children on my caseload that would benefit <sup>with</sup> this program, both refugees & American teens.

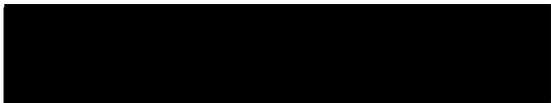
3. From your experience, what do you think are the best practices to serve ELL, SPED and struggling students?

Motivation. I like the idea of employment in the school. Praises for good attendance, good grades, etc.

4. Would you be interested in getting involved with OnTECH? For example, would you be interested in volunteering, advising, sitting on the school board or being a teacher?

Maybe.

PLEASE PROVIDE YOUR CONTACT INFORMATION BELOW (NAME/ZIP CODE/EMAIL ADDRESS):



Sincerely yours,

Ellen Kimatian Eagen

312 SEDGWICK DRIVE | SYRACUSE, NY 13203 | (315) 256-2461 | WWW.ONTECHCHARTER.COM



March 24, 2016

Dear Member of our Community,

Thank you for attending this session regarding OnTECH. Thank you for taking a few minutes to complete this brief questionnaire:

1. What value, if any, do you think OnTECH brings to our educational system in Syracuse?

Students need more options and they need programs beyond age 19

2. Do you know children who could benefit from OnTECH?

I work with many refugees who might benefit from this school

3. From your experience, what do you think are the best practices to serve ELL, SPED and struggling students?

- Smaller teacher-to-student ratios  
- Dedicated resources and programs for these populations

4. Would you be interested in getting involved with OnTECH? For example, would you be interested in volunteering, advising, sitting on the school board or being a teacher?

Yes!

PLEASE PROVIDE YOUR CONTACT INFORMATION

*Douglas Randall*



Sincerely yours,

*Ellen Kimatian Eagen*

Ellen Kimatian Eagen



March 24, 2016

Dear Member of our Community,

Thank you for attending this session regarding OnTECH. Thank you for taking a few minutes to complete this brief questionnaire:

1. What value, if any, do you think OnTECH brings to our educational system in Syracuse?

Yes. I think OnTECH can help ESL students to get education & career path.

2. Do you know children who could benefit from OnTECH?

Burma, Vietnam, Thailand, Somali, Nepali population

3. From your experience, what do you think are the best practices to serve ELL, SPED and struggling students?

The population can apply their experience for agricultural industry to the new life in USA

4. Would you be interested in getting involved with OnTECH? For example, would you be interested in volunteering, advising, sitting on the school board or being a teacher?

Not at this time

PLEASE PROVIDE YOUR CONTACT INFORMATION BELOW (NAME/ZIP CODE/EMAIL ADDRESS):

---

Sincerely yours,

Ellen Kimatian Eagen



March 24, 2016

Dear Member of our Community,

Thank you for attending this session regarding OnTECH. Thank you for taking a few minutes to complete this brief questionnaire:

1. What value, if any, do you think OnTECH brings to our educational system in Syracuse?

I am not a supporter of Charter Schools for many reasons - However, as you are targeting currently disenfranchised students I am more comfortable with the concept.

2. Do you know children who could benefit from OnTECH?

Yes

3. From your experience, what do you think are the best practices to serve ELL, SPED and struggling students?

Fluid entry into the school  
Levels as opposed to grades  
long term research indicates adolescents, esp older adolescents benefit from later start to the school

4. Would you be interested in getting involved with OnTECH? For example, would you be interested in volunteering, advising, sitting on the school board or being a teacher?

Not at this time

PLEASE PROVIDE YOUR CONTACT INFORMATION BELOW (NAME/ZIP CODE/EMAIL ADDRESS):

Sincerely yours,

Ellen Kimatian Eagen



March 24, 2016

Dear Member of our Community,

Thank you for attending this session regarding OnTECH. Thank you for taking a few minutes to complete this brief questionnaire:

1. What value, if any, do you think OnTECH brings to our educational system in Syracuse?

There is a definite need for a school like this for those who are disenfranchised from the traditional high school education prog.

2. Do you know children who could benefit from OnTECH?

I know that my coaches meet with students who have dropped out of high school -

3. From your experience, what do you think are the best practices to serve ELL, SPED and struggling students?

Mentoring / tutoring / positive reinforcement

4. Would you be interested in getting involved with OnTECH? For example, would you be interested in volunteering, advising, sitting on the school board or being a teacher?

Not at this time.

PLEASE PROVIDE YOUR CONTACT INFORMATION BELOW (NAME/ZIP CODE/EMAIL ADDRESS):

---

Sincerely yours,

Ellen Kimatian Eagen

# OnTECH

March 24, 2016

Dear Member of our Community,

Thank you for attending this session regarding OnTECH. Thank you for taking a few minutes to complete this brief questionnaire:

1. What value, if any, do you think OnTECH brings to our educational system in Syracuse?

It would be a great additional resource for the students that don't fit into the normal education system

2. Do you know children who could benefit from OnTECH?

17 of up that will not graduate students that like hands on learning ESE population

3. From your experience, what do you think are the best practices to serve ELL, SPED and struggling students?

A curriculum needs to consist of things to keep their attention and spark enthusiasm in learning

4. Would you be interested in getting involved with OnTECH? For example, would you be interested in volunteering, advising, sitting on the school board or being a teacher?

PLEASE PROVIDE YOUR CONTACT INFORMATION BELOW (NAME / ZIP CODE / EMAIL ADDRESS)

Lisa Lovette

Sincerely yours,

*Ellen Kimatian Eagen*

Ellen Kimatian Eagen

312 SEDGWICK DRIVE | SYRACUSE, NY 13203 | (315) 256-2461 | WWW.ONTECHCHARTER.COM



March 24, 2016

Dear Member of our Community,

Thank you for attending this session regarding OnTECH. Thank you for taking a few minutes to complete this brief questionnaire:

1. What value, if any, do you think OnTECH brings to our educational system in Syracuse?

Helps the students learn Ed. and gets a good job.

2. Do you know children who could benefit from OnTECH?

Yes

3. From your experience, what do you think are the best practices to serve ELL, SPED and struggling students?

to Give them more support.

4. Would you be interested in getting involved with OnTECH? For example, would you be interested in volunteering, advising, sitting on the school board or being a teacher?

PLEASE PROVIDE YOUR CONTACT INFORMATION BELOW (NAME/ZIP CODE/EMAIL ADDRESS):

---

Sincerely yours,

Ellen Kimatian Eagen



March 24, 2016

Dear Member of our Community,

Thank you for attending this session regarding OnTECH. Thank you for taking a few minutes to complete this brief questionnaire:

1. What value, if any, do you think OnTECH brings to our educational system in Syracuse?

would fill a gap in our ed. system.

2. Do you know children who could benefit from OnTECH?

Yes

3. From your experience, what do you think are the best practices to serve ELL, SPED and struggling students?

Offer ~~esl~~ for students, small class size,  
I like the idea of offering students employment.

4. Would you be interested in getting involved with OnTECH? For example, would you be interested in volunteering, advising, sitting on the school board or being a teacher?

PLEASE PROVIDE YOUR CONTACT INFORMATION BELOW (NAME/ZIP CODE/EMAIL ADDRESS):

---

Sincerely yours,

Ellen Kimatian Eagen

# OnTECH

March 24, 2016

Dear Member of our Community,

Thank you for attending this session regarding OnTECH. Thank you for taking a few minutes to complete this brief questionnaire:

1. What value, if any, do you think OnTECH brings to our educational system in Syracuse?

Trying to rescue/save 300+ students who are challenged by poverty + a variety of challenges would be wonderful

2. Do you know children who could benefit from OnTECH?

Some, many are hidden at home or hanging out on the streets.

3. From your experience, what do you think are the best practices to serve ELL, SPED and struggling students?

8:1 ratio sounds great  
Parent involvement - would be a huge challenge  
Group Based / STEM Programs

4. Would you be interested in getting involved with OnTECH? For example, would you be interested in volunteering, advising, sitting on the school board or being a teacher?

Not currently. A volunteer in the future possibly

PLEASE PROVIDE YOUR CONTACT INFORMATION BELOW (NAME/ZIP CODE/EMAIL ADDRESS):

MARY COWE

Sincerely yours,

Ellen Kimatian Eagen

Ellen Kimatian Eagen

312 SEDGWICK DRIVE SYRACUSE, NY 13203 | (315) 256-2461 | WWW.ONTECHCHARTER.COM



March 24, 2016

Dear Member of our Community,

Thank you for attending this session regarding OnTECH. Thank you for taking a few minutes to complete this brief questionnaire:

1. What value, if any, do you think OnTECH brings to our educational system in Syracuse?

I think it brings a lot of value - year round learning  
\*giving students the ability to learn a trade, much  
needed in our community.

2. Do you know children who could benefit from OnTECH?

Yes - ESL student's  
Youth who drop out of school

3. From your experience, what do you think are the best practices to serve ELL, SPED and struggling students?

assist them in reaching their full potential  
To provide them with skills that

4. Would you be interested in getting involved with OnTECH? For example, would you be interested in volunteering, advising, sitting on the school board or being a teacher?

Not at this time.

PLEASE PROVIDE YOUR CONTACT INFORMATION BELOW (NAME/ZIP CODE/EMAIL ADDRESS):

---

Sincerely yours,

Ellen Kimatian Eagen



March 24, 2016

Dear Member of our Community,

Thank you for attending this session regarding OnTECH. Thank you for taking a few minutes to complete this brief questionnaire:

1. What value, if any, do you think OnTECH brings to our educational system in Syracuse?

I think it's a good idea for the students who are having a hard time with the traditional high school.

2. Do you know children who could benefit from OnTECH?

3. From your experience, what do you think are the best practices to serve ELL, SPED and struggling students?

4. Would you be interested in getting involved with OnTECH? For example, would you be interested in volunteering, advising, sitting on the school board or being a teacher?

PLEASE PROVIDE YOUR CONTACT INFORMATION BELOW (NAME/ZIP CODE/EMAIL ADDRESS):

---

Sincerely yours,

A handwritten signature in cursive script that reads "Ellen Kimatian Eagen".

Ellen Kimatian Eagen



March 24, 2016

Dear Member of our Community,

Thank you for attending this session regarding OnTECH. Thank you for taking a few minutes to complete this brief questionnaire:

1. What value, if any, do you think OnTECH brings to our educational system in Syracuse?

OnTECH is very relevant and need in the community.  
Another resource to traditional High School.

2. Do you know children who could benefit from OnTECH?

Yes.

3. From your experience, what do you think are the best practices to serve ELL, SPED and struggling students?

Hands on tech training for future education  
resource.

4. Would you be interested in getting involved with OnTECH? For example, would you be interested in volunteering, advising, sitting on the school board or being a teacher?

I would like to get more information

PLEASE PROVIDE YOUR CONTACT INFORMATION BELOW (NAME/ZIP CODE/EMAIL ADDRESS):

[REDACTED]

Sincerely yours,

*Ellen Kimatian Eagen*

Ellen Kimatian Eagen

312 SEDGWICK DRIVE | SYRACUSE, NY 13203 | (315) 256-2461 | WWW.ONTECHCHARTER.COM



**Attachment 2c**

This attachment is not applicable for OnTECH Charter High School's application.



**Attachment 3a: Sample Weekly Student Schedule**

**Sample Schedule #1, ESL Student**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
10:00 – 10:20	ADVISORY	ADVISORY	ADVISORY	ADVISORY	ADVISORY
10:20 – 11:00	ESL	ESL	ESL	ESL	ESL
11:00 – 12:00	ENGLISH 9				
12:00 – 12:40	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:45 – 1:45	GLOBAL 9				
1:45 – 2:45	ALGEBRA I				
2:45 – 3:30	PE	PE	PE	PE	PE
3:30 – 4:30	LIVING ENV.				
4:30 – 5:20	INTRO. AGR. & SUSTAINABLE RESOURCES				

Note: The Agriculture and Sustainable Resources elective is part of OnTECH’s CTE and CDOS graduation pathway. The curriculum is based on the Agriculture, Food, and Natural Resources (AFNR) career cluster content strands.

**Sample Schedule #2, General Education Student**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
10:00 – 10:20	ADVISORY	ADVISORY	ADVISORY	ADVISORY	ADVISORY
10:20 – 11:00	READING– WRITING BLOCK				
11:00 – 12:00	ENGLISH 9				
12:00 – 12:40	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:45 – 1:45	GLOBAL 9				
1:45 – 2:45	ALGEBRA I				
2:45 – 3:30	PE	PE	PE	PE	PE
3:30 – 4:30	LIVING ENV.				
4:30 – 5:20	INTRO. AGR. & SUSTAINABLE RESOURCES				

**Attachment 3b**

**Sample Schedule #3, English Teacher**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
10:00 – 10:20	ADVISORY	ADVISORY	ADVISORY	ADVISORY	ADVISORY
10:20 – 11:00	READING– WRITING BLOCK SECTION 1	READING– WRITING BLOCK SECTION 1	READING– WRITING BLOCK SECTION 1	READING– WRITING BLOCK SECTION 1	READING– WRITING BLOCK SECTION 1
11:00 – 12:00	ENGLISH 9 SECTION 1				
12:00 – 12:40	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:45 – 1:45	READING– WRITING BLOCK SECTION 2	READING– WRITING BLOCK SECTION 2	READING– WRITING BLOCK SECTION 2	READING– WRITING BLOCK SECTION 2	READING– WRITING BLOCK SECTION 2
1:45 – 2:45	ENGLISH 9 SECTION 1				
2:45 – 3:30	CONTENT TEAM PLANNING AND CURRICULUM REVISION				
3:30 – 4:30					
4:30 – 5:20	INTRO. AGR. & SUSTAINABLE RESOURCES SECTION 1				

**Sample Schedule #4, Math Teacher**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
10:00 – 10:20	ADVISORY	ADVISORY	ADVISORY	ADVISORY	ADVISORY
10:20 – 11:00	CONTENT TEAM PLANNING				
11:00 – 12:00	ALGEBRA I SECTION 1				
12:00 – 12:40	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:45 – 1:45	ALGEBRA I SECTION 2				
1:45 – 2:45	ALGEBRA I SECTION 3				
2:45 – 3:30	ALGEBRA I SECTION 4				
3:30 – 4:30	CURRICULUM REVISION				
4:30 – 5:20	INTRO. AGR. & SUSTAINABLE RESOURCES SECTION 2				

