

APPLICATION SUMMARY

Charter School Name	Seneca Allegany Charter School
Applicant Name(s)	Robert Odawi Porter, Chair; Chanda Grey
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Media Contact Email Address	Heather.rozler@sni.org
Media Contact Telephone Number	(716)945-1790, ext. 3101
District of Location	Salamanca City Central School District
Opening Date	August 2013
Proposed Charter Term	2013-2018
Proposed Management Company or Partners	Not Applicable
Projected Enrollment and Grade Span During Charter Term	Year 1: K-2; 75 students Year 2: K-3; 100 students Year 3: K-4; 125 students Year 4: K-5; 150 students Year 5: K-6; 175 students
Projected Maximum Enrollment and Grade Span	325 students in K-12
Mission Statement	The Seneca Allegany Charter School offers a unique educational experience embracing a commitment to academic excellence, a philosophy that knowledge must be applied for a life of work and career, and a foundation in Seneca culture and history.

Vision: The Seneca Allegany Charter School will be open to all students in the Salamanca City Central School District and will commence with instruction in Grades K-2 in the fall of 2013 (grade coverage will expand in subsequent years). The school will retain a highly motivated faculty who will offer more individualized instruction during longer school days and academic year resulting in the award of a State Accredited Regents Diploma. Student-teacher classroom ratios will be low and students will follow a dress code. The SACS will follow a school-to-career transition model enhanced with the high expectations represented by the Common Core's approach to defining school requirements based on what colleges and industry consider to be effective readiness. The result will be ensuring that a population who has experienced significant challenges in pursuing meaningful career paths becomes empowered with readiness skills to open the widest array of possibilities imaginable.

Target Population: Seneca Allegany Charter School will provide an education to those students that reside within the Salamanca City Central School District.

Key Elements: SACS will improve student learning and achievement by using a proven educational design that aggressively aims at filling student achievement gaps while challenging all students to meet high standards. The school design will improve student achievement by focusing on learning, meeting the needs of all students, providing differentiated instruction, providing multiple opportunities to learn, and providing timely interventions.

- **A Focus on Learning:** Each classroom will employ two teachers to work with 25 students per grade. One teacher will have a special education background and the other will have a literacy background. Using common planning periods and teleconferencing

technology, each team will meet with grade level counterparts from CSAT. For each instructional unit, these teams will collectively select essential learning standards and develop a common assessment for these standards. After teams select the essential learning and agree on common evidence of learning, individual teachers will be allowed a great deal of latitude in the delivery of instruction provided that all techniques and methods are scrutinized once the assessment data is available. Teams will be formed by grade level to focus discussions and to make decisions specifically from their common formative assessments. The purpose of classroom assessments is to assist teachers in knowing and understanding the impact of instructional decisions on student achievement. Teams will take time to identify and “unwrap” essential standards to isolate crucial concepts and skills.

- **Differentiating Instruction:** It is recognized that students learn in different ways. The SACS instructional program will be designed to address these varied learning styles. Because research clearly favors certain instructional methods over others, SACS will provide professional development and support teams in choosing methods that assessment data prove most effective. Nevertheless, the truly effective strategy is that which data shows to work.
- **Multiple Opportunities to Learn:** With the development of a focus-on-learning approach, teachers will respond by providing additional support to those students who did not show sufficient evidence of learning and also by questioning their original instructional methods. Beyond individual practice, teams will rely on a systemic approach to providing students with multiple opportunities to learn. Furthermore, SACS will implement a no-zero policy. Rather than accepting failure on a specific task and/or mastering a specific standard, students who fail the task or assessment are required to avail themselves of every intervention available and have the opportunity of being re-assessed until the time the standard is met. Once the standard is met, the grade will reflect said mastery and not an average of the different attempts.
- **Timely Interventions:** Teams will meet together weekly to create, grade, and analyze targeted common formative assessments using a data-management software, eDoctrina®, which provides immediate and specific feedback for teachers to diagnose and address gaps in learning. This frequent directed effort in common formative assessment allows teachers to clearly understand which students need specific interventions. After results are analyzed, goals are set, and strategies are agreed upon, teachers at SACS will use a myriad of interventions. Reports are generated that offer detailed information related to skill or concept gaps present in student work. The teams then collaboratively focus their discussions around interventions.

Staffing: SACS will have a School Leader, a Budget Monitor, and an Office Manager. Each grade level class will have two teachers. There will also be a part-time School Counselor.

Governance: SACS will be governed by a Board of Trustees that have experience in education, organization, business, and finance. The Board also has ties to the community.

Location: SACS will be located at the JoJo Redeye Building located at 3645 Administration Drive in Salamanca, NY. This building formerly housed the Education Department and Recreation Department of the Seneca Nation of Indians. This building has a historical significance, being built in 1965. The building will be renovated.

CERTIFICATION AND ASSURANCES STATEMENT

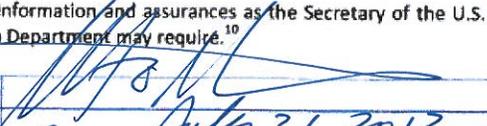
Proposed Charter School Name SENECA ALEGANY CHARTER SCHOOL
 Proposed School Location (District) SALAMANCA, NY

I hereby certify that the founding 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 founding 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 founding 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."⁷

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

- An assurance that the charter school will annually provide the Secretary of the U.S. 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.⁸
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;⁹ 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.¹⁰

Signature of Applicants:	
Date:	July 31, 2012
Print/Type Name:	ROBERT JOAN PURPURA

⁷ N.Y. Education Law § 2854(2)(a)
⁸ ESEA § 5203(b)(3)(J)
⁹ ESEA § 5203(b)(3)(K)
¹⁰ ESEA § 5203(b)(3)(N)

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Attachments

- Attachment 1:** Admissions Policies and Procedures
- Attachment 2:** Samples of Evidence of Community Outreach
- Attachment 3a:** Sample Daily Schedules
- Attachment 3b:** First Year Calendar
- Attachment 4:** Student Discipline Policy
- Attachment 5a:** Charter School Trustee Background Information
- Attachment 5b:** By-Laws
- Attachment 5c:** Code of Ethics
- Attachment 6a:** CMO Information (not applicable)
- Attachment 6b:** Proposed Management Contract with CMO (not applicable)
- Attachment 7:** Partnership Information (not applicable)

Attachment 8a: Hiring and Personnel Policies and Procedures

Attachment 8b: Resume for Proposed School Leader (not applicable)

Attachment 9: Budget and Cash Flow Template

Attachment 10: Replication Strategic/Business Growth Plan (not applicable)

A. Mission Statement and Objectives

The Seneca Allegany Charter School will offer a unique educational experience embracing a commitment to academic excellence, a philosophy that knowledge must be applied for a life of work and career, and a foundation in Seneca culture and history. SACS will provide students with a rigorous education that will uniquely prepare them for success whether they select to pursue a traditional college career or avail themselves of opportunities in advanced technical fields. SACS will accomplish this mission by focusing on Common Core State Standards derived from the highest college and career readiness expectations.

1. Our primary objective is to raise student achievement first to the level of State average achievement and immediately to a higher level comparable to the highest performing school districts in the region. This will be accomplished with a population and in a setting that has consistently performed significantly below State standards.
2. Surpassing NY State average achievement levels under the current State Standards and Performance Indicators is a demanding objective. Our second objective is even harder as we intend to accomplish high level student achievement using the highest criteria represented by the Common Core State Standards. It is by embracing and effectively teaching to these standards that require student engagement and motivation that will result in dramatic gains. The CCSS were developed by departing from the purely pedagogical discussion of what students should know and be able to do at different stages and using college and career readiness standards to inform the benchmarks.
3. Our third objective is to educate traditional college-bound students and vocational-bound students with the same standards. Schools consistently predetermine what areas students will have the opportunity to avail themselves of either by tracking or by approaching each area with dissimilar rigor and standards.
4. Our fourth objective is to foster a sense of self-motivation in students through our school-to-career approach. The entire school experience, beginning in Kindergarten, will offer the widest variety of career choices possible. Based on their interests and talents students will be engaged in first-hand exploration and experiences on what careers are most relevant, promising, and fulfilling to pursue. This is the key to the renewal of our community.
5. Our fifth objective is to reverse decades of failure in educating the Native American population, as well as its gross overrepresentation in special education programs. We will accomplish this through effective pedagogy that treats culture as a positive influence on learning and build a solid sense of self-worth and self-fulfillment.
6. Finally, it is our intention to create a true professional learning community in which students will benefit from a team of professionals that will provide a guaranteed curriculum, formative assessments that will consistently inform instruction, multiple

opportunities to learn, and timely interventions that will prevent unnecessary and unwarranted referrals to special education.

B. Key Design Elements

The Seneca Allegany Charter School's design is founded around nine research-based elements.

1. **A school organized for every student's success.** The school will be comprised of highly effective same-grade level teams who will meet daily and perform as professional learning teams. Furthermore, each SACS team will participate in a larger professional community via interactive and periodic common planning involving the same grade level teaching teams at CSAT in Kenmore, NY.
2. **A better use of time.** For all grades, the school day will be one hour longer than in conventional schools. In addition, students will attend approximately 190 days per school year, or a minimum of two extra weeks than district schools. A variety of after-school activities and academic programs, both for intervention and enrichment purposes, will be offered.
3. **A rich and challenging curriculum.** The curriculum is built around five domains: humanities and the arts, mathematics and science, character and ethics, practical arts and skills, and physical fitness and health. High standards of achievement, organized by level, have been developed for each domain. Seneca culture and history will be infused into each domain.
4. **Teaching methods that motivate.** Teachers will receive regular professional development in the use of methods and strategies that close the achievement gap between affluent and poor children such as: direct instruction, cooperative learning, and project-based learning. Furthermore, this professional development will be conducted in the context of the team's work and in the areas that the administrator and teachers collectively identify as an area of need.
5. **Assessment that provides accountability.** Student progress will be monitored in many ways to help ensure that Common Core Standards are met. Common formative assessments ensure that the achievement obtained by one group means exactly the same for all students in the same grade. These common formative assessments inform further instruction, interventions, and enrichment activity. By providing multiple opportunities to meet a standard, even summative unit assessments become formative in nature. Students will participate in a portfolio and performance-based assessment system as well as New York State and local testing programs.
6. **A professional learning environment for teachers.** Teachers will receive the career development resources, responsibilities and opportunities that talented professionals deserve. Though no teacher will be permitted to employ strategies that are not research-based, individual teachers will be allowed a degree of flexibility in the delivery of instruction provided the results of the common formative assessments validate the

continued use of each strategy. Data will determine professional development needs. Teachers will also find the best possible working conditions in an atmosphere that encourages the highest respect. Our most talented teachers will work with the Head of the School to design and implement professional development programs, recruit new team members, and oversee the development of new teachers.

7. **Technology for an Information Age.** Every student, teacher, principal, and administrator will have access to personal computers and tablet devices at school and will be on an intra-school network. Each teacher will receive a laptop computer, an email account, audiovisual equipment, presentation boards, and a telephone with voicemail in his or her classroom. Using wireless routers, all classroom computers and tablets will have access to the Internet and web-based educational resources will be installed in each classroom.
8. **A partnership with families.** Quarterly meetings with teachers will give family members an accurate and vivid picture of their child's accomplishments and needs. The school will use a student-led parent/teacher conference format that has proven to dramatically increase parental participation in their children's education. In addition, SACS will strive to become a family-friendly school by allowing parents to participate meaningfully in school governance through our Parent Advisory Council (PAC), by enlisting parent volunteers, and by respecting parents as consumers of education.
9. **A school tailored to the community.** SACS will tailor the instructional program to the interests of the community, especially in areas such as cultural and socioeconomic preservation and enrichment. This will include state and Allegany Territory economy, careers, environment, history, and geography. In addition, the school will link community service providers with the needs of students and their families.

C. Enrollment

SACS will admit students coming from the Salamanca City Central School District without regard to race, creed, ethnicity, disability, or socio-economic background.

To ensure that we reach our enrollment level and that we satisfy enrollment and retention targets of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program, our school will directly mail out an information packet to all households with students entering K-2.

There is strong evidence to support to the demand for a charter school in the Salamanca City Central School District. Fifty-six percent (56%) of students are eligible for free or reduced price lunch. The district has not been able to meet AYP for students with special education designation, and this population has a significant overrepresentation of American Indian students. This fact, coupled with the documented interest (Attachment #2) among this population for a public choice alternative makes us confident that the school will recruit students with disabilities at a rate comparable, and most likely greater, than the number enrolled in local schools.

The following table illustrates the enrollment plan for SACS for the five-year charter period.

Grades	Ages	Number of Students				
		Year 1 2013	Year 2 2014	Year 3 2015	Year 4 2016	Year 5 2017
K	5, 6*	25	25	25	25	25
1	6, 7	25	25	25	25	25
2	7, 8	25	25	25	25	25
3	8, 9		25	25	25	25
4	9, 10			25	25	25
5	10, 11				25	25
6	11, 12					25
Total Students		75	100	125	150	175

* Students in Kindergarten must turn five years old by December 1, 2013 in order to be eligible to enroll in the Seneca Allegany Charter School.

Seneca Allegany Charter School will open in the 2013-2014 school year with 25 students in each grade level, Kindergarten, 1st, and 2nd grade for a total of 75 students. The school will expand upward each year with the addition of the next grade level until reaching full-scale enrollment of 175 students, Kindergarten through grade 6.

As a public school, SACS will strive to ensure that all Salamanca City Central School District and Seneca Nation of Indians families are aware of this new option we are making available to them. Our recruitment efforts will stress our belief that all students can succeed in an atmosphere of rigorous education with high expectations and timely interventions. We will ensure that families know that charter schools are public schools open to all students and free of charge. To date, we have held informational meetings on (March 21, 2011, March 24, 2011; June 22, 2011; June 23, 2011; July 7, 2011; June 12, 2012; June 28, 2012; July 3, 2012; July 17, 2012). In addition, we have set up a website so the community can access important information and provide comments/feedback about the school.

To actively engage parents throughout the year public surveys, community meetings, and parent meetings can be made available. These forms of outreach will ensure that we are retaining our students and meeting the needs of our parents, students and community.

As a school of choice, parents must express interest in enrollment by submitting an application for each child they wish to enroll in the Seneca Allegany Charter School. The application will be designed in a way that is easy for applicants to understand and complete following SED guidelines for the application document. The document will request only the information necessary for eligibility and preference criteria. SACS will enroll a new Kindergarten class each year and fill any empty seats through the highest-grade level available. If more students apply than there are seats available, a random public lottery will be held to select the students.

Each classroom will have 25 students enrolled. A class size of 25 is selected to be an average number for these grade levels and having two certified teachers per classroom. With this number we are not creating a financial burden to the home public school district. We are adding one

grade level per year to maintain success and consistency with our school. The idea is to not rush into too many grades without establishing effectiveness first. If a student were to leave at any point, a replacement will be selected from the waiting list. It is important to demonstrate that our school can succeed even while coping with having to accept students at different times during the academic year while providing any necessary intervention required in filling academic gaps, just like any other public school must.

D. Community to be Served

Seneca Allegany Charter School intends to locate in the Salamanca School District. The Salamanca School District has struggled in its attempt to serve its student population, particularly Native American students. It ranks among the lowest district in the region and, therefore, the idea of the first tuition-free, public choice school has garnered enthusiastic support.

According to NYSED Demographic Data for the Salamanca School District, 36% of the student population is classified as American Indian and 59% as white. Fifty six percent (56%) is eligible for free or reduced-price lunch. The district has not been able to meet AYP for students with special education designation, and this population has a significant overrepresentation of American Indian students. This fact, coupled with the documented interest among this population for a public choice alternative makes us feel confident that the school will recruit students with disabilities at a rate comparable, and most likely greater, than the number enrolled in local schools.

Salamanca does not meet AYP in secondary ELA. There is no significant number of ELL students. The Seneca Elementary and Salamanca Middle Schools are placed on improvement accountability status. In 2010-2011, the percentage of grades 3-8 students meeting proficiency levels in ELA ranged from 31% to 52%. In mathematics, the range is between 39% and 58%. Students with disabilities will be served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973 (and amendments thereto, at 29 USC Section 794 et seq. and its implementing regulations at 34 CFR Section 104), and the Individuals with Disabilities Educational Act (“IDEA” at 10 USC Section 14010 et seq. and its implementing regulations at 34 CFR section 300). An appropriate and free education will be provided to such students in accordance with their Individualized Education Programs (IEP), as required by the IDEA, and 504 plans as required by Section 504 of the Rehabilitation Act, and the most recent Americans with Disabilities Amendment Act (ADAA).

E. Public Outreach

The SACS founding board has been working aggressively to do public outreach and to solicit community input regarding our school. To date, we have held informational meetings on (March 21, 2011, March 24, 2011; June 22, 2011; June 23, 2011; July 7, 2011; June 12, 2012; June 28, 2012; July 3, 2012; July 17, 2012) and we have plans to continue holding community meetings, as well as discussions with community parents, stakeholders, and organizations. Newsletter articles about “What is a Charter School” and statistical information about charter schools has been published in the Seneca Nation Newsletter. Each community meeting held the agenda included an explanation of the future school including (location, student population, grades to be

served, educational staff, potential funding, special education services, projected opening date, and time needed to answer all questions by the audience). In addition, all below mentioned community support activities will serve the dual purpose of general recruitment efforts.

The plans for developing the school were discussed at the Seneca Nation of Indians Council on five different occasions. The nature and quality of the questions posed by the Council Members, their attendance at area charter schools, and their request to be kept informed on the process clearly signals Seneca leadership interest in the school. The Board Chair has met individually with the Superintendent of the Salamanca School District in addition the Salamanca School Board met with the members of the Seneca Allegany Charter School to discuss the development and plan of the charter school. In addition, we have set up a website so the community can access important information and provide comments/feedback about the school.

We will undertake the measures below, among others, to recruit student applicants (and will provide translation services as needed for the school application, all promotional materials, and any person-to-person interaction requiring an English translation):

- Mailings to residents of the school district of location
- Post flyers and notices in local newspapers, supermarkets, churches, libraries, community centers, and apartment complexes
- Information sessions conducted at the Seneca Allegany Administration Building, public spaces, after school programs, and early childhood centers.
- Information sessions in conjunction with Johnson O’Malley programs and end-of-the-year events which target children in grades K – 8.
- Visit local organizations in surrounding neighborhoods

Seneca Allegany Charter School will have at its disposal a dedicated enrollment team and a customized enrollment plan to ensure it will hit its enrollment. The Head of School will work with the Board and the SACS staff to formulate specific student recruitment plans for SACS. This plan will be based on ability to openly recruit students who are qualified under New York State Law for admission, demographics of the area, the date of award of the charter, details of the charter, and state law. Recruiting tools will include parent meetings, radio, newspaper, grass-roots efforts, and direct mailings, among others.

We have received nothing but a positive response about the school thus far. In the local newspaper there was a poll given regarding how the community people felt about the charter school and 70% were in favor of the charter school. It is our belief that the community is excited about our school and we will work to ensure we create an educational option the community supports and believes in.

Meetings to Date	Outreach to Leaders	Outreach to Organizations	Community Presentations
12/19/2011	Meeting with SACS Chair and SCCSD Superintendent	3/21/2011 –open to public	6/22/2011 – luncheon
12/29/2011	Meeting with SCCSD	3/24/2011 – open to	6/23/2011 –

	Board and SACS Board 6/5/2012	public	luncheon
6/8/2011	School Visit to CSAT 2/4/2011	6/25/2012	6/27/2011 – JOM/REACH Awards Dinner
5/25/2011	School visit to CSAT 5/4/2012	6/28/2012	7/7/2011 – JOM Dinner
6/22/2011		7/3/ 2012 – open to all Seneca Nation members	7/12/2012 – All Community
7/6/2011		8/24/ 2012 – open to all Seneca Nation members	7/17/2012 – All community
3/21/2012			8/23/2012 – Back To School Fair
5/16/2012			9/12/2012 – All Community
5/23/2012			
5/30/2012			
6/5/2012			
6/20/2012			
6/27/2012			
7/11/2012			
7/16/2012			
7/23/2012			
7/26/2012			
7/27/2012			
7/30/2012			

F. Programmatic and Fiscal Impact

We believe that the Seneca Allegany Charter School will have a positive programmatic impact on the area schools. We have initiated contact with local school district leadership and have informed the Salamanca City School District Superintendent and School Board of our plans. The Superintendent has attended several SACS community information sessions. It is our intention in offering these sessions to promote a wider community conversation about what is required to succeed with our student population and to shed light on overcoming historical challenges in providing effective educational experiences to Native American students.

We will open best practice professional development experiences to educators, administrators, and other personnel from all schools in the area as it is neither our intention to propose teaching all of the student population, nor to limit our impact on the students who enroll in our school. For that matter, our intention is to impact the community as a whole by providing a key element for the revitalization of the local economy both through the preparation of the students in our charge and through the promoted practices dialogued.

Through the Seneca Nation of Indians Education Department we have had many years of contact and collaboration with local schools. This contact has informed us of the challenges in education for students in our community. Through the Seneca Allegany Charter School, this dialogue will continue with educators and administrators who have directly experienced the challenges of implementing some of the techniques and models that we are considering. In that way, we will also benefit from their cumulative knowledge.

We are particularly interested in maintaining close relationships with the local committees on special education and special education practitioners. We intend to help the entire educational community address the issue of overrepresentation of Native heritage students in special education programs. We contend that there is no justification for this overrepresentation. This is an issue of not creating a system that unlocks the key to effective early interventions with our target population.

The Seneca Allegany Charter School will open with the minimum number of classrooms possible (one classroom per grade). We cannot be certain that it will attract students only from the Salamanca City schools. However, its opening could enroll between 4% and 5% of the city's student population. This would create the first public choice alternative for our community and may necessitate the district to make adjustments. It will not prevent them from delivering their program.

The aggregated FY12 school budget for the Salamanca City Schools was \$19,410,459.00 this amount consist of the AOE (Approved Operating Expense) funds the district received and does not include any other of the funds received from the State. In year one, we expect to enroll 75 students (5% of the population if only from SCS) and anticipate per pupil revenue of \$868,650.00, which is 4.5% of the district budget. This description of fiscal impact only holds if the students were to come only from the Salamanca City School District.

There are no private/parochial schools located within the district. A parochial school located at a neighboring district enrolls 15-19 students from the community thanks to scholarships provided by the Seneca Nation of Indians. There are no plans whatsoever to discontinue the facilitation of scholarships due to the creation of the charter school.

II. EDUCATIONAL PLAN

A. Achievement Goals

The Seneca Allegany Charter School will commit to a set of rigorous student achievement goals and will evaluate academic performance against Common Core State Standards. These goals will include absolute, comparative and growth-to-standard metrics based on state assessments.

Goal 1: SACS students will develop reading and writing skills at or above grade level.

- *Metric 1:* 75% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State ELA exam. (Absolute)

- **Metric 2:** SACS students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 in the same grades on the state ELA exam. (Comparative)

- **Metric 3:** Each year each grade-level cohort of students will reduce by one-half the gap between the percentage at Level 3 and 4 on the previous year's state ELA exam and 75 percent at Level 3 and 4 on the current year's state ELA exam. (Growth)

Goal 2: SACS students will develop mathematics skills at or above grade level.

- **Metric 1:** 75% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State Mathematics exam. (Absolute)

- **Metric 2:** SACS students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 in the same grades on the state mathematics exam. (Comparative)

- **Metric 3:** Each year each grade-level cohort of students will reduce by one-half the gap between the percentage at Level 3 and 4 on the previous year's state mathematics exam and 75 percent at Level 3 and 4 on the current year's state mathematics exam. (Growth)

Goal 3: SACS students will develop science skills at or above grade level.

- **Metric 1:** 75% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State 4th grade science exam. (Absolute)

- **Metric 2:** SACS students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 on the state 4th grade science exam. (Comparative)

Goal 4: The Seneca Allegany Charter School will achieve Adequate Yearly Progress.

- **Metric 1:** Each year the school will attain a status of "In Good Standing" under the state's NCLB accountability system. (Absolute)

Leading Indicators: The state does not administer assessments before 3rd grade therefore SACS will use Fountas and Pinnell's *Literacy Benchmark* and *Discovery Math* assessments. These are commercially available assessments widely used to evaluate student performance in grades K-2, gauge progress towards meeting our stated goals, and inform instruction.

- **Metric 1:** At the end of each year 75% of students will score at their grade exit level on the Fountas and Pinnell Literacy Benchmark and 75% will score at their grade's proficiency level in Discovery Math. (Absolute)

- **Metric 2:** At the end of each year 100% of students will have achieved their growth target in reading and math based on their individual entry screening assessment target using *Literacy Benchmark* and *Discovery Math* (Growth)

The availability of the two above mentioned assessments notwithstanding, the State is sponsoring a process for the establishment of a consortium of educators who are creating a data bank of CCSS based assessment items available to schools for the purpose of creating benchmark ELA and Math assessments in all grades. SACS will consult with SED in requesting permission to migrate from or supplement these commercially available tests in K-2 to school-developed ones as per the SLO process.

B. School Schedule and Calendar

A sample school calendar for the 2013-2014 school year is included in this application as Attachments 3a and 3b. The school year will consist of approximately 190 instructional days for students and 200 days for teachers, from approximately September 9 through August 15. Some of the holiday breaks contemplated in the calendar corresponds to Seneca Nation celebrations that are deeply rooted in the society’s traditions. Historically, schools do not take these days into consideration. As a result, attendance during these days is affected further complicating achievement gaps within this population. In any event, the longer school year and school day remain an integral part of our design.

The SACS Board of Trustees will approve the calendar for each school year.

The normal school day shall be approximately 8.5 hours per day, Monday through Friday, for students in all grades. Students in kindergarten through sixth grade will start at approximately 7:30 a.m. and be dismissed at approximately 4:00 p.m. This schedule includes breakfast in the morning and an extended day for those students who need additional academic assistance.