Attachment 3c

**OnTECH Charter School -- 2017-18 Annual School Calendar**

SEE BELOW FOR LEGEND

September 2017						
S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						16

October 2017						
S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						21

November 2017						
S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
						18

December 2017						
S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
						16

January 2018						
S	M	T	W	R	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						19

February 2018						
S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			
						14

March 2018						
S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						21

April 2018						
S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						16

May 2018						
S	M	T	W	R	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						22

June 2018						
S	M	T	W	R	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						18

July 2018						
S	M	T	W	R	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						17

August 2018						
S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						10

- first/last day of session
- in session
- Regents
- faculty in-service/PD
- vacation (5 weeks)
- holidays (12 days)

Avg total # days/yr (traditional)	180
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OnTECH Schedule	
#days 1st Tri	61
#days 2nd Tri	60
#days 3rd Tri	60

Avg total # days/yr (OnTECH)	181
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#days summer session	27
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<b>TOTAL # days/yr (OnTECH)</b>	<b>208</b>
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#### **Attachment 4 STUDENT DISCIPLINE POLICY<sup>1</sup>**

You are now a member of the OnTECH community. It is important that you understand your role and your responsibilities. Please keep in mind that as a member of the OnTECH community, you are an ambassador of OnTECH at all times. Therefore this policy applies in all of the following instances:

- In school during school hours;
- Before and after school, while on school property;
- While traveling on vehicles funded by OnTECH;
- During school trips;
- At all school-sponsored events; and
- On apprenticeships and job-related activities

Your actions may involve any form of communication including gestures or expressive behavior and oral, written or electronic communications, including but not limited to texting, e-mailing, and social networking. You are accountable for things you do and things you do not do. OnTECH will have the following policies and procedures described within this document to provide overall guidance to address good decision-making. If you have a question about any rules that are a part of this policy or rules that are enforced in the school, you are not to disregard the rule. Instead you should speak to a mentor or staff member. If you think the school has a policy or procedure or rule that does not serve the community, you can recommend a change or amendment to these rules. The principals of this disciplinary process are the same as the criminal justice system of the United States. Our discipline code includes the basic principals of advocacy, supporting evidence, due process, judgment by one's peers, retributive and restorative justice.

Students will be trained in these various methods so that they can be part of the restorative measures of problems that arise.

- Conference with teaching staff;
- Conference with school leadership (e.g., principal, dean);
- Peer mediation; and
- Student disciplinary panel (student recommended by a staff member)

It will be very rare for OnTECH to suspend a student in or our outside of school as this will result in a loss of learning time unless you are a threat to the safety of others. However, policies and procedures regarding suspensions are below and are aligned with the New York State Education Law. OnTECH reserves short-term and long-term suspensions and expulsions for an instance in which the student's presence at school creates a safety hazard to the community and/or the student is disruptive to the educational experience of the community. In other words, suspensions will be only issued in extreme instances.

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<sup>1</sup> Draft policy in shortened format due to page limit constraints.

### **Procedures for Disciplinary Action**

Except in incidences deemed not appropriate by the head of school, level 3 discipline issues as described below will be addressed by a student disciplinary panel that will be convened for these purposes. All incident reports will be written and students will review and make the appropriate recommendation to the Head of School.

### **Short-Term Suspension**

If a student commits an offense that calls for short-term suspension (OnTECH defines a short-term suspension as five days or less), the student is afforded due process rights required by *Goss v. Lopez*, 419 U.S. 565 (1975). Such student is subject to the following:

- (1) If necessary, the student may be immediately removed from class and/or school;
- (2) The student is entitled to respond to the charges against him/her;
- (3) The principal or his/her designee will evaluate the conduct and assigns an appropriate consequence;
- (4) The parent/guardian will be notified by the principal or his/her designee; and
- (5) A parent or guardian may be required to meet with the principal or his/her designee(s) regarding infractions prior to a student's return to school.

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

If a student commits an offense that calls for long-term suspension (OnTECH defines a long-term suspension as more than 5 days) or expulsion, the following steps are taken:

- (1) The parent/guardian is notified by the principal or his/her designee;
- (2) If necessary, the student is immediately removed from class and/or school;
- (3) The school sets a hearing date;
- (4) The student and/or the parent/guardian of the student are notified in writing of the charges and a statement of the evidence; date, time and place of a hearing; and notice of the right at the hearing to be represented by legal counsel (at the student's/parent's own expense) and to present evidence and question witnesses;
- (5) After hearing the case, the principal or his/her designee issues a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record;
- (6) Any student who is expelled or given a long-term suspension (more than 10 days) has the right to appeal the decision in writing to the Board of Trustees within 5 days of the date of suspension; and
- (7) Any appeal will be heard, at the discretion of the Board Chairperson, by the superintendent or by a trustee subcommittee (of one or more trustees designated by the board chairperson). In such a case, the school will set a hearing date and the student and/or his/her parent/guardian are notified in writing of the charges and a statement of the evidence; date, time and place of the hearing; and notice of the right at the hearing to be represented by legal counsel (at the student's/parent's own expense) and present evidence and question witnesses.

### **Expulsions**

Recommendations for expulsions are subject to the discretion of the Board of Trustees. Hearings will include, at least, parent or voluntary student advocate and the head of school.

### **Reentrance**

Students returning from suspension will be provided support services to maximize their ability to meet social and academic standards within the school community. Services will be determined based on the individual student's needs.

### **Alternative Instruction**

OnTECH will provide alternative instruction to students who have been recommended for expulsion while awaiting a determination by the Board of Trustees. Alternative instruction will begin no later than the day after the suspension or expulsion is effective. This alternative instruction will continue for the duration of the time the student awaits disposition on his or her expulsion hearing. The school will provide alternative instruction to expelled students to the extent required by law.

As required by law, OnTECH will also provide alternative instruction for short-term suspended or removed students to help that child progress in the school's general curriculum.

For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school or completes his or her suspension, whichever comes first. Alternative instruction will be provided to students suspended or expelled in on a case-by-case basis. Alternative instruction must be substantially equivalent to that received by the student prior to the suspension; two hours per day of alternative instruction may be sufficient to meet this responsibility. Instruction for such students will be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum, and participate in assessments.

### **Record-Keeping**

OnTECH will maintain written records of all suspensions and expulsions, including the name of the student, a description of the offending behavior, the intervention and disciplinary action taken, and a record of the number of days a student has been suspended or removed from class for disciplinary reasons.

### **Long-term suspension specifically related to possession of firearms**

Federal and State law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the superintendent may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3) (d) effectuates this federal law.) The Head of School shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The superintendent shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

## **Infractions, Guidance and Intervention**

Below is a chart, which categorizes Infractions by the level of behavior (Levels 1-6). This chart is a guide for students and parents to understand how infractions by students can be addressed. Infractions are determined on a case-by-case basis and the Head of School has the discretion to address each case accordingly. The following provides guidelines on how the school addresses infractions.

<b>Level 1</b>	
<b>Infractions</b>	
Unexcused absence from school Cutting classes (reporting to school and failing to attend one or more programmed classes) Being late for school or class Bringing prohibited equipment or material to school without authorization (e.g., cell phone, beeper, or other electronic communication/entertainment devices) Failing to be in one's assigned place on school premises Behaving in a manner that disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway) Engaging in verbally rude or disrespectful behavior including racial slurs Wearing clothing, headgear (e.g., caps or hats), or other items that are disruptive to the educational process Posting or distributing material on school premises in violation of school rules Using school computers, fax machines, telephones, or other electronic equipment without permission Repeated violations of the School/Family/Student Agreement	
<b>Restorative Justice Tools</b>	<b>Consequences/ Intervention</b>
Parent outreach Intervention by counseling staff Guidance conference Individual/group counseling Peer mediation Mentoring Program Conflict resolution Develop Behavioral Intervention Plan (BIP) Short-term behavioral progress reports (part of BIP) Community service (with parental consent)	Student/teacher conference Parent conference In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime) Removal from classroom by teacher

<b>Level 2</b>	
<b>Infractions</b>	
Not adhering to the school dress code Smoking and/or possession of matches or lighters Gambling Using profane, obscene, vulgar, lewd, or abusive language or gestures Lying to, giving false information to, and/or misleading school personnel Misusing property belonging to others Engaging in or causing disruptive behavior on the school bus Engaging in a pattern of persistent Level 1 behavior Inappropriate use of electronic technology (including unauthorized audio/video recording) Leaving class or school premises without permission of supervising school personnel Refusal of intervention services (Repeated refusal to accept mandated school-provided assistance, including, but not limited to, individual tutoring other academic services, mentoring/guidance services, and other support services critical to making academic, social and emotional progress) Repeated violations of the School Discipline Policy	
<b>Restorative Justice Tools</b>	<b>Consequences/ Intervention</b>
Parent outreach Intervention by counseling staff	Student/teacher conference Parent conference

<p>Guidance conference  Individual/group counseling  Peer mediation  Develop Behavioral Intervention Plan (BIP)  Short-term behavioral progress reports (part of BIP)  Community service (with parental consent)</p>	<p>In-school disciplinary action (e.g., detention, exclusion from extracurricular activities, recess or communal lunchtime)  Removal from classroom by teacher  Short-term suspension</p>
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**Level 4**

**Infractions**

Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g. touching, patting, pinching, lewd or indecent public behavior)  
Posting or distributing literature or material containing a threat of violence, injury or harm, or depicting violent actions against students or staff, including posting such material on the Internet  
Engaging in an altercation and/or physically aggressive behavior, other than horseplay, which creates a substantial risk of, or results in, minor injury  
Engaging in an act of coercion or threatening violence, injury or harm to another or others  
Engaging in or causing disruptive behavior that creates a substantial risk of, or results in injury  
Engaging in intimidating and bullying behavior - threatening, stalking or seeking to coerce a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm; taunting and/or intimidation through the use of epithets or slurs involving race, ethnicity, color, national origin, citizenship/immigration status, religion, religious practices, gender, gender identity, gender expression, sexual orientation or disability. This includes cyber bullying through the use of technology off or on school premises.  
Possessing controlled substances, illegal drugs, drug paraphernalia, and/or alcohol  
Falsely activating a fire alarm or other disaster alarm  
Making a bomb threat or threatening to use a bomb  
Taking property or attempting to take property belonging to another without authorization  
Creating a substantial risk of serious injury by either engaging in reckless behavior, and/or using an object in a way that appears capable of causing physical injury (e.g., lighter, belt buckle, or umbrella)  
Starting a fire  
Inciting/causing a riot  
Possessing any weapon  
Using controlled substances, illegal drugs and/or alcohol  
Engaging in a pattern of persistent Level 3 behavior  
Repeated violations of the School/Family/Student Agreement

<b>Restorative Justice Tools</b>	<b>Consequences/ Intervention</b>
<p>Parent Outreach  Intervention by counseling staff  Guidance conference(s)  Individual/group counseling  Peer mediation  Mentoring program  School Disciplinary Panel  Develop Behavioral Intervention Plan (BIP)  Short-term behavioral progress reports (part of BIP)  Referral to Pupil Personnel Team (PPT)  Community service (with parental consent)</p>	<p>Student/teacher conference  Parent conference  In-school disciplinary action (e.g., detention, exclusion from extracurricular activities, recess or group lunchtime)  Removal from classroom by teacher  Short-term suspension  Long-term suspension  Expulsion</p>

**Level 5**

**Infractions**

Starting or attempting to start a fire  
Threatening a student or school personnel  
Threatening to use or using force to take property belonging to another  
Using force against or inflicting or attempting to inflict serious injury on school personnel  
Using extreme force against or inflicting or attempting to inflict serious injury upon students or others  
Participating in an incident of group violence

Engaging in threatening or violent behavior that is gang-related Engaging in physical sexual aggression or forcing another to engage in sexual activity Selling or distributing illegal drugs or controlled substances Possessing any weapon Using any weapon to attempt to inflict injury upon school personnel, students, or others Using any object as a weapon Possessing or using a firearm Repeated violations of the Student Discipline Policy Repeated violations of the School/Family/Student Agreement	
<b>Restorative Justice Tools</b>	<b>Consequences/ Intervention</b>
Parent outreach Intervention by counseling staff Guidance conference(s) Individual/group counseling Peer mediation Mentoring program Conflict resolution Develop Behavioral Intervention Plan, BIP Short-term behavioral progress reports (part of BIP)	Long-term Expulsion Community Service Short Term Suspension Long Term Suspension

Student with Disabilities

A student with a disability is a student with a 504 Plan or an IEP. For the purposes of OnTECH you are considered a student with a disability if there is some reasonable belief that you should be evaluated for a disability but have not yet been evaluated. If you are student with disabilities you have certain rights before you are disciplined. At OnTECH any time you commit an infraction, the Head of School will make a determination of whether there was a nexus between your behavior and your disability or your perceived disability. If you have been suspended more than ten days, the CSE of SCSD will make the determination of that manifestation. The purpose of this law is that you should not be punished for behavior that is associated with your disability.

Every year OnTECH will send your parent a Notice of Procedural Safeguards that sets forth your rights as a person with a disability.

The Dignity for All Students Act

Sometimes people may make fun of you due to the color of your skin or where you come from. This is not allowed at OnTECH. The Dignity Act prohibits acts of harassment and bullying, including cyber bullying, and/or discrimination, by employees or students on school property or at a school function, including but not limited to such conduct based on a student’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. Cyber bullying is defined as harassment or bullying which takes place through any form of electronic communication (Education Law §11[8]). Under the Dignity Act any allegation of any bullying requires an investigation by the Head of School (or his/her delegate) and action taken in accordance this code of conduct. It is the obligation and goal of the Head of School to ensure that the outcome of any action is to create a safe environment for every student.



## ATTACHMENT 5b BY-LAWS

### Article I.

#### General Provisions

Section 1. Name: The name of the school is OnTECH Charter High School (hereafter known as the “*School*”). The Educational Corporation known as the School shall have no members.

Section 2. Purpose: The purpose of the School is to operate and maintain a public school under a charter granted by the New York State Board of Regents as set forth in its Charter (as amended from time to time, the “*Charter*”).

Section 3. Charter: The Charter is hereby made a part of these bylaws and the powers of the School and of its Trustees and officers and all matters concerning the conduct and regulation of the affairs of the School, shall be subject to such provisions in regard thereto, if any, as are set forth in the Charter. In the event of any inconsistency between the Charter and these bylaws, the Charter shall be controlling. All references in these bylaws to the Charter shall be construed to mean the Charter as from time to time amended.

### Article II.

#### Board of Trustees

Section 1. Powers. The Board of Trustees (hereafter known as the “*Board*”) shall be the highest governing body of the School.

- (a) The Board will be responsible for the property, affairs, business, policy and goals of the School.
- (b) The Board, by the vote of a majority of the Trustees then in office, shall appoint and determine the terms and conditions of employment of the Principal of the School.
- (c) The Board may delegate responsibility for day-to-day operations of the School to the Principal.

Section 2. Composition. The Board shall consist of five to fifteen persons (hereafter known as the “*Trustees*”), the exact number of Trustees to be determined from time to time by resolution of the Board. No decrease in the number of Trustees shall shorten the term of any incumbent Trustee.

Section 3. Classes. The Board shall have two classes of Trustees, each class to be as nearly equal in number as possible, as determined by the Board. The initial classification of the Trustees will be established by the Board.

Section 4. Terms. The term of each Trustee shall be for three years. At each annual meeting of the Board, the Board shall appoint, in accordance with Section 5 of this Article II, successors of the class of Trustees whose term expires at that meeting to hold office for a term expiring at the annual meeting of the Board held in the second year following the year of their appointment. Each Trustee shall serve until the expiration of the term for which he or she is appointed and, unless the Board shall determine that a vacancy shall be left upon the expiration of such term, until a successor shall have been appointed and shall have been qualified. Each Trustee may serve up to three consecutive three-year terms, after which time such Trustee shall be re-eligible to serve as a Trustee only after a lapse of one year. A Trustee elected to fill a vacancy shall be elected for the unexpired term of his/her predecessor in office, if any, but such the completion of such unexpired term shall not considered part of the three consecutive term limit.

Section 5. Selection. The successors of the class of Trustees whose terms expire at an annual meeting shall be designated, and any vacancy occurring as a result of the resignation or removal of any Trustee or an increase in the number of Trustees shall be filled, upon the recommendation of the Nominating Committee, by the affirmative vote of the majority of the Trustees then in office.

Section 6. Resignation and Removal. Any Trustee may resign from the Board by delivering a resignation in writing to the Secretary or Chairperson. If a Trustee fails to attend three consecutive meetings of the Board without excuse accepted by the Board, then the absent Trustee shall be deemed to have resigned as a Trustee. The Board may remove any Trustee with or without cause by a vote of two-thirds of the Trustees then in office (excluding the Trustee being removed) at any regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been provided to the Trustee proposed for removal at least ten (10) days before any final action is taken by the Board.

### Article III.

#### Meetings

Section 1. Notice. Written notice of the date, time and place of (a) any meeting scheduled at least one week prior thereto shall be given to each Trustee not less than five (5) calendar days before the meeting and (b) any other meeting shall be given to each Trustee at a reasonable time prior thereto. Any Trustee may waive notice or any meeting and the attendance of a Trustee at a meeting shall constitute a waiver of notice of such meeting unless the Trustee attends the meeting for the express purpose of objecting to the method of notice for such meeting. Public notice of meetings shall also be given to the extent and in the manner required by the Open Meetings Law.

Section 2. Open Meetings Law. All meetings of the Board shall comply with the New York State Open Meetings Law. To the extent of any conflict between any provision of these Bylaws and the Open Meetings Law, the Open Meetings Law will control.

Section 3. Annual Meeting. An annual meeting shall be held in July in each year or such other date as the Chairperson may fix, or as shall be specified in the notice thereof.

Officers of the Board shall be elected at the annual meeting or at any other meeting as the Board may determine.

Section 4. Regular Meetings. The Board shall meet monthly at the time and place fixed by the Chairperson or as shall be specified in the notice thereof. The annual meeting may count as one of the twelve regular meetings.

Section 5. Special Meetings. Special meetings may be called by the Chairperson or by any Trustee upon written demand for a special meeting signed by at least two members of the Executive Committee.

Section 6. Review of Audited Financials. The Chairperson and Treasurer shall present the audited financial statements of the School on an annual basis to the Board. The Audit will be conducted in accordance with the New York Nonprofit Revitalization Act of 2013.

Section 7. Action at Meetings. A majority of the Trustees then in office who are physically present at a Meeting shall constitute a quorum for purposes of transacting business or making and passing motions. A Trustee that is voted onto the board will be counted as part of quorum at the meeting at which he or she is officially considered a member of the Board. Each Trustee shall be entitled to one vote on each matter submitted to a vote of the Trustees. Except as otherwise provided by law or expressly by the Charter or these Bylaws, the vote of a majority of the Trustees present at the time of such vote, if a quorum is present, shall be the act of the Board, but a majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 8. Contracts. Except as otherwise provided by law, the Board may prospectively or retroactively authorize the Secretary or any other officer(s) or agent(s) for the School, in the name and on behalf of the School, to enter into any contract. Any such authority may be general or confined to specific instances.

#### Article IV.

##### Committees

Section 1. Required Participation. Each Trustee is required to participate on at least one standing Committee.

Section 2. Standing Committees. The following shall be the standing Committees of the Board, the membership of which shall not be limited to Trustees except for the Executive Committee:

- (a) *Executive Committee.* The Executive Committee shall be comprised of the Officers of the Board. The Chairperson of the Board shall be *ex officio* chairperson of the Executive Committee, and the Board Secretary shall be the secretary thereof. The Executive Committee has authority to take action on behalf of the Board on urgent matters in the intervals between meetings of the Board and in implementation of Board decisions. The Executive Committee shall meet as shall be determined by the Chairperson.

- (b) *Nominating Committee.* The Nominating Committee shall present a slate of Officers for election by the Board at each annual meeting of the Board or upon the occurrence of a vacancy of the Board. The Nominating Committee shall accept nominations for Trustee candidates, interview and evaluate candidates, evaluate the performance of incumbent Trustees and report to the Board regarding its evaluation of candidates and Trustees.
- (c) *Legal Committee.* The Legal Committee shall be responsible for oversight of the legal affairs of the School. The Legal Committee shall report to the Board on any legal issues of the School.
- (d) *Finance Committee.* The Finance Committee shall be responsible for oversight of the fiscal management of the School and shall cause to be prepared an annual budget showing estimated operating income and expenses of the School for the ensuing fiscal year and shall submit the budget to the Board for approval. In addition, the Finance Committee shall report to the Board on any other matters pertaining to the finances of the School.
- (e) *Audit Committee.* The Audit Committee shall at least once each calendar year, cause the books of the School to be duly audited by an independent certified public accountant designated by the Board. The Audit Committee shall supervise the School's internal auditor in the periodic review of the adequacy and implementation of the School's internal audit controls, the adequacy and competency of related personnel and the policies and procedures with respect to the maintenance of the School's books and records and accounting procedures and controls, and make recommendations to the Board concerning such matters.
- (f) *Academic Committee.* The Committee on Academic Excellence shall be responsible for oversight of the academic program of the School, and shall report to the Board about matters relating to its visits to classrooms, review of student work and meetings with the school leadership.
- (g) *Other Committees.* In addition to the standing Committees described above, the Board, by resolution adopted by a majority of the Trustees then in office, shall have the power to create such other standing Committees of the Board, each of which Committees, to the extent provided in the resolution, shall have the authority of the Board, to the full extent permitted by law.

Section 3. Special and Ad Hoc Committees. The Board, by resolution adopted by a majority of the Trustees then in office, may create special or ad hoc Committees of the Board as it may deem desirable. Such special or ad hoc Committees of the Board may include Trustees and such other persons as may be selected by the Board and shall have only the powers specifically delegated to them by the Board, to the extent permitted by law, and shall serve at the

pleasure of the Board. The members and chairperson of all such special or ad hoc Committees shall be appointed by the Board.

Section 4. Limitations on Authority of Committees. No Committee shall have authority as to the following matters: (a) the filling of vacancies on the Board or on any Committee of the Board; (b) the amendment or repeal of these Bylaws or the adoption of new provisions thereof; or (c) the amendment or repeal of any resolution of the Board that by its terms shall not be amendable or repealable.

## Article V.

### Officers

Section 1. Officers. There shall be four officer positions of the Board (hereafter known as the “*Officers*”) consisting of a Chairperson, Vice-Chairperson, Secretary and Treasurer. The Chairperson, Vice-Chairperson, Secretary and Treasurer shall be elected annually by the Board at its annual meeting by a vote of the majority of the Trustees present at the time of such vote, and shall hold office until the next annual meeting after their election and until their successors shall have been elected and shall have qualified. The duties of the Officers are as follows:

- (a) *Chairperson.* The Chairperson shall convene annual and regularly scheduled Board meetings and shall preside or arrange for the Vice-Chairperson or other Trustees to preside at each meeting. The Chairperson shall also preside or arrange for the Vice-Chairperson or other Trustees to preside at meetings of the Executive Committee. The Chairperson shall be deemed to act as, and may exercise the powers of, President of the School to the extent action in such capacity is necessary or desirable. The Chairperson shall perform duties incident to the office of the President as required, including, but not limited to, signing documents in lieu of a President where the signature of a President is required. The Chairperson shall perform such other duties as may from time to time be assigned to him or her by the Board.
- (b) *Vice-Chairperson.* The Vice-Chairperson will assume the responsibilities of the Chairperson in his or her absence, including convening regularly scheduled Board meetings and presiding or arranging for other Trustees to preside at each meeting.
- (c) *Secretary.* The Secretary shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all Board meetings and creating the agenda for each meeting. The Secretary also shall be responsible for sending out meeting announcements, distributing copies of minutes and the agenda to each Trustee, and act as the liaison between the Board and its committees.

- (d) *Treasurer.* The Treasurer shall be responsible for the oversight and audit of the school's finances. The Treasurer shall, with the approval of a plurality of the Board, select an auditor to conduct the annual audit.

Section 2. Removal and Resignation. Any Officer may resign from the Board by delivering a resignation in writing to the Secretary or Chairperson. The Board may remove any Officer with or without cause at any time by action of the Board. Any Trustee that resigns or is removed as such shall be deemed to have concurrently resigned as an Officer. In case of an emergency, any Officer may be suspended by a majority of the entire Executive Committee, pending further action by the Board.

## Article VI.

### Indemnification; Insurance

Section 1. Indemnification. The School shall, to the extent permitted by applicable law, indemnify each person who may serve or who has served at any time as an Officer or Trustee of the School, against all expenses and liabilities (including counsel fees, judgments, fines, excise taxes, penalties and amounts payable in settlements) reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit or other proceeding, whether civil, criminal, administrative, or investigative, in which such person may become involved by reason of such person's serving or having served in such capacity (other than a proceeding voluntarily initiated by such person unless such person is successful on the merits, the proceeding was authorized by the Board or the proceeding seeks a declaratory judgment regarding such person's own conduct); provided that no indemnification shall be provided for any such person with respect to any matter as to which such person shall have been finally adjudicated in any proceeding as not having acted in good faith in the reasonable belief that his or her action was in the best interests of the School. Further, such indemnification shall extend to any matter disposed of by a compromise payment by such person, pursuant to a consent decree or otherwise, so long as the payment and indemnification thereof have been approved by the Board, which approval shall not unreasonably be withheld, or by a court of competent jurisdiction. Such indemnification shall include payment by the School of expenses incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the person indemnified to repay such payment if such person shall be adjudicated to be not entitled to indemnification under this article, which undertaking may be accepted without regard to the financial ability of such person to make repayment. The right to indemnification under this Section shall be a contract right inuring to the benefit of the Officers and Trustees and no amendment or repeal of this Section shall adversely affect any right of such Officer or Trustee existing at the time of such amendment or repeal. The right to indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of any Officer or Trustee.

Section 2. Insurance. The School shall prescribe and maintain adequate insurance to indemnify Trustees and officers of the School, on any terms and conditions set forth in a resolution of the Board.

Article VII.

Amendments

Section 1. Amendments. These Bylaws will be reviewed annually and may be amended by a vote of no less than two-thirds of the number of Trustees then in office. Proposed amendments to these Bylaws must be submitted to the Secretary to be sent out with regular Board announcements.



## ATTACHMENT 5c – CODE OF ETHICS

Trustees, officers, and employees shall abide by and support the mission of OnTECH Charter High School, the terms of the Charter, and the policies and procedures established to carry out the mission.

Each member of the OnTECH Charter High School Board of Trustees, including officers, members, and the Head of School, will receive training in the proper exercise of his or her responsibilities as a trustee, including conflicts of interest and other related issues.

Professional development for staff members will cover issues of conflict of interest and ethical issues that arise for staff members.

Trustees, officer, and employees shall participate actively and openly in the decision-making process established under this Charter to further the success of the school. It is unethical behavior to attempt to prevent any community member from participating in the democratic decision-making process.

Trustees, officers, and employees have an affirmative obligation to promote respect for diversity and take a pro-active role in seeking to eliminate bias, discrimination, and the effects of these based on race, color, creed, national origin, language, gender, sexual orientation, disability, age, economic status, or physical characteristics such as size in addition to any bias or discrimination related to ethnicity, tribal affiliation or relating to citizenship or refugee status. It is unethical behavior to engage in or be complicit in discriminatory behavior based on any of these characteristics.

Corporal punishment is unethical and is grounds for dismissal.

Trustees, officers and employees have an affirmative obligation to report immediately any information concerning child abuse, sexual misconduct involving students, and corporal punishment to their supervisor and to comply with their responsibilities as a mandated reporter and to make any necessary reporting pursuant to state and federal law.

It is ethical behavior to promote physically and emotionally safe learning environment for all members of the community; it is unethical to interfere with the creation of a safe learning environment.