STANDARD PROGRAM REQUIREMENTS: GRADES K-3	
Program Components	8.5-Hour Day (One Special)
Homeroom (Morning Meetings)	25 minutes daily
Reading and Language Arts	90 – 205 minutes daily
Mathematics	60 minutes daily
Science and Social Science	45-90 minutes daily
Fine Arts/Culture/Seneca Language	30 – 75 minutes daily
Physical Education/Health/Music	45 minutes daily (rotation of each)
Lunch	30 minutes daily
Transition Time	20 minutes daily
Academic Intervention/Homework Club	60 minutes daily

TOTAL	480 Minutes
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It should be noted that, programmatically, the schedule provides for developmentally appropriate instruction in a variety of curricular areas. The mix of core curricular areas (math, reading, language arts, social studies and science) with art, music, fitness, and Seneca language and culture provides students with rich experience in areas that engage children in a lively, experiential educational experience. It is not a program that tediously drags students through textbook and worksheet driven desk-work, but one that involves read aloud, role play, hands-on projects and activities, games and manipulative. All students will receive a minimum of 90 minutes of instruction in the core-reading program. Students identified as in need of supplemental instruction will be provided with 30-60 minutes of additional reading instruction per day. The Social Science and Science components will typically be taught through centers during the additional reading times and the total time students are exposed to Science and Social Science will depend on the amount of additional reading instruction each student requires.

STANDARD PROGRAM REQUIREMENTS: GRADES 4-6	
Program Components	8.5-Hour Day
Homeroom Advisory	30 minutes daily
Reading	90 minutes daily
Mathematics	60 minutes daily
Science and Social Science	75-90 minutes daily
Writing Language Arts	30-60 minutes daily
Fine Arts/ Physical Education	45 minutes daily (Art and Music every third day, in rotation with PE)
Language	45 minutes daily
Lunch	30 minutes daily
Transition Time	30 minutes daily
Academic Intervention/Homework Club	60 minutes daily
TOTAL	510 minutes

C. Curriculum and Instruction

Focus of the Curriculum. SACS’s curricular standards address all ELA and Math Common Core State Standards and responds to the development of CCSS in all subject areas. The curricular focus begins with a standards-based curriculum supported by pre-opening professional development training in the core program and in the areas of instruction, classroom management, character education, and assessment. The core curriculum materials are specially selected to support

the instructional goals of SAC's standards and to align with the Common Core State Standards. A great variety of materials are used to deliver instruction. The sequence and depth of these materials is dictated by the standards being taught. Nevertheless, a review of some of the most frequently used materials gives us a glimpse into the alignment of instruction and philosophy.

Math and Science: The K-5, ESP – Elementary Science Program developed by Monroe-Orleans BOCES has a common constructivist approach. This approach is rigorously hands-on and supported by teacher and student texts and with materials kits that provide teachers with the necessary resources for all lesson activities and experiments. The math curriculum is coordinated with the NYS Learning Standards, pedagogy, and materials. Resources such as Everyday Learning Mathematics are integrated math programs consistent with an instructional approach that is conceptual, uses manipulative, and emphasizes skill introduction and development through real-life problem application.

English/Language Arts: The ELA program begins with a strong set of academic standards in the areas of: reading, writing, language arts, speaking, viewing, listening, and literature. The initial goal of literacy is achieved by getting students at or above grade level from the start. For those entering the school with deficiencies, a strong intervention program will be in place. An early balanced literacy approach including the components of Reading Workshop, Language/Word Study and Writing Workshop will be used. Guided Reading instruction that gives students the opportunity to develop systems of strategic actions for processing increasingly challenging texts. All students are assessed at the beginning, middle and end of the year using the Fountas and Pinnell Benchmark Assessment. This assessment provides the independent, instructional and frustration levels in reading of each student. These "levels" correlate with the text gradient created by Irene Fountas and Gay Su Pinnell. Teachers use the gradient to assist them in deliberately choosing books for use during Guided Reading that provide the right blend of teacher support and challenge to the reader. Reading Workshop also consists of Independent Literacy Work (K-2) and Independent Reading and Literature Study (3-5).

The Language/Word Study component in grades K-2 includes a Daily Interactive Read Aloud, Modeled and Shared Reading, Phonics/Word Study Lessons, Modeled and Shared Writing and Interactive Writing. In grades 3-6 it includes a Daily Interactive Read Aloud, Modeled and Shared Reading, Modeled and Shared Writing, Poetry, Test Reading and Writing, and Word Study.

Seneca Language Instruction

Arts and Music Education: SACS arts and music education approach is built upon the discipline-based arts education movement. Lessons emphasize student production of art form, its placement in a historical and sociocultural context, and the exercise of an aesthetical response (critique/opinion) to the students' own artistic production and that of others. In grades K-2, music instruction is conducted through voice lessons and the use of rhythmic instruments. A recorder unit in grade 3 exposes students to instrumental performance. This unit also serves as a vehicle for identification of students who will be more directly involved in instrumental music learning beginning at grade 4. At the Seneca Allegany Charter School, graphic art instruction acquires the added dimension of being a direct vehicle for the dissemination of Seneca language and cultural heritage.

Arts and Seneca Language Connection: Students will be involved in direct instruction of Seneca Language. The formal language lessons will emphasize natural language acquisition over language learning. Nevertheless, the emphasis of the lessons will address vocabulary development, morphological production, and awareness of syntactic use. It is during the art lessons that the most meaningful opportunity for the authentic use of Seneca Language is being structured. Using a Total Physical Response Approach, a Certified Art Teacher will develop lessons in which traditional art forms will be emphasized. Working closely with the art teacher, a fluent Seneca speaker will be in charge of all the guided instruction, which will be conducted completely in Seneca. Students will be asked not to worry about repeating (speaking) what they hear, but just to concentrate in following the meaning so that they can get involved in the arts production. The use of context and observation in order to elicit meaning is encouraged. The same happens with reading and writing. By concentrating on understanding the instructions and responding to that understanding, the acquisition of the language becomes natural. As understanding deepens, some production (words and phrases) emerges from the students signaling to the instructor that it is time to introduce the other language arts, not as a teaching tool, but as reflection on the language the students already understand. With the Seneca Language Instructor being in charge of the guided lesson facilitation, the Certified Art Teacher is free to move around the room and “coach” students in technique.

Physical Education and Health: We will depart from the traditional sports-based approach to physical education by implementing a fitness-based program. Though the traditional skill and technique development approach has its place in organized athletic programs, students would only use this base knowledge if they were to be involved in organized sports as adults. On the other hand, life-long fitness habits are accessible with a fitness-based program. Based on Dr. John Ratey’s research, the goals and focus for the physical education program will relate to the proven relationship between exercise and neurochemical brain functions; the relationship between exercise, health, and learning. Thus, teachers will prepare simple baseline and yearly goals for each student in areas such as cardiovascular performance, muscular endurance, strength development, and body mass indexes as their performance goals and prepare lessons that will achieve these goals.

Similarly, health instruction will have a direct relation to this approach by shifting an emphasis on knowledge of body functions and management of anomalies to a pro-active emphasis on healthy living and disease prevention. Most health education programs aim at developing knowledge about the subject. The problem is that knowledge by itself is not strong enough to enable behavioral change. By carefully coordinating a fitness-based physical education program with health instruction, SACS creates the conditions under which knowledge is followed up with behavior-building practice.

Character Building: SACS believes that children will do well if they are taught well. This includes the deliberate teaching of the skills and habits that build character. Based on two well established programs designed for schools to impact this socio-emotional development area, *Responsive Classroom* and *Open Circle*, teachers at SACS will lead classroom meetings and larger group assemblies in which students will be involved in mini-lessons for character building. The focus will be on character education traits: respect, responsibility, honesty, caring, tolerance, perseverance, cooperation, and courage.

D. Assessment System

Achievement of students in SACS will be measured by required New York State assessments at the appropriate grade levels. SACS, at a minimum, will commit to meeting the Board of Regents' performance standards in existence at any point during the period of the charter and required of all public schools in the State. Students in the school will be required to participate in all New York State Assessments at the appropriate grade levels: English Language Arts at grades 3-5, Mathematics at grades 3-5, Social Studies at grade 5, and Science at grade 4. SACS recognizes that state-mandated assessments are an important tool in evaluating school and student performance. SACS also recognizes that State mandated assessments only provide a snapshot of student and school performance since they are given only once per year. The State mandated assessments alone are not sufficient to drive continuous improvement. As a result, SACS will commit to making significant strides in the areas of assessment and accountability. For that purpose, SACS will adopt a Professional Learning Community (PLC) philosophy.

In the PLC model, teachers will work collaboratively to develop common formative assessments within the various subject areas. In SACS's PLC model, grade level teachers will typically develop approximately one common assessment per month (except in months when NYS Assessments are given). The common assessments will be formative and linked to the Common Core State Standards. Teachers will have a variety of support materials to generate the assessments including publisher test item banks, regional consortium-developed test item banks, past NYS assessments and support materials provided from the curriculum publishers. Each of these grade level assessments are reviewed and approved by the Head of School/Principal prior to being given. After giving the assessment to the students, the teacher's meet to review the assessment results and formulate continuous improvement plans to address areas of deficiency. To support this model, SACS will establish a student assessment data system that accumulates the results of the formative assessments and provides data analysis tools for use by the grade level teachers. The Student Assessment Data System is a database that collects results of all multiple-choice assessments and provides reports to teachers to help inform their instruction. Reports include, but are not limited to, assessment item analysis reports, trend reports, standards (student performance within a NYS Standard area over time), subgroup performance reports, etc. The school will use the eDoctrina® planning and data analysis on-line tool for this purpose. Each teacher has access to class and summary data on student performance within the entire grade level / subject area. The school schedule has been designed around the PLC philosophy, providing grade level teachers daily time for collaboration.

The report card will provide a quarterly report to parents/guardians on the work of their children in the Seneca Allegany Charter School. There are many components to the SACS report card. In the elementary grades, the report card is standards-based and uses a 4-point rubric that parallels the New York State proficiency rubric for communicating student achievement. In addition, students are graded on Effort and Attitude and detailed comments are given about student performance and progress. The purpose of the report card in all grades remains constant, being a key communication tool between the teachers, children and parents.

All common grade-level formative assessments will be administered to students with disabilities in accordance with their IEPs. Any adaptation and/or accommodation called for by the IEP will be followed for both instruction and formative assessments. For instance, if a child's IEP requires that the assessment be read to them, the IEP will be followed. In the case of State Assessment System tests, these will also be provided in accordance to the IEP. In the case of an IEP calling for alternative assessment, the school will provide the appropriate form of State Alternative Learning Assessment. In addition, SACS will provide parents with IEP progress reports in accordance with the reporting directives of the student's IEP. Parents will also receive report cards on a quarterly basis and quarterly IEP progress reports.

Results matter. We understand that our charter agreement will be a performance contract and fully expect to be held accountable for achieving high, measurable goals. We take our responsibility for educating each child seriously and view our charter as a commitment to parents to provide them with a life-changing option for their children. We have, therefore, designed the school with the future in mind and created an assessment system that will provide us with timely information. This system will measure our progress and ensure we are on track to meeting all requirements for charter renewal in our 5th year of operation. Key features to this assessment include: administration of diagnostic, formative, benchmark and summative assessments; protocols to ensure rigorous analysis of data with valid and reliable results; and procedures for using results to inform instructional planning, program evaluation and accountability. We intend to be a learning organization dedicated to continuous improvement based on measurable indicators of performance and growth.

Diagnostic Assessments: We will use diagnostic assessments to determine our incoming students' knowledge, skill levels and interests and to identify signs of special needs as part of our Response to Intervention (RTI) process.

Language Assessment Battery-Revised (LAB-R): Students who score at the beginning, intermediate or advanced levels are deemed limited English proficient and eligible for ESL services.

Formative Assessments: Teachers will be expected to identify formative assessments in their lesson plans and conduct regular checks for understanding during instruction. Students will also be taught how to use formative feedback to maximize their own learning

Questioning: Teachers will be trained to use appropriately rigorous levels of questioning based on Bloom's Taxonomy and Webb's Depth of Knowledge to ascertain students' content knowledge and conceptual understanding.

Checklists: Teachers will develop grade-wide checklists to identify student mastery of specific skills. These checklists extend student performance monitoring beyond the screening function and are used to inform instruction relative to the skills of phonological awareness, phonics, number sense, and computation.

Observation: Teachers will be expected to document anecdotal evidence of student learning, especially through interactions during one-on-one conferencing and small group instruction.

Rubrics: With guidance from instructional leaders, teachers will develop grade-wide rubrics to evaluate student work, especially writing and projects.

Computer-Based Assessments: One of the criteria for selecting computer-based content providers is built-in assessment that offers immediate feedback. This allows both students and teachers to determine mastery and pace instruction appropriately. Moreover, parents can monitor students' learning and administrators can evaluate programs and teachers.

Benchmark Assessments: Teachers will administer benchmark assessments to measure progress towards goals.

Reading Inventory: Teachers will use quarterly reading inventories to measure student progress in reading levels. Students identified through the RTI process for Tier 2 and 3 interventions may be assessed more frequently.

Writing Prompts: As part of our writing program teachers will develop grade-wide writing prompts and uses rubrics to evaluate mastery of skills.

Benchmark Tests: Based on our curriculum maps and scope and sequences, teachers will create benchmark assessments to evaluate student mastery of content in each subject, including familiarity with grade specific literature, poetry, speeches, sayings and phrases, historical events, geography, and mathematical and scientific concepts.

Summative Assessments: Students will be regularly evaluated on their mastery of skills and knowledge as defined by Common Core State Standards

New York State Testing: Beginning in 3rd grade all eligible students will take the New York State English Language Arts and Mathematics exams annually. In 4th grade eligible students will take the state's science exam. We understand that the state's testing system is likely to change to reflect implementation of the Common Core State Standards and will administer all assessments required by the state.

New York State English as a Second Language Achievement Test (NYSESLAT): all limited English proficient students will take this exam annually to determine academic progress and eligibility for services.

New York State Alternate Assessment (NYSAA): students specified by their Individualized Education Program (IEP) will take an annual data folio assessment that measures their progress in achieving learning standards through alternate grade level indicators. The Committee on Special Education (CSE) determines eligibility.

Unit Tests: Teachers will use assessments provided with curriculum programs and/or develop their own assessments to determine mastery of unit objectives. Emphasis will be placed on performance-based assessments that require students to demonstrate mastery of skills and content knowledge.

Data Collection and Analysis: The Head of school/Principal will be responsible for coordinating the administration of assessments with most of the implementation delegated to classroom and learning support teachers. Explicit training will be provided to teachers on how to properly administer assessments, collect data, analyze results and develop action plans. Grade level teams will be expected to conduct formal “data-dives” monthly and create concrete action plans. Using eDoctrina®, the data collection and analysis system will be a standards-based one, meaning assessments will measure explicit skills and knowledge that can be discretely analyzed. Consequently, item and error analysis as well as disaggregation will be employed to:

- a) identify topics that students have not mastered and will need to be re-taught,
- b) identify struggling students who need remediation or advanced students, who need enrichment,
- c) identify performance by class to determine the efficacy of individual teachers, and
- d) evaluate overall program elements, such as the curriculum and professional development.

Use of Results: Here is how we envision stakeholders using assessment results at Seneca Allegany Charter School:

Teachers

- Identify students’ specific learning challenges early by assessing their mastery of specific standards and objectives.
- Quickly drill down to identify concrete skills deficits.
- Create lesson plans designed specifically to remedy deficits and accelerate learning.
- Organize and rearrange flexible small group instruction to meet students’ needs.
- Select computer programs and lessons to meet identified needs of students.
- Facilitate communication between teachers and parents.
- Monitor progress of struggling students in RTI process and revise intervention plans.
- Enhance collaboration among teachers.

School Leaders

- Evaluate and hold accountable teachers and other staff.
- Evaluate and improve programs, e.g., curriculum, instruction and assessment.
- Facilitate communication between teachers, intervention staff, administrators and parents.
- Monitor the RTI process and ensure students are placed in appropriate interventions.
- Enable Learning Support Team to identify students for referral to CSE for evaluation, change of IEP or decertification.
- Monitor efficacy of services and interventions for students with disabilities and English language learners.
- Identify school and individual teacher’s needs and guide implementation of staff development program.
- Facilitate communication with parents, the board and the public.
- Monitor and report on progress towards meeting accountability goals.

Board of Trustees

- Evaluate the performance of the school leader.
- Monitor and report on progress towards meeting accountability goals.

- Monitor effective implementation of key design elements.
- Review and approve budget to determine optimum allocation of resources.
- Evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals.
- Facilitate communication with the school leader and authorizer.

Parents

- Monitor child's performance using progress reports that are at least quarterly if not monthly or weekly, standards-based report cards and conferences.
- Access grades and performance online to monitor student performance.
- Identify area in which they can help their child learn.
- Make decisions about whether to keep child enrolled in the school.

Students

- Use computer and teacher feedback to identify strengths and weaknesses and develop plans for improvement.
- Identify appropriate levels of challenge, e.g., just right books for independent reading.
- Demonstrate growth over time.

E. Performance, Promotion, and Graduation Standards

We believe students must meet or exceed rigorous academic standards based on the Common Core State Standards. We also believe that students should benefit from a guaranteed curriculum based on the CCSS, timely interventions when standards are not met, and multiple opportunities for learning and mastering the standards. SACS will operate in accordance with the New York State Chancellor's regulation regarding promotion criteria. Student attendance to school is both important but by itself insufficient as promotion criteria. Teams will develop and continuously revise curricular scopes and sequences providing the framework for determining what a student should learn in each grade. Information gathered will inform promotion and retention decisions. Our timely use of achievement data and common formative assessments will create the conditions under which the interventions will be implemented. This will prevent the development of gaps not addressed on a timely manner. Our Response to Intervention (RTI) Program is designed to identify struggling students early, implement targeted strategies to get them on track, and include parents in the process. In this way, both teachers and parents will know to which degree a student's performance falls short of grade level proficiency required for promotion and coordinate steps to prevent retention. In cases in which promotion remains in doubt, teachers will use a PLC protocol to holistically analyze a number of factors. These factors include student performance data from standardized and state tests as well common formative assessments, including both achievement levels and the magnitude of progress made over the course of the year; grades; academic interventions; attendance; and behavior and discipline. Teachers will use the results to generate a recommendation based on the best interests of the student that will be shared with parents. The Principal will make the final decision. In order to be complete elementary school at Seneca Allegany Charter School and move on to middle school grades, a student must demonstrate mastery of skills, content and character in all subjects at the 5th grade level or above. Student mastery of these standards will be evaluated using results from state exams and team-developed common formative and summative assessments.

ENGLISH LANGUAGE ARTS

2 ND GRADE	5 TH GRADE
<p>LISTENING AND SPEAKING</p> <p>A. CLASSROOM DISCUSSION</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintain attention and actively participate in discussions about a variety of topics, ideas, and texts in both small and large group settings. <input type="checkbox"/> Speak clearly with volume appropriate to the setting. <input type="checkbox"/> Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. <input type="checkbox"/> Ask questions to clarify conversations, directions, and exercises. <input type="checkbox"/> Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.). <input type="checkbox"/> Understand and use narrative language to describe people, places, things, locations, events, actions. <input type="checkbox"/> Understand and use common sayings and phrases. <p>B. PRESENTATION OF IDEAS AND INFORMATION</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow multi-step, oral directions. <input type="checkbox"/> Give simple directions and provide simple explanations. <input type="checkbox"/> Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation. <input type="checkbox"/> Give oral using appropriate eye contact, volume and clear enunciation. <p>C. COMPREHENSION OF READ-ALOUDS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to and understand a variety of texts read aloud, including stories, fairy tales, fables, historical narrative, drama, non-fiction text, and poems. <input type="checkbox"/> Distinguish the following genres of literature: fiction, nonfiction and drama. <input type="checkbox"/> Sequence four to six pictures illustrating events in a read aloud. <input type="checkbox"/> Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. <input type="checkbox"/> Summarize in one’s own words selected parts of a read-aloud. <input type="checkbox"/> Ask questions to clarify information in a read-aloud. <input type="checkbox"/> Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud. <input type="checkbox"/> Compare and contrast similarities and differences within a single read aloud or between two or more read-alouds. <input type="checkbox"/> Make personal connections to events or experiences 	<p>WRITING, GRAMMAR AND USAGE</p> <p>A. WRITING AND RESEARCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> Produce a variety of types of writing—including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, poems—with a coherent structure or story line. <input type="checkbox"/> Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line). <input type="checkbox"/> Write short reports synthesizing information from at least three different sources, presenting the information in his or her own words, with attention to the following: understanding the purpose and audience of the writing; defining a main idea and sticking to it; providing an introduction and conclusion; organizing material in coherent paragraphs; illustrating points with relevant examples; documenting sources in a rudimentary bibliography. <p>B. GRAMMAR AND USAGE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand what a complete sentence is, and identify subject and predicate correct fragments and run-ons <input type="checkbox"/> Identify subject and verb in a sentence and understand that they must agree. <input type="checkbox"/> Know the following parts of speech and how they are used: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections. <input type="checkbox"/> Understand that pronouns must agree with their antecedents in case (nominative, objective, possessive), number, and gender. <input type="checkbox"/> Correctly use punctuation studied in earlier grades, as well as the colon before a list and commas with an appositive <input type="checkbox"/> Use underlining or italics for titles of books. <p>C. VOCABULARY</p> <p>Know how the following prefixes and suffixes affect word meaning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> anti (as in antisocial, antibacterial) <input type="checkbox"/> inter (as in interstate) <input type="checkbox"/> co (as in coeducation, co-captain) <input type="checkbox"/> mid (as in midnight, Midwest) <input type="checkbox"/> fore (as in forefather, foresee) <input type="checkbox"/> post (as in postseason, postwar) <input type="checkbox"/> il, ir (as in illegal, irregular) <input type="checkbox"/> semi (as in semicircle, semiprecious) <input type="checkbox"/> ist (as in artist, pianist)

in a read-aloud and/or make connections among several read-alouds.

- Describe the use of rhyme, rhythm and sensory images used in poetry.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.

READING

A. PHONICS: DECODING AND ENCODING

- Demonstrate understanding that a systematic relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.
- Understand that two or more printed letters can stand for a single sound.
- Read multi-syllable words.
- Read and write words with inflectional endings.
- Read, understand, and write contractions.
- Sort words according to the spelling used to represent a specific phoneme.
- Read tricky spellings that can be sounded two ways.
- Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.
- Read at least 100 words generally identified as high frequency words.

B. ORAL READING AND FLUENCY

- Read decodable stories that incorporate the taught code knowledge.
- Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (90 wpm by the end of the year).
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 20 minutes each day.

C. READING COMPREHENSION

- Demonstrate understanding of text.
 - Sequence four to six pictures illustrating events from a text.
 - Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read

- ish (as in stylish, foolish)
- ness (as in forgiveness, happiness)
- tion, sion (as in relation, extension)

FICTION AND DRAMA

- Understand and be able to use the following literacy terms: pen name (pseudonym), literal and figurative language, imagery, metaphor and simile, symbol and personification.
- Be familiar with the literary canon through 5th grade, including stories, dramas, myths and legends.
- The texts listed here constitute a selected core of literature for this grade:
 - The Adventures of Tom Sawyer (Mark Twain)
 - episodes from Don Quixote (Miguel de Cervantes)
 - Little Women (Part First) (Louisa May Alcott)
 - Narrative of the Life of Frederick Douglass (Frederick Douglass)
 - The Secret Garden (Frances Hodgson Burnett)
 - Tales of Sherlock Holmes, including “The Red-Headed League” (Arthur Conan Doyle)
 - A Midsummer Night’s Dream (William Shakespeare)
 - A Tale of the Oki Islands (a legend from Japan, also known as “The Samurai’s Daughter”)
 - Morning Star and Scarface: the Sun Dance (a Plains Native American legend, also known as “The Legend of Scarface”)
 - Native American trickster stories (for example, tales of Coyote, Raven, or Grandmother Spider)

POETRY

- Analyze poetry and understand use of language and devices, including simile, metaphor, onomatopoeia and alliteration.
- Be familiar with the poetry canon through 5th grade.
- The poems listed here constitute a selected core of poetry for this grade:
 - The Arrow And The Song (Henry Wadsworth Longfellow)
 - Barbara Frietchie (John Greenleaf Whittier)
 - Battle Hymn of the Republic (Julia Ward Howe)
 - A bird came down the walk (Emily Dickinson)
 - Casey at the Bat (Ernest Lawrence Thayer)
 - The Eagle (Alfred Lord Tennyson)
 - I Hear America Singing (Walt Whitman)
 - I like to see it lap the miles (Emily Dickinson)
 - I, too, sing America (Langston Hughes)
 - Jabberwocky (Lewis Carroll)
 - Narcissa (Gwendolyn Brooks)
 - O Captain! My Captain! (Walt Whitman)
 - A Poison Tree (William Blake)
 - The Road Not Taken (Robert Frost)

independently.

- Identify basic text features and what they mean, including title, table of contents, chapter headings and captions.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Compare and contrast similarities and differences within a single text or between multiple texts read independently.
- Make personal connections to events or experiences in a text and/or make connections among several texts.
- Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
- Use pictures accompanying the written text to support understanding.
- Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compares outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships.
- Interpret information and then ask questions to clarify this information.
- Identify who is telling a story or providing information in a text.
- Identify temporal words that sequence events, i.e., first, next, then, etc.
- Identify words that link ideas, i.e., for example, also, in addition.

WRITING

A. NARRATIVE WRITING

- Write a familiar story that includes setting(s), character(s), dialogue, using temporal words and phrases to indicate the chronology of events.
- Write a personal narrative.
- Create a title and an ending that are relevant to the narrative.

B. INFORMATIVE/EXPLANATORY WRITING

- Write about a topic, including a beginning and ending sentence, facts and examples relevant to the topic, and specific.
- Group similar information into paragraphs.
- Use linking words to connect ideas within a paragraph.