Trustees, officers, and employees have an affirmative obligation to disclose any financial conflicts of interest which may affect their decisions regarding the OnTECH charter school. They shall recuse themselves from any decision in which they have any financial interest. The Board of Trustees may from time to time engage a member of the board in a consultant capacity in order to utilize his or her particular skills and knowledge in accordance with generally accepted practice on Boards of non-profit organizations. Such engagement shall be

made according to written contract. The compensation must be demonstrated to be no more than the Board member's reasonable and usual fees and no more than the reasonable and usual fee prevailing in the field. The Board member must recuse him or herself from the decision. No Board member may vote on or design a policy that would result in financial benefit to him or her.

Trustees shall remember that at all times, they are representatives of OnTECH – whether speaking, appearing or writing on an issue relating or not related to the School.

Trustees, officers, and employees shall not:

- hold investments in conflict with official duties;
- hold private or future private employment in conflict with official duties;
- directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;
- disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;
- receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any charter school education corporation of which he is an officer, member or employee or of any education corporation committee or agency over which he has jurisdiction or to which he has the power to appoint any member, officer or employee; or
- receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the education corporation or any committee or agency of his corporation, whereby his compensation is to be dependent or contingent upon any action by such corporation, committee or agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered; and
- have an interest in any for-profit contract with the education corporation.

Contracts with not-for-profit entities, such as charter management organizations, partners and founding organizations must be disclosed but are not prohibited. Contracts with not-for-profits with which any trustee has an affiliation will be fully vetted by the board of trustees and the trustee with the affiliation will recuse himself or herself from the vote on the contract.

Any officer or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the education corporation of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

Where an officer, employee or Trustee has any question regarding any aspect of this Code of Ethics, they shall address the issue with the President of the Board of Trustees, and, if not adequately handled and resolved, shall raise the issue with the school's legal counsel.

All ethics issues shall be discussed and resolved in open meeting or executive session as is appropriate under the Open Meetings Law.



**Attachment 6a**

This attachment is not applicable for OnTECH Charter High School's application.



**Attachment 6b**

This attachment is not applicable for OnTECH Charter High School's application.



**Attachment 7**

This attachment is not applicable for OnTECH Charter High Schools application.

# Attachment 8a – Hiring and Personnel Policies and Procedures

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<sup>1</sup> OnTECH has developed a complete draft handbook, reflected in this table of contents. In order to respect the suggested page limited in the charter application, a portion of it is submitted here.

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## I. INTRODUCTION

This Handbook is a tool to help promote a cooperative and healthy working environment. It sets forth certain policies relative to hours, wages and conditions of employment.

THIS HANDBOOK SHOULD NOT BE CONSTRUED AS, AND DOES NOT CONSTITUTE, A CONTRACT OF EMPLOYMENT, EITHER EXPRESS OR IMPLIED, OR FOR ANY SPECIFIC DURATION. The School reserves the right to modify, rescind, delete, or supplement provisions of this Handbook, or add provisions to this Handbook without advance notice, as required. Therefore, before relying on an item in this Handbook, employees should check with the Director of Human Resources or the School Attorney as to whether the item is still current. In addition, administrative policies may be made by the Board of Trustees of the School. Employees are expected to be bound by these policies. Every effort will be made to keep employees informed of all changes to law, regulation, and policy. The School will provide employees with notification of any other changes as they occur. Possession of this Handbook does not make employees eligible for the various benefits described herein. Employees need to satisfy certain eligibility requirements before obtaining coverage. In some instances, state or federal laws may impose certain requirements in addition to those stated as network policy. In any situation where insurance or other benefit plans are concerned, the official plan documents and insurance contracts will always prevail over statements contained in this Handbook.

## II. EMPLOYMENT

### A. EMPLOYEE PROFESSIONAL CONDUCT

The mission of the School requires that Employees develop relationships of collegiality. It is reasonable to insist on a high degree of mutual, professional and personal respect and for a high level of mutual support.

The School values teachers, staff and volunteers actively participating in the discussion of decisions affecting them. The School values diversity in perspectives leading to a deeper understanding of organizational reality and an enriched knowledgebase for decision making. The School values employees resolving conflict in a healthy way that leads to stronger solutions for complex issues. The School values employees reflecting on their own and others' thinking in order to achieve better organizational decisions.

Genuine community requires respect for individual privacy. Among other things, this means, a high degree of attention to confidentiality. As individuals within the community, we should only share information about one another and our students in order to carry out school responsibilities and/or as required by law; otherwise the information should not be shared.

The School emphasizes the extraordinary degree of care that employees (including volunteers) must take in maintaining the confidentiality of all School matters, including information about children and families as well as employees. Personnel/children's records may not be taken out of the office. Our obligation to maintain confidentiality requires that information not be released other than to the child's parents/legal guardians without the express written consent of the

parents/legal guardians or as required by law. This Handbook will further address the confidentiality demanded of employees in subsequent sections.

## **B. AT-WILL EMPLOYMENT**

If you are an employee who works throughout the calendar year as a 12-month employee, you are an employee “at-will,” meaning that either the School or you may terminate the employment relationship at any time, for any reason or no reason at all, with or without cause, and with or without notice. Any oral or written statement to the contrary by any employee or agent of the School is invalid and should not be relied upon. This Handbook does not constitute a contract for employment between the School and its employees. It should be noted that teachers are not at-will employees; teachers have term contracts. Teachers can only be fired mid-year for cause; however, a term teachers’ contract may not be renewed for a new school year; the school does not need to provide any reason for not renewing a teacher or term contract; however, the School will attempt, if possible, to provide reasonable notice. If you have any questions as to whether or not you are an at-will employee, please contact the Director of Human Resources. With an at-will contract you are not automatically entitled to a severance upon termination or resignation.

## **C. EQUAL OPPORTUNITY EMPLOYER**

The School is committed to equal employment opportunity. The School does not discriminate in employment opportunities or practices on the basis of race, color, religion, gender, sexual orientation, ethnicity, national origin, age, disability, or any other characteristic protected by law. Employment decisions at the School will be made in a non-discriminatory manner and are based on qualifications and merit. This policy governs aspects of employment at this School including hiring, assignments, training, promotion, demotion, transfer, lay-off and termination, compensation, employee benefits, discipline and other terms and conditions of employment.

If you have any questions or concerns about any type of discrimination, bring these issues to the attention of your supervisor, Director of Human Resources or School Attorney. If the School is involved in the reported conduct, or for some reason you feel uncomfortable about making a report to the School, you should report the incident directly to the President of the Board of Trustees of the School or School Attorney.

Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, up to and including termination of employment.

## **D. NO HARASSMENT POLICY**

The School is committed to providing an environment that is free from harassment and coercion, where all employees can work together comfortably and productively. Harassment is unacceptable under the law and will not be tolerated here. The School prohibits all types of harassment, including, but not limited to, verbal harassment, based on an employee’s sex, race, religion, national origin, ethnicity, age, physical or mental disability, sexual orientation or any other basis prohibited by federal, state or local law. This prohibition applies in your relationships with all other employees, students, parents/guardians, visitors, and guests.

Likewise, the School will not tolerate retaliation or reprisals of any type against any employee who complains of harassment or provides information in connection with any such complaint.

### **Sexual Harassment**

As sexual harassment raises issues about human interaction that are to some extent unique, the subject of sexual harassment is treated separately here. The School prohibits sexual harassment at any time of any employee, student, parent/guardian, visitor or guest.

Sexual harassment is a form of sex discrimination in violation of federal, state and local law. It includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact and other verbal or physical conduct when submission to such conduct is either explicitly or implicitly made a term or condition of employment or submission to or rejection of such conduct is used as the basis for employment decisions or when such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment. You cannot be forced to submit to such conduct as a basis for any employment decision and the School will do its best to keep its workplace free of any conduct which creates an intimidating, hostile, or offensive work environment for you.

Sexual harassment applies to the conduct in the workplace of a supervisor toward a subordinate, an employee toward another employee, a non-employee toward an employee or an employee toward an applicant for employment, student, parent or guardian, visitor, or guest. Sexual harassment can apply to conduct in any work-related setting outside the workplace as well as at work. The acts underlying sexual harassment need not be sexual in nature or take the form of overt sexual advances. Sexual harassment may consist of intimidation and hostility directed to an individual because of sex or sexual orientation, explicit or degrading verbal, written or electronic comments of a sexual nature or persistent or unwelcome flirtation or requests for dates, especially if the behavior continues after a clear objection has been made. It is not permissible for any School employee to engage in any form of sexual harassment.

### **Other Harassment**

Other prohibited harassment consists of verbal or physical conduct which degrades or shows hostility or aversion toward an individual because of his/her race, color, religion/creed, gender, national origin, age, disability, citizenship, marital status or other prohibited basis and which interferes with the individual's work performance or creates an intimidating, hostile or offensive work environment. Such harassment does not belong in our workplace or in any work-related setting outside the workplace. The same prohibition applies in relationships to students, parents or guardians, visitors and guests. The School will not tolerate such behavior.

### **Complaint Procedure and Investigation**

If an employee believes that he/she has been harassed by any School employee, student, vendor, client, or other school contact, the employee should immediately report the incident to the Director of Human Resources, the School Attorney or the President of the Board of Trustees of the School.

Any person who sees or hears about conduct that may constitute harassment under this policy should immediately contact the Director of Human Resources, the School Attorney, or the President of the Board of Trustees. If the School is involved in the reported conduct, or for some reason the employee feels uncomfortable about making a report to the School, the employee should report the incident directly to the School Attorney.

### Investigation and Response

The School will investigate any harassment report and will take whatever corrective action is deemed necessary, including disciplining any individual who is believed to have violated these prohibitions against harassment and retaliation.

All employees have a duty to cooperate in the School's investigation of alleged harassment. Failure to cooperate or deliberately providing false information during an investigation may be grounds for disciplinary action, including termination.

The School will not retaliate, nor will it tolerate retaliation, against employees who complain in good faith about harassment in the School environment.

### Confidentiality

Confidentiality will be maintained to the extent practical and appropriate under the circumstances. The School will maintain confidential records of all complaints and how each was investigated and resolved.

### Summary of Responsibilities

#### Employees

- To refrain from all conduct this might be considered discrimination or harassment.
- To report complaints to his or her Supervisor, Director of Human Resources or School Attorney or the President of the Board of Trustees, who will treat such information with sensitivity due to its confidential nature.
- To cooperate reasonably in any investigation conducted by the School or its agent.

#### Supervisors

- To maintain a workplace free of discrimination, harassment, and intimidation.
- To report all complaints of discrimination and harassment to the Director of Human Resources, School Attorney or the President of the Board of Trustees.
- To promptly investigate each complaint and, where the investigation confirms the allegation, to take appropriate corrective action, up to and including termination.
- To be sensitive to the confidential nature of these matters and to the privacy of all parties involved in such complaints.
- To not retaliate against any employee for bringing a complaint.
- To properly document each incident and its resolution.

## School

- To educate and train employees on the School's policies pertaining to discrimination, harassment and intimidation. Accordingly, the School will ensure that all supervisors and employees are apprised of their responsibilities hereunder.
- The Human Resources Department shall assist supervisors in their investigation of complaints, including training all investigators on proper investigative procedures and safeguards. Where complaints are lodged directly with the School, it shall investigate promptly and report findings to the appropriate supervisor or level of management with recommendations concerning corrective action where appropriate.

Supervisors are responsible for monitoring and enforcing all personnel policies. If there is questionable action or performance in relation to any personnel policies or procedures, the respective supervisor will hold a personal, private discussion with the employee to advise and counsel the employee regarding the issue and method for improvement and the timeline for review. Repeated policy violations will result in disciplinary action, up to and including termination. All violations, discussions and resolutions must be documented.

## **E. RECRUITMENT**

The School selects applicants for employment on the basis of such factors as experience, alignment with the School's mission and philosophy, necessary credentials, and ability to perform their required duties. The School is committed to evaluating each applicant on the basis of skill and merit.

The School is committed to equal employment opportunity. As previously stated, the School does not discriminate on an individual's race, color, religion, gender, sexual orientation, ethnicity, national origin, age, disability, or any other classification protected by law. This policy governs all aspects of employment at the School, including hiring, assignments, training, promotion, demotion, transfer, lay-off and termination, compensation, employee benefits, discipline and all others terms and conditions of employment.

The School will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsification or omission of any information or date on any employment application or resume may result in your exclusion from further consideration for employment and/or termination of employment, demotion or pay reduction.

The School uses several sources to generate a pool of qualified applicants once a determination has been made that a vacancy exists. These sources may include job postings, mailings, informal networking, outside job fairs, on-campus recruiting, on-line internet services, etc.

### **Eligibility to Work in a Charter School**

Charter school staff members are employees of the charter school, not the school district in which it is located. The School, as all charter schools, is required to request fingerprint clearance of prospective employees for purposes of determining whether or not the prospective employee

has a criminal history which could prevent him/her from working in a public school. Instructional employees must be certified and Highly Qualified, in accordance with requirements applicable to other charter schools.

### Employment Categories

Each employee is categorized as full-time, part-time temporary, or consultant.

Full-time employees are regularly scheduled to work forty (40) or more hours per week. Part time employees are regularly scheduled to fewer than 30 hours per week.

### General Definitions

- (a) Full-time Employees – Full-time, regular employees work a minimum 40 hours per week and are eligible for benefits.
- (b) Part-time Employees – Part-time employees (below 30 hours or less) are not eligible for benefits except on a case-by-case basis.
- (c) Temporary employees – These employees hired for short-term periods are not eligible for benefits.
- (d) Consultants – these independent contractors work under an agreement or contract, have no employee status, and are not eligible for benefits.

## **F. TERMINATION OF EMPLOYMENT**

### Exit Interview and Return of School Property

Immediately upon termination or resignation, employees must return all keys, records, files, supplies, or any other school property. The School asks the Employee's cooperation in completing an exit interview with the Director of Human Resources upon termination or resignation. Please understand that it is not unusual for us to ask a security guard to help you collect your personal items and leave the building when you have been terminated. This is a precautionary action and an industry standard and should be taken as a personal affront.

### Unauthorized Absence

An employee is deemed to be on unauthorized leave when the employee is absent from required duties. This absence includes non-performance, unauthorized use of sick leave, unauthorized use of other leave benefits, non-attendance at required meetings and failure to perform supervisory functions at School-sponsored activities.

An employee who is absent for a period of at least ***three days*** without notifying the School will be considered to have resigned, with such resignation effective on the initial date of absence. The School will make the determination of unauthorized absence.

### Verification of Absence

The School may require verification as to an employee's claimed reason for an absence. Such verification shall be provided to the School within five (5) working days of the absence.

### *Hiring Policy and Procedures*

1. Position is posted.
2. Academic Staff and Head of School review candidate documents (cover letter and resume) and interview candidate. In most circumstances, hiring will take place by committee.
3. If Head of School approves of candidate, all of the candidates' documents are emailed to Director of Human Resources.
4. The Director of Human Resources confers with Finance Director to identify budget line-item and to determine proper salary offer. In addition the Director of Human Resources reviews and confirms necessary certification, and sends email to the Board Chair and School Attorney with candidates' documentation. Simultaneously, the Director of Human Resources checks and confirms referrals.
5. The Board Chair affirms or denies hire taking into consideration advisement of School Attorney.
6. Upon denial of candidate, the Director of Human Resources notifies the Head of School.
7. Upon approval of candidate, The Director of Human Resources notifies the Head of School.
8. The Director of Human Resources and/or Head of School contacts Candidate with offer and start date and sets up date for candidate to come in to discuss necessary preliminary requirements, e.g., fingerprinting clearance.
9. Upon fingerprinting clearance, the Director of Human Resources will set up date for new employee orientation.

### *Termination Policy and Procedures*

1. Direct Supervisor and Head of School will send a report to The Board and School Attorney with proper documentation and proposal for termination.
2. The Board will review and, with recommendation from the School Attorney and the Director of Human Resources, a determination will be made.
3. Determinations include the following:
4. (a) Probation, immediate termination or administrative leave with pay or without pay pending investigation or a decision not to renew a contract.  
(b) The Board may make the termination immediately or may discuss issue during executive session upon which a termination will be made. Depending on the reasons for the termination, the employee may be given an opportunity to present their position to the Board by writing a statement or presenting to the Board.  
(c) Where possible, the School prefers to put employees on a probationary period in order to allow employees to meet specific goals and to succeed; however, alternative approaches, such as immediate termination may be necessary.
5. The Direct Supervisor and/or Head of School and/or School Attorney will meet with the employee notifying him or her of the decision.
6. On the last day of employment with OnTECH Charter High School, the employee will be forwarded to Human Resources for their Exit Interview and Benefits/Equipment Checklist.
7. Terminated employees must return all school equipment prior to receiving their final paycheck.

8. In accordance with school policy, employees will be escorted from building by school security.

## **G. PERSONNEL RECORDS AND FILES**

The following information may be included in your personal file:

- employment application and résumé
- reference checks
- transcript(s)
- certification(s)
- job description(s)
- performance evaluations
- disciplinary notices or documents
- probationary notices
- emergency contact forms
- professional development records
- termination records
- exit interview notes

The School keeps your medical records in a file separate from your personnel file.

Access to the information in personnel and medical records is restricted. In addition to you, the only persons allowed to review your files are supervisors that may have a legitimate reason to do so. If you wish to review your own personnel or medical file, please contact the Director of Human Resources. With reasonable advance notice you may review your own personnel or medical file in School offices and in the presence of an individual appointed to maintain the files. You have the right to copy information and to submit a written statement to your file.

It is your responsibility to immediately notify the Director of Human Resources, in writing, of any changes in personal data such as changes to:

- Home address
- Home telephone number and, if available, cell phone number
- Number of dependents
- Name of individual to notify in case of an emergency
- Change in marital status
- Change in alien status
- Military status
- Professional certification

Failure to report the correct information may adversely affect the benefits to which you are entitled. Providing false information may result in disciplinary action, including but not limited to termination of your employment.

The School will not release any information about you to external sources other than dates of employment and job title, except where such release is required or authorized by law or otherwise authorized by you. If you wish to have the School provide information to any particular company or individual, you must provide a written release.

## **H. INTELLECTUAL PROPERTY**

You acknowledge that the entire right, title and interest of any and all writings and other creations that you may prepare, create, write, initiate or otherwise develop in the course of your employment with the School or through the use of its facilities and resources shall be considered the property of the School. This includes, but is not limited to, any curriculum development. These works, and all derivative works, shall be “works for hire” and shall be the School’s sole and exclusive property, copyright, patent and trademark. For items covered by this paragraph, you hereby assign and transfer all rights, title and interests in all such items, including without limitation, all copyright, trademark and patent, rights that now exist or may exist in the future. Employees further agree that upon request, and without further compensation or limitation, they will execute and deliver any and all papers or instruments including assignments, declarations, applications, powers of attorney, and other documents, that in the School’s opinion may be necessary or desirable to secure the School’s full enjoyment of all right, title, interest and properties herein assigned.

## **I. NEPOTISM**

While the School may hire and retain relatives of employees, it will not do so if it determines that hiring or retaining a relative may or does create problems of supervision, security, or conflicts of interest. Relatives will not be permitted to work in a direct supervisory or reporting relationship. The School is under no obligation, legal or otherwise, to provide alternative employment within the School for relatives who are affected by the policy stated in this paragraph.

With respect to the employment of a relative, the School defines relatives as spouses, life partners, parents, children, step-children, siblings, in-laws, step-parents, and step-siblings. Additionally, this policy also relates to individuals who are not legally related but who reside with the employee.

It is your responsibility to disclose to the School if another employee at the school is your relative whether this relationship exists at the beginning of your employment or develops at any point during your employment.

## **J. EMPLOYEE PRIMARY GOALS AND RESPONSIBILITIES**

All employees receive a written job description outlining their general duties and responsibilities in the position they were hired for. During the course of the year, it is not unusual for an employees’ job to take on different dimensions or evolve in certain ways. It is your responsibility to bring to the attention of the Head of School any job discrepancies between your written job description and what you do on a daily basis.

As an employee of the School, your primary responsibility is for the health and safety of the students in your charge and any other students from the School when they are near you. Always be alert to any safety hazard and be attentive while supervising students.

Your next responsibility is the development of each student's potential (social-emotional, physical and intellectual) as well as the development of good work habits and positive attitudes.

The School encourages communication between parents, staff, teachers and administrators. Your responsibility toward the parents make it necessary for you to conduct yourself in such a way that, at a minimum, parents do not have to worry about their child's safety, mental health, happiness or development as a person. Beyond that, parents may count on your support, encouragement, and help in the difficult job of raising a child in today's world, as they cope with the challenge of meeting their career goals and personal fulfillment needs.

You are expected to be non-judgmental towards people with different lifestyles and towards families who are from different ethnic groups and cultures, who have different goals and expectations for their children and themselves and who may be dealing with the issues of changing lifestyles and family patterns in different ways. Families are subject to different stresses and have varying capacities for tolerating stress and organizing their lives.

In addition, we all have a serious responsibility towards the School, its reputation, and its success as a high-achieving educational institution. For if we as a School should fail, or even become less effective, we would be letting down the students and parents who depend on us.

Beyond all this, we have a responsibility to society as an educational institution by helping young students become caring people with high standards and goals; people who are well-organized, wise and competent. You are in a unique position to help create a more compassionate generation. As Carl Sagan said: "the further evolution of the human race can only come through improved education at a young age and through extending children's intelligence and sense."

By creating a carefully designed and equipped environment (social and physical environment), you can dedicate yourself to providing the most effective education for the young students in your care.

It is expected that teachers will provide an educational program and that they will cooperate fully with the School and their direct educational supervisor in matters of curriculum, pedagogy, and all other classroom matters.

At all times your responsibility is to represent the School and not your own view points. If you have any questions about this you should bring them to the Head of School, Director of Human Resources or School Attorney.

## K. RELATIONSHIPS WITH OUR SCHOOL COMMUNITY

It is important to realize that we exist because of the needs of our community to have an alternative approach and philosophy in educating the students we serve. Impressions are constantly changed and formed by every contact parents have with us. Every time our parents hear or see anything having to do with the School, it strengthens or changes their perception of us.

When our parents send us their children, they have great expectations and a very positive impression of our School and mission. It is up to each of us to fulfill these expectations and build a lasting impression. We must consider quality and professionalism in every aspect of what we do and say. Our School's success rests upon our reputation and relentless commitment toward education.

## L. CERTIFICATIONS

It is your responsibility to obtain, maintain and renew all certifications for your job. You will not be reimbursed for obtaining certifications, maintaining or renewing certifications. It is your responsibility to update your file in the Human Resources office with your proper and up-to-date certifications. Note that your contractual relationship with the school is contingent upon you holding, maintaining and renewing your certifications. You may be terminated or put on probation if you do not satisfy this condition.

## III. WORKPLACE REGULATIONS

### A. CONFIDENTIALITY

During your employment at the School, you may learn or work with and be entrusted with confidential and/or privileged information about fellow employees, administrators, school parents, students or applicants. You must exercise the highest degree of care not to disclose any such information, even inadvertently, to any unauthorized person in or outside of the School. Confidential information includes, but is not limited to:

- Student records
- Financial information
- Personnel records and information
- Payroll records
- Computer programs, codes, processes and passwords
- Personal information regarding the School's parents and students

Employees of the School shall not, in any way, release any confidential and/or privileged information about the School or its activities, or the activities of its personnel, students or parents except as reasonably required by their duties, expressly permitted by the School, **and** in conformity with the requirements of applicable Freedom of Information Laws, the Family Educational Rights and Privacy Act, the Health Insurance Portability and Accountability Act, and any other applicable federal, state, or local law.

If you believe confidential information must be disclosed to a third party you must consult with the School Attorney prior to the disclosure. There is no excuse for the improper disclosure of

confidential and/or privileged information. Failure to follow this policy will result in disciplinary action.

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 School in writing. Any document or other material containing such information must be returned to the School upon an employee's termination or resignation.

Your obligations under this policy continue after your termination of employment.

### **B. PERSONNEL INQUIRIES**

No employee other than the Director of Human Resources or his/her designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of this School. Unauthorized responses of this nature are grounds for termination.

### **C. BAN ON ACCEPTANCE OF GIFTS**

In accordance with the Conflicts of Interest provision contained in this Handbook, employees are not permitted to accept gifts of any kind of any value exceeding Fifty Dollars (\$50.00) including, but not limited to, money, goods, food, entertainment, or services – directly or indirectly from:

- Individuals, schools, or companies serving as vendors or potential vendors for the School;
- Elected officials or their representatives;
- Candidates for public office or their representatives; or
- Political party officials or their representatives.

The School may make exceptions in instances where such gifts are intended for and will be used by the School.

Offers of such gifts in excess of Fifty Dollars (\$50.00), even when refused, must be communicated immediately to the Director of Fundraising and Community Outreach by the employee receiving such an offer.

### **D. SCHOOL PROPERTY**

It is mandatory that all staff take care of any equipment that they sign out from the school such as digital projectors and laptop labs. All equipment must be secured in a lock cabinet, a locked classroom, or turned back in to our Operations department. If a teacher is at fault for a stolen or damaged item, he or she may be held liable for replacing or repairing the item.

The ONTECH will not be held responsible for staff's personal belongings that are damaged or stolen. Please secure your belongings accordingly.

## **E. USE OF TECHNOLOGY**

This policy establishes rules governing employee use of the School computer network, electronic mail (“e-mail”), internet access and telephone message handling (“voicemail”). The School has developed these rules to ensure that everyone understands how these options function and the limits which properly apply.

All School equipment, including desks, telephones, computers and computer systems, computer software, diskettes, e-mail, voicemail and other physical and electronic items are for school use only. All communications and information transmitted by, received from, or stored on these systems are School records and property of the School. You have no right of personal privacy in any matter stored in, created, received, or sent over the School computer, email, internet, or voicemail system or in relation to any communication via email, internet or school system even if such communication is made with a personal device or in relation to any communication made during hours of employment whether or not the communication is made with a personal device and/or via the communications systems of the School.

The School at all times retains the right, without notice, to search all directories, indices, diskettes, files, databases, e-mail messages, voicemail messages, internet access logs and any other electronic transmissions contained in or used in conjunction with the School computer, e-mail, voicemail and internet access systems and equipment or conducted during the time that you are at work or supposed to be at work.

Computer, e-mail and voicemail messages you delete or erase may remain stored in the School computer server or telephone system. By placing information on the School computer system, you give the School the right to edit, delete, copy, republish and distribute such information.

The School’s Harassment policy and Confidential Information policy applies to all forms of communication, including information conveyed in writing or via e-mail and/or voicemail.

All School systems require users to identify themselves with a user ID and password to obtain network access. Unauthorized use of systems without making this identification or by bypassing this process is a violation of School policy. You should make every effort to safeguard your password.

Sharing your computer and network access with other users is strictly prohibited.

If the School provides you access to an internet service such as web-browsing, such access is for school use only. This restriction includes any internet service which is accessed on or from School premises using the School’s computer equipment or personal equipment via School-paid access methods and/or used in a manner that identifies you with the School.

Note: Employees must take the necessary computer anti-virus precautions before downloading or copying any file. If you become aware of any potential computer virus, please notify your supervisor immediately.

The following guidelines have been established to help ensure responsible and productive internet usage. Employees are strictly prohibited from using School-provided computer, e-mail, voicemail and internet access services in a manner contrary to the following (“Prohibited Activities”):

- All Internet data composed, transmitted, or received is subject to disclosure to law enforcement or third parties. Therefore all information must be accurate, appropriate, ethical and lawful.
- Data composed, transmitted, accessed, or received must not contain content that could be considered discriminatory, offensive, pornographic, obscene, threatening, harassing, intimidating, or disruptive to any student, employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religion or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law. Sending uninvited e-mail of a personal nature is also prohibited.
- The unauthorized use, installation, copying, receipt or distribution of copyrighted, trademarked, or patented material is prohibited.
- The deliberate alteration of system files or accessing any restricted files of the School is prohibited as is the use of School computer resources to create or propagate computer viruses, cause damage to School computer files or to disrupt computer services.
- Making changes to computer configurations without permission from the Technology Department is strictly prohibited and is a violation of School policy. Prohibited changes to computer configurations include, but are not limited to, installing software, modifying the operating system or installed applications, adding additional hardware or moving computer systems from their assigned locations.
- Employees are prohibited from engaging in or communicating via any form of social media with students regarding issues related to personal issues not related to school. This includes but is not limited to emailing, texting, tweeting and friending. By way of examples, it is inappropriate “to friend” a student of the School on Facebook while they are attending the School and it is inappropriate to follow any student on Instagram while they are attending the School.
- Employees are prohibited from posting on any social media site any communication or video relating to, depicting, referring to or including any student or school-related event or school-related image. If you have material that you think is worth posting publically, please contact the Head of School who will consider posting on the School website.
- Employees are strictly prohibited from non-school use of computers, computer software and internet usage while on school premises at any time, including but not limited to gaming, shopping, playing video games, or accessing inappropriate material.