C. PERSUASIVE WRITING (OPINION)

- Express an opinion or point of view in writing, providing reasons and

- The Snowstorm (Ralph Waldo Emerson)
- Some Opposites (Richard Wilbur)
- The Tiger (William Blake)
- A Wise Old Owl (Edward Hersey Richards)

SPEECHES

- Understand the use of alliteration, symbols, slang and dialect.
- Be familiar with the notable speeches.
- Students in this grade should be familiar with the following speeches:
 - Abraham Lincoln: The Gettysburg Address
 - Chief Joseph (Highh'moot Tooyalakekt): “I will fight no more forever”

SAYING AND PHRASES

- Be familiar with and understand the meaning of common sayings and phrases in the English language culture.
- Students in this grade should be familiar with the following sayings:
 - Birthday suit
 - Bite the hand that feeds you.
 - Chip on your shoulder
 - Count your blessings.
 - Eat crow
 - Eleventh hour
 - Eureka!
 - Every cloud has a silver lining.
 - Few and far between
 - Forty winks
 - The grass is always greener on the other side (of the hill).
 - To kill two birds with one stone
 - Lock, stock and barrel
 - Make a mountain out of a molehill
 - A miss is as good as a mile.
 - It's never too late to mend.
 - Out of the frying pan and into the fire.
 - A penny saved is a penny earned.
 - Read between the lines.
 - Sit on the fence
 - Steal his/her thunder
 - Take the bull by the horns.
 - Till the cows come home
 - Time heals all wounds.
 - Tom, Dick and Harry
 - Vice versa
 - A watched pot never boils.
 - Well begun is half done.
 - What will be will be.

supporting details for preference or opinion.

Use words to link opinions with reasons or supporting details.

Create a title that is relevant to the topic or subject of the text.

LANGUAGE CONVENTIONS

A. SPELLING

Write phonemically plausible spellings for words using current code knowledge, e.g., write dollar for dollar, water for wait or weight.

Write words, phrases, and sentences applying phonics knowledge.

Alphabetize words to the second letter.

Identify and use synonyms, antonyms, homophones, and compound words.

B. PARTS OF SPEECH AND SENTENCE STRUCTURE

Recognize, identify and use subject, object, and possessive pronouns; correct noun-pronoun agreement, common and proper nouns, regular and irregular plural nouns, regular and irregular past, present, and future tense verbs, adjectives, adverbs, subjects and predicates, statements, questions, and exclamations, complete simple and compound sentences.

C. CAPITALIZATION, AND PUNCTUATION

Capitalize the first word in a sentence, the pronoun I, and proper nouns, months, days of the week, titles of people, and addresses.

Recognize, identify and use abbreviations with correct punctuation for the months, days of the week, titles of people, and addresses.

Identify and use end punctuation, including periods, question marks, and exclamation points.

Use commas appropriately in greetings and closings of letters, dates, items in a series, and addresses.

Write a simple friendly letter.

Use apostrophes to create contractions and indicate possession.

Use quotation marks appropriately to designate direct speech.

MATHEMATICS

2ND GRADE	5TH GRADE
<p>NUMBERS AND NUMBER SENSE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write numbers to 1,000. <input type="checkbox"/> Read and write words for numbers from one to one hundred. <input type="checkbox"/> Order and compare numbers to 1,000, using the signs <, >, and = . <input type="checkbox"/> Count by twos, threes, fives, and tens; by tens from any given number; by hundreds to 1,000; by fifties to 1,000 forward and backward <input type="checkbox"/> Use a number line. <input type="checkbox"/> Identify ordinal position, 1st to 20th, and write words for ordinal numbers, first to twentieth. <input type="checkbox"/> Identify even and odd numbers. <input type="checkbox"/> Identify dozen; half-dozen; pair. <input type="checkbox"/> Recognize place value: ones, tens, hundreds, and thousands. <input type="checkbox"/> Write numbers up to hundreds in expanded. <input type="checkbox"/> Given a number, identify one more and one less; ten more and ten less. <input type="checkbox"/> Round to the nearest ten. <input type="checkbox"/> Create and interpret simple bar graphs. <input type="checkbox"/> Identify and extend numerical and symbolic patterns. <input type="checkbox"/> Record numeric data systematically and find the lowest and highest values in a data set. <p>FRACTIONS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize these fractions as part of a whole set or region and write the corresponding numerical symbols: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{2}{8}$, $\frac{1}{8}$, 110 . <input type="checkbox"/> Recognize fractions that is equal to 1. <p>MONEY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize relative values of a penny, nickel, dime, quarter, and dollar. <input type="checkbox"/> Write amounts of money using \$ and ¢ signs, and the decimal point. <input type="checkbox"/> Show how different combinations of coins equal the same amounts of money. <input type="checkbox"/> Add and subtract amounts of money. <p>COMPUTATION</p> <p>A. ADDITION</p> <ul style="list-style-type: none"> <input type="checkbox"/> Achieve timed mastery of addition facts (2 seconds). <input type="checkbox"/> Recognize what an addend is. <input type="checkbox"/> Know how to write addition problems horizontally and vertically. <input type="checkbox"/> Know how to add in any order. 	<p>NUMBERS AND NUMBER SENSE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and write numbers (in digits and words) up to the billions. <input type="checkbox"/> Recognize place value up to billions. <input type="checkbox"/> Order and compare numbers to 999,999,999 using the signs <, >, and =. <input type="checkbox"/> Write numbers in expanded form. <input type="checkbox"/> Locate positive and negative integers on a number line. <input type="checkbox"/> Compare integers using the symbols <, >, = . <input type="checkbox"/> Know that the sum of an integer and its opposite is 0. <input type="checkbox"/> Add and subtract positive and negative integers. <input type="checkbox"/> Using a number line, locate positive and negative whole numbers. <input type="checkbox"/> Round to the nearest ten; hundred; thousand. <input type="checkbox"/> Review perfect squares and square roots to 144. <input type="checkbox"/> read and evaluate numerical expressions with exponents. <input type="checkbox"/> Identify a set and the members of a set, as indicated by { }. <input type="checkbox"/> Identify numbers under 100 as prime or composite. <input type="checkbox"/> Identify prime factors of numbers to 100 and write using exponential notation for multiple primes. <input type="checkbox"/> Determine the greatest common factor (GCF) of given numbers. <input type="checkbox"/> Determine the least common multiple (LCM) of given numbers. <p>RATIOS AND PERCENTS</p> <p>A. RATIO</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine and express simple ratios. <input type="checkbox"/> Use ratio to create a simple scale drawing. <input type="checkbox"/> Ratio and rate: solve problems on speed as a ratio. <p>B. PERCENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize the percent sign (%) and understand percent as “per hundred.” <input type="checkbox"/> Express equivalences between fractions, decimals, and percent’s, and know common equivalences: <p>FRACTIONS AND DECIMALS</p> <p>A. FRACTIONS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the least common denominator (LCD) of fractions with unlike denominators. <input type="checkbox"/> Recognize equivalent fractions. <input type="checkbox"/> Put fractions in lowest terms. <input type="checkbox"/> Compare fractions using the signs <, >, and = . <input type="checkbox"/> Identify the reciprocal of a given fraction; know that the product of a given number and its reciprocal = 1. <input type="checkbox"/> Add and subtract mixed numbers and fractions . <input type="checkbox"/> Multiply and divide fractions. <input type="checkbox"/> Add and subtract fractions with like and unlike

- Estimate the sum.
- Solve two-digit and three-digit addition problems.
- Find the sum (up to 999) of any two whole numbers.
- Add three two-digit numbers.
- Practice doubling (adding a number to itself).

B. SUBTRACTION

- Understand the inverse relation between addition and subtraction; use addition to check subtraction.
- Know addition and subtraction “fact families.”
- Achieve mastery of subtraction facts.
- Estimate the difference.
- Know how to write subtraction problems horizontally and vertically.
- Solve two-digit and three-digit subtraction problems.
- Given two whole numbers of 999 or less, find the difference.

C. INTRODUCTION TO MULTIPLICATION

- Recognize the “times” sign (x).
- Know what “factor” and “product” mean.
- Understand that you can multiply numbers in any order.
- Know the product of any single-digit number x 1, 2, 3, 4, and 5.
- Know what happens when you multiply by 1, by 0, and by 10.
- Practice simple word problems involving multiplication.

D. SOLVING PROBLEMS AND EQUATIONS

- Solve basic word problems.
- Write and solve simple.

MEASUREMENT

A. LINEAR MEASURE

- Make linear measurements in feet and inches, and in centimeters.
- Know that one foot = 12 inches.
- Know abbreviations: ft., in.
- Measure and draw line segments in inches to 1/2 inch, and in centimeters.
- Estimate linear measurements, then measure to check estimates.

B. WEIGHT

- Compare weights of objects using a balance scale.
- Estimate and measure weight in pounds, and know abbreviation: lb.

C. CAPACITY (VOLUME)

- Estimate and measure capacity in cups.
- Measure liquid volumes: cups, pints, quarts, and gallons.
- Compare U.S. and metric liquid volumes: quart and liter (one liter is a little more than one quart).

D. TEMPERATURE

- Measure and record temperature in Fahrenheit to the nearest 2 degrees.

denominators.

- Add, subtract, multiply mixed numbers and fractions.
- Round fractions to the nearest whole number.
- Write fractions as decimals.

B. DECIMALS

- Read, write, and order decimals to the nearest ten-thousandth.
- Write decimals in expanded form.
- Read and write decimals on a number line.
- Round decimals to the nearest tenth; hundredth; thousandth.
- Estimate decimal sums, differences, and products by rounding.
- Add and subtract decimals through ten-thousandths.
- Multiply decimals: by 10, 100, and 1,000; by another decimal.
- Divide decimals by whole numbers and decimals.

COMPUTATION

A. ADDITION

- Commutative and associative properties.

B. MULTIPLICATION

- Commutative, associative, and distributive properties.
- Multiply two factors of up to four digits each.
- Write numbers in expanded form using multiplication.
- Estimate a product.
- Use mental computation strategies for multiplication.
- Solve word problems involving multiplication.

C. DIVISION

- Understand multiplication and division as inverse operations.
- Know what it means for one number to be “divisible” by another number.
- Know how to move the decimal point when dividing by 10, 100, or 1,000.
- Divide up to four digits by one-digit, two-digit, and three-digit divisors.
- Solve division problems with remainders; round a repeating decimal.
- Check division by multiplying (and adding remainder).

D. SOLVING PROBLEMS AND EQUATIONS

- Solve word problems with multiple steps.
- Solve problems with more than one operation.

MEASUREMENT

- Convert to common units in problems involving different units.
- Time: Solve problems on elapsed time.

GEOMETRY

- Identify and draw points, segments, rays, lines.
- Identify lines: horizontal; vertical; perpendicular; parallel; intersecting.
- Measure the degrees in angles, and know that right angle = 90°; acute angle: less than 90°; obtuse angle: greater than 90°; and straight angle = 180°

- Know the degree sign: °

E. TIME

- Read a clock face and tell time to five-minute intervals.
- Know how to distinguish time as A.M. or P.M.
- Understand noon and midnight.
- Solve problems on elapsed time (how much time has passed?).
- Using a calendar, identify the date, day of the week, month, and year.
- Write the date using words and numbers.

GEOMETRY

- Identify and draw basic plane figures: square, rectangle, triangle, circle.
- Describe square, rectangle, triangle according to number of sides; distinguish between square and rectangle as regards length of sides (a square has sides of equal length).
- Measure perimeter in inches of squares and rectangles.
- Identify solid figures—sphere, cube, pyramid, cone, cylinder—and associate with planar shapes: sphere (circle), cube (square), pyramid (triangle).
- Make congruent shapes and designs.
- Identify lines as horizontal; vertical; perpendicular; parallel.
- Name lines and line segments (for example, line AB; segment CD).
- Identify a line of symmetry, and create simple symmetric figures.

- Identify and construct different triangles: equilateral, right, and isosceles.

- Know what it means for triangles to be congruent.
- Identify polygons: triangle, quadrilateral, pentagon, hexagon, and octagon, parallelogram, trapezoid, rhombus, rectangle, square
- Know regular polygons have sides of equal length & angles of equal measure.
- Identify and draw diagonals of polygons.

Circles

- Identify arc, chord, radius (plural: radii), and diameter (radius = $\frac{1}{2}$ diameter).
- Using a compass, draw circles with a given diameter or radius.
- Find the circumference of a circle using the formulas $C = \pi d$, and $C = 2 \pi r$, using 3.14 as the value of pi.

Area

- Review the formula for the area of a rectangle (Area = length x width) and solve problems involving finding area in a variety of square units.
- Find the area of triangles, using the formula $A = \frac{1}{2}(b \times h)$.
- Find the area of a parallelogram using the formula $A = b \times h$.
- Find the area of an irregular figure (such as a trapezoid) by dividing into regular figures for which you know how to find the area.
- Compute volume of rectangular prisms in cubic units (cm^3 , in^3).
- Find the surface area of a rectangular prism.

PROBABILITY AND STATISTICS

- Understand probability as a measure of the likelihood that an event will happen; using simple models, express probability of a given event as a fraction, as a percent, and as a decimal between 0 and 1.
- Collect and organize data in graphic form (bar, line, and circle graphs).
- Solve problems requiring application of graphically displayed data.
- Find the average (mean) of a given set of numbers.
- Plot points on a coordinate plane, using ordered pairs of positive and negative whole numbers.
- Graph simple functions.

PRE-ALGEBRA

- Recognize variables and solve basic equations using variables.
- Write and solve equations for word problems.

SCIENCE	
2 ND GRADE	5 TH GRADE
<p>CYCLES IN NATURE</p> <p>A. SEASONAL CYCLES</p> <ul style="list-style-type: none"> <input type="checkbox"/> The four seasons and earth's orbit around the sun (one year) <input type="checkbox"/> Seasons and life processes <input type="checkbox"/> Spring: sprouting, sap flow in plants, mating and hatching <input type="checkbox"/> Summer: growth <input type="checkbox"/> Fall: ripening, migration <input type="checkbox"/> Winter: plant dormancy, animal hibernation <p>B. LIFE CYCLES</p> <ul style="list-style-type: none"> <input type="checkbox"/> The life cycle: birth, growth, reproduction, death <input type="checkbox"/> Reproduction in plants and animals <input type="checkbox"/> From seed to seed with a plant <input type="checkbox"/> From egg to egg with a chicken <input type="checkbox"/> From frog to frog <input type="checkbox"/> From butterfly to butterfly: metamorphosis (see below: Insects) <p>C. THE WATER CYCLE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Most of the earth's surface is covered by water. <input type="checkbox"/> The water cycle <input type="checkbox"/> Evaporation and condensation <input type="checkbox"/> Water vapor in the air, humidity <input type="checkbox"/> Clouds: cirrus, cumulus, stratus <input type="checkbox"/> Precipitation, groundwater <p>INSECTS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helpful: pollination; products like honey and silk; eat harmful insects <input type="checkbox"/> Harmful: destroy crops, trees, buildings, clothes; carry disease; bite or sting <input type="checkbox"/> Distinguishing characteristics <input type="checkbox"/> Life cycles: metamorphosis <input type="checkbox"/> Social insects: ants and honeybees <p>THE HUMAN BODY</p> <p>A. CELLS</p> <ul style="list-style-type: none"> <input type="checkbox"/> All living things are made up of cells, too small to be seen without a microscope. <input type="checkbox"/> Cells make up tissues. <input type="checkbox"/> Tissues make up organs. <input type="checkbox"/> Organs work in systems. <p>B. THE DIGESTIVE AND EXCRETORY SYSTEMS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Salivary glands, taste buds <input type="checkbox"/> Teeth: incisors, bicuspid, molars <input type="checkbox"/> Esophagus, stomach, liver, small intestine, large intestine <input type="checkbox"/> Kidneys, urine, bladder, urethra, anus, appendix <p>C. TAKING CARE OF YOUR BODY: A HEALTHY DIET</p> <ul style="list-style-type: none"> <input type="checkbox"/> The "food pyramid" 	<p>CLASSIFYING LIVING THINGS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kingdoms: Plant, Animal, Fungus, Protist, Moneran. <input type="checkbox"/> Each kingdom is divided into Phylum, Class, Order, Family, Genus, Species <p>CELL STRUCTURES AND PROCESSES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Structure of cells (both plant and animal) <input type="checkbox"/> Cells are shaped differently in order to perform different functions. <input type="checkbox"/> Organization of cells into tissues, organs, and systems. <p>PLANT STRUCTURES AND PROCESSES</p> <p>A. STRUCTURE: NON-VASCULAR AND VASCULAR PLANTS</p> <p>B. PHOTOSYNTHESIS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Role in photosynthesis of: energy from sunlight, chlorophyll, carbon dioxide and water, xylem and phloem, stomata, oxygen, sugar (glucose) <p>C. REPRODUCTION</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asexual reproduction <input type="checkbox"/> Vegetative reproduction: runners (for example, strawberries) and bulbs (for example, onions), growing plants from eyes, buds, leaves, roots, and stems <input type="checkbox"/> Sexual reproduction by spore-bearing plants (for example, mosses and ferns) <input type="checkbox"/> Sexual reproduction of non-flowering seed plants <input type="checkbox"/> Sexual reproduction of flowering plants (for example, peas) <input type="checkbox"/> Process of seed and fruit production: pollen, wind, insect and bird <input type="checkbox"/> pollination, fertilization, growth of ovary, mature fruit <input type="checkbox"/> Seed germination and plant growth. <p>LIFE CYCLES AND REPRODUCTION</p> <p>A. THE LIFE CYCLE AND REPRODUCTION</p> <ul style="list-style-type: none"> <input type="checkbox"/> Development of an organism from birth to growth, reproduction, death <input type="checkbox"/> All living things reproduce. Reproduction may be asexual or sexual. <p>B. SEXUAL REPRODUCTION IN ANIMALS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reproductive organs: testes (sperm) and ovaries (eggs) <input type="checkbox"/> External fertilization: spawning <input type="checkbox"/> Internal fertilization: birds, mammals <input type="checkbox"/> Stages of embryo: egg, zygote, embryo, growth in uterus, fetus, newborn <p>THE HUMAN BODY</p> <p>A. CHANGES IN HUMAN ADOLESCENCE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Puberty <p>B. THE ENDOCRINE SYSTEM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Endocrine glands secrete (give off) chemicals called

<p><input type="checkbox"/> Vitamins and minerals</p> <p>MAGNETISM</p> <p><input type="checkbox"/> demonstrates that there are forces we cannot see that act upon objects.</p> <p><input type="checkbox"/> Most magnets contain iron.</p> <p><input type="checkbox"/> Lodestones: naturally occurring magnets</p> <p><input type="checkbox"/> Magnetic poles: north-seeking and south-seeking poles</p> <p><input type="checkbox"/> Magnetic field (strongest at the poles)</p> <p><input type="checkbox"/> Law of magnetic attraction: unlike poles attract, like poles repel</p> <p><input type="checkbox"/> The earth behaves as if it were a huge magnet: north and south magnetic poles (near, but not the same as, geographic North Pole and South Pole)</p> <p><input type="checkbox"/> Orienteering: use of a magnetized needle in a compass, which will always point to the north</p> <p>SIMPLE MACHINES</p> <p><input type="checkbox"/> Simple machines: lever, pulley, wheel-and-axle, gears, inclined plane, wedge, screw</p> <p><input type="checkbox"/> Friction, and ways to reduce friction (lubricants, rollers, etc.)</p>	<p>hormones.</p> <p><input type="checkbox"/> Pituitary gland: secretes hormones that control other glands and growth</p> <p><input type="checkbox"/> Thyroid gland: controls the rate the body burns and uses food</p> <p><input type="checkbox"/> Pancreas: both a duct and ductless gland; secretes a hormone called insulin that regulates how the body uses and stores sugar</p> <p><input type="checkbox"/> Adrenal glands: secrete a hormone called adrenaline, especially when a person is frightened or angry, causing rapid heartbeat and breathing</p> <p>C. THE REPRODUCTIVE SYSTEM</p> <p><input type="checkbox"/> Females: ovaries, fallopian tubes, uterus, vagina, menstruation</p> <p><input type="checkbox"/> Males: testes, scrotum, penis, urethra, semen</p> <p><input type="checkbox"/> Sexual reproduction: intercourse, fertilization, zygote, implantation of zygote in the uterus, pregnancy, embryo, fetus, newborn</p> <p>CHEMISTRY: MATTER AND CHANGE</p> <p>A. ATOMS, MOLECULES, AND COMPOUNDS</p> <p><input type="checkbox"/> Basics of atomic structure: nucleus, protons, neutrons, electrons</p> <p><input type="checkbox"/> Atoms are constantly in motion, electrons move around the nucleus in paths called shells (or energy levels).</p> <p><input type="checkbox"/> Atoms may join together to form molecules and compounds.</p> <p><input type="checkbox"/> Common compounds and their formulas: H₂O, NaCl, CO₂</p> <p>B. ELEMENTS</p> <p><input type="checkbox"/> Elements have atoms of only one kind, having the same number of protons.</p> <p>The Periodic Table: organizes elements with common properties</p> <p><input type="checkbox"/> Two important categories of elements: metals and non-metals</p> <p>C. CHEMICAL AND PHYSICAL CHANGE</p> <p><input type="checkbox"/> Chemical change affects molecules .</p> <p><input type="checkbox"/> Physical change changes only the properties or appearance of the substance.</p>
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F. School Culture and Climate

All students have the right to be given opportunity to succeed in a life of learning. By promoting personal growth and a deeper understanding of what it means to be a contributing member of today's world, the students of SACS will be taught to revere learning as a never-ending journey. We believe the success of our educational program rests heavily on drawing deeply upon traditional values, expanding visions of the present, and maintaining an unwavering commitment to an improved future. In order to achieve such ends it is imperative that we are devoted to academic excellence, explicit expectations, and a commitment to the success of each individual student.

This process requires clarity, consistency and action. Based on the success of the Charter School for Applied Technologies and devotion to specific virtues our practices, rituals, routines and their reinforcement, we will establish a safe and energized learning environment built on character.

Academic Excellence:

It is our mission to provide our students with a rigorous education that will uniquely prepare them for success. This solid educational foundation will accelerate their learning to levels not typically expected of children with their demographics and zip code. With 25 students per cohort and a maximum enrollment of 175 students in grades K-6, we will maintain a close-knit community, where every student feels known and cared about.

Our curriculum inspires students to maximize potential, exceed expectations, build community, develop new generations of leaders, and prepare for a rapidly changing world. In order to design annual curricular goals that set students on the path to college and career success, we will start from the end. That is, we use existing research to identify characteristics of successful college students and ensure that our program moves students on a trajectory that will allow them to graduate with those characteristics.

Explicit Expectations:

Students, teachers and staff will be given extremely thorough descriptions of what is expected of them at all times. By having a clear understanding of roles, responsibilities, and opportunities, all members of the school community will be able to set goals for individual growth. Our expectations will be rooted in values of character, specifically citizenship, honesty, kindness, leadership, respect, courage, patience, and acceptance. These values will be the subject of academic lessons, the cornerstones of classroom management, and the building blocks for productive relationships between staff, students and parents.

Character Education:

Part of preparation for success in any capacity as a contributing and compassionate member of society is the development of character. Through the commitment to our values: citizenship, honesty, kindness, leadership, respect, courage patience and acceptance, we believe we are addressing the complete development of our students as citizens of the world. Not only will our values be directly taught to our student body, but all members of our community will be expected to embed the virtues into their behavior at all times, in all they do. In this way our community will lead by example to enhance the development of our students’ understanding of the meaning of being good people and citizens.

G. Special Student Populations and Related Services

Student selection at SACS is described below (See Attachment 1) using a random lottery and does not consider a students’ classification in terms of learning disabilities. All marketing materials make it clear that we provide special education services and that students with disabilities are both welcomed and encouraged to apply.

SACS will educate students with disabilities in the least restrictive environment, with their non-disabled peers to the extent allowed by each student’s individualized education plan (IEP)

prepared by the Committee on Special Education (CSE) of the student's district of residence and in accordance with all applicable federal and state laws and regulations, including the Individuals with Disabilities Act (IDEA). The school ensures that programs and services as dictated on each student's IEP are provided directly to the student during school hours. The school will not discriminate in admission and enrollment practices on the basis of a student having or suspected of having a disability. Special classes, separate schooling or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, in accordance with the IEP prepared by the CSE of the student's district of residence.

Students with disabilities receive all notices concerning school-sponsored program, activities and services. The School provides consultant teacher services and resource room accommodations are also available. In accordance with the student's IEP, special education staff ensures that classroom teachers and staff are knowledgeable about the students with disabilities. Teachers and staff will be informed of their responsibilities for particular students and receive the support required to implement a student's program, modifications and/or accommodations in their classes. The school will employ New York State certified special education staff, and contracts with appropriately certified or licensed agencies and individuals to provide services; as required by law and regulations. The services to be provided under contract include physical and occupational therapies as well as language and speech therapy.

SACS implements a Response to Intervention (RTI) model for identifying students with disabilities. Students are closely monitored using common formative assessments and classroom teachers to identify in-class supports that may be implemented to support the student will use this initial data. In addition to the in-class support, students may be required to attend supplementary instruction during after-school intervention sessions. Students who continue to show difficulty meeting the expectations and suspected of having a disability will be reviewed by the SACS Student Support Team (SST), including the School Principal, school counselor, teacher(s) and others deemed appropriate to immediately provide additional intervention and remediation. These concerns are shared with the student's parents or guardian, along with a description of the proposed intervention services. These services are documented and placed in the student's folder. All teachers and staff involved with the student and providing intervention services record all results of the provided services. These records are shared with the SST on an ongoing basis. If there remains a suspicion of a disability, the student may be referred in writing by SACS or by the parent, in writing/phone call/email/in person; to the Chair of the CSE of the student's district of residence requesting an individual evaluation and determination of eligibility for special education programs and services. Referrals are made in accordance with the New York State Part 200 Regulations. Referrals include reasons for referral, teacher reports, test results; intervention services and reporting of delivered services; parental contact regarding the disability concern. A copy of the referral with the Procedural Safeguards Notice are sent to the parent and, when appropriate, to the student, in accordance to 34CFR 300.504.

Just as with students with learning disabilities, student selection will not consider a students' LEP status for enrollment. Major marketing materials make it clear that we will provide services to LEP students and that such students are both welcomed and encouraged to apply.