The School purchases and licenses the use of various computer software for business purposes only and does not own the copyright to this software or its related documentation. Therefore, the School does not have the right to reproduce such software for use except as expressly provided in the license or purchase agreement. The School expressly prohibits the illegal duplication of this software and its related documentation.

If you violate this policy, you are subject to discipline, up to and including termination of employment. If you use the School's computer system (either the School's computers and/or internet service) for defamatory, illegal or fraudulent purposes, you may also be subject to civil liability and criminal prosecution.

**As an employee, you should not expect privacy with respect to any of your activities using School-provided email or voicemail or while using internet access and services at the School or during the hours of employment or related to the school community. The School reserves the right to review or otherwise monitor any files, messages, or communications sent, received or stored in the School's computer or telephone systems.**

#### IV. AMERICANS DISABILITY ACT (ADA)

The Americans with Disabilities Act provides civil rights protection to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, state and local government services, and telecommunications.

Subject to applicable law, the School will comply with the requirement to provide reasonable accommodation(s) to any qualified employee or applicant with a known disability, where his/her disability affects the performance of his/her essential job functions, except where doing so would be unduly disruptive or would result in undue hardship.

Individuals who believe they need an accommodation to perform the essential functions of their jobs should submit a written request to the Director of Human Resources with appropriate medical documentation to support their request. Employees requesting an accommodation may be required to provide medical certification from the employee's health care provider that includes: (1) identification of the health care provider; (2) the health care provider's diagnosis of the disabling condition; (3) specific limitations and/or suggested restrictions and their relation to the disability; and (4) suggested accommodations. Consideration of a request for an accommodation may be delayed or denied if the appropriate documentation is not provided in a timely manner.

#### V. OCCUPATIONAL SAFETY AND HEALTH ACT

Consistent with federal Occupational Safety and Health Act (OSHA) requirements and to protect the well-being of employees, the School recognizes a need to limit the potential harmful effects of occupational exposure to blood and other potentially infectious bodily fluids where exposure to these materials could result in infection, illness or death of employees. The Health Safety policy covers all employees but particularly those who may reasonably anticipate coming into contact with these materials as a result of their job duties. If an employee's job duties may put him or her into this category, the School will provide that employee with appropriate information.

## **VI. WHISTLEBLOWER POLICY**

### **A. GENERAL**

The School requires its directors, officers and employees to observe high standards of business and personal ethics, as such personal ethics relate to the organization, in the conduct of their duties and responsibilities. Employees and representatives of the School must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations.

The matters which should be reported under this policy include suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of the School's assets or suspected regulatory, compliance, or ethics-related issues, concerns or violations regarding fiscal assets or issues. Violations of the School's applicable human resources policies, problems with co-workers or supervisors, or issues related to alleged employment discrimination or sexual harassment, or any other form of unlawful harassment, should be dealt with in accordance with other sections of this Handbook, as it is those policies and procedures that are applicable to such matters.

### **B. REPORTING RESPONSIBILITY**

It is the responsibility of all directors, officers and employees to report in good faith violations or suspected violations of high business and personal ethical standards, as such personal ethics relate to the organization, and/or applicable legal requirements ("Violations") in accordance with this Whistleblower Policy. All such reports should be made to the School Attorney.

### **C. NO RETALIATION**

No director, officer or employee who in good faith reports a Violation shall suffer harassment, retaliation or adverse employment consequences because of such report. An employee who retaliates against someone who has reported a Violation in good faith is subject to discipline, up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the School prior to seeking resolution outside the School.

### **D. REPORTING VIOLATIONS**

Questions, concerns, suggestions or complaints regarding the ethical and legal standards noted above should be addressed directly to the School Attorney. The School Attorney is responsible for investigating and resolving all reported Violations and shall advise the Chair of the School's Board of Trustees, and the Finance Committee of all reported complaints and allegations of Violations. The School Attorney will report as necessary to the Board of Trustees at each regularly scheduled board meeting on compliance activity.

### **E. ACCOUNTING AND AUDITING CONCERNS**

The Finance Committee of the Board of Trustees shall address all reported concerns or complaints regarding corporate accounting practices, internal controls, or auditing. The School Attorney shall immediately notify the Finance Committee of any such complaint and work with the Committee until the matter is resolved. Promptly upon receipt, the Finance Committee shall evaluate whether a complaint constitutes an accounting complaint, and if so, shall promptly

determine what professional assistance, if any, it needs in order to conduct an investigation. The Finance Committee will be free in its sole discretion to engage outside auditors, counsel, or other experts to assist in the investigation and in the analysis of results.

#### **F. INVESTIGATIONS**

The School Attorney, in consultation with the Board of Trustees, may delegate the responsibility to investigate a reported Violation, whether relating to accounting and auditing matters or otherwise, to one or more employees of the School or to any other individual, including persons not employed by the School selected by the School Attorney; provided that the School Attorney may not delegate such responsibility to an employee or other individual who is the subject of the reported Violation or in a manner that would compromise either the identity of an employee who reported the Violation anonymously or the confidentiality of the complaint or resulting investigation. Notwithstanding anything herein to the contrary, the scope, manner and parameters of any investigation of a reported Violation shall be determined by the Finance Committee in its sole discretion and the School and its employees will cooperate as necessary in connection with any such investigation.

#### **G. CONFIDENTIALITY**

In making a complaint or submission, an employee of the School may request that such complainant be treated in a confidential manner (including that the School take reasonable steps to ensure that the identity of the employee making the complaint remains anonymous). The School takes seriously its responsibility to enforce this Whistleblower Policy and therefore encourages any employee reporting a Violation to identify him or herself so as to facilitate any resulting investigation. Employees may, however, submit complaints on an anonymous basis. Reports of Violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

#### **H. ACTING IN GOOD FAITH**

Anyone filing a complaint concerning a Violation must act in good faith and have reasonable grounds for believing the information disclosed may indicate a violation of such standards. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

#### **I. HANDLING OF REPORTED VIOLATIONS**

The School Attorney will notify the sender and acknowledge receipt of the reported violation or suspected violation within five (5) business days, but only to the extent the sender's identity is disclosed or a return address is provided. All reports will be promptly investigated; the scope of any such investigation being within the sole discretion of the Finance Committee, and appropriate corrective action will be taken if warranted by the investigation.

#### **J. RECORDS**

The Finance Committee will retain on a strictly confidential basis for a period of seven years (or otherwise as required under the School's record retention policies in effect from time to time) all records relating to any complaint and to the investigation and resolution thereof. All such records shall be considered privileged and confidential.

*Notwithstanding anything contained herein to the contrary, this Whistleblower Policy is not an employment contract and does not modify the employment relationship between the School and its employees, nor does it change the fact that employees of the School are employees' at-will. Nothing contained herein provides any director, officer, or employee of the School with any additional rights or causes of action, other than those provided by the Sarbanes-Oxley Act of 2002.*

## VII. ETHICS/CONFLICT OF INTEREST

Employees have an obligation to conduct their affairs within guidelines that prohibit actual or potential conflicts of interest. Actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for him/her, for a relative, or for anyone else who has a close personal relationship with the employee as a result of School business dealings. For the purpose of this policy, a relative or a person with a close personal relationship is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No “presumption of conflict” is created by the mere existence of a relationship with an outside firm or vendor. However, if an employee has any influence on transactions involving purchases, contracts, or supplies, it is imperative that he/she disclose that relationship to the School immediately so that safeguards can be established to protect all parties.

Common conflicts which employees should avoid include, but are not limited to:

- Using proprietary or confidential information for personal gain or to the School’s detriment;
- Directly or indirectly accepting gifts, loans, services, entertainment, etc., of more than a minimal value from a vendor or someone seeking to do business with the School (as noted in the Ban on Acceptance of Gifts section);
- Using the School’s assets or labor for personal use; and
- Instances where an employee or an employee’s relative, or someone with a close personal relationship, has a significant ownership in the vendor or firm with which the School does business.

If the School finds that any employee has engaged in any conduct which presents a conflict of interest with the School, such employee is subject to discipline, up to and including termination of employment.

A potential conflict can be resolved by notifying the School Attorney who will properly assess the conflict in consultation with the Board of Trustees in accordance with Open Meetings Law.

## VIII. CHILD ABUSE

Pursuant to §411 et seq. of the Social Services Law, school officials are required to report instances of suspected child abuse or maltreatment to the State Central Register of Child Abuse

and Maltreatment (“SCR”). A hotline has been established for reporting by mandated reporters, which include school officials. The hotline is 1-800-342-3720.

**IX. CERTIFICATION OF RECEIPT OF PERSONNEL HANDBOOK**

Please sign and date the Certification of Receipt of Personnel Handbook Form on the following page.

**Certification of Receipt of Personnel Handbook 2016-2017**

<p>I have received a digital copy of the OnTECH Charter High School’s (the “School”) Personnel Handbook. I have read or will read this handbook, and I understand that I am responsible for becoming familiar with the policies described in it. I understand that the information contained in the Handbook represents management guidelines only, which may be modified from time to time. I understand that neither the Handbook’s policies, nor any representations made by a management representative at the time of hire, or subsequently, are to be interpreted as a contract between the School and any of its employees. I further understand that my employment is voluntarily entered into. By signing this receipt I acknowledge that I understand these policies and agree to abide by these policies. If I have any questions at this time or a later time during the term of my employment regarding the School’s policies, I will take responsibility to seek out clarification. I am aware that at any time I can communicate confidentially to the School Attorney to address a concern or seek clarification.</p>	
<p><b>Print Name:</b></p>	
<p><b>Employee Signature:</b></p>	<p><b>Date:</b></p>
<p><b>Witness:</b></p>	<p><b>Date:</b></p>

## **ONTECH CHARTER HIGH SCHOOL – JOB DESCRIPTIONS**

### **Director of Instruction/Curriculum**

Reports to the Head of School

Supervises Teachers, Specialty Teachers, and TA's (Instructional Staff)

Must be skilled at:

- Understanding and implementing a data-driven approach to all aspects of school information management including but not limited to academic achievement, conduct, and attendance.
- Analyzing student achievement data to help teachers inform their own instruction
- Backwards-design and curriculum planning and design
- Coaching new teachers in both instruction and classroom management
- Planning effective professional development in order to meet the needs of the staff with a focus on implementing data-driven instruction
- Communicating promptly, clearly, and frequently with students, staff, and families
- Mediating conflict and creating consensus
- Problem-solving
- Creating accountability structured for all members of the community
- Embracing and embodying the schools mission as well as demonstrating a full awareness of school's policies and procedures
- Demonstrating a highly professional approach in dealings with students, staff and families
- Being sensitive to the developmental needs of adolescent students at different phases of their social educational development
- Being open-minded, compassionate and intentional in dealing with members of the New American community
- Being knowledgeable about project-based and brain-based pedagogy

Responsibilities:

- Assisting the principal with the process of observing and evaluating teachers using a collaborative, rubric-based assessment process
- Bringing relevant and applicable outside research to the attention of instructional staff
- Assisting with the process of administering state assessments and any other assessments

Curriculum Development:

- Provide structures for collaborative planning in all subject areas, including opportunities for vertical and horizontal planning with teachers to ensure instructional alignment and consistency
- Ensure provision of resources for curriculum development across all subject areas
- Support teachers in unit planning
- Coordinate a system of daily formative assessment practices and interim assessments, including assessments design, revision, and analysis
- Ensure alignment of internal assessments practices with state assessments
- Ensure comprehensive preparation for state assessments
- Facilitate data- driven instructional planning through regular meetings and professional development sessions with department leaders

### Teacher Professional Development

- Coordinate a teacher evaluation system
- Facilitate professional learning communities with the department leaders
- Create personalized professional development plans for teachers
- Conduct observations and provide feedback to teachers
- Facilitate opportunities for peer observation and feedback

### Qualifications:

- NYS certification as a School Building Leader
- Masters degree or higher in an education-related field
- New York State fingerprint clearance
- At least 3 years as a teachers or school administrator (preferably in urban schools)
- Experience working in a high school setting and familiarity with NYS graduation requirements and mandated assessments
- Experience with ELL populations
- Experience with at-risk populations
- Experience with project-based learning

## **Director of Assessment/Student Life**

Reports to Principal

Supervises Social Worker and Guidance (Years 1 and 2)

Works with nurse (nonemployee)

Must be skilled at:

- SPED, ELL assessment
- New York State high school credit accumulation
- Understanding and implementing a data-driven approach to all aspects of school information management including but not limited to academic achievement, conduct, and attendance.
- Analyzing student achievement data to help all support staff
- Coaching teachers in both discipline and classroom management
- Planning effective professional development in order to meet the needs of the staff with a focus on implementing data-driven policies and procedures
- Communicating promptly, clearly, and frequently with students, staff, and families
- Mediating conflict and creating consensus
- Problem-solving
- Creating accountability structured for all members of the OnTECH school community
- Embracing and embodying the mission of the OnTECH as well as demonstrating a full awareness of school's policies and procedures
- Demonstrating a highly professional approach in dealings with students, staff and families
- Being sensitive to the developmental needs of adolescent students at different phases of their social educational development

### **PERFORMANCE RESPONSIBILITIES:**

- To coordinate, implement and evaluate student assessment, support services and related programs.
- Assists in the development and administration of policies dealing with discipline, conduct and attendance. Follows the Student Covenant in maintaining rules and regulations of the school.
- Communicates relevant policies and procedures with regard to student discipline, conduct, and attendance to students, staff and parents.
- Supervises and evaluates meeting weekly to discuss information with their advisors and work out plans to provide solutions. Monitors the lesson plans for the advisory classes.
- Schedule and conduct weekly meetings with entire team of Student Life, Guidance and Grade Directors where there is an open forum to discuss the various concerns effecting our student body.
- Coordinate the activities of student life in the preparation of required reports and paperwork such as discipline reports, suspension reports, expulsion reports and detention reports. In the absence of the principal, the AP monitors all disciplinary conferences.
- Creates an evaluation tool for all members under his/her supervision.
- Works closely with the Director of College Guidance, meeting weekly to obtain updates on the students' college application process.

- Assist and oversee SPED teachers in maintaining compliance with city, state and federal regulations.
- Work with the Head of School to document compliance efforts.
- Oversee and ensure compliance with disciplining students with special education needs including giving adequate notice and providing all necessary due process.
- Maintain a familiarity of current educational issues through a process of ongoing personal development.
- Attend to Compliance with the NYC Department of Education's policies and procedures for Students with Disabilities.
- Communicate regularly with the Committee on Special Education (CSE) regarding IEP reviews, triennial evaluations, program recommendations, related services, and compliance issues.
- Be knowledgeable of the policies and procedures governing Individualized Education Plans (IEPs), and conduct annual IEP reviews in cooperation with the CSE.
- Notify and communicate with parents regarding student participation and progress in SETSS and other Special Education services, through phone calls, mailings, and parent meetings.
- Disseminate information about the recommendations, goals, and accommodations stipulated in students' IEPs to classroom teachers, related service providers, and guidance staff.
- Monitor progress of students receiving Special Education services, through grade monitoring, classroom visits, teacher and service provider progress reports, and communication with parents.
- Guide Integrated Co-Teaching staff and SETSS teaching staff in best practices of collaborative teaching and pull-out instruction through classroom observations, professional development, mentoring.
- Collaborate with teaching staff to guide planning for differentiated instruction and provision of accommodations for classroom activities and assessments.
- Receive and evaluate recommendations for new referrals to Special Education.

The Director of Student Assessment and Student Life:

- Attend to Compliance with the NYC Department of Education's policies and procedures for Students with Disabilities.
- Communicate regularly with the Committee on Special Education (CSE) regarding IEP reviews, triennial evaluations, program recommendations, related services, and compliance issues.
- Be knowledgeable of the policies and procedures governing Individualized Education Plans (IEPs), and conduct annual IEP reviews in cooperation with the CSE.
- Notify and communicate with parents regarding student participation and progress in SETSS and other Special Education services, through phone calls, mailings, and parent meetings.
- Disseminate information about the recommendations, goals, and accommodations stipulated in students' IEPs to classroom teachers, related service providers, and guidance staff.

- Monitor progress of students receiving Special Education services, through grade monitoring, classroom visits, teacher and service provider progress reports, and communication with parents.
- Guide Integrated Co-Teaching staff and SETSS teaching staff in best practices of collaborative teaching and pull-out instruction through classroom observations, professional development, mentoring.
- Collaborate with teaching staff to guide planning for differentiated instruction and provision of accommodations for classroom activities and assessments.
- Receive and evaluate recommendations for new referrals to Special Education.
- Any other duties that are necessary to achieve the mission of the ONTECH.

### Qualifications

A Director of Student Assessment should be adept at:

- Identifying student needs and designing programs to meet these needs.
- Understanding and implementing a data-driven approach academic intervention.
- Maintaining accurate and confidential records.
- Communicating promptly, clearly, and frequently with students, staff, and families.
- Problem-solving and multitasking.
- Embracing and embodying the mission of the school as well as demonstrating a full awareness of the school's policies and procedures.
- Demonstrating a highly professional approach in dealings with students, staff and families.
- Being sensitive and responsive to the individual needs of students.

### Qualifications and Experience

- Masters degree or higher in an education-related field or School Administration
- Experience with SPED and ELL populations
- New York State fingerprint clearance
- 4 years experience as a Teacher or School Administrator(*preferably in urban schools*)
- Proven leadership and strong communication skills
- Experience in Staff training and the delivery of professional development
- Knowledge of developmentally appropriate learning /coaching strategies
- Knowledgeable about the needs of various special needs populations including English Language Learners
- Evidence of flexible thinking and a new willingness to accept new idea and constructive criticism

## **Director of Operations**

Reports to the Head of School

Supervises Custodian, Security, Food Service

Daily Responsibilities and Tasks

- Leads and manages staff in operational areas including the following: Student Transportation; School Meals Program;
- Ensure that student attendance data is updated by Grade Team Staff in a timely manner, including:
  - Daily monitoring of and follow up on the Attendance Not Taken Report
  - Daily monitoring of and follow up on discrepancies between the Attendance Taken Report and individual student attendance notes/records.
- Ensure that student attendance procedures run smoothly and efficiently, including ensuring proper distribution of Late Passes, daily auto-calls, effective follow up with absent/late students, etc.
- Evaluate Data weekly to trigger the 5,10, 15 and 20 Meetings regarding discipline
- Create systems to ensure that all students have appropriate permission slips prior to attending scheduled trips or boarding the charter bus and follow up as necessary.
- Ensure that school's facilities needs are addressed in a timely manner, including conducting weekly facilities walk-throughs.
- Create systems to ensure that all staff have substitute lesson plans on file and assist Grade Manager/Grade Team follow up as necessary.
- Maintain Daily Teacher Coverage lists
- Assists in troubleshooting of operational systems with regards to Copy Center, Mail Room, Book Room(s), and Shipping/Receiving Department as necessary
- Assists with purchasing/receiving as necessary (e.g. is there a general office supply budget for the school or do these items come out of Grade Level Budgets?)
- Assists with processing space permits for and operation of school events, including Report Cards, Parent-Teacher Conferences
- Maintains the calendar to assist in communicating all events/locations and deadlines
- Monitors, tracks, and disburses Petty Cash and liaises with Finance as needed for school wide petty cash needs
- Collects time sheets for approval and submission to Finance for all extracurricular activities
- Testing Coordinator- Supervision of state wide regents and rct tests
- central coordination of all activities of the school, including but not limited to:
- Conducts research, prepares speeches presentations and talking points for the school on an array of topics and for a breadth of constituents
- Liaise with all school leadership
- Ensures information flow to and from the school's offices, via all types of venues (forums, correspondences, conferences, retreats, etc.)
  
- Facilitates communication and works closely with the educational leadership, business, and management team of the OnTECH Charter High School in a timely and efficient manner
- Understands organizational policies and procedures necessary to ensure appropriate decision-making protocols are followed

- Acts as the representative and ambassador to external constituents as directed
- In collaboration with the Principal, ensures planning for all key meetings and board of trustee meetings
- Tracks, monitors and follow the process of projects, action items, strategies that emanate from the Directors, Head of School and the Board of Trustees
- Collects prepares, and distributes appropriate briefing materials
- Ensures that appropriate follow-up actions are taken
- Initiate subsequent follow- up meetings and communication for key stakeholders as directed
- Works with administrative support staff to the executive to ensure accuracy, coordination, and prioritization of the calendar
- Reviews correspondence and drafts responses for the executive as appropriate, or forwards to the appropriate person for response and/ or reply
- Oversees risk management and legal activities: letters of agreement, contracts, leases and other legal documents and agreements
- Organizational reporting and monitoring: provides guidance and leadership through management of the nonprofit metrics and measurement reporting process
- Carry out and maintain nonprofit filings (1023s, charities registrations, incorporation papers, etc.)
- Assist Finance in audit related requests
- Manage and carry out all website edits/updates
- Review and edit documents for content and language
- Create and maintain accountability reports database
- Assist data department and relevant parties in carrying out reports
- Maintain operating charters and respond to compliance related questions and requests
- Take minutes for meetings as necessary
- Perform pertinent research and create analytical reports
- Assist HR in benefits and certification reviews
- Assist the school in special projects, organization of information, and carrying out daily tasks working with the AP of Operations
- Ensure compliance of all relevant statutes and requirements of school authorizers as it pertains to their charters and charter agreements
- Serve as the Title I Coordinator
- Represent school at relevant meetings, conferences, etc.
- Ensure deadlines and timeline are met at all levels for school's compliance (be aware and keep system of all reporting requirements)
- Draft reports and memorandums, conduct research, provide guidance and resource development to the school
- Ensure school is in compliance with City, State, Federal mandates and requests
- Assist the school in maintaining a comprehensive communications, marketing, engagement and recruitment strategy for the school's various constituencies, governance and school leadership, keeping all informed on a regular basis of activities, successes and facts
- Brand, market and promote public recognition of ONTECH's academic success by showcasing the achievements of its students, the school, and faculty for the media and the

public, assuring continued articulation of the mission to provide appropriate context and focus for cultivating support and for building and promoting the brand of the organization

- Plan, oversee and execute core elements of communications program, including maintenance, editing, updating, proofreading of materials in all its forms, including but not limited to advertising, marketing materials, brochures, flyers, FAQs, fact sheets, media and press kits, annual reports, school performance literature, presentations and recruitment materials
- Lead and articulate communications programs and briefings for executive team and senior leadership
- Develop grant proposals for funding resource acquisition from foundations, philanthropies, corporate partners, government entities, support organizations and other sector sources to further the activities and initiatives of the organization and its network of schools
- Seek, identify and research funding opportunities, grants and other revenue sources that align with specific programmatic, curricular and organizational based goals
- Collect and provide background information on a wide variety of constituents for use in pursuit of private funding and philanthropic grant support for initiatives and activities
- Conduct proactive research and data mining to produce a pipeline of prospects for future cultivation and solicitation. Collect large quantities of data and analyze it to select facts that are relevant for fundraising purposes and to communicate them in a concise, accurate and timely manner
- Carry out bi-monthly FTE invoice process working with the data department and special education personnel
- Prepare and submit Annual Report to SED
- Oversee and support the school, fiscal department and Director of Pupil Personnel Services in completing reconciliation reports
- Maintain management and staff rosters working with the human resources department
- Manage high-level network planning, design and optimization
- Model superb customer service best practices for the IT team
- Ensure network performance, and proactively make recommendations for improvements
- Establish, maintain and enforce policies, procedures and processes to deploy software patches and upgrades, monitor and participate in IT security related projects
- Manage technology service providers, hardware and software vendors' contracts and negotiate new or expiring contracts when necessary
- Manage the administration, performance and operations of servers and all network equipment
- Manage network infrastructure installations, configurations, modifications, maintenance, troubleshooting and problem resolution
- Maintain proper back-up and recovery of all network and voice components
- Monitor and report equipment performance deficiencies, coordinate equipment repairs, and suggest appropriate hardware devices or software applications to improve performance
- Recommend and coordinate hardware set-up, proper configuration, as well as modifications to assure high availability and performance
- Conduct periodic audits of all physical layer aspects of the data and voice network
- Implement and maintain best practices for file system architecture, including archiving

- and data storage
- Assist and participate in IT related audits

#### Required Qualifications and Skills

- 3-5 year's experience in IT management
- Superior analytical, problem solving and organizational skills
- Strong ability to effectively advocate ideas and influence internal and external audiences
- Strong ability to effectively manage resources and priorities
- Collaborative approach to problem solving and the ability to work effectively with individuals on all levels (internally and externally)
- Excellent verbal and written communication skills
- Ability to work in a fast-paced environment and effectively manage initiatives, staff and multiple projects simultaneously
- Exceptional proficiency with Microsoft Excel and Access
- Candidates with start-up experience, proven management, excellent oral and written communications skills and familiarity with urban public education are highly desirable
- Non-profit or education-related experience a plus
- 3-5 years' experience in designing and implementing school operations systems and procedures
- Commitment to operational excellence and efficiency
- Excellent customer service skills and ability to prioritize and communicate effectively with non-technical users
- Strong verbal and written communication skills
- Experience with the nature and urgency of day-to-day work in schools
- Self-motivated and proactive
- Collaborative and flexible team player
- Demonstrated skill in organizing multiple tasks and projects
- Ability to work effectively with individuals at all levels of the organization
- Familiarity with reporting software log

## **Director of Guidance & Career**

Reports to Head of School

Supervises Guidance Counselors (4, 5 year)

### Essential Duties and Responsibilities

- Supervise all members within Guidance Department to ensure its functionality
- Coordinate and supervise school wide standardized testing (NYS Regents, NYSELAT, etc.)
- Create and maintain all school- wide scheduling procedures (teacher schedules , students schedules etc.)
- Participate in all AP cabinet / leadership meetings
- Work closely with the school Principal
- Collaborate with various entities within the school to promote and support student's success.
- Process all NYS students attendance disability requests
- Coordinate the graduation certification process for all graduating students
- Coordinate duplication requests for transcripts and high school diplomas
- Knowledgeable of school Law procedures Part 100 and Part 200

### Positively Contributing to School Culture

- Arrive to school on-time and leave no earlier than 4:30PM. Even with these times parameters in mind, we ultimately seek team members that will simply do whatever it takes and will work relentlessly to ensure that students are emotionally safe and able to excel academically
- Create a safe learning and sharing space for students and families
- Proactively involve assigned student's family in their progress through regular communications including (but not limited to): weekly informal communication via emails, notes, telephone calls, and meetings
- Hold students to high behavioral and academic expectations and support students to succeed
- Model professional and collegial behavior for students
- Respond to all school-related communications within 24 hours, including but not limited to voicemails and emails, from Believe High Schools faculty and staff (including supervisors and other teachers)
- Adhere to the ONTECH Student Handbook, Teacher Handbook, Personnel Policies, and Instructional Manual
- Perform any other job-related duties as directed and assigned

### Managing the College Application and Career Placement Process for Students

- Supervise and help create lists of schools for individual students and assist students with the process of applying to college