SACS will follow the New York State requirements for the identification and support of Limited English Proficiency of non-native English Language Learners. The initial identification process begins with the completion of a Home Language Questionnaire by all incoming families as part of the enrollment process. For families that report that only English is used as home language, the process ends here as the child is now categorized as a native English speaker. If the Questionnaire reveals that a language other than English is used at home, an interview is conducted with the parents in their native language and in English. To accomplish this task, the School will identify staff members who are bilingual and individuals through BOCES and community agencies recommendation who provide interpretation services. If the family declares that, although a language other than English is used in the home, yet the student only understands and speaks English, this student is classified as not LEP and joins the general education program. If, on the other hand, the family reports that the child uses a language other than English, an initial assessment process is used in which English proficiency is determined by the use of the Language Assessment Battery-Revised or LAB-R. If the student scores at the proficient level, he/she is classified as not LEP. If the student scores at the beginning, intermediate or advanced level, the student is placed in a structured immersion program with ESL support. ELL or LEP identified students participate in annual administration of the New York State English as a Second Language Achievement Test (NYSESLAT), which the only legal instrument for determination of program placement. When the student scores at the proficient level, he/she is no longer considered an LEP student.

SACS believes that a structured English immersion program will be the most beneficial way to serve our area's LEP population. The variety of languages that might be involved and the probable low incidence within the same age group would prevent the effective implementation of any other ELL models including sheltered immersion. Therefore, the School will be ready to implement free-standing English as a Second Language Program. LEP students receive the same academic content as all students in the school with additional ESL support. The level of both written and oral English will be appropriately modified for each ELL student. Teachers of core subjects will be provided professional development to ensure they are properly prepared to support ELL students within their classroom.

SACS will ensure that students classified as English Language Learners (ELL) are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicants - Founding Group Capacity

The Seneca Allegany Charter School Board is comprised of community members who have significant experience in designing and executing successful complex projects. The group members bring to this project the right variety of background and experiences needed for the development of the school's design and have been involved together in every aspect of the research and preparation tasks. The founding group consists of:

Robert O. Porter, J.D Chair – Trustee Porter is a citizen of the Seneca Nation of Indians (Heron Clan) and earned an A.B. degree from Syracuse University and a J.D. from Harvard Law School. He has served as a member of the tenured law faculty at the University of Kansas, the University of Iowa and Syracuse University (currently on leave) and served terms with the Seneca Nation government as Attorney General, and Senior Policy Advisor and Counsel, prior to being elected as the Nation President in 2010. For 20 years, his personal and professional interests have focused on the revitalization of indigenous nations and tribes through legal, educational, and economic means. He is uniquely qualified to provide the leadership necessary to coordinate community members and resources, secure funds and personnel, and ensure the success of a high quality charter school.

Chanda Grey – Ms. Grey earned a B.A. in Psychology at St. Bonaventure University, a Ms.Ed. in Counselor Education from St. Bonaventure, an Advanced Specialization in School Counseling from St. Bonaventure; and is currently working on her Ph.D. in psychology through Grand Canyon University. She is the Assistant Education Director for the Seneca Nation of Indians at the Allegany Territory also in charge of coordinating a variety of educational programs aimed at enhancing the educational opportunities for students on the Territory.

Darlene Miller - Mrs. Miller is a resident of the Allegany Territory and grew up in Red House NY. She attended elementary school at Red House, attended Salamanca High School and, received her Associates Degree in Business Administration from SUNY Empire State. She’s been a resident of Salamanca, NY all of her life. She served on the Head Start Parent Committee and as Chairperson for the Higher Education Committee for the Seneca Nation several terms. She has also been a Board Member for the Faith Keeper Survival School for many terms. She has had the pleasure of advocating for education programs that have made a difference in the lives of the children in our community.

Sarah John - Ms. John graduated from the Salamanca City Central School District in 2000 with honors. She attended the State University of New York at Buffalo and plans to continue her education in Business-Business Administration. She is a dedicated mother of three and is actively involved in the community and the Coldspring Longhouse. She is currently employed at the Seneca Nation of Indians in the President’s Office. Ms. John has been a strong advocate within the community to support the rights of children and has been a parent advocate to advocate for the rights of parents within the public school setting. She has been the voice for families when they were not strong enough to use their own.

Gerald Musial – Earned a B.A. in International Relations with a minor in World Development Studies from San Francisco State University and a M.Ed. in Curriculum and Instruction from Western Washington University. He has 15 years teaching experience ranging from grade 6 through community college. He has worked with the Seneca Nation Education Department on a variety of projects to support cultural awareness and understanding within the public school setting. Mr. Musial currently teaches within the public school setting where he teaches Seneca History and Global History. He also serves as one of the advisors for the Salamanca High School Model United Nations Permanent Forum on Indigenous Issues.

Sandra Johnson – Ms. Johnson earned a B.S. in Psychology at Empire State College, a M.Ed. in Education at Lesley College, a M.A. in Clinical Mental Health Psychology at Vermont College of Norwich University, a Ph.D. in Education from Walden University, and a M.S.W. in Social Work at Marywood University. She is currently an Assistant Professor with the State University of New York, Empire State College.

Lesley Hoag – Ms. Hoag is the Outreach and Retention Coordinator for the Career Development Department at Seneca Gaming Corporation. Prior to joining the Career Development Department, she was a consultant for Healthy Community Alliance in Gowanda, NY. She performed trainings and seminars on Healthy Living and self-management programs. Lesley’s educational background is in Business and Organizational Leadership. She currently is pursuing her doctorate at the University of Phoenix for Management of Leadership. Lesley volunteers her time towards building a stronger community. She is an enrolled member of the Seneca Nation of Indians, Turtle Clan. Lesley is a member of the Cattaraugus Community Action Board of Directors, as well as a trained speaker for the Susan G. Komen Speakers Bureau. She is a graduate of JCC’s Leadership Cattaraugus, Class of 2005 and is a part of the Leadership Buffalo Rising Leaders Class of 2012. Lesley is a big advocate in furthering one’s knowledge whether that is through a higher education, skill development, trainings and or networking. She believes the plan for success and the future begins with us!

Jessica Ludwick - Jessica Ludwick (Heron Clan) has recently been appointed to serve on the Charter School Board of Directors. Jessica grew up in Allegany and is an alumnus of Salamanca High School. She received her Bachelor's Degree from Niagara University in Hospitality Management. It was at Niagara that Jessica was able to learn about international travel and prepare herself for the global environment. Niagara allowed her to discover new places all over the world and taught her how to become a leader. By learning and exploring her educational opportunities she is achieving her career goals. She is currently employed at the Seneca Gaming Corporation for Human Resources as the Career Development Coordinator. As a representative of Career Development it is her mission to develop education, personal commitment and experience through training and empowerment. Jessica wants to make a difference and enjoys helping others. She is actively involved in community events and enjoys volunteering. Jessica was also a key figure in co-establishing the Seneca Language Lunch & Learn for all team members at the Seneca Allegany Casino. It is her belief that in working together as a community we achieve success!

Vacant – A vacant seat is open for a parent representation. This person will be a parent of a child enrolled in the school and will serve on the Parent Advisory Committee. The parent will also be a voting member.

B. Board of Trustees and Governance

Trustee Name	Voting Y/N	Position	Length of initial term
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Robert Odawi Porter	Y	Member	3
Chanda Grey	Y	Member	3
Darlene Miller	Y	Member	3
Sarah John	Y	Member	3
Gerald Musial	Y	Member	3
Sandra Johnson	Y	Member	3
Lesley Hoag	Y	Member	3
Jessica Ludwick	Y	Member	3
Vacant	Y	Member	3

The Seneca Allegany Charter School shall be governed by a Board of Trustees, which shall have final authority for policy and operational decisions of the School pursuant to education law governing charter schools. The Board will hire a Head of School / Principal and delegate day-to-day administration and decision-making to that individual prior to the opening of the School. This founding board understands full well its policy-making and accountability role and the responsibility of governing a public charter school. The board will have a performance contract with the Board of Regents that provides the school with the autonomy to design and operate its programs in exchange for accountability for results, namely academic performance, organizational viability and fiscal soundness. The board's roles and responsibilities include:

- Establishing the school's mission and the school design.
- Ensuring adequate resources for implementation of the school program.
- Recruiting, hiring and evaluating the Principal / Head of School.
- Approving major policies and regularly reviewing and revising them as necessary.
- Attending board and committee meetings and working through full board authority.
- Making informed decisions with the success of the school in mind.
- Monitoring program implementation with the goal of assuring student achievement
- Monitoring compliance with the charter agreement and all relevant laws and regulations.
- Facilitating and ensuring long term strategic planning.
- Recruiting and orienting new board members and assessing board performance.
- Participating as appropriate in the grievance process.
- Enhancing the school's standing in the community.

Qualifications for the school's Board of Trustees are set forth in the proposed bylaws of the SACS Board of Trustees and are subject to compliance with all of the requirements of Article 56

of the New York Education Law (the New York Charter Schools Act), and to the provisions of the not-for-profit corporation laws that are made applicable to charter schools by section 216-a of the Education Law. These bylaws are also subject to change pursuant to Article IX of such proposed By-Laws. The qualifications to serve on the SACS board of trustees will include but are not limited to the following:

- Belief in and support of the mission of the Seneca Allegany Charter School.
- Belief in and support of the school's design and to the continuous improvement processes to be used in enriching said design
- The expectation that all children can and will achieve to high standards.
- Demonstrated understanding of board duties and responsibilities.
- Willingness to attend board and committee meetings and volunteer for board work.
- Experience and expertise in a field that can be utilized by the Board and School staff to effectively provide Salamanca area youth with an academically challenging and rewarding environment.
- The capacity to examine performance data, financial documents and management reports and make informed decisions in the best interest of the school and its students.

The board will have at least five members and no more than eleven, Board membership will consist of an odd number (5, 7, 9, or 11) of individuals. Board leadership will include the following officer positions: Chair, Secretary and Treasurer. Board members will serve staggered three-year terms. Much of the work of the Board will be conducted in committees. The Board will have four standing committees, each committee will invite input/participation of appropriate staff members and at least one member of each committee will be a Board member. The proposed standing committees are the Executive Committee, Finance Committee, Quality Assurance Committee and Facilities Committee.

Vacancies in seats on the Board of Trustees for any reason will be filled by vote of two-thirds of the entire membership of the Board of Trustees. A trustee who fills a vacancy shall hold office until the next annual meeting of the trustees and until his or her successor is duly elected and qualified. Newly created trusteeships shall be filled in the manner prescribed for those trusteeships at the time they are created. In either case, before presented to the full board for election, the Executive Committee will hold several meetings with the candidate to discuss issues related to education reform in general and interest in our mission in particular. In doing so, a clear understanding of the need for higher expectations in school in order to develop the workforce of the future is paramount. All new trustees will receive a board orientation and be provided with needed materials, including a copy of the charter, board member job description, committee descriptions, previous board meeting minutes, finance document, and major policies. The board will undertake ongoing governance training to ensure all members have a common vision of the board's roles and responsibilities and best practices. The Board will conduct initial training and periodic retreats using the Charter School Board University materials written by Dr. Brian L. Carpenter and published by the National Charter School Institute. The board will conduct reviews of charter board compliance regulations with legal counsel.

The board will meet monthly at the school; the agenda will be developed by the Chair in consultation with the Principal and will include a written or oral report by the Principal, a

financial report by the Principal and/or Business Manager, and opportunity for public comments. Meeting agendas will be posted on our website and available at the school office prior to each meeting and all public meeting rules and regulations will be observed. Minutes will be taken at all board and committee meetings, copies of which will be posted on our website and archived in the school office.

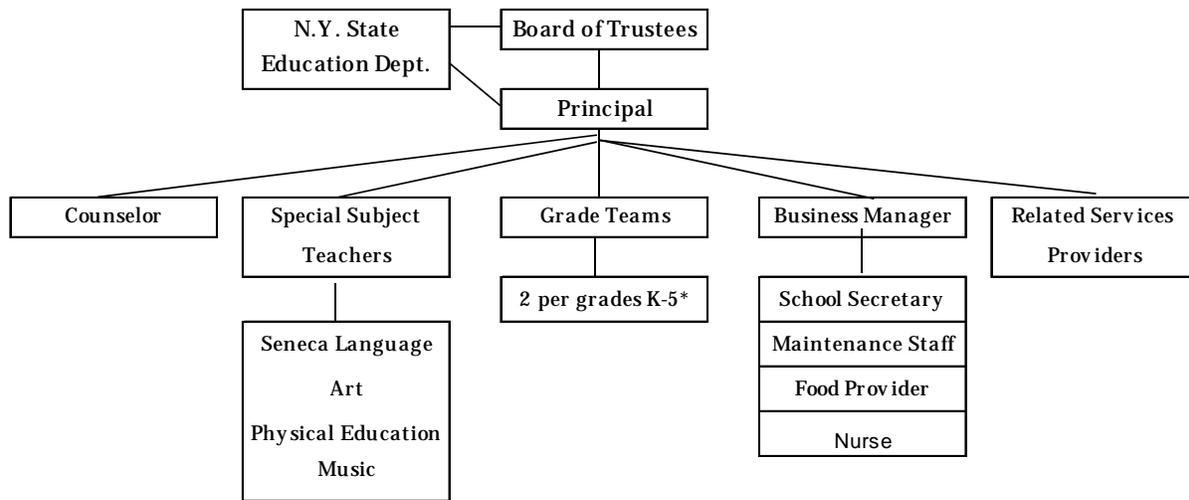
The Board will delegate authority for the day-to-day operations of the school to the Head of School / Principal, who will oversee all operations of the school and report directly to the Board. The superintendent will articulate the purposes and mission of the school, accurately interpret the school design, and establish high expectations for school performance and student results. The principal identifies needs for teacher, staff, parent, and community participation in the life of the school and will effectively organize and delegate authority to school teams and committees. The principal also will lead the development of a school wide system of accountability based on student academic standards and school performance standards. The board will establish measurable annual performance goals, conduct mid-year and end-of-year evaluations of the Principal, and ultimately hold her or him accountable for results. The Board will clearly communicate its reporting requirements to the Principal, including content, format and frequency of data.

Teachers exercise professional authority and judgment in deciding matters concerning instruction and learning. Grade teams will decide on procedures for supervising students in accordance with school policies and will agree on strategies to help students meet academic standards. Families will work closely with teachers and share responsibility for supervising and supporting their children's achievement in accordance with agreements forged at conferences. Please see Attachment 8a for job description related to these roles.

SACS will develop a meaningful way of involving parents in school governance. The school will convene a Parent Advisory Council (PAC) comprised of all parents attending and all-inclusive call for attendance. The group will be allowed to develop its own leadership structure and meeting schedule. The school will insist, however, that the agenda be clearly divided between traditional parent organization functions (field trip fundraising and class activities support) and items that provide input on policy and governance issues. In this way, those parents who are interested in either function will be provided with the opportunity to impact both in an organized and meaningful way. In addition, the School will create ways for parents to address governance issues via the website and will develop a parent portal.

C. Management and Staffing

SACS Organizational Chart:



* One with special education certification per grade. Not all positions filled or full-time on year 1.

School Organization: Though designed as a small school, SACS organization intends to separate the academic and operational functions to the most practical extent. In this way, the school principal concentrates on her/his core function of providing instructional leadership. The principal is hired by the board and operates as the head of school, and reporting directly to the board. The principal is responsible for the overall success of the organization. The business manager who concentrates on the operation of the school and is in charge an accountable to the principal assists him or her. Though the business manager report to the principal, he/she has direct access to the board via the treasurer for check and balances purposes. The business manager will supervise the office manager, nurse, custodian and food service staff.

Each grade team is comprised of two teachers. One of these teachers will have Special Education Certification. From year three on, one of these teachers will acquire the added responsibility of coordinating the process by which the school monitors compliance with individualized educational plans, supports participation in the district’s Committee on Special Education meetings, and organizes the provision of mandated related services. These duties will be compensated with a stipend. Given the size of the school, every opportunity to provide avenues for teacher leadership in operations will be pursued before considering the traditional approach of adding administrators. One example of teacher leadership would be the coordination of staff recruitment, which may include drafting advertisement, attending recruitment, fairs, organizing interview committees and demonstrative lessons, and assigning mentors to new staff. Responsibilities and qualifications for key positions are provided in Attachment 8a.

Staffing Plan

	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	1	1	1	1	1
Assistant Principal	-	-	-	-	-
Director of Operations	-	-	-	-	-
Business Director	1	1	1	1	1
Lead Teachers	6	8	10	12	14
Specialty Teachers	4	4	4	4	4
Blended Learning Manager	1	1	1	1	1
Learning Support Teachers	1	1	1	1	1
Counselor	.5	.5	.5	1	1
Office Manager	1	1	1	1	1
Office Clerk	1	1	1	1	1
Nurse	.5	.5	.5	.5	.5
Custodial	1	1	1	1	1
Food Services	2	2	2	3	3

C. 1. Charter Management Organization – Not Applicable

C. 2: Partner Organization – Not Applicable

D. Evaluation

The annual assessment of the board’s performance is treated as a form of ongoing development. The process will include: (1) a self-assessment by each individual member of his/her performance, (2) an evaluation of each individual Board member by the Board Chair through review of an annual member “Board Report Card”, and (3) a self-evaluation of the Board’s performance. The Executive Committee will provide each Board member with survey instruments designed to achieve a comprehensive assessment of self and the board.

A comprehensive evaluation process will be used at SACS to hold the principal accountable for student performance and the overall administration of the school. The evaluation process will consist of the following:

Objective Setting: Prior to the beginning of each school year, a series of meetings will take place for the purpose of developing the Principal’s annual objectives. Objectives will be established in

the following categories: 1. Improving Teaching and Learning; 2. Rigorous Academic Assessment and Teaching; 3. Caring Culture of Commitment; 4. Operations and Financials; and 5. Governance. The actual objectives in each category will be based on relevant sections of the approved charter, which includes reference to student achievement levels on specific assessments, as well as annual board goals, recommendations provided by the Authorizer or other external reviewers, the school's annual accountability plan and personal development objectives of the Principal. Objective setting is a joint process that includes an Evaluation Team and the person being evaluated. The Evaluation Team will consist of Board Chair and the Chair of each standing Board Committee.

Metrics Development: Once objectives have been agreed upon, performance metrics will be developed for each of the objectives by the evaluation team and the Principal. Both the identification of the objectives and the development of the related performance metrics will be completed by the beginning of each new school year.

Academic Performance Metrics: The Evaluation Team and the principal will jointly identify academic performance metrics. The academic performance objectives that are included in the school's charter will become the academic performance objectives for the purpose of the principal's annual evaluation. For each objective, the committee will develop appropriate performance metrics. As part of the comprehensive evaluation process, reports related to the academic performance metrics will be presented to the board on a quarterly basis.

Monthly Board Reports: The Principal will report to the Board on a monthly basis on any and all interim assessment measures as named in the charter. Additionally, mid-year and end-of-year parent and student "satisfaction surveys" will be given to the overall experience of the children and families at the School. An end of year Teacher Satisfaction Survey will be given so that teaching staff can also provide feedback on the five key aspects of principal and school performance. The results from these surveys will be presented at the appropriate monthly board meetings and will be incorporated into the Principal's year-end evaluation.

Quarterly Progress Reports: The Evaluation Team will conduct quarterly meetings with the principal to review progress related to the agreed upon objectives using the performance metrics. The meetings will occur according to a fixed schedule (example – mid-September to report the agreed upon objectives and performance metrics; mid-December – a formative evaluation to discuss progress; mid-April - another formative evaluation to discuss progress; and mid-July to deliver the summative evaluation). A brief written Formative Evaluation Report will be reviewed at each of the first three meetings with the principal and followed by a report to the Board of Trustees. The 4th and final meeting of the yearly evaluation cycle will be a Summative Evaluation for the year. Using the metrics for each objective, a summary written report will be developed prior to the meeting that will include areas of strength, areas in need of improvement and specific recommendations. This report will be presented to the principal at this final quarterly meeting. A report of the Summative Evaluation will be presented to the board by the board chair.

Programmatic Audits: Programmatic audits will focus on student achievement results as the reflection of the implementation of the professional learning communities' process, our design, and implementation of the charter contract provisions. Student progress is measured toward meeting state standards. Monitoring of student's progress toward meeting the state learning standards will begin with the common formative assessments that are given in all subjects. The principal will monitor this process through periodic attendance to the planning team meetings

and access to curriculum planning and formative assessments result via eDoctrina® reports. The data yielded by the common formative and common unit summative assessments will be frequently analyzed by the teaching team and principal (thus forming a data team) also using the disaggregated data yielded by the eDoctrina® reports. The principal will also monitor the implementation of the technology program (software, hardware and curricular integration) via direct observation. The principal will also coordinate the preparation of an Annual Report to the SED's Charter School Office and the Board of Regents detailing its performance and progress towards all accountability goals.

Teacher Evaluation: Teacher Evaluation Process will be based both on student achievement and multiple forms of evidence of proficient practice. The rubric for teacher evaluation gives a minimum of 40% weight to student achievement based on the assessment system described on section II.D incorporating in grades 3 on the State assessments. Instructional practice will be assessed using one of the instruments approved by the State as in compliance with the RTTT guidelines: Charlotte Danielson's Enhancing Professional Practice Framework. Formal observations and periodic walkthrough will be conducted to collect evidence of practice in the four domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Conferences with the teachers, at different points throughout the process, will ensure a professional dialogue represented by a system of "formative assessments" of teaching practice in which the emphasis is placed in supporting teachers in succeeding. Nevertheless, action plans will be developed for each teacher and for each area in which the evidence points to anything less than proficient (3) performance. Evaluation of teaching efficacy forms the basis for contract renewals and recruitment.

Family and Student Satisfaction: SACS will continuously collect information on family and student satisfaction both through direct and indirect contact and both formal and informal ways. We will formally administer, at least annually, surveys to assess their satisfaction in areas such as instruction, school culture, and communication. At every event involving parents, parent/teacher conferences, family workshops, step-up ceremonies, etc., parents, guardians and family members will be encouraged to share both their pride in the school and their critique for continuous improvements. The separation of the parent meeting agendas between PTO functions and Parent Advisory Council functions will ensure that continuous feedback is purposefully elicited. We will also take very seriously the implications on satisfaction inferred in re-enrollment and recruitment data.

E. Professional Development

Teachers and administration will be given a multi-layered, two-week program of training prior to the start of SACS opening. This will include a full week of professional learning communities eDoctrina® training, and a week of core curriculum training for all staff members. In addition there will be specialty training in the areas of special education, art, music, physical education, and world language for staff members responsible for these areas. The student achievement training will focus on data analysis, examining actual student data on a class-by-class basis, discussing response to intervention strategies, meeting individual student needs, overall class issues, and teacher and program intervention. In addition, prior to school opening, time will be set aside for the school

principal and staff to develop common understanding and common language around school culture and student management (including developing an unified approach to the code of conduct, discipline policy, school safety plan, etc.), developing "consistent and predictable" approach to teaching SACS students character building skills, the school's behavioral expectations, and classroom and school-wide conduct norms for both children and adults.

This entire pre-opening program is aimed at achieving a common understanding of the school's approaches to areas such as Common Core competencies, school culture, differentiated instruction, intervention strategies, inclusion strategies, ESL approaches, constructivist Math, etc. However, while a great deal of research points out the benefits of professional seminars in developing common sense of direction, research also documents their limitation in changing practices to a deep level. To be effective, professional development must be conducted in the context of the work. Teachers at the SACS will have the opportunity to work in a school that values their professional capacity and has a Professional Learning Community environment. The daily common planning affords teachers the opportunity to learn from each other based on what data shows work. It also allows the teaching team to identify the areas in which expertise outside of their experience is needed to improve practice. This represents an opportunity for the school to arrange for and provide professional development opportunities tailored to the specific teaching team and targeting the identified areas at the point and in the context said professional development would be most effective.

The pre-opening program will be assembled by coordinating with event presented by providers such as Solution Tree (PLC), A+ Educators (strategies), eDoctrina® (data), and hired practitioners from CSAT and other area schools. This is also where we will find developers to work with teams, during common planning/professional development times and on on-going improvement of teaching and learning. Our principal will consider the orchestration of this continuous improvement of professional practices as a pillar of his/her core function.

F. Facilities

The Seneca Allegany Charter School has successfully submitted a proposal to the Seneca Tribal Council for the leasing of the Jo-Jo Redeye Building for the permanent site of the charter school. Built originally as our territory's first administration and community center facility, this building is centrally located among a much larger Seneca Community Center Complex. Over recent years a series of meeting and athletic venues have been developed around the Jo-Jo Redeye Building. These state of the art venues include an regulation size pool, indoor lacrosse arena, gymnasium with walking track above, dance studio and weight room which are mostly used after school hours, thus making them available to possible school use during school hours. Nevertheless, the building contains at least classrooms, a kitchen, cafeteria, and a gym with locker rooms. As much as the development of bigger and better facilities for the purposes once served by the Jo-Jo Redeye Building is a source of pride, this original building is near and dear to the heart of our community. Therefore, finding a new life as a school has become an attractive proposition for all. We intend for the building to be available for community events while school is not in session. Upon approval of the charter, the scope of renovations does not present any problem for the 2013 opening. The Jo Jo Redeye Building will have at least six (6) classrooms for usage upon

opening. The Board of Trustees will confirm the lease of this building immediately upon charter status and commence renovations. The school building will also be ready for occupancy by administrative staff during pre-opening functions.

G. Insurance

In addition to coverage provided by the building's landlord, (liability, property loss and personal injury insurance), SACS will maintain insurance coverage for professional liability and any other appropriate needs of the school that may arise. Based on the insurance policies obtained by other similar charter schools, here is the approximate coverage we expect to secure:

- General Aggregate: \$2 million aggregate and \$1 million for each occurrence
- Umbrella Liability: \$5 million limit of coverage
- School Leaders Errors & Omissions: \$1 million in coverage
- Student Accident: \$500,000 aggregate per accident
- Student Accident Medical: \$25,000 per accident
- Student Catastrophic Accident: \$1 million limit
- Auto: for non-owned vehicles used in school business
- Property: \$250,000 in coverage for school furnishings, equipment, and leased space betterments
- Workers' Compensation: rate determined by state of New York

Insurance reserves will be maintained within a Money Market account as dictated by the organizations overall liquidity needs.

H. Health, Food, and Transportation Services

Food: Upon approval of the charter, the SACS' Board will conduct a quick feasibility study to determine if the school should run its own food services. This consideration is due to the availability of a well-equipped kitchen in the building. In such a case, all meals provided will meet all nutritional requirements, including dietary guidelines and recommended daily allowances of protein as suggested by the USDA and SED regulations. SACS would also participate in the school breakfast and lunch program provided by the U.S. Department of Agriculture. Our program will provide free or reduced price breakfast and lunch for the children of low-income households. In addition, breakfast and lunch will be available for the full purchase price for all students. Students will also be allowed to bring their lunch and/or breakfast to school. Should the study point to the desirability of engaging a vendor, several options are available in our area including contracting with the local district Food Services Department. The criteria for selecting such a vendor will include the ability to provide highly nutritious meals and cost.

Health: SACS will comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. SACS will provide on-site health care services similar and beyond to the extent that such health services are available to children attending other public schools in the district where SACS is located. Besides the school nurses services provided by the local school district

under State regulation, SACS will fund and employ a half-time New York State Licensed School Nurse who will operate our health clinic. The salary for these positions has been included in the budget. The Nurse will work closely with the Physical Education/Health Instructor(s) to implement a comprehensive health and wellness program for staff, students and their families; to supervise the disbursement of medication; the treatment of students who are ill; the treatment of students who are injured; and to train faculty and staff in first aid, including but not limited to, cardiopulmonary resuscitation and emergency response utilizing the Automated External Defibrillator (AED). The nurse will also be responsible for all record keeping and correspondence related to these responsibilities. In the Nurse's absence these responsibilities may assume by the Principal who has a nearby community health facility available to help.

SACS, in accordance with NYS law, will require that each student entering SACS have a certificate of immunization at the time of registration or no later than the first day of school. Before a child can be permitted to enter or attend SACS, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

Defibrillator: SACS, in accordance with §917 of the Education Law, will maintain onsite AED unit(s) to ensure ready and appropriate access for use during emergencies and will ensure that staff members are trained in the operation and use of such equipment for use at SACS and at any SACS-sponsored events at other locations.

Medication Delivery System Procedures: SACS will establish a secure, easy to understand, and safe medication delivery system. SACS will avoid misunderstandings by widely circulating the requirements. These requirements for the administration of medication in school are communicated through the student-parent handbook; school publications/calendars; inserts with report cards; mailings to physicians and/or local medical societies; and individual parent/student counseling. Only those medications necessary to maintain the student in school and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) should comply with all procedures. Any prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given by the School.

The other members of SACS staff will not perform administration of such prescribed medications. Designated staff in the school setting, following assignment and in conjunction with approval by the School Nurse, may assist self-directed students with the taking of their own oral, topical and inhalant medication. The School Nurse as well as the school administration will ensure that the staff person receives the training and supervision needed to perform these tasks in a safe and effective manner.

Transportation: Pursuant to Education Law §3625, SACS intends to call upon the local Public School district and neighboring school districts to provide transportation services for resident charter school students as it would be to a nonpublic school. Families will bear responsibility for transportation of students who reside within two miles of the school. In accordance with the law, it is the district's responsibility to provide transportation for students located more than two and less than fifteen miles from the school on equal circumstances to what the district provides to nonpublic schools. Funds have been allocated for transportation on those days that the district is not in session and for the transportation of students from districts that do not provide transportation to nonpublic school pupils. If a student with disabilities requires transportation as part of his/her educational plan, the school will continue to notify the district in which the student resides to provide the transportation.

I. Family and Community Involvement

Studies show that how schools relate to parents makes the biggest difference in how much parents participate in their children's education. SACS recognizes that parents and other family members are a child's first teachers and that engaging them is critical to children's educational success. This commitment to parental involvement is strongly reinforced by several components of the SACS school design. SACS respects parents and families as consumers of education. The board wants parents to feel welcome when they walk into the school. Thus, SACS will commit to keeping families engaged in their child's education, both in the school and in the home, and will provide quarterly assessment of the student's progress that are designed to both clearly describe student performance and engage families. Our report card will be devoid of pedagogic jargon and will focus on the child's strengths prior to addressing challenges. The report will also contain realistic and accessible recommendations on how the family may join the school in reinforcing student learning. Every student will be taught how to participate in the parent/teacher conference by presenting a description of his/her performance. This practice will continue until we are able to achieve the type of conference research proves is most effective in involving parents: the student-led parent/teacher conference.

Volunteerism will be encouraged at every level of school operations. We at SACS also recognize the value of constant communication with our families. To maintain strong channels of communication, each teacher will have a phone line with voice-mail directly in his or her classroom. The work email addresses of all staff members will be communicated to parents and posted on our website. Our website will contain a parent portal and every family will have direct access to relevant information such as homework, calendar of events, and – through a secured page - their child's progress.

In addition, parents will also play an active role in the governance of the school. Parents will serve on the Board of Trustees of the school, and the principal will convene a Parent Advisory Council (PAC) that will meet regularly to discuss school issues and to hear families' concerns and suggestions. The PAC will meet regularly to discuss school issues and to hear families' concerns and suggestions. PAC will have representatives for each classroom. The PAC will meet regularly to provide assistance as needed to support school-wide goals and directions, communicate the concerns and ideas of families, and have input on some policy decisions. The periodic satisfaction surveys completed by families will also reinforce a culture of involvement.

The main source of community involvement will be the contacts teams will make with area businesses, government offices, and other agencies for the purpose of organizing school-to-career events. These events, called career touches, consist of field trips (we will call them field lessons) to worksites and visits of community members to the classrooms for the purpose of exploring careers as part of our design. It has been the experience of other effective school-to-career campuses that once the community members get to know the kids a desire of further involvement is elicited. The school will also nurture it.

J. Financial Management

The SACS Board of Trustees is committed to enforcing sound policies and procedures for the school's financial management. As the overseeing body, the Board of Trustees includes individual trustees with ample experiencing in monitoring finance operations of substantively larger private, governmental, and public organizations. We will hold the Principal, in collaboration with the Business manager, responsible for all financial transactions and records. We will ensure the staff hired has the expertise to develop the financial reports such as the General Ledger, Audits, Budget Reports, Monthly Cash Reports, Inventory, as well as quarterly statements for the Board's review. Budgets will be proposed and reviewed on an annual basis. Expenses will be reviewed on a monthly basis.

SACS is committed to getting the most from the resources available. The board will adopt detailed financial policies and procedures to guide school staff and protect school resources. The school will obtain quotes and competitive pricing for most orders and will also make purchases through vendors offering New York State Contract Pricing. Requisitions will be generated for all purchases. Once requisitions are approved, purchases ordered will be generated and sent to the vendor, the individual initiating the request, the office, and a copy will be kept in the school/Business Manager office. When merchandise is received, procedures to verify the merchandise received with the packing slip and compare the packing slip with the purchase order will be in place. The Business manager will review for discrepancies in orders before payment is made. All purchases and expenditures utilizing school funds must meet the ordinary business standards as reasonable and necessary, with prudent consideration of the Charter School's limited financial resources. The Finance Committee will review all purchases/cash disbursements. It is the goal of SACS to locate and utilize various resources in which to obtain competitive pricing for most purchases including New York State Contract pricing. The Board will institute policies to ensure the appropriate use of competitive bidding.

Financial Audit: In compliance with Education Law § 2851(2) (f), the Board will also hire a licensed certified CPA accountant/firm to audit all annual financial statements. Audits will affirm that all financial records are held legally in congruence with the Generally Accepted Accounting Principles (GAAP) as well as the Government Auditing Standards, which are issued by the Comptroller General of the United States. Each audit will include, but is not limited to, financial statements such as cash flows, activities, expenses, and revenue. All audited reports will be ultimately included in the annual financial report. The Principal and Business Manager will engage, when necessary, independent service bureaus or firms to help with areas such

payroll services and personnel reporting, filing and payment of employment related taxes, preparation of employee forms such as W2, W3, forms 941 and 941B, etc.

Student Financial Records & Tracking Enrollment and Eligibility: In accordance with the Family Educational Rights and Privacy Act (FERPA), all students' records will be securely locked and stored under the supervision of the Principal assisted by the Office Manager. A log will be kept of all persons who requested and reviewed student information and reasons for their review. The Principal will also be held ultimately responsible for tracking enrollment and eligibility of each student. From the process of recruitment to attendance, the Principal, along with the Office manager, will ensure all forms are completed, students are eligible, and student information is securely stored. Upon each student's application, the Principal will ensure that the school has the "capacity to develop adequate policies and processes form tracking enrollment and attendance eligibility, eligibility for free and reduced-priced lunch; special education services and other services for special populations of students."

K. Budget and Cash Flow

The SACS Board believes that the budget plan template, presented in Attachment 9 represents a realistic and financially sound projection based on the analysis of other charter school budgets as well as expenses projections. Controlled assumptions are made for all sources of revenue and expenses. The SACS Board is convinced that the budget is a balanced projection to maintain operation for the five years of our first charter period.

Pre-Opening Budget: Start-up period costs will include: hiring the Business Manager, the School Principal, and the school office manager or temporary secretarial help. The Principal and Business Manager will execute the responsibility of ensuring the schools establishment, operations and enrollment. Both of them will also coordinate student recruitment and enrollment procedures including conducting the lottery process. The Board anticipates continuing the support of the recruitment efforts as volunteers. Anticipating a \$500,000 CPS grant award by the NYSED and dividing it into the pre-opening and implementation periods, the total start-up budget for pre-opening is \$229,000.

The budget includes cost of payroll, benefits, accounting/legal expense, and office supplies expense (printing, phone usage, and furniture) recruiting of students/teachers, and marketing supplies.

Upon charter approval, the Board will automatically begin fund raising by applying for several charter grants such as the New York State Stimulus Fund Grant and the incentive start-up funding granted by the NYSED (Underserved student populations priority and Authorizer program design priority). The granting of the charter will provide the momentum to pursue possible funding from a variety of sources related to education efforts from the Seneca Nation. However, in this conservative budget, we have only included the revenue with assumptions of receiving the CSP Planning and Implementation Grant and the incentive start-up funding from the NYSED. Should our assumptions and estimates prove wrong, securing tribal funds, foundation contributions, and/or securing an interest-free bridge loan until we reach a more sustainable enrollment size.

L. Pre-Opening Plan

Action	Start Date	End Date	Responsibility	Notes
File for Federal Non-for-profit status[501 (c)(3)]and State Tax Exempt status for School	Upon charter approval	See notes	BOT and Legal Counsel	IRS may take several months to review and award status
Hold BOT first annual meeting and elect BOT officers	At first BOT Meeting	At first BOT Meeting	BOT	Within approx. one month of charter approval
Ratify by-laws and Code of Ethics and establish committees	At first BOT Meeting	Jan-13	BOT	
Finalize facilities negotiations and execute lease	Jan-13	Jan-13	BOT and Legal Counsel	Preliminary approval of use of Jo-Jo Redeye building previously negotiated with Seneca Nation Council
Conduct Board training sessions	Feb-13	Feb-13	BOT, EST, LLC.	Other trainers including NYCSA and NCSA will be considered
Research and apply for available competitive public finding opportunities and private grant opportunities	Feb-13	Apr-13	BOT & SNI Education Office	This function will continue to be coordinated by the the School's Business Manager from May 2013 on
Select and hire contractor for renovations	Mar-13	Mar-13	BOT	
Renovation work	Apr-13	Jul-13	Facilities Committee working with Contractor	The scope of work is such that can be completed within 4 months
Recruit Business Manager	Mar-13	Apr-13	Finance Committee	Finance Committee to bring candidates for full Board approval

Recruit Principal / Head of School	Feb-13	May-13	Executive Committee	Executive Committee to start search in February and bring candidates for full Board approval
Approve fiscal policies and procedures	Mar-13	Apr-13	BOT	Board will have policies in place before hiring Business Manager
Develop interim payroll procedures and determine employee benefit package	Mar-13	Apr-13	BOT	The Business Manager and Principal will have an opportunity to do further research, make recommendations before more employees are hired
Finalize and adopt all financial systems, accounts receivable, accounts payable, payroll, etc.	May-13	Jun-13	Business Manager	Business Manager submits recommendations for BOT approval
Interview and select independent audit firm	Apr-13	Jun-13	Finance Committee	Firm will be asked to review and provide input on systems recommendations being presented for BOT approval
Interview and hire staff	May-13	Jul-13	Principal	
Disseminate student recruitment materials, host open houses, community outreach	Mar-13	Aug-13	BOT, Principal	The BOT continues to hold community meetings. Upon approval, BOT will make these recruitment meetings. Principal joins effort with application form based on SED template

Hold lottery	Jul-13	Jul-13	Principal	Lottery to be held last week in July allowing minimum of 2 weeks of notification
Send out acceptance packages with all forms and information pieces, lunch application, policy manuals, etc.	Aug-13	Aug-13	Principal	
Finalize staff pre-service and participate in execution	Jun-13	Aug-13	Principal	Pull together comprehensive plan using Solution Tree, A+ Educators, eDoctrina, other trainers training during beginning of August
Research and secure curriculum resources	May-13	Aug-13	Principal	More resources will be ordered as teaching teams develop units using PLC process
Contract with related services providers	Aug-13	Aug-13	Principal	Though research as to available providers may be done earlier, the services will be contracted according to the IEP's of accepted students
Create and publish RFP for technology infrastructure, telephones, connectivity	May-13	May-13	Business Manager	
Submit 2013-2014 budget for approval	May-13	Jun-13	Business Manager	Finance Committee to review drafts
Secure food services	May-13	Jul-13	Business Manager	

Secure Transportation Contract	Jun-13	Aug-13	Business Manager	Though research based on addresses on application could begin earlier, the final contract cannot be drawn and quoted until students are accepted
Complete fingerprinting and background check forms	May-13	Jul-13	Business Manager	As staff is being hired
Secure insurance policies	May-13	Jul-13	Business Manager	Finance Committee to help with review of proposals
Research and select student information system	Jun-13	Jul-13	Business Manager	Probably eSchool® - compatibility with area schools' systems desirable
Order and receive school furniture & equipment	May-13	Jul-13	Business Manager	Vendors such as Schools Specialty would provide scope, ordering information, delivery, and installment according to enrollment projections
Create a draft of SAVE plan and submit to SED	Jul-13	Aug-13	Principal	
Order AED's and arrange for staff training	Jul-13	Aug-13	Principal	Training in August with the help of hired nurse
Receive and secure student records including medical and IEP's	Aug-13	on-going	Office Manager	
Create and distribute class lists	Aug-13	Aug-13	Office Manager	

M. Dissolution Plan

In compliance with §2851 (2)(t) of Education Law, in the case of the closure or dissolution of SACS, students and student records will be transferred to the school district in which the school is located. In the event of dissolution, all assets of the charter school will be transferred to the

school district in which SACS is located or another charter school located within the school district.

In the event of closure or dissolution of SACS, the Board of Trustees shall delegate to the Head of School and the Business Manager the responsibility to manage the dissolution process in accordance with Education Law §2851 (2)(t). This process shall include notification to parents of children enrolled in SACS. Additionally, a list of students attending SACS will be sent to the local district where SACS is located. SACS shall transfer student records to the school district in which it is located, and the parents of the enrolled students shall be notified of the transfer of records. The remaining assets of SACS, after satisfaction of outstanding debts pursuant to Education § 220, shall be transferred to the school district in which SACS is located or another charter school located within the school district. The dissolution process will begin with a meeting of the leadership team of SACS that will include at least the Board President, Head of School, Business Manager, and its legal counsel. The purpose of this meeting is to review and confirm a dissolution plan and timeline developed by the School's administrative staff that will be used to guide the dissolution process. Upon approval of the plan and timeline, the Head of School and the Board President will meet with the representatives from SED and other appropriate staff to review and discuss the dissolution plan and timeline. The outcome of this meeting is a final dissolution plan and timeline that will be used to manage the dissolution process of SACS.

Days 1-5

1. SACS will deliver a current student list to SED.
2. The Head of School will conduct a meeting with SED to discuss openings and availability for students being displaced by the closure or dissolution.
3. The Head of School and a SACS Board Representative will conduct a meeting with SED and auditors to begin a process of identifying assets required to transfer.
4. The SACS Head of School will notify all parents in writing of the closure of the school and the ensuing placement process.
5. The Head of School will meet with the students to discuss the school's closing and the ensuing placement process.
6. SACS will schedule and advertise a school-day meeting with students and an evening meeting with parents and others to discuss SACS closing and the transfer of students to other public schools.
7. SACS will host a series of information sessions for families and students about the possible schools available and identify the assistance that will be provided during the transfer process.
8. SACS website will be recognized as a primary source of information about the school's closing, the dissolution process, and the placement of students in other public schools.

9. SACS pupil personnel staff will schedule a placement meeting with each enrolled student/parent to discuss his/her placement.

Days 5-15

1. The pupil personnel staff will prepare a written report for the Head of School confirming the scheduling of placement meetings for each student/parent.
2. The pupil personnel staff will commence student placement meetings.
3. SACS will provide written notice to appropriate office departments such as transportation, food services, and school safety of the closure to ensure adequate time for modifications to existing practices and procedures.
4. SACS will notify in writing school principals in schools likely to receive transfers from SACS of the closure and provide contact information for school personnel handling transfers.

Days 15-30

1. The pupil personnel staff will continue with student placement meetings.
2. A list of students and their known preferences for relocation will be prepared by the counseling staff and sent to the Head of School.
3. SACS will transfer student records to the SED upon completion of the placement meeting between the school pupil personnel staff and individual students.
4. Parents of the enrolled students will be informed of the transfer of their students' records to the SED and be provided a copy of those records.
5. SACS will conduct a final meeting with the SED to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in a nonpublic school.

Transfer of Assets: The Business Manager will be responsible for developing a plan that will direct a smooth and efficient transfer of assets process. The Business Manager will maintain an up-to-date inventory of the assets of the school. He/she, with the cooperation of the Finance Committee of the Board of Trustees, will attend to the payment of all outstanding debts of the school. Once all debts are satisfied, a distribution of assets process will be initiated that complies with a prescribed plan that has been developed by the Business Manager with the cooperation of the SED. This plan will eventually detail what assets will be dispersed to which school(s), when, how, and by whom. This plan will be presented to the Executive Committee of the Board for review and approval prior to its implementation.

Seneca Allegany Charter School Admission Procedures and Policies

The selection, admission, and enrollment of students at the Seneca Allegany Charter School (SACS) will be guided by §2854 (2) of Education Law and the policies. Enrollment to SACS is open to any student who qualifies under the laws of New York for admission to a public school. There are no financial or academic requirements or restrictions for admission to SACS. The Board seeks to enroll in the school students who reflect the diversity of the surrounding community. SACS will comply with §2854(2) and be guided by these stated policies. There will be no discrimination against any student on the basis of ethnicity, national origin, gender, disability or any other ground that would be unlawful. Admission of students shall not be limited on the basis of intellectual ability, creed, gender, national origin, religion, or ancestry.

Children who have reached the age of five by December 1 of the year in which they apply may be admitted to kindergarten. In order to maintain school culture, the school intends to admit new students into kindergarten through grade 5 (2017) each year as space permits. Students already enrolled have first priority of being enrolled in the subsequent grade level. Every student with an open enrollment record is required to hold their placement by submitting an Intent to Return form, sent to SACS families by administration. The number of new students is dependent upon the anticipated enrollment from the intent to return forms, with a maximum enrollment of 175 (2017) for kindergarten through grade 5.

SACS will engage in extensive efforts to inform families in its neighboring communities about its enrollment process and target dates for each new school year. Efforts include various local advertisements, open houses, SACS website, school tours, and announcements on outside signs.

To be eligible for enrollment to SACS requires a completed application, including all required documentation. This application can be found on the SACS website, at the school's Main Offices and the Allegany Community Center, Education Department. If the number of applications exceeds the number of open slots during the open enrollment period, a lottery system will be used for admission. However, to be included in the lottery, applications must be hand delivered or mailed and received no later than the admission period deadline listed on the form. Applications are accepted year-round, although applications received following the lottery will be given the next consecutive waitlist number for the applying grade level. An original receipt will be given in return for every application received; it is the applicant's responsibility to keep up-to-date contact information on file with the school.

The SACS application seeks only information necessary to admit new students and is not considered a pre-registration form. The application form is designed in accordance with the State Education Department guidelines. SACS has adapted the uniform application form within the allowable parameters; all data elements required to be submitted by the applicant will be marked with asterisk and the form will include the following notation:

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

The following statement will also be included on the application form:

Non-Discrimination Statement:

A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, religion or ancestry.

A school may not require any action by a student or family (such as an admission test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school

Student applications are available in January for the fall school year (i.e. for the 2013-14 school year the applications will be available in January 2013). A lottery process will take place no sooner than April 1, but no later than April 15. Applicants that have provided the required documentation to show Salamanca City Central School District residency will receive preference. Starting in the second year of operations (2014-2015 school year) siblings of students enrolled in the school will also receive preference.

Preference and Lottery System:

Enrollment preference will be given as follows:

- Double Preference: applicant has (1) a sibling already enrolled at SACS **AND** (2) has permanent residency in the Salamanca City Central School District.
- Single Preference: applicant has (1) a sibling already enrolled at SACS **OR** (2) has permanent residency Salamanca City Central.
- No Preference: applicant does not have a sibling already enrolled at SACS and they have permanent residency in a district other than the Salamanca School District.

The lottery drawing will be conducted by the Head of school or principal, a board member, and an independent community observer. The lottery process, by law, is open to the public.

The lottery will follow these steps for each grade:

1. Applicants of double preference will be drawn.
2. Applicants of single preference will be drawn.
3. Applicants of no preference will be drawn.

Once the number of students equal to the number of available seats is filled, the remaining applicants will be placed on the waitlist in the order in which they are drawn.

After all the names have been chosen, parents will either be:

1. Notified by letter of their acceptance, which will include the confirmation packet with a deadline for submitting the required paperwork. Paperwork may include original birth certificate, immunization records, and proof of address. Failure to submit the required paperwork by the designated date will result in loss of placement. Parents/guardians will be expected to document residence at the time of registration following our lottery; acceptable documentation will include a lease and/or utility bill.
2. Notified by letter of the child's waitlist number, which is valid for the entire upcoming school year in which the student is applying. The letter will describe the steps that will take place if a space becomes available. That wait list will be maintained for the entire

year. If a student withdraws, the next applicant on the wait list in that grade will be called and offered the space.

Student withdrawal will be permitted upon the written request of the parent or legal guardian and proof of enrollment in another school. Following the written request of the admitting school, student records will be transferred. If a student does not return in September, the school will telephone and send the family a certified letter to determine the child's status. When a space opens, the waiting list will then be activated to admit the next child on the same grade level. For applications received after the April 1 deadline, those students will be added to the waitlist in the order they are submitted. The waitlist will expire annually at the lottery drawing for the next school year.



Seneca Salamanca Chamber of Commerce

26 Main Street • Salamanca, NY 14779
(716) 945-2034 • (716) 945-9143 - fax
info@salamancachamber.org
www.SalamancaChamber.org

SSCC Board of Directors

President & Treasurer
Jayne Fenton
JLF Consultants

Vice President
Susan Zaprowski
Hampshire Mills

Secretary
Rae Jones
Community Representative

Executive Board Member
Philip Moyer
Weast Insurance Agency

Jud Beattie
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Laura Dorfman
The Dudley Hotel

Tim Flanigan
Salamanca IDA

John Hedland
Save-A-Lot

Tyler Heron
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Maxine Jimerson
MJ Development

Ross John, Sr.
Ross John Enterprises

Donna Raahauge
Community Representative

Sheila Ray
Papa's Place - Salamanca

Merle Watt Jr.
Wildwood Property
Management

SSCC Staff

*Member Services &
Events Manager*
Jenny Ingrao

Administrative Assistant
Joelle Murdock

July 27, 2012

Ms. Laura Dorfman, Owner
The Historic Dudley Hotel
32 Main Street
Salamanca, NY 14779

Board of Trustees
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To whom it may concern,

With this letter, I am expressing support for the Seneca Allegany Charter Schools' (SACS) application for authorization from the State University of New York Charter Schools Institute. When they open their doors, the schools will fill a long-standing need in our community for an alternative to traditional public education.

A large part of the SACS's mission will be to give our young people the tools they need to succeed in the "World of Work" – whether they enter it after high school or college. As a business leader, I know first-hand how important it is that this element be added to student's educations. SACS's design will create a healthy, supportive environment that will strengthen ALL STUDENTS, and give each and every one the tools to fulfill their potential.

I fully support the Seneca Allegany Charter Schools' mission and strongly feel that its design will have a positive impact on our community for a long time to come. Thank you.

Sincerely,

Laura Dorfman, Owner
The Historic Dudley Hotel and Board Member,
Seneca Salamanca Chamber of Commerce



Seneca Salamanca Chamber of Commerce

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Administrative Assistant
Joelle Murdock

July 27, 2012

Mr. Tim Flanigan
25 State Park Avenue
Salamanca, NY 14779

Board of Trustees
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

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I fully support the Seneca Allegany Charter Schools' mission and strongly feel that its design will have a positive impact on our community for a long time to come. Thank you.

Sincerely,

Tim Flanigan
President, Salamanca IDA and
President Elect, Seneca Salamanca Chamber of Commerce



Seneca Salamanca Chamber of Commerce

26 Main Street • Salamanca, NY 14779
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SSCC Staff

*Member Services &
Events Manager*
Jenny Ingraio

Administrative Assistant
Joelle Murdock

July 19, 2012

Jayne L. Fenton
P.O. Box 419
Salamanca, NY 14779

Board of Trustees
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To whom it may concern,

With this letter, I am expressing support for the Seneca Allegany Charter Schools' (SACS) application for authorization from the State University of New York Charter Schools Institute. When they open their doors, the schools will fill a long-standing need in our community for an alternative to traditional public education.

A large part of the SACS's mission will be to give our young people the tools they need to succeed in the "World of Work" – whether they enter it after high school or college. As a business leader, I know first-hand how important it is that this element be added to student's educations. SACS's design will create a healthy, supportive environment that will strengthen ALL STUDENTS, and give each and every one the tools to fulfill their potential.