- Interface with Academic Guidance counselors in the process of planning college-related events and ensuring that a strong college-going culture is present in all grades of the school
- Create and maintain a list of colleges and universities that have relationships with the ONTECH and can be recommended to students if appropriate to their needs and academic profiles
- Create and maintain a school profile for distribution to colleges and universities
- Oversee the planning of school-wide college and application process events
- Create and maintain a college-going culture in the school in accordance with the plans set forward by school committee members
- Run professional development for staff that empowers them to support our existing college-going culture in all classrooms and school environments
- Maintain a list of all of the college acceptances of the students in the ONTECH who are applying to college
- Advise students during the process of applying to college, applying for financial aid, and on the decision-making process of selecting a college to attend
- Participate in policy-making discussion with other staff members in conversations about grading policies and programming decisions as relevant to the college applications process
- Attend outside conferences, meetings, and other professional events on BHSNs behalf
- Oversee the administration of the testing
- Reach out to and work with parents to foster awareness of the college application process and all components thereof
- Coordinate with On-Point for College to come into School and work with students
- Coordinate with businesses to coordinate relationship and apprenticeships

#### Positively Contributing to School Culture

- Create a safe learning and sharing space for students and families
- Proactively involve assigned student's family in their progress through regular communications including (but not limited to): weekly informal communication via emails, notes, telephone calls, and meetings
- Hold students to high behavioral and academic expectations and support students to succeed
- Model professional and collegial behavior for students  
Respond to all school-related communications within 24 hours, including but not limited to voicemails and emails, from Believe High Schools faculty and staff (including supervisors and other teachers)
- Perform any other job-related duties as directed and assigned

#### Education and Credentials

- BA, and MBA, MA, MS, SBL, or SAS
- Advanced certificate in educational leadership
- New York State finger printing clearance

- At least 3 years of prior experience in counseling services in a school setting
- Knowledge of American School Counselor Association National Model

## **Guidance Counselor**

Reports to Director of Student Assessment (1,2)

Reports to Director of Guidance and Career (3 –5)

### Duties for Guidance Counselors

- Providing direct individual and group academic counseling to students
- Create and maintain the academic programs for the students in their grade in full compliance with New York State and ONTECH graduation requirements and that are aligned with the student's interests and learning profile
- Assist students in the process of solving school-related problems (academic, personal/social career)
- Direct students to specific individuals and resources as needed including specialized summer programs and enrichment programs such as College Now and "MS Squared"
- Engage in grade-level data tracking of academic data (student pass rates, Regents scores, etc.)
- Communicate regularly with their Grade Director and grade level teachers as needed to meet the academic needs of the students
- Create lists of students for standardized testing (number of students who need to re-take Regents, etc.) in a timely manner and disseminate results to families as needed
- Coordinate homebound instruction for students on long-term absences
- Doing transcript reviews at regular intervals (as determined by the Registrar) to ensure compliance and completeness
- Program Summer School and reach out to families with Summer School related
- Assisting transfer students with transitioning to the school, ensuring that the school has all of their prior records on file and that their previous credits are entered into Blackbaud.
- Evaluate standardized testing data at the grade level and at the individual level and recommend changes to the instructional program if necessary
- Conduct orientation meetings with students to provide information about scheduling and graduation requirements
- Ensuring compliance and confidentiality in all services provided to students
- Assisting with trainings and professional development for teachers and staff relating to student development
- Engaging in frequent communication with Grade Directors in meeting the social-emotional needs of the grade that they work with
- Assisting at workshops for families and students that have to do with issues of academic guidance
- Creating and disseminating the advisory curriculum for his/her grade
- Assisting with the creation and maintenance of a college-going culture for the students in his/her grade

### Guidance counselors should be adept at:

- Identifying student and staff needs and designing programs and interventions to meet these needs.
- Understanding and implementing a data-driven approach to school information management

- Communicating promptly, clearly, and frequently with students, staff, and families.
- Problem-solving.
- Embracing and embodying the mission of the school as well as demonstrating a full awareness of the school's policies and procedures.
- Demonstrating a highly professional approach in dealings with students, staff and families.
- Being sensitive to the developmental needs of adolescent students at different phases of their social and educational development.

### Specific Duties

Guidance Counselors will be required to:

- Be present and participate in Professional Development sessions provided by the school throughout the school year, summer orientation or end-of-the year wrap-up.
- Participate in all assemblies, parent conferences, meetings, and activities offered at the school.
- Participate in focus groups, evaluations, and committees as requested to assist with the constant improvement of the school as a whole.
- Demonstrate an in-depth understanding of the ONTECH Student Life Guide, Teacher Handbook, and Personnel Handbook.
- Read all communications from the ONTECH staff and respond as needed or required in a timely manner.
- Any other duties that are necessary to achieve the mission of the Believe High Schools.

### Education and Credentials

- Master's degree in School Counseling , Minimum
- New York State fingerprint clearance
- Provisional Certification (K-12) in school counseling
- Experience in other educational settings, though not required, is also preferred.

## **Social Worker**

Reports to Director of Assessment and Student Life

### Position Description

The ideal Social Worker will be responsible for coordinating all services at the school. In addition, the successful Social Worker would also implement school community educational programs, assess problems and implement intervention methodologies, and provide social services-related training.

The Social Worker will also manage the following:

#### Student and Family Counseling and Support

- Provide assessments of students to identify emotional, social, and environmental catalysts for their life situations
- Counsel students and interpret their needs to professional and lay groups
  - Provide training and professional development for counselors, teachers and staff (i.e., information about student self-mutilation)
- Provide direct individual and group counseling to students and staff ( mandates and non mandates )
  - Provide crisis intervention services as appropriate
  - Develop effective intervention strategies for students based on knowledge and understanding of students' behaviors and learning styles
  - Consult with parents on effective intervention strategies
  - Recommend lesson modifications to meet the needs of students

### Assessment and Planning

- Document, assess, plan, interact, and intervene as it relates to social work services and in accordance with school guidelines and standards
- Maintain records and statistics in accordance with school policies
- Create reports that inform the Principal of any general patterns or circumstances that affect the school

### Counseling Support to School Teams

- Provide consultative services to other school team members within scope of care definitions as needed
- Maintain a working knowledge of relevant medical/legal issues that impact student care (e.g., advance directives, child abuse, etc.)
- When necessary, support students and families dealing with adapting to the students' life situations
- Participate in grade level school level teams and provide leadership in representing clinical social work perspective
- Train students, staff, and faculty in relevant social work issues
- Maintain working knowledge of and liaise with community agencies and resources

## Positively Contributing to Student and School Team Culture

- Arrive to school on-time and leave no earlier than 4:30PM. Even with these times parameters in mind, we ultimately seek team members that will simply do whatever it takes and will work relentlessly to ensure each student's are emotionally safe and able to academically excel
- Create a safe learning and sharing space for students and families
- Proactively involve assigned student's family in their progress through regular communications including (but not limited to): weekly informal communication via emails, notes, telephone calls, and meetings
- Hold students to high behavioral and academic expectations and support students to succeed
- Model professional and collegial behavior for students
- Respond to all school-related communications within 24 hours, including but not limited to voicemails and emails, from ONTECH faculty and staff (including supervisors and other teachers)
- Adhere to the ONTECH Handbook, Personnel Policies, and Instructional Manual
- Perform any other job-related duties as directed and assigned

## Education and Credentials

- Master's degree in social work from an accredited school of social work
- Three or more years of social work experience in a school, health care setting or social service agency
- Two years recent post master's degree experience in a counseling setting
- Current licensure as a licensed clinical social worker by the NYS Social Work Certification and Licensure Board

## **Director of Facilities**

Reports to Head of School

Essential Duties and Responsibilities

- Supervise all members within Facilities Department to ensure its functionality
- Meet and inspect building grounds with necessary inspectors and departments
- Create and maintain staff schedules
- Work closely with the school Head of School
- Create a clean and safe learning and working environment for ONTECH
- Model professional and collegial behavior for students and staff
- Respond to all school-related communications within 24 hours, including but not limited to voicemails and emails, from OnTECH Charter High School faculty, Fire Department and Building Owner
- Perform any other job-related duties as directed and assigned

Education and Credentials

- New York State finger printing clearance
- At least 3 years of prior experience in maintenance and facility managing
- Knowledge of FDNY systems and Fire Panel Alarm Certifications

## **Teacher Job Description**

Reports to Director of Instruction/Curriculum

Prospective OnTECH Charter High School Teachers:

Position Description

As students transition to high school, one of the things they could lose is the comfort of having a teacher who understands their background, challenges and successes. Research has shown that this relationship is key part of having students feel accounted for and by extension, accountable. In support of our students, our teachers are also Advisors to between 12-15 students for the duration of their high school career. This allows the teacher to become a part of the developmental process of their students and allows each family to have a primary contact within the school at all times. Advisors serve students and families by:

- Taking complete ownership of the academic, behavioral and overall success of a group of 12-15 students
- Ensuring advisees are in attendance, punctual, excelling in all their classes, and seeking out appropriate support
- Creating an advisory period that acts as ‘home base’ for each student
- Being the academic expert on each advisee
- Accompanying advisees on educational fieldtrips as determined by the School Leader
- Acting as the liaison between the student, the family and the school teams
- Teaching the advisory curriculum that has been created for their advisees’ grade
- Contacting their advisee’s families a minimum of seven times a year and responding within 24 hours to all communications from their advisee’s families
- Developing and overseeing Individual Student Support Plan plans twice a year for each of their advisees
- Facilitating discipline-related required meetings on behalf of their advisees
- Performing any other advisor-related duties as requested

*Ensuring Student Learning Through Data-driven Instruction:*

- Prepare rigorous, student-centered lesson plans that will engage and motivate students to learn
- Plan standards-based units of study with clear, intended outcomes and goals in mind
- Provide meaningful feedback on student work to determine student progress and to make suggestions for improvement
- Proactively and relentlessly seek new ways to promote student learning
- Create thoughtful, standards-based assessments
- Work closely with school leaders and colleagues, using data to drive instruction and by extension, consistently raising student achievement and intervening with improvement plans and support for struggling students
- Engage in the process of collaborative evaluation with school leaders
- Ensure that students are well-prepared for all New York State exams and ONTECH interim assessments
- Collaborate with colleague on project based learning

Personal Commitment to On-Going Learning

- Participate in all assemblies, meetings, school-sponsored events and professional development activities offered during or after work hours
- Participate in focus groups, evaluations, and committees as requested to assist with the constant improvement of the school as a whole
- Participate and support ONTECH open-door classroom policy, allowing parents and teachers and other stakeholders to informally observe your work and actively seeking to observe the work of your colleagues for professional development

#### Education and Credentials

- Bachelor's degree
- At least two years of experience teaching in an urban high school setting
- New York State certified 7-12
- New York State Fingerprint clearance

### **Special Education Teacher** Reports to Director of Curriculum/Instruction

The Special Education Teacher will be required to do the following:

- Draw upon a thorough knowledge of each eligible student's Individualized Education Program (IEP), including nature of the disabling conditions, ways the disability affects progress, and the delivery of accommodations and modifications to support progress in the classroom and provide teachers with effective teaching strategies.
- Participate in Team meetings and write IEP goals for eligible students.
- Support progress in the regular classroom through team teaching and/or observation of classrooms for strategy design.
- Work collaboratively with the Directors of Special Needs, Social Worker and Principal to assure academic needs of students are met and supported, regarding implementation of accommodations in regular education classrooms.
- Maintain regular contact with parents including writing progress reports at each trimester for relevant students.
- Mentoring 10-15 students, though bi-weekly advisory meetings.
- Actively pursuing professional development, inside outside the school.

Qualifications:

- BA Certification as a teacher of Special Education
- Commitment to the philosophy that all students, regardless of disability should be given the opportunity to succeed at the same level as their peers and should be fully expected to do so.
- Prior experience facilitating the high achievement of Special Education students in an inclusion environment.
- A demonstrated understanding of native language instruction and second language acquisition.
- Good communication skills, team player, initiative and the ability to function in complex and growing school environment. Be knowledgeable of the charter school education law. Ability to work with diverse groups of individuals of all ages.

Teaching Assistant Qualifications:

- Experience working with children
- High expectations for adult and student behavior
- Ability to work in a collaborative environment
- Willingness to accept feedback and improve practice

Responsibilities:

- Support teachers in core content classes
- Provide targeted support to small groups or individual students
- Assist with lesson preparation
- Conduct targeted assessments of students
- Support classroom management

Requirements:

Bachelor's degree preferred

Proficiency of another language preferred

## **ELL Teacher**

- Reports to Director of Curriculum/Instruction

### Position Overview

The ELL Teacher will support the Leadership Team by providing instructional support to ensure that all of our students are reading at his or her potential. In addition, the ELL Support Teacher will collaborate with the ELL Specialist to provide professional development to support the sharing of best practices and use of ELL strategies across all subject areas.

Responsibilities of the ELL Support Teacher will include, but are not limited to:

- ELL Planning
- Actively monitor the progress of ELL learners and work collaboratively with staff to make instructional decisions based on student achievement data.
- Serve as an expert in research-based trends and best practices around ELL learners and instructional supports for low-performing students.
- Monitor ELL program compliance and provide advice to the leadership team on how to better support ELL learners.
- Develop effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks.
- Utilize developmentally appropriate, rigorous curricula, and instructional materials to present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas.
- Collaborate with administrators, specialists and other colleagues in designing, reviewing, and executing lessons, including participating in collaborative planning and, as appropriate, peer review of standards-aligned learning experience.
- *Track and Measure Student Progress*
- Administer, collect and analyze qualitative and quantitative data gathered from a variety of assessments on each student.
- Reflect regularly on data from student assessments alone and with colleagues, administration, or student's families in order to inform his or her work, modify practices and increase student achievement.
- Collaborate with special education teachers to design and execute individualized instructional plans for students with special needs to ensure they achieve academically at high levels and are fully included in the East Harlem Scholars Academy community.
- Create supportive classroom communities that maintain East Harlem Scholars Academies high academic and social expectations for students.
- Build relationships with families of East Harlem Scholars Academies students through frequent communication about student's progress and ways that families can support their children's learning.
- Actively work to improve their own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to generally increase their effectiveness in the classroom and in the school community.
- Coordinate SIOP professional development and work with Head of School to ensure implementing.

### Education and Credentials

- Bachelor's degree
- At least two years of experience teaching in an urban high school setting
- Experience working with English language learners and strong content knowledge of ELL best practices and strategies
- New York State certified
- New York State Fingerprint clearance



**Attachment 10**

This attachment is not applicable for OnTECH Charter High School's application.