I and my company, JLF Consultants, fully support the Seneca Allegany Charter Schools' mission and strongly feel that its design will have a positive impact on our community for a long time to come. Thank you.

Sincerely,

Jayne L. Fenton, President
JLF Consultants and
Seneca Salamanca Chamber of Commerce



Seneca Construction Management Corporation
23 Thomas Indian School Drive
Irving, NY 14081

July 12, 2012

Board of Trustees
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To whom it may concern,

With this letter, **Seneca Construction Management Corporation** is expressing support for the Seneca Allegany Charter Schools' (SACS) application for authorization from the State University of New York Charter Schools Institute. When they open their doors, the schools will fill a long-standing need in our community for an alternative to traditional public education.

A large part of the SACS's mission will be to give our young people the tools they need to succeed in the "World of Work" – whether they enter it after high school or college. As a business leader, I know first-hand how important it is that this element be added to student's educations. SACS's design will create a healthy, supportive environment that will strengthen ALL STUDENTS, and give each and every one the tools to fulfill their potential.

Seneca Construction Management Corporation fully supports the Seneca Allegany Charter Schools' mission and strongly feels that its design will have a positive impact on our community for a long time to come. Thank you.

Sincerely,

Odie Porter
President / CEO

SENECA CONSTRUCTION MANAGEMENT CORPORATION

23 Thomas Indian School Drive | Irving, New York 14081 | 716.532.0137 | 716.532.4036 Fax

Rickey L. Armstrong, Sr.
62 Eagle Street
Salamanca, NY 14779

June 12, 2012

Board of Trustees
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To whom it may concern,

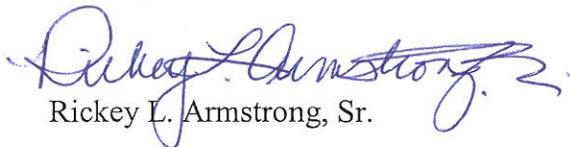
As a former President of the Seneca Nation of Indians, I am pleased to write this letter of support for the Seneca Allegany Charter Schools (SACS).

SACS' application reflects a genuine commitment to providing all the children of the Seneca Allegany Territory in Cattaraugus County with a first rate education that prepares them for leadership in their chosen career paths. I particularly applaud the proposal's emphasis on implementing a curriculum that inspires students to maximize their potential, exceed expectations, build community and become culturally fluent.

Having met with the proposed schools' founder, President Porter, I am confident that his vision for a small, rigorous, engaging curriculum that targets the various needs of our children will have a positive impact on ours and surrounding communities that will lead to high levels of student achievement.

I am convinced that this school will strengthen our region. Their development will provide a valuable new option for students and parents seeking educational excellence for their children. I urge you to approve the application for the Seneca Allegany Charter Schools.

Sincerely,



Rickey L. Armstrong, Sr.

Concetta A. Arena

July 13, 2012

Board of Trustees
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To whom it may concern,

I am pleased to write this letter of support for the Seneca Allegany Charter Schools (SACS).

SACS' application reflects a genuine commitment for providing all the children of the Seneca Allegany Territory in Cattaraugus County with a first rate education that prepares them for leadership in their chosen career paths. I particularly applaud the proposal's emphasis on implementing a curriculum that inspires students to maximize their potential, exceed expectations, build community and become culturally fluent. I feel this is very needed in our community.

Having attended the community informational meetings, and met with the proposed schools' founder, President Porter, I am confident that his vision for a small, rigorous, engaging curriculum that targets the various needs of our children will have a positive impact on the surrounding communities and lead to high levels of student achievement.

I am convinced that this school will strengthen our region and bring our community closer together. Their development will provide a valuable new option for students and parents seeking educational excellence for their children. I urge you to approve the application for the Seneca Allegany Charter Schools.

Sincerely,



Concetta A. Arena

**SALAMANCA CITY CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION SPECIAL MEETING**

June 5, 2012

7:30 P.M. Special Meeting

**Seneca Nation of Indians
Allegany Community Center
Multi Purpose Room**

Present: Board of Education Members: President Robert Crandall, Vice-President Theresa Ray, Eric Butler, Lance Hoag, Barb Sande, Colleen Smith, Janice Tinnerman
Superintendent: Robert J. Breidenstein
School Business Executive: Karen S. Watt
School District Clerk: Janet L. Koch

Seneca Nation of Indians Representation:
SNI President Robert Porter
Assistant Education Director Chanda Grey
Administrative Assistant Sarah John
SNI Charter School Board Member Gerald Musial

Call to Order

Board President Robert Crandall called the Special Meeting to order at 7:40 p.m.

Approve the Agenda

Motioned by Hoag

Seconded by Ray

That the Agenda for the Board of Education Special Meeting of June 5, 2012, be approved.

7 Ayes, 0 Nays; motion carried

Executive Session

Motioned by Ray

Seconded by Hoag

That the Board of Education move into Executive Session for the purpose of proposed lease of real property.

7 Ayes, 0 Nays; motion carried

Regular Session

The Board moved back into regular session at 8:29 p.m.

Adjourn

Motioned by Ray

Seconded by Butler

That the meeting be adjourned at 8:30 p.m.

7 Ayes, 0 Nays; motion carried

Janet L. Koch, School District Clerk

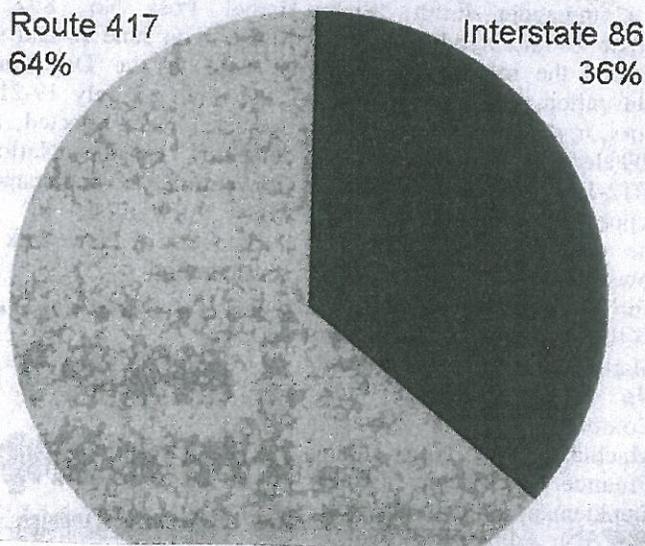
WEB POLL *Log on to salamancapress.com to vote*

What do you think about the potential Seneca Allegany Charter School?

- Good idea
- Bad idea

LAST WEEK'S RESULTS

When traveling from Salamanca to Olean, which route do you most often take?



June 21-27, 2012 • *The Salamanca Press*

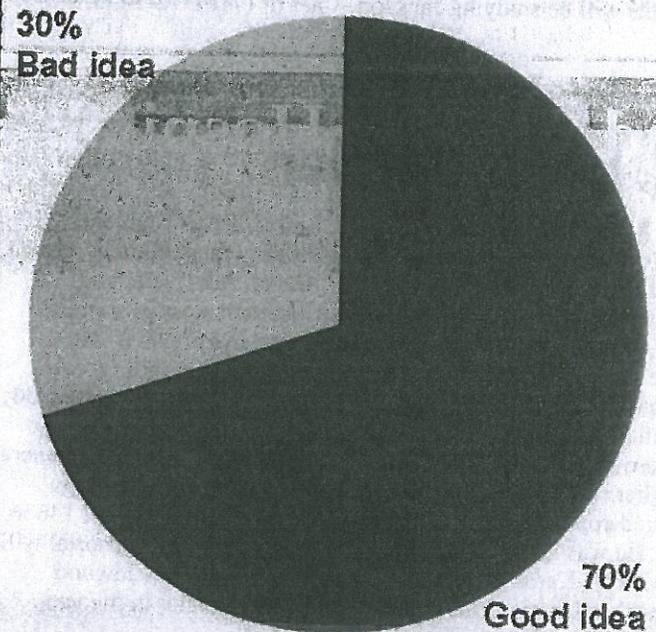
WEB POLL *Log on to salamancapress.com to vote*

July 4 falls awkwardly on a Wednesday this year. Which weekend are you planning to celebrate the holiday?

- The weekend before (June 30 - July 1)
- The weekend after (July 7-8)
- Both

LAST WEEK'S RESULTS

What do you think about the potential Seneca Allegany Charter School?



The Salamanca Press • June 28-July 4, 2012

What are Charter Schools?

Charter Schools are independent public schools –open to all students living within a certain region—that operate with freedom from many of the constraints that apply to “traditional” public schools.

How? Because they are designed and operated by a group of community founders, charter schools don’t have the many levels of bureaucracy found in traditional public school districts. This allows charters to be more nimble and able to respond quicker to the needs of the parents, teachers, and students. This organizational structure also results in more control over such areas as personnel, curriculum, budget, discipline, classes and grade levels, and length of the school day, week, and year.

Charter schools are “schools of choice”, meaning they offer parents an alternative to their home public schools.

Currently, there are more than 200 charter schools throughout New York State, primarily in areas in which traditional public schools are failing a certain segment of the population.

In Western New York, every charter school in the region topped the Buffalo Public School's scores on the state Math and English tests and in the most important category of all:



Empower Youth. Strengthen Community.

Seneca Nation of Indians

Telephone: (716)945-1790 ext. 3105

PROPER
POSTAGE IS
REQUIRED

Seneca Allegany Admin. Building
90 Ohiyo Way
Salamanca, N.Y. 14779
Attn: Seneca-Allegany Charter School Project

Your support and suggestions are welcomed.

How You Can Help!

The success of the Seneca-Allegany Charter School project is critical to the future of the Nation, and all of our youth. Dozens of studies have shown that the strength of a region is directly tied to the quality of its schools. The Seneca Nation and City of Salamanca are no different.



By creating this charter school the emphasis will be 70% state curriculum and 30% will be controlled and designed by the charter school. There will also be a focus on career-preparation activities and the rich heritage of our community- we can take ownership of the education of its youth and, thus, its future.

We encourage your support of the Seneca-Allegany Charter School initiative. You can help in a number of ways:

- **Read Up!** Learn about charter schools and educational choice. Sites like: www.uscharterschools.org and www.edreform.com are great places to start.
- **Lend Your Voice!** Petitions of support for the project will be spread throughout the Nation in the upcoming weeks. Sign one today!
- **Step Forward!** If you have young children you may be interested in enrolling in one of the new schools, fill out a Parent Interest Form (like the one attached to this brochure).

Community involvement in this project is essential.

About Seneca-Allegany Charter School

The creation of the Seneca –Allegany Charter School is an ambitious project that, once approved, will see the construction of two schools, one located on each of the Allegany and Cattaraugus territories. The schools are scheduled to open for the 2013-14 school year.

The mission of this school, the Seneca Allegany Charter School, offers a unique educational experience embracing a commitment to academic excellence, a philosophy that knowledge must be applied for a life of work and career, and a foundation in Seneca culture and history.

Each school will:

- Be open to all students within the Salamanca School District in Kindergarten through second grade.
- Grow with their students, adding a grade level each year until they are K-12 schools.
- Offer students a longer school day and year for more thorough, individualized instruction.
- Include small class sizes.
- Feature a student dress code.
- Utilize a curriculum that, in addition to core subjects like Math and English, will also include Physical Education, Career Preparation, and Cultural Arts/History.
- Have a distinct focus on the school-to-work transition, preparing students for life after graduation.
- Grant upon graduating seniors fully accredited Regents diplomas.

The Seneca –Allegany Charter Schools is scheduled to open for the 2013-2014 school year and initially serve students in Kindergarten through 2nd grade. By filling out the form below, I am indicating my interest in sending my child(ren) to one of the new schools.

Parent/Guardian _____
Address: _____
Phone Number: _____

Child #1: _____
Birthdate: _____
Grade level at start of 2012-13 School Year: _____

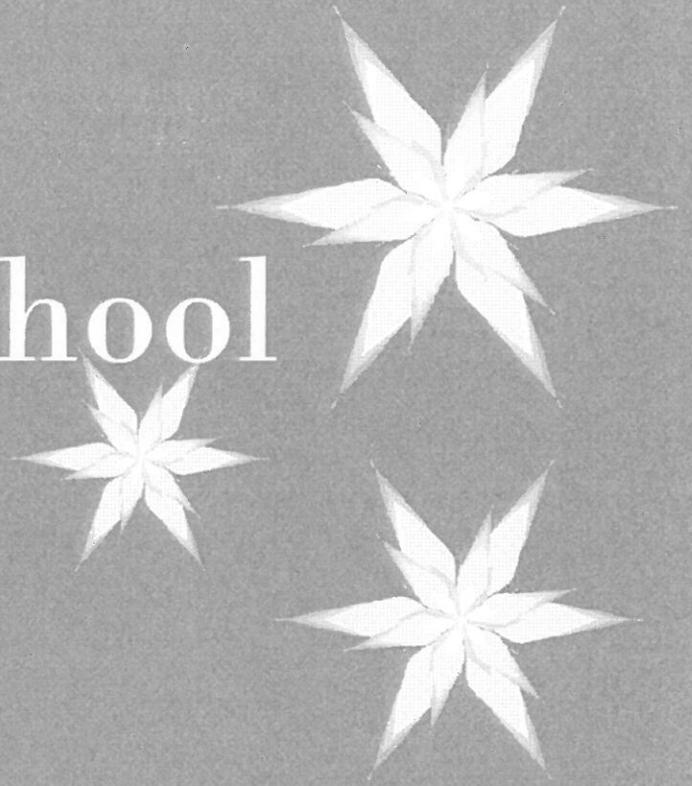
Child #2: _____
Birthdate: _____
Grade level at start of 2012-13 School Year: _____

Child #3: _____
Birthdate: _____
Grade level at start of 2012-13 School Year: _____

Child #4: _____
Birthdate: _____
Grade level at start of 2012-13 School Year: _____

Doing so is NOT binding in any way, but, rather, an opportunity to gauge the community's interest in the new schools.

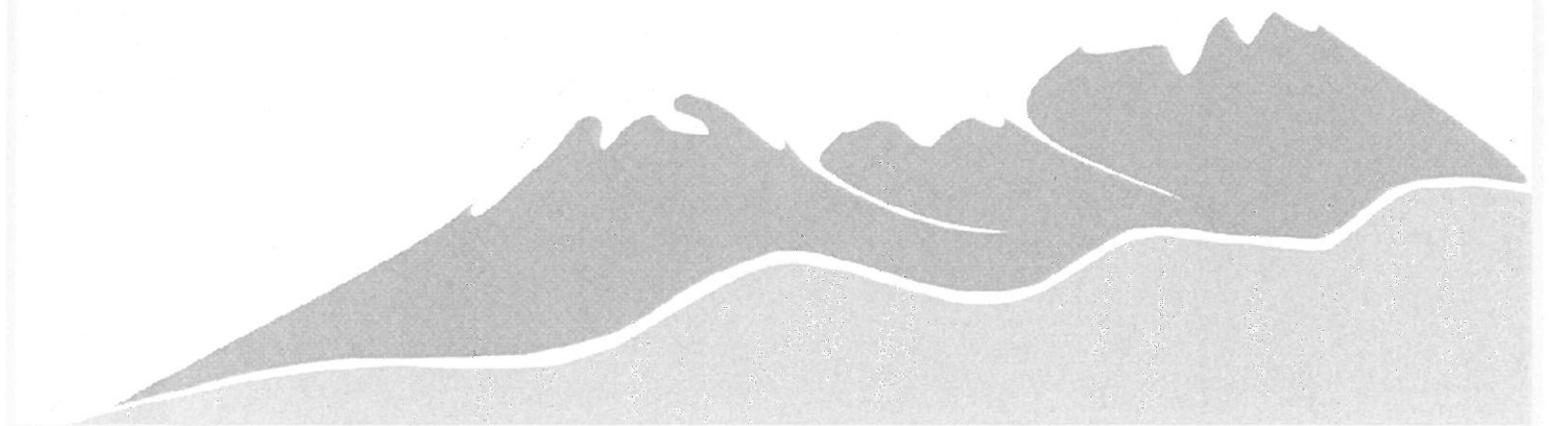
Allegany Charter School



**Free Information On How You Can
Be Part Of This Schools Inception**

Sponsored by The

Seneca Nation of Indians Education Department

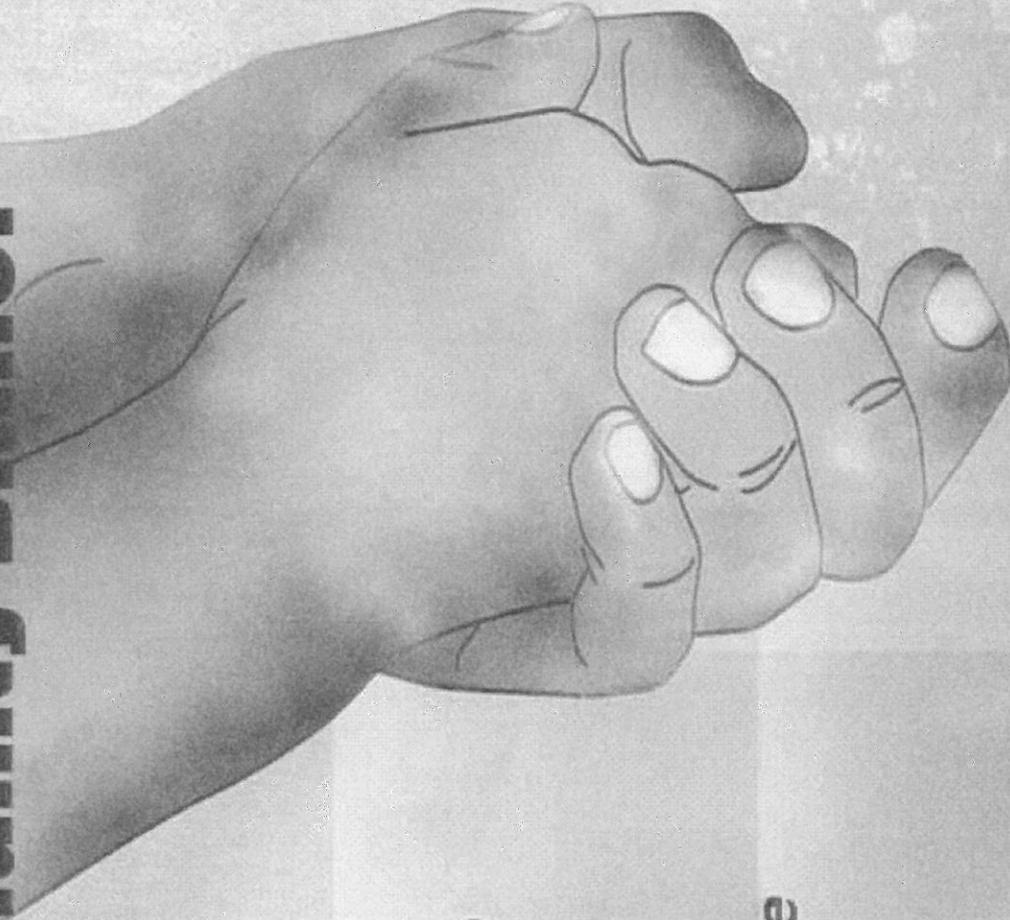


Seneca Nation Education – Allegheny Community Dinner

Tuesday July 17th
5:30-7:30pm

Menu: Beef on Weck, Potato
Salad, and Strawberry
Shortcake!

***Come and learn about the
Charter School!
At the ACC - MPR***



Seneca-Allegany Charter School

- Slated to open August 2013
- K through 2nd grade for school year 2013-2014 (to add on a grade level each year thereafter).
- One class per grade level with a class size of 25 students and two certified teachers per class.
- Extended school year by two weeks and extended school day by one hour equals 3 additional school years per academic career.
- Curriculum will focus on career preparation and provide a culturally responsive curriculum.
- District boundaries are the same as SCCSD and open to all children.
- Priority is to the in-district children, but also open to neighboring districts. Selection is based on an electronic lottery system.



Seneca Allegany Charter School

S.A.C.S. has submitted a proposal to Tribal Council requesting lease of the Jo-Jo Redeye Building for the permanent K-5 grade school. Renovation and liability would become the S.A.C.S. responsibility. Use of the building for community events would still be available while school was not in session.

*****This request is on the July regular session agenda, which is this Saturday July 14th in Allegany. Council starts at 9:30am at the Seneca Allegany Admin Bldg. *****

Show your support to the Tribal Council

For more info on the S.A.C.S. a community dinner is scheduled for Tuesday 7/17/12 @ ACC Multipurpose Room @ 5:30pm

Members of the board will be present for Q & A

Charter School Presentation

ATTENTION
Enrolled Seneca
Community

Monday, March 21st, 2011

Allegheny Council Chambers ~ 6:00pm - 7:30pm

Thursday, March 24th, 2011

Cattaraugus Council Chambers ~ 6:00pm - 7:30pm

An informative presentation will be given by Charter School Superintendent Efrain Martinez and Chairman of the Board Fred Saia, enrolled Seneca. They will present their success within the Charter School of Applied Sciences in the Kenmore/Tonawanda School District

Interested community members are encouraged to attend

NOTICE





Seneca Nation Charter School

Presentation

Wednesday June 23rd

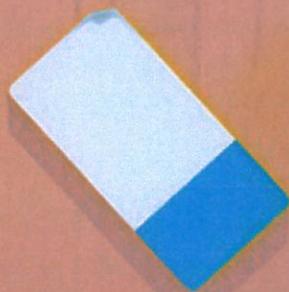
SAAB Grand Hall

12noon

**ALL Seneca Nation Employees are
welcome and encouraged to attend!**

Informational power point presentation and a
light lunch will be provided.

Proposed charter will be within the
Allegany Territory.



COME SHOW YOUR SUPPORT AND ASK QUESTIONS!!

Sample Student Schedule (K-3)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:05	Ganonyok	Ganonyok	Ganonyok	Ganonyok	Ganonyok
8:05-8:25	Class Meeting (morning routine)				
8:25-9:50	Reading and Writing Language Arts				
9:50-10:50	Math	Math	Math	Math	Math
10:50-11:05	Recess	Recess	Recess	Recess	Recess
11:05-11:35	Lunch	Lunch	Lunch	Lunch	Lunch
11:35-12:20	Reading and Writing Language Arts				
12:20-1:05	Culture	PE/Health	Music	PE/Health	Culture
1:05-1:55	Art	Seneca Language	Seneca Language	Seneca Language	Art
1:55-2:40	Science	Science	Science	Science	Science
2:40-3:25	Social Studies				
3:25-3:30	Ganonyok	Ganonyok	Ganonyok	Ganonyok	Ganonyok
3:30-4:30	Academic Intervention/ Homework Club				

Sample Student Schedule (4-6)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:05	Ganonyok	Ganonyok	Ganonyok	Ganonyok	Ganonyok
8:05-8:30	Class Meeting (morning routine)				
8:30-9:55	Reading	Reading	Reading		Reading
9:55-10:55	Math	Math	Math	Math	Math
10:55-11:10	Recess	Recess	Recess	Recess	Recess
11:10-11:40	Lunch	Lunch	Lunch	Lunch	Lunch
11:40-12:25	Writing Language Arts				
12:25-1:10	Culture	PE/Health	Music	PE/Health	Culture
1:10-1:55	Art	Seneca Language	Seneca Language	Seneca Language	Art
1:55-2:40	Science	Science	Science	Science	Science
2:40-3:25	Social Studies				
3:25-3:30	Ganonyok	Ganonyok	Ganonyok	Ganonyok	Ganonyok
3:30-4:30	Academic Intervention/ Homework Club				

Sample Teacher Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:05	Ganonyok	Ganonyok	Ganonyok	Ganonyok	Ganonyok
8:05-8:25	Class Meeting (Daily Agenda)				
8:25-9:50	Reading and Writing Language Arts				
9:50-10:50	Math	Math	Math	Math	Math
10:50-11:05	Recess	Recess	Recess	Recess	Recess
11:05-11:35	Lunch	Lunch	Lunch	Lunch	Lunch
11:35-12:20	Reading and Writing Language Arts				
12:20-1:05	Prep	Prep	Prep	Prep	Prep
1:05-1:55	Prep	Prep	Prep	Prep	Prep
1:55-2:40	Science	Science	Science	Science	Science
2:40-3:25	Social Studies				
3:25-3:30	Ganonyok	Ganonyok	Ganonyok	Ganonyok	Ganonyok
3:30-4:30	Academic Intervention/ Homework Club				

Seneca Allegany Charter School Proposed 2013-2014 Calendar

Sep-13

SU	M	T	W	TH	F	SA
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					

Oct-13

SU	M	T	W	TH	F	SA
		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		

Nov-13

SU	M	T	W	TH	F	SA
					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

Dec-13

SU	M	T	W	TH	F	SA
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				

Jan-14

SU	M	T	W	TH	F	SA
			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	

Feb-14

SU	M	T	W	TH	F	SA
						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	

Mar-14

SU	M	T	W	TH	F	SA
						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					

Apr-14

SU	M	T	W	TH	F	SA
		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			

May-14

SU	M	T	W	TH	F	SA
				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

Jun-14

SU	M	T	W	TH	F	SA
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					

Jul-14

SU	M	T	W	TH	F	SA
		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		

Aug-14

SU	M	T	W	TH	F	SA
					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						

190 - School Days in Three Sessions

Session 1: 9/9 - 12/20 = 62 days
 Session 2: 1/2 - 4/18 = 63 days
 Session 3: 5/12-8/15 = 65 days

- Teacher Days
 - 6 Teacher Days + 4 added from Ceremony Days
 - Holidays
 - Recess
 - Ceremony Days - Approx. w/ actual dates TBD
- Based on max possible.
Weekend Cer. Days add to Teacher/Snow Days*

- 8/19/13-8/23/13= Teacher Days
- 8/26/13-9/6= Green Corn
- 10/7=Indig. Peoples
- 10/14-10/19=Gaiwii
- 11/5=Election Day
- 11/11=Vet./Can.Treaty
- 11/15=Thunder
- 11/20-11/22=Thnksvgv
- 12/4=SNI B-Day
- 12/23-1/1=Recess
- 1/20-1/31=Mid-Winter
- 2/10=Maple

- 2/17=U.S. Pres. Day
- 3/28=Good Friday
- 4/7=Thunder
- 4/21-5/2=Recess
- 5/5=Teacher Day
- 5/15=Seed Dance
- 5/19=Buff. Crk. Treaty
- 5/26=Memorial Day
- 5/27=Planting
- 6/16=SNI Pres. Day
- 6/17=Strawberry
- 7/4=U.S. Ind. Day
- 7/17=Unity Day
- 8/4=Bean

Student Discipline Policy

I. Introduction

The Seneca Allegany Board of Trustees (hereinafter referred to as “Board”) is committed to providing a safe and orderly school environment where students may receive and school personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers and staff, parents, and visitors is essential to achieving this goal. The school will have a set of expectations for conduct on school property and at school functions. These are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this code of conduct (hereinafter referred to as “Code”). Unless otherwise indicated, the Code will apply to all students, school personnel, parents, and other visitors when on school property (which includes school buses) or attending a school function off school property.

II. Dignity for All Students Act

In accordance with the Dignity for All Students Act, SACS will strive to ensure through both policy and practice that no student is subject to discrimination or harassment, based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex by school employees or students on school property, on a school bus, or at a school function. The intent of the Dignity Act is to protect ALL individuals in schools.

III. Student Rights and Responsibilities

The Seneca Allegany Charter School is committed to safeguarding the rights given to all students under state and federal, state, constitutions statutes, and regulations. The Board will also recognize all federal and local laws in connection with these rights, and reminds students that certain responsibilities accompany these rights.

Students’ Rights	Students’ Responsibility
To a free, public education in the least restrictive environment.	To attend school every day and be in class on time and prepared to learn unless legally excused.
To a classroom atmosphere that is conducive to learning.	To conduct themselves in a manner that contributes to the ability of the class to learn.
To be treated with respect by all members of the school community.	To treat themselves, others, and property with respect and dress appropriately for school and school functions.
To competent instruction that deals with the individual needs of the learner.	To meet the goals and objectives of the curriculum and ask questions when they do not understand.
To feel secure in their personal safety and integrity.	To respect the rules, regulations, and procedures of the district, and to seek help in solving problems that might lead to

	disciplinary action.
To experience professional, ethical relationships with all staff.	To conduct themselves in an appropriate manner toward staff and contribute to a respectful school environment.
To express themselves in a socially acceptable manner.	To react to direction given by teachers, administrators, and other school personnel in a respectful, positive manner, and work to develop mechanisms to control their anger.
To a co-curricular and extra-curricular program that is based on student interest.	To become involved to the fullest level of their interest and ability; to seek help in solving problems that might lead to disciplinary action; conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events; and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
To know the school rules and their consequences.	To familiarize themselves and abide by school rules, regulations, procedures, all district policies, and rules and regulations dealing with student conduct.
To a clean, well-maintained educational facility.	To contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect toward other people and property.
To experience the democratic process.	To abide by decisions made in the democratic process.
To be able to report violations to the Code of Conduct without fear of retaliation.	To respect the rights of others and act in an honest and civil manner.

IV. Student Uniform

The SACS uniform will be designed to encourage a clean, neat, and modest appearance that is conducive with maintaining a serious intellectual atmosphere. But, above all, the school uniform will allow the students to show their pride in being part of the SACS family. It is the responsibility of each student to be familiar with the uniform and adhere to it on a daily basis. The dress code expectation is to be maintained throughout the regular school day in all parts of campus. Therefore students should be in uniform upon arrival and dismissal from school with the exception of any attire required to cope with the weather (i.e. boots in the winter). However, students will be expected to change immediately into uniform once they have arrived at school. Students violating the school uniform policy shall be required to modify their appearance to conform with the uniform if possible. Students out of compliance repeatedly may be subject to disciplinary action by administration.

K-5 Uniform

Gentlemen wear:

- School authorized collared polo shirt

- School authorized fleece worn over the school polo or a solid navy blue sweater; school polo must be worn underneath
- Only plain white undershirts can be worn beneath polo
- Properly sized navy or khaki dress pants with loops that are utilized with a belt
- Solid matching navy, black, or white dress socks
- Black or brown dress shoes
- Black or brown dress belt
- Navy or khaki shorts are allowed after May 1st

Ladies wear:

- School authorized polo shirt
- School authorized fleece worn over the school polo or a solid navy blue sweater
- Properly sized navy or khaki dress pants (no skinny jeans, denim material, spandex, stirrup pants, shorts) or knee length skirts (no shorter than 3 inches above the knee)
- Solid matching navy or white tights, pantyhose or dress socks, no toe-less tights
- Black or brown dress shoes or dress boots
- Black or brown dress belt
- Navy or khaki Capri pants and shorts allowed after May 1st

Jewelry for all Kindergarten- 5th grade students

- Minimal jewelry acceptable
- The school shall not be held financially responsible for any lost or stolen articles of jewelry

General Information: applies to all Kindergarten – 5th grade students

- Headwear may be worn for religious purposes only
- Clothing should be neat, clean, and in good repair and neither too short/long, too tight/baggy, or too revealing
- Reasonable sized purses that are not disruptive to the classroom environment are acceptable
- All grooming and hygiene products (brushes, hair product, cologne, etc.) are prohibited during class time.

If a student is discovered out of compliance with the uniform they will be required to remedy the situation immediately. If the apparel is not in school they will be expected to call home to obtain the necessary uniform items. If there is no way to remedy the situation the student will not be allowed to return to class and will spend the remainder of the day in an in-school alternative educational setting. Parents confronting financial difficulties that prevent them from obtaining school-issued items should contact the School Principal in order to apply for assistance.

V. Discipline Code for Student Behavior

Students are responsible for conducting themselves in an orderly manner in accordance with the school district policy and within legal limits. The following behaviors will **not** be tolerated on school district premises or at school sponsored events:

- a. *Disorderly and disruptive conduct* that obstructs or disrupts a teaching, research, administrative or disciplinary procedure or any other authorized school activity.
- b. *Insubordination* including the failure or refusal to comply with the reasonable requests of an administrator, a teacher, or staff member.

- c. *Physical aggression*, which includes striking, hitting, kicking, scratching, or otherwise displaying physical aggression towards another person.
- d. *Inappropriate expression* which includes swearing, racial or sexual expressions or innuendos, abusive language and/or similar behavior at any time, on school premises or at school-sponsored events.
- e. *Alcohol/other drugs* including the consumption, sharing, transmission, selling, buying (including “intent” to purchase), possession and/or being under the influence of alcohol, tobacco or nicotine products, and other drugs (including misuse of prescription medication) at any time on school premises or at school-sponsored events.
- f. *The possession of unauthorized substances*, including the possession of paraphernalia for consuming (use) of alcohol, tobacco, and other substances, as well as the consuming (use), sharing, transmitting, buying and/or selling of substances (including the misuse of prescription medication) on school premises or at school-sponsored events.
- g. *Hazing*, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school sponsored activity, organization, club, or team.
- h. *Bullying*, which encompasses an imbalance of power between the person(s) perpetrating the bullying and the target(s) and a variety of intentional and/or coordinated negative acts designed to inflict harm, either psychological or physical, carried out repeatedly over time.
- i. *Sexual harassment*, including the inappropriate visual, verbal, or physical conduct directed by an adult to an adult, an adult to a student, a student to an adult, or a student to student. Four elements of sexual harassment:
 - a. *Sexual in nature or gender based*
 - b. *Unwanted or unwelcome*
 - c. *Severe, persistent, or pervasive*
 - d. *Interferes with the ability to do work, learn, or study*
- j. *Disruptive material*, which includes the distribution of or wearing materials on school grounds or at school functions that are obscene, inflammatory, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- k. *Harassment* against any student by employees or students on school property or at a school function, that creates a hostile environment by conduct or by verbal threats, intimidation, or abuse that has or would have the effect of unreasonably and substantially emotional or physical well-being; or conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation, or abuse includes, but is not limited to, conduct, verbal threats, intimidation, or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
- l. *Discrimination* against any student by a student or students and/or an employee or employees on school property or at a school function including, but not limited to, discrimination based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
- m. *“Cyber” violations* – inappropriate and/or unauthorized use of technology (i.e. personal electronic devices such as MP3 devices or cell phones; computers, cameras, video and/or

audio taping equipment, software, etc.) and/or the internet to engage in behaviors including, but not limited to, bullying, intimidating, threatening, harassing, maligning, and/or defaming others, accessing websites for non-academic purposes (e.g. social networking, media downloads, etc.), as well as use of unauthorized proxies or “tunneling”. Cyber violations also include violations of the Acceptable Use Policy and/or Electronic Devices with Text Messaging Capabilities Policy.

- n. *Destruction of property*, defacing or other impairment of school property or property belonging to other people.
- o. *Indecent exposure* which encompasses the act of exposing the private parts of the body in a lewd or indecent manner.
- p. *Theft* is the unlawful use, taking possession of, or control over property belonging to the school or another.

The Board expects all students to conduct themselves in an appropriate and civil manner with proper regard for the rights and welfare of other students, school personnel, and other members of the school community, and for the care of school facilities and equipment. The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students’ ability to grow in self-discipline. The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. Students who will not accept responsibility for their own behavior and who violate the school rules will be required to accept the consequences and/or penalties for their conduct. In addition, the Board recognizes the need for administration to impose discipline when behavior is occurring off campus transfers to the school environment and detrimentally impacts the operations of the school and/or substantially or materially disrupts instruction.

VI. Student Conduct on School Bus

SACS believes it is critical for students to behave appropriately while riding on district buses, to ensure their safety, that of other passengers, and the fewest possible distractions for the bus driver. Some students are eligible for district transportation. While the law requires the district to furnish transportation for such students, it does not relieve the parent(s) or guardian(s) of responsibility for supervision until such time as the child boards the bus in the morning and after the child leaves the bus at the end of the school day.

Since the school bus may be regarded as an extension of the classroom, children are required to conduct themselves on the bus in a manner consistent with the expectations established under the Discipline Code for Student Behavior. Excessive noise, pushing, shoving, and fighting will not be tolerated. It is important that those waiting for buses conduct themselves properly in respect to the rights and property of others. If a child does not conduct himself/herself properly on the bus, the bus driver or transportation manager shall bring such instances to the attention of the building principal and/or designee. Only the building principal, his/her designee, or transportation manager have the authority to suspend the riding privileges of students who are disorderly or insubordinate on the bus. In such cases, the parent(s) or guardian(s) of those students become responsible for seeing that their children get to and from school safely. Should the suspension from transportation amount to a suspension from attendance at school, the school

district will make appropriate arrangements to provide for the student's education, for a period of time not to exceed three weeks. Any such suspensions shall be in the accordance with the provisions of the Education Law.

VII. Reporting Weapons and Substance Abuse Violations

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the principal, or the principal's designee.

All staff that are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. School staff that are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction. Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include suspension and referral for prosecution.

The principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, which shall mean no later than the close of business the day after the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student(s) and explain the conduct that violated the code of conduct and that such conduct constituted a crime. Any student possessing, consuming, selling or exchanging alcoholic beverages or "illegal substances" (as defined in E.12.) or being under the influence of either may be subject to **immediate permanent suspension by school administration.**

VIII. Disciplinary Expectations, Penalties, and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the student's ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age
2. The nature of the offense and the circumstances that led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or other, as appropriate.
6. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. Continued violations will merit a more severe penalty. However, a 1st time serious infraction which may include, but is not limited to, weapons, threats, harassment (etc.) can lead to more serious discipline consequences as determined by the principal.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Special Education Department and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

Consequences for Violations

- A. **Verbal Warning / Reprimand** – any member of the district staff
- B. **Written Warning / Written Notification To Parent** – teachers, principal
- C. **Student Conference** – A formal conference between the student and one or more school officials. Actions taken and the results of the conference are recorded and placed in the child's file. Includes letter to parents, and plan for alternative, appropriate behavior. Specifies infraction. (teacher, principal)
- D. **Parent Conference** – A formal conference with the student's parents and one or more school officials. Actions taken and the results of the conference are recorded and placed in the child's file.(teacher, principal)
- E. **Temporary removal from classroom by teacher** – teachers
- F. **Monetary restitution** for costs or damages incurred by the District as a result of the misconduct (principal)
- G. **Lunch Detention** – Students may be assigned to a supervised location other than the cafeteria to eat. (teacher classroom or principal's office)
- H. **Detention** – Students may be assigned to a supervised location for misconduct after school. (teacher, principal,)
- I. **Saturday Detention** – Student is required to attend detention for misconduct on Saturday morning from 8:00 a.m. to 11:45 a.m. at a prescribed school location once the person in parental relation has been notified (principal)
- J. **Suspension form transportation** – principal, director of transportation
- K. **Suspension from athletic participation**– principal, coach
- L. **Suspension of other privileges** – Student is disqualified from leadership positions, National Honor Society, assemblies, student competitions, field trips, (principal)
- M. **In-School Suspension** – conducted in an independent study room. The student is removed from scheduled class and placed in an alternate, closely supervised environment without loss of instruction. (principal)
- N. **Short-term Suspension (five days or less) from school** – principal, Board of Trustees
- O. **Permanent Suspension held in Abeyance** (maximum two year duration) – principal, Board of Trustees

P. Permanent Suspension from school – principal, Board of Trustees

Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

Detention

Teachers and principal may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

Suspension from Transportation

If a student does not conduct himself/herself properly on the bus, the bus driver is expected to bring such misconduct to the principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the principal or the principal's designee. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance; the district will make appropriate arrangements to provide for the student's education, for a period of time not to exceed three weeks. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the principal or the principal's designee to discuss the conduct and the penalty involved.

Suspension from Athletic Participation, Extra-Curricular Activities and Other Privileges

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parents will be provided with a reasonable opportunity for an informal conference with the school official imposing the suspension to discuss the conduct and the penalty involved.

In-School Suspension

The Board recognizes the school must balance the needs of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes the principal to place students who would otherwise be suspended from school as a result of a code of conduct violation in "in-school suspension". In-school suspension will be supervised by a certified teacher or principal designee.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the school official imposing the in-school suspension to discuss the conduct and the penalty involved.

Temporary removal from classroom by teacher

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing the student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in the Office; (2) sending a student into the hallway briefly or another classroom; (3) sending a student to the principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other school staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with a teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for that day. The removal from class is applied only to the class of the removing teacher only. If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation why he/she is being removed and the student granted an opportunity to explain his/her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class. If a student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours.

The teacher must complete a school-established disciplinary removal/incident form and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the designated school official and meet with the principal or designee as soon as possible on the next school day.

When a full day removal is sanctioned, written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents. The principal shall require the teacher who ordered the removal to attend the informal conference.

The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

- The charges against the student are not supported by substantial evidence.
- The student's removal is otherwise in violation of law, including the school's code of conduct.
- When the principal overturns the removal of the student from class, the principal will explain the reason to the teacher.
- The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less. Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom. Records of teacher removal are cataloged in the electronic student management system. However, they are categorized in terms of student misconduct as opposed to "teacher removal from class."

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or Special Education Coordinator that the removal will not violate the student's rights under state or federal law or regulations.

Short-term Suspension (five days or less) from school

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the building principal.

Any staff member may recommend to the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

When the principal (referred to as suspending authority) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending

authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request and immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does not pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the principal within 5 business days, unless they can show extraordinary circumstances precluding them from doing so. The principal shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the principal's decision, they must file a written appeal to the board of trustees with the board clerk within 10 business days of the date of the principal's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

Permanent Suspension held in Abeyance

Permanent suspension held in abeyance is a possible result of a Principal's Hearing which affords the student an additional opportunity to continue regular attendance at CSAT provided that the student does not commit the misconduct that initiated the disciplinary hearing. A permanent suspension held in abeyance may be enforced for a period of two consecutive years from the point of the decision. Should administration determine that the student has violated the terms of the abeyance then permanent suspension would be immediately enforced.

Permanent Suspension

Permanent suspension is reserved for extraordinary or compelling circumstances such as repeated acts of violence, significant and ongoing disruptive conduct or where the student's conduct poses a major disruption or a life-threatening danger to the safety and well-being of

other students, school personnel or any person lawfully on school property or attending a school function.

Any student possessing, consuming, selling or exchanging alcoholic beverages or “illegal substances” (as defined in E.12.) or being under the influence of either may be subject to **immediate permanent suspension by school administration and subject to law enforcement investigation.**

Minimum Periods of Suspension

A. Students Who Bring A Weapon To School

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one school year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The principal has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the principal may consider the following.

1. The student’s age
2. The student’s grade in school.
3. The student’s prior disciplinary record.
4. The principal’s belief that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others.
6. Other extenuating circumstances.

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

B. Students Who Commit Violent Acts Other Than Bringing A Weapon To School

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student’s parents will be given the same notice and an opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student’s parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The principal has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the principal may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

C. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher’s authority over the classroom.

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom, will be suspended from school for at least five days. For purposes of this code of conduct, “repeatedly” or “substantially disruptive” means engaging in conduct that results in the student being removed from the classroom by the teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester.

If the proposed penalty is the minimum five-day suspension, the student and the student’s parent will be given the same notice and opportunity for an informal conference given to all students

subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The principal has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the principal may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

Referrals

- A. Counseling – The Guidance Office or Family Support Center shall handle all referrals of students to counseling.
- B. PINS Petitions – The districts may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:
 - 1. Being habitually truant and not attending school as required by part one of Article 65 of Education Law.
 - 2. Engaging in an ongoing or continual course of conduct, which makes the student ungovernable, or habitually disobedient, and beyond the lawful control of the school.
 - 3. Knowingly and unlawfully possesses marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be sufficient basis for filing a PINS petition.
- C. Juvenile Delinquents and Juvenile Offenders – The principal is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court.
 - 1. Any student under the age of 16 who is found to have brought a weapon to school, or
 - 2. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20(42).

The principal is required to refer student's age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

IX. Alternative Site Instruction

When a teacher removes a student of any age from class, or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student.

X. Discipline of Students with Disabilities

The Board recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities have certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing, or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

XI. Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden. Prohibition of corporal punishment does not prohibit the reasonable use of physical force to:

1. Protect oneself, another pupil, teacher, or other person from physical injury
2. Protect the property of the school or others
3. Restrain or remove a pupil whose behavior is interfering with the orderly exercise of school function, powers or duties, if that pupil has refused to comply with a request to refrain from further disruption.

The above exceptions are permissible, provided that alternative procedures and methods not involving the use of physical force cannot reasonably be employed to achieve the same purposes. The district will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's Regulations.

XII. Student Searches and Interrogations

The Board of Trustees is committed to ensuring a safe and orderly atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the school code of conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the board authorizes the principal, the school nurse and school security officials to conduct searches of students and their belongings if the authorized school official has reason to believe that the search will result in evidence that the student violated the law or the school code of conduct.

An authorized school official may conduct a search of the student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the school employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relate to an immediate threat to safety. School employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the school code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

A. Student Lockers, Desks and Other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Strip Searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than outer layers of clothing (jacket or sweatshirt), shoes and socks or rolling up pants to expose ankles. Students may also be asked to empty their pockets and open purses and/or book bags. Strip searches are intrusive in nature and are not permitted. However, where reasonable suspicion dictates the school may also employ outer body downs and/or use of metal detectors as they are less invasive. If school authorities believe there is an emergency situation that could threaten the safety of others, the student shall, to the extent practicable, be isolated and secured. Police and parents will be contacted immediately.

The principal or designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The principal or his or her designee shall clearly label each item taken from the student and retain control of the item(s), until the item(s) is turned over to the police. The principal or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

C. Police Involvement in Searches and Interrogations of Students

School officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the principal or his or her designee shall first notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

D. Child Protective Services Investigations

Consistent with the school's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the school will cooperate with local child protective services workers who wish to conduct interviews on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by child protective services to interview a student on school property shall be made directly to the principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age or the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other school medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of child protective services workers or school officials of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger or abuse if he or she were not removed before from the school a court order can reasonably be obtained. If the worker believes the student would be subject to danger or abuse, the worker may remove the student without a court order and without the parent's consent.

XIII. Visitors to the Schools

The board encourages parents and other citizens to visit the school and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the school:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the Main Office upon arrival at the school. They will be required to present their driver's license or official ID for verification with the Raptor database and be issued a visitor's identification badge, which must be worn and visible at all times while in the school or on school grounds. The visitor must return the identification badge to the principal's office before leaving the building. Should a visitor refuse to submit their identification for verification then the visitor must be escorted by school administration throughout the premises for the duration of visit.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.

7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XIV. Public Conduct on School Property

The school is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, “public” shall mean all persons when on school property or attending a school function including students, teachers and district personnel.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The school recognizes that free inquiry and free expression are indispensable to the objectives of the school. The purpose of this code is to maintain public order and prevent abuse of the rights of others. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function will be expected to be properly attire for the purpose they are on school property.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or attempt or threaten to do so.
2. Intentionally damage or destroy school property or the personal property of a teacher, administrator, other school employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct or attempt to obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school.
11. Loiter on or about school property.
12. Gambling on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school official performing their duties.
14. Willfully incite others to commit any of these acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or board policy while on school property or at a school function.

B. Penalties

Persons who violate this code shall be subject to the following penalties:

1. Visitors – Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. Students – they shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Faculty Members – They shall be subject to disciplinary action as the facts may warrant in accordance with applicable law.
4. Other staff members shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The principal or his or her designee shall be responsible for enforcing the conduct required by this code. When the principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The school shall initiate disciplinary action against any student or staff member, as appropriate, in accordance with the "Penalties" section above. In addition, the school reserves its right to pursue a civil or criminal legal action against any person avoiding the code.

XV. Dissemination and Review

Dissemination of Code of Conduct

The board will work to ensure that the community is aware of this code of conduct by:

1. Providing copies of a summary of the code to all students at a general assembly held at the beginning of each school year.
2. Make copies of the code available to all parents at the beginning of the school year.
3. Mailing a summary of the code of conduct written in plain language to all parents of school students before the beginning of the school year and making this summary available later upon request.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current code of conduct when they are first hired.
6. Making copies of the code available for review by students, parents and other community members.

The board will sponsor an in-service education program for all school staff members to ensure the effective implementation of the code of conduct. The principal may solicit the recommendations of the school staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

The board of trustees will review this code of conduct every year and update it as necessary. In conducting the review, the board will consider how effective the code's provisions have been and whether the code had been applied fairly and consistently.

The board may appoint an advisory committee to assist in reviewing the code and the school's response to the code of conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel. Before adopting any revisions to the code, the board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The code of conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

ROBERT ODAWI PORTER

EDUCATION

HARVARD UNIVERSITY SCHOOL OF LAW
J.D., 1989

SYRACUSE UNIVERSITY MAXWELL SCHOOL OF CITIZENSHIP AND PUBLIC AFFAIRS
A.B., *Magna Cum Laude*, 1986 in Political Science and Economics

EXPERIENCE - ACADEMIC

SYRACUSE UNIVERSITY COLLEGE OF LAW
Professor of Law and Dean's Research Scholar of Indigenous Nations Law
July 2003 - present
Senior Associate Dean for Research, June 2004 - June 2007

AREAS OF SCHOLARLY INTEREST: the law and governance of the Indigenous nations located within the United States with special emphasis on the *Onodowaga* (Seneca Nation) and *Haudenosaunee* (Six Nations Iroquois Confederacy); the Indian regulatory laws and policies of the United States; colonialism; the decolonization and indigenization of the Indigenous nations; citizenship and political participation of Indigenous peoples, and anthropology of law.

COURSES: *Indigenous Law and Government* -- course focusing on the source and scope of the procedural and substantive law of the Indigenous nations within the United States, the nature and structure of Indigenous nation governments, and the role and responsibilities of tribal attorneys and judges; *Indigenous Peoples Under American Law* -- course focusing on the law of the United States that controls and regulates Indian nations and peoples; *Sovereignty, Colonialism, and the Indigenous Nations* -- seminar focusing on the nature and sources of Indigenous nation sovereignty; and *Torts* -- first year basic course.

THE CENTER FOR INDIGENOUS LAW, GOVERNANCE & CITIZENSHIP
AT THE SYRACUSE UNIVERSITY COLLEGE OF LAW
Founder and Director
July 2003 - present

THE UNIVERSITY OF IOWA COLLEGE OF LAW
Professor of Law, July 2002 - June 2003
Visiting Professor of Law, Fall 2001, January 2004

THE UNIVERSITY OF KANSAS SCHOOL OF LAW
Professor of Law, June 2000 - June 2002
Associate Professor of Law, July 1995- May 2000

THE TRIBAL LAW AND GOVERNMENT CENTER
AT THE UNIVERSITY OF KANSAS SCHOOL OF LAW
Founder and Director
October 1995 - June 2002

HASKELL INDIAN NATIONS UNIVERSITY
Adjunct Professor
July 1995 - June 2002

ALBANY LAW SCHOOL
Visiting Adjunct Professor of Law
January 1999 - May 2003

STATE UNIVERSITY OF NEW YORK AT POTSDAM
Visiting Adjunct Professor
Summer Session 1997- 2000

UNIVERSITY OF TULSA COLLEGE OF LAW
Visiting Assistant Professor of Law
January-May 1995

STATE UNIVERSITY OF NEW YORK AT BUFFALO SCHOOL OF LAW
Adjunct Assistant Professor of Law
December 1992-December 1994

EXPERIENCE - GOVERNMENTAL, LEGAL& CIVIC

SENIOR POLICY ADVISOR AND COUNSEL
SENECA NATION OF INDIANS
Irving, Cattaraugus Territory, Seneca Nation
November 2004 - present

Served as the chief legal and policy advisor to the Council and Executives of the Seneca Nation through June 2010. Primary responsibilities include foreign relations, sovereignty protection, strategic policy planning, legislative drafting, litigation. Continuing in a part-time capacity.

CHAIRMAN OF THE MANAGEMENT COMMITTEE
SENECA HOLDINGS, LLC
Jimersontown, Allegany Territory, Seneca Nation
March 2009 - present

CHAIRMAN OF THE BOARD OF TRUSTEES
SENECA ACADEMY
Irving, Cattaraugus Territory, Seneca Nation
September 2008 - March 2010

CHIEF JUSTICE OF THE SUPREME COURT OF
THE SAC & FOX NATION OF MISSOURI
Reserve, Kansas
November 1997 - 2003

Appointed by the Sac & Fox Nation Council as the first Chief Justice and head of the
Sac & Fox Nation tribal court system. Reappointed in November, 1999.

ATTORNEY GENERAL OF THE SENECA NATION OF INDIANS
Salamanca, Allegany Territory, Seneca Nation
December 1991 - June 1995

Served as the first Nation Attorney General and head of its Department of Justice.

DICKSTEIN, SHAPIRO & MORIN
Washington, D.C.
Associate Attorney, September 1989 - December 1991
Summer Associate, May - September, 1988

BAKER & HOSTETLER
Cleveland, Ohio
Summer Associate, June - August, 1987

BOOKS AND BOOK CHAPTERS

SOVEREIGNTY, COLONIALISM, AND THE INDIGENOUS NATIONS: A READER
(Carolina Academic Press 2005)

The Endangered Onodowaga (Seneca), in ENDANGERED PEOPLES OF THE AMERICAS
AND THE CARIBBEAN, (Greenwood Press 2001)

GUIDE TO THE JUDICIARY (Peoples Press 1990)

ARTICLES

American Indians and the New Termination Era, 16 CORNELL JOURNAL OF LAW & PUBLIC POLICY 473 (2007)

Tribal Disobedience, 11 TEXAS JOURNAL OF CIVIL LIBERTIES & CIVIL RIGHTS 137 (2006)

The Inapplicability of American Law to the Indian Nations, 89 IOWA LAW REVIEW 1595 (2004)

Pursuing the Path of Indigenization in the Era of Emergent International Law Governing the Rights of Indigenous Peoples, 5 YALE HUMAN RIGHTS & DEVELOPMENT LAW JOURNAL 123 (2002)

The Meaning of Indigenous Nation Sovereignty, 34 ARIZONA STATE LAW JOURNAL 75 (Spring 2002)

Two Kinds of Indians, Two Kinds of Indian Nation Sovereignty: A Surreply to Professor LaVelle, 11 KANSAS JOURNAL OF LAW & PUBLIC POLICY 629 (Spring 2002)

Cleaning Up the Colonizer's Mess: An Important Role for Legal Scholarship About the Indigenous Nations, 50 KANSAS LAW REVIEW 431 (April 2002)

A Seneca Indian in King Arthur's Law School: Observations Along the Way, 7 MICHIGAN JOURNAL OF RACE & LAW 529 (Spring 2002)

Decision of the American Indian Nations Supreme Court in Kagama and Mahawaha v. The United States of America, 10 KANSAS JOURNAL OF LAW & PUBLIC POLICY 465 (Spring 2001)

Indian Gaming Regulation as Neo-colonialism, 5 GAMING LAW REVIEW 299 (2001)

Why Indigenous Nations Studies?, 1 INDIGENOUS NATIONS STUDIES JOURNAL 71 (Spring 2000) (with Michael Yellow Bird)

Decolonizing, Legalizing, and Modernizing New York State's Indian Law, 63 ALBANY LAW REVIEW 125 (1999)

The Demise of the Ongwehoweh and the Rise of the Native Americans: Redressing the Genocidal Act of Forcing American Citizenship Upon Indigenous Peoples, 15 HARVARD BLACKLETTER LAW JOURNAL 107 (Spring 1999)

Decolonizing Indigenous Governance: Observations on Restoring Greater Faith and Legitimacy in the Government of the Seneca Nation, 8 KANSAS JOURNAL OF LAW & PUBLIC POLICY 97 (Winter 1999)

Foreword: The 2nd Annual Tribal Law and Governance Conference, 8 KANSAS JOURNAL OF LAW & PUBLIC POLICY 71 (Winter 1999)

Crisis Pending: Governance in Tribal America, 16 NATIVE AMERICAS 18 (Spring 1999) (edited version); reprinted in French as *Les Vieilles Solidarités Minées Par L'argent et L'individualisme*, 460 COURRIER INTERNATIONAL 28 (Sept. 1, 1999)

Foreword: The Tribal Law and Governance Conference – A Step Towards the Development of Tribal Law Scholarship, 7 KANSAS JOURNAL OF LAW & PUBLIC POLICY 1 (Winter 1998)

Strengthening Tribal Sovereignty Through Government Reform: What Are the Issues?, 7 KANSAS JOURNAL OF LAW & PUBLIC POLICY 72 (Winter 1998)

Building a New Longhouse: The Case for Government Reform Within the Six Nations of the Haudenosaunee, 46 BUFFALO LAW REVIEW 805 (Fall 1998)

A Proposal to the Hanodaganyas to Decolonize Federal Indian Control Law, 31 UNIVERSITY OF MICHIGAN JOURNAL OF LAW REFORM 899 (Summer 1998)

Strengthening Tribal Sovereignty Through Peacemaking: How the Anglo-American Legal Tradition Destroys Indigenous Societies, 28 COLUMBIA HUMAN RIGHTS LAW REVIEW 235 (Winter 1997)

Tribal Lawyers as Sovereignty Warriors, 6 KANSAS JOURNAL OF LAW & PUBLIC POLICY 6 (Winter 1997)

Strengthening Tribal Sovereignty Through Peacemaking: How the Anglo-American Legal Tradition Destroys Indigenous Societies, 5 RED INK 54 (Spring 1997) (edited version)

A Vision of Nation Building, 13 NATIVE AMERICAS 52 (Winter 1996)

The Jurisdictional Relationship between the Iroquois and New York State: An Analysis of 25 U.S.C. §§ 232, 233, 27 HARVARD JOURNAL ON LEGISLATION 497 (Summer 1990)

BOOK REVIEWS

Politics, Oppression and Action, A Review of PEACE, POWER, RIGHTEOUSNESS: AN INDIGENOUS MANIFESTO by Taiaiake Alfred, 17 NATIVE AMERICAS 62 (Spring 2000)

A Review of READINGS IN AMERICAN INDIAN LAW: RECALLING THE RHYTHM OF SURVIVAL by Jo Carillo, 19 JOURNAL OF AMERICAN ETHNIC HISTORY 134 (Spring 2000)

COMMENTARY, ESSAYS AND MEDIA REFERENCES

A Modern Indian War in the Making, Hartford Courant Op-ed, May 2, 2004.

Indian and Patriot, Syracuse Post-Standard Op-ed, December 5, 2003.

Raising the Flag: Respect the Haudenosaunee, Syracuse Post-Standard Op-ed, November 20, 2003.

A Discussion on Indian Sovereignty, Featured Guest on Iowa Talks, WSUI, Iowa City, Iowa, November 27, 2001.

Puppet Government Won't Benefit Hawaiians, Honolulu Advertiser Op-Ed, October 15, 2000.

Apologies to the Iroquois Are Not Enough, New York Times Op-Ed, May 27, 2000, at A27.

Indian Lands: "Stolen Fair and Square", 17 NATIVE AMERICAS 64 (Spring 2000)

In a Judicial 'What If,' Indians Revisit a Case, New York Times, October 26, 1998, at A12 (news story about the 1998 Tribal Law and Governance Conference).

Native Supreme Court Justices?, Native America Calling, October 7, 1998 (featured guest on national radio call-in program discussing reargument of *Cherokee Nation v. Georgia* at the 1998 Tribal Law and Governance Conference).

Landmark Case Revisited by Indian Supreme Court, American Indian Report, December 1998, at 28.

Let the State's Indians Control Their Economies, Guest Editorial, Albany Times-Union, May 23, 1997, at A13.

A Win-Win Solution to the State Vs. Indian Tax Conflict, Guest Editorial, Syracuse Post-Standard, April 28, 1997, at A7.

The State Won't Win By Ignoring Sovereignty of the Senecas and the Other Indian Nations, Guest Editorial, Buffalo News, March 28, 1997, at B2.

What Voting Means to Indian People. Commentary, News From Indian Country, Late November, 1996 at 20A.

ROBERT ODAWI PORTER

Curriculum Vitae

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Senecas, Voting Today, Need to Find Leaders Who Can Unify the Nation and Advocate For All, Guest Editorial, Buffalo News, November 5, 1996, at B-2.

Will Congress Reverse U.S. Policy on Indians?, Letter to the Editor, New York Times, September 25, 1995.

Guest columnist for Indian Country Today, the most widely circulated newspaper in the United States focusing on Indigenous issues.

Periodic contributor to the Salamanca (N.Y.) Press, Jamestown (N.Y.) Post-Journal, and Dunkirk (N.Y.) Observer on current issues affecting the Seneca Nation of Indians.

PRESENTATIONS AT PROFESSIONAL MEETINGS AND CONFERENCES

Indigenous Peoples and the Pursuit of Justice. Presentation at "Charting New Pathways to Participation and Membership," a Charles Hamilton Houston Institute Symposium, Harvard Law School, Cambridge, Massachusetts, October 18, 2008.

American Indians, Legal Imperialism and the Struggle for Self-Determination. Paper delivered at the Annual Conference of the Association for the Study of Ethnicity and Nationalism, London School of Economics, London, England, April 20, 2005.

The Responsibility of Haudenosaunee Scholars. Presentation at "Repatriating the Rafters": a Symposium on Contemporary Scholarship in Haudenosaunee Territory, Cornell University, Ithaca, New York, May 24, 2004.

Response to Two Scholarly Papers on Citizenship Theory. Comments at the Transnational Citizenship Conference, Maxwell School of Citizenship & Public Affairs, Syracuse University, April 30, 2004.

Negotiating a Path of Success Through the White Man's Educational System. Presentation at the Haudenosaunee Development Conference, SUNY Western Consortium, Syracuse, New York, April 27, 2004.

Indigenous Peoples and Emerging Civil Rights Issues. Presentation at the Civil Rights and the Press Symposium, Syracuse University, April 25, 2004.

Indigenous Peoples and American Politics. Presentation at the Northeast People of Color Legal Scholarship Conference, Hartford, Connecticut, April 2, 2004.

Developing a Decolonization Workbook. Selected participant in eight member seminar at the School of American Research, Sante Fe, New Mexico, February 20-21, 2004.

"Going Home": A Symposium on Returning Indigenous Peoples. Coordinated symposium and presented, Syracuse University, November 10, 2003.

Recent Challenges in Advocating for Indigenous Nations. Presented at the 5th Annual Intertribal Tax Conference, Mohegan Nation Territory, Connecticut, August 22, 2003.

Indigenous Nations Law Conference. Coordinated conference and presented on the topics of reforming Title 25 of the U.S. code (Indians) and the future of Indian advocacy, Iowa City, Iowa, March 14, 2003.

The Future of Indigenous Advocacy After 9/11. Presentation at the University of Iowa Conference on Gender, Race & Justice, Iowa City, Iowa, September 26, 2002.

Pursuing the Path of Indigenization. Faculty Presentation at the Syracuse University College of Law, Syracuse, New York, October 28, 2002; Presentation at the Sovereignty Symposium, Oklahoma City, Oklahoma, June 10, 2002; Faculty presentation at the University of Kansas Faculty International Seminar, Lawrence, Kansas, April 30, 2002.

Federal Colonialism & The History of Modern Tribal Government. Presentation at the Conference on Building for the Seventh Generation: Preserving Tribal Culture Through Governmental Reform, Arizona State University College of Law, March 6, 2002.

Indian Gaming Regulation as Neo-Colonialism. Response to presentation by Montie Deer, Chairman of the National Indian Gaming Commission, University of Kansas School of Law, Lawrence, Kansas, April 10, 2001.

Tribes Moving Forward: Engaging in the Process of Constitutional and Governmental Reform. One of two academic commentators at an invitation-only symposium at the Harvard University J.F.K. School of Government, Cambridge, Massachusetts, April 2-3, 2001.

The Two Row Wampum and the Future of Indigenous Peoples. Faculty presentation at the University of Iowa College of Law, Iowa City, Iowa, March 23, 2001.

Comparative Decolonization Theories and Practice in Africa, Canada, and the United States. Organized panel and presented at the Native American Rights Section Meeting of the American Association of Law Schools Annual Meeting, San Francisco, California, January 5, 2001.

4th Annual Tribal Law and Governance Conference. Organized conference consisting of six paper presentations and a reargument of *United States v. Kagama*, 118 U.S. 375 (1886) before a panel of American Indian tribal court judges, Lawrence, Kansas, October 13-14, 2000 and coordinated the publication of a special edition of the KANSAS JOURNAL OF LAW AND PUBLIC POLICY commemorating the Conference proceedings.

To Collaborate or Resist: Is There Another Option for Indigenous Leaders? Presentation at the Conference on American Indian Leadership: Red Power and Tribal Politics, University of Kansas, Lawrence, Kansas, September 15, 2000.

The Legal and Ethical Responsibilities of Tribal Judges and Lawyers. Presentation at the State of Montana Continuing Legal Education Institute, Polson, Montana, June 15, 2000.

Recent Threats by the United States to Undermine Indigenous Nationhood Through Taxation. Presentation before the Board of Directors of the United South and Eastern Tribes, Inc., Houston, Texas, June 5, 2000.

Identifying the Barriers to the Indigenization of the Indigenous Nations. Paper defense at the Symposium on Empowering American Indian Families: New Perspectives on Welfare Reform, George Warren Brown School of Social Work, Washington University, St. Louis, Missouri, May 6, 2000.

The Impact of American Citizenship on Indigenous Nations' Sovereignty. Presentation at the 4th Annual Northeast People of Color Legal Scholarship Conference, San Juan, Puerto Rico, April 15, 2000.

Asserting Haudenosaunee (Iroquois) Sovereignty in the Face of New York State Colonialism. Presentation at the State University of New York College at New Paltz, New Paltz, New York, April 3, 2000.

The Challenge of Indigenous Governance. Presentation at the University of Michigan American Indian Law Day Conference, Ann Arbor, Michigan, March 24, 2000.

Traditional Governance. Discussion leader at the Evergreen State College Caucus of Native Leaders, Activists, and Academics, Olympia, Washington, January 28, 2000.

Indigenous Sovereignty. Presentation at the Kansas Tribal Bar/Bench Conference, Kickapoo Nation, Kansas, January 27, 2000. Also presented before the Joint Committee on State-Tribal Relations of the Kansas State Legislature, Topeka, Kansas, September 2, 1999.

The Role of Tribal Courts in Redressing the Federalization of the Indigenous Nations. Presentation before the Native American Rights Section Meeting at the American Association of Law Schools Annual Meeting, Washington, D.C., January 7, 2000.

Rethinking Indigenous Education Policy. Presentation at the Kansas State Institute on Indian Education, Lawrence, Kansas, November 18, 1999.

3rd Annual Tribal Law and Governance Conference. Organized conference consisting of four paper presentations, a discussion on the future of Osage governance, and a reargument of *Johnson v. M'Intosh*, 21 U.S. (8 Wheat.) 543 (1823) before a panel of American Indian tribal court judges, Lawrence, Kansas, October 8-9, 1999 and coordinated the publication of a special edition of the KANSAS JOURNAL OF LAW AND PUBLIC POLICY commemorating the Conference proceedings.

Haudenosaunee (Iroquois) Land Claims and Fundamentals of Indigenous Sovereignty. Presentation at the United States Department of Agriculture Workshop, "Working with Native Americans," Syracuse, New York, August 30-September 1, 1999.

Sovereignty, Self-Governance, and the Future of Federal Indian Control Policy. Presentation before the Board of Directors of the United South and Eastern Tribes, Inc., Miami, Florida, June 14, 1999. Also presented at the 12th Annual Sovereignty Symposium, Tulsa, Oklahoma, June 8, 1999.

Strengthening Tribal Sovereignty Through Government Reform. Presentations before: the Cherokee Nation Constitutional Convention, Tahlequah, Oklahoma, February 26, 1999; the Law and Governance Committee of the National Congress of American Indians, Myrtle Beach, South Carolina, October 19, 1998; the Board of Directors of the United South and Eastern Tribes, Inc., Nashville, Tennessee, June 2, 1998.

2nd Annual Tribal Law and Governance Conference. Organized conference consisting of six paper presentations and a reargument of *Cherokee Nation v. Georgia*, 30 U.S. (5 Pet.) 1 (1831) before a panel of American Indian tribal court judges, Lawrence, Kansas, October 9-10, 1998 and coordinated the publication of a special edition of the KANSAS JOURNAL OF LAW AND PUBLIC POLICY commemorating the Conference proceedings. *Observations on Restoring the Separation of Powers within the Seneca Nation of Indians.* Paper presented at the 2nd Annual Tribal Law and Governance Conference, Lawrence, Kansas, October 10, 1998.

Strengthening Tribal Sovereignty Through Peacemaking and Tribal Common Law Development. Keynote address presented at the 20th Annual Navajo Nation Bar Association Meeting, Durango, Colorado, June 11, 1998. Also presented at the Pre-Law Summer Institute, Albuquerque, New Mexico, June 12, 1998.

Strengthening Tribal Sovereignty Through Peacemaking. Presentations before the Justice Committee Meeting of the United South and Eastern Tribes, Inc., Nashville, Tennessee, June 3, 1998; the U.S. Department of Justice - Harvard Law School Tribal Courts Symposium, Cambridge, Massachusetts, December 2, 1995; the American Bar Association General Practice Section Semi-Annual Meeting, Sedona, Arizona, October 10, 1995; and, the Federal Bar Association 20th Annual Indian Law Conference, April 7, 1995.

Colonization, Legal Education, and the Lie of Federal Indian Law. Presentation at the Pre-Law Summer Institute, Albuquerque, New Mexico, June 21, 1999 and the Harvard Law School “Indigenous Peoples and Legal Education Symposium,” Cambridge, Massachusetts, May 1, 1998.

The Reargument of Lone Wolf v. Hitchcock, 187 U.S. 553 (1903) before the American Indian Nations Supreme Court. Coordinated reargument of historic U.S. Supreme Court case before a panel of tribal judges, 23rd Federal Bar Association Indian Law Conference, Albuquerque, New Mexico, April 3, 1998.

The Case for Government Reform within the Six Nations of the Haudenosaunee. Paper presented at the SUNY at Buffalo Law Review Symposium on Iroquois Law, Governance, and Sovereignty, Buffalo, New York, March 21, 1998.

A Proposal to Decolonize Federal Indian Law. Paper presented at the University of Wisconsin Coming Together of the Peoples Conference, Madison, Wisconsin, February 21, 1998.

Jurisprudence in Indian Country. Presentation before the Native American Rights Section Meeting at the American Association of Law Schools Annual Meeting, San Francisco, California, January 8, 1998.

Tribal Law and Governance Conference. Organized conference consisting of four paper presentations and a reargument of *Lone Wolf v. Hitchcock*, 187 U.S. 553 (1903) before a panel of American Indian tribal court judges, Lawrence, Kansas, September 26-27, 1997 and coordinated the publication of a special edition of the KANSAS JOURNAL OF LAW AND PUBLIC POLICY commemorating the Conference proceedings.

Indigenous Sovereignty, American Colonization, and the Need for Tribal Government Reform. Paper presented at the Tribal Law and Governance Conference, Lawrence, Kansas, September 27, 1997.

Indian Law for the Kansas Practitioner. Lecture delivered in conjunction with the Continuing Legal Education Program, June 6, 1997.

Envisioning a New Era in Haudenosaunee Economic Development and Governance. Paper presented at the Cornell University Conference on “Indian Economic Futures: Governance and State Taxation,” Ithaca, New York, August 30-31, 1996.

PUBLIC AND UNIVERSITY LECTURES

Native Americans, Voting, and the Effect on Sovereignty. A lecture at Cornell University, Ithaca, New York, October 27, 2008.

Indian Affairs Issues in Central New York. Presentation at the Nottingham Retirement Community, March 24, 2004.

Local Government Relations Day. Presentation at Syracuse University, February 13, 2004.

Challenges in Indigenous Governance. Presentation at the Oneida Nation of the Thames, Oneida Territory, Ontario, September 27, 2003.

Indigenous Nations Law and Sovereignty Seminar. Presentation at the Gay Head Wampanoag Tribe/Aquinnah, Wampanoag Tribal Territory, Massachusetts, August 20, 2001.

An Overview of Indigenous Nation Law and Sovereignty. Lectures at McGill University through the Tulane Law School Summer Program, Montreal, Quebec, August 1-3, 2001.

Understanding the Indian Gaming Regulatory Act and the Seneca Nation - New York State Casino Memorandum of Understanding. Workshop for the Seneca Nation in Salamanca, Seneca Nation, New York, July 7, 2001.

The Suppression of Indigenous Nation Sovereignty By American Law. Speech at the Lawrence Kiwanis Club, May 31, 2001. Also at the Lawrence Rotary Club, February 12, 2001.

The Legal Status and Authority of the Indian Nations in Kansas. Lecture at the Wheat State Whirlwind Faculty Tour, Lawrence, Kansas, May 21, 2001.

Seneca Treaties and their Impact on Current Issues. Workshop for the Seneca Nation in Jimersontown, Seneca Nation, New York, December 28, 2000 and August 8, 2002.

Resolving Iroquois Land Claims. Lecture at Cornell University School of Law, Ithaca, New York, October 23, 2000.

The Past, Present, and Future of Seneca Nation Government. Workshop for the Seneca Nation in Jimersontown, Seneca Nation, New York, August 5, 2000, December 29, 2000, and March 6, 2001, and July 30, 2002. Also at the Six Nations Territory, Ohsweken, Ontario, July 5, 2001.

Fundamentals of Six Nations and Seneca Nation Treaties. Workshop for the Seneca Nation at the Seneca-Iroquois National Museum, Salamanca, Seneca Nation, New York, January 10, 2000.

Indigenous Sovereignty, Colonization, and the Development of Federal Indian Control Policies. Lecture at Washington University, St. Louis, Missouri, September 7, 1999.

Building a New Longhouse: Peacemaking and Community. Lecture delivered at the Leadership Lawrence program, Lawrence, Kansas, May 4, 1999.

Redressing the Genocidal Act of Forcing American Citizenship Upon Indigenous Peoples. Lecture at Harvard Law School, Cambridge, Massachusetts, April 22, 1999.

Decolonizing New York's Indian Law. Distinguished Visiting Lecturer. Albany Law School, Albany, New York, April 20, 1999.

Colonialism and Indigenous Sovereignty. Lecture delivered in connection with Native American History Month, Lawrence, Kansas, November 16, 1998.

What is Indian Law? Lecture at Haskell Indian Nations University, Lawrence, Kansas, October 27, 1998.

Education for the Professions. Lecture delivered at the Native Voices Symposium, Rochester, New York, March 28, 1998.

Affirmative Action in Higher Education. Panelist at the University of Michigan Martin Luther King Day Commemoration, Ann Arbor, Michigan, January 19, 1998.

The End of Law Within the Six Nations. Lecture delivered at Cornell University, April 21, 1997.

Tribal Sovereignty and American Citizenship. Lecture delivered in connection with Native American History Month, University of Kansas, November 12, 1996.

Indian Law and Practice. Lecture delivered at the Kansas Inn of Court, Overland Park, Kansas, September 17, 1996.

The Common Legal Traditions of the United States and the Haudenosaunee. Keynote address delivered at the Wichita Bar Association Law Day Commemoration, Wichita, Kansas, May 1, 1996.

AWARDS AND GRANTS

Summer Research Grant, Syracuse University College of Law, "*A Workbook to Accompany Sovereignty, Colonialism and the Indigenous Nations: A Reader,*" Summer 2004.

General Research Fund Grant, University of Kansas, "*Reviving the Two Row Wampum: Citizenship, Indigenous Peoples, and American Politics,*" Summer 2001.

General Research Fund Grant, University of Kansas, "*Sovereignty, Colonialism, and the Future of the Indigenous Nations*," Summer 2000.

General Research Fund Grant, University of Kansas, "*Decolonizing, Legalizing, and Modernizing New York State's Indian Law*," Summer 1999.

General Research Fund Grant, University of Kansas, "*The Separation of Powers in Tribal Government*," Summer 1998.

General Research Fund Grant, University of Kansas, "*Selected Chapters of the Third Edition of the Handbook of Federal Indian Law*," Summer 1997.

New Faculty Research Grant, University of Kansas, "*Harmonizing Seneca Constitutionalism with the Haudenosaunee Great Law of Peace*," Summer 1996.

OUTSTANDING YOUNG ALUMNI AWARD, Syracuse University, 1993.

INDIAN FELLOWSHIP, U.S. Department of Education, 1986-1989 (for study at Harvard Law School).

SERVICE

American Association of Law Schools:

Member, Committee on the Recruitment and Retention of Minority Law Professors, 2005-2007.

Member Executive Committee, Section on Indigenous Nations and Peoples, January 2001-2003.

Chair, Native American Rights Committee, 2000-2001.

Chair-Elect, Native American Rights Committee, 1999-2000.

Syracuse University College of Law:

Member, Appointments Committee

Member, Ad Hoc Committee on Promotion and Tenure

University of Iowa College of Law:

Member, Academic Rules Committee

Member, Internal Procedures & Administration Committee

University of Kansas:

Member, Editorial Board of the Indigenous Nations Studies Journal, 2000-2002.

Chair, Indigenous Nations Studies Research Committee, 1998-1999.

Vice-Chair, Indigenous Nations Studies Program Committee, 1997-1999.

Chair, Indigenous Nations Studies Program Search Committee, 1997.

Principal draftsman, *A Proposal to Establish a Master's Degree Program in Indigenous Nations Studies*, 1997.

Acting Co-Chair and Member, Indigenous Nations Studies Program Task Force, 1995-1997.

Member, Law School Student Recruitment Committee, 2001-2002; Significant Benefits Committee, 2001-2002; Admissions Committee, 1995-2000; Member, Minority Student Affairs Committee, 1995-1998.

Seneca Nation of Indians:

Counsel to the Treasurer, 2002.

Principal Draftsman, *Onodowaga Gayenesha (Seneca Law of Peace)*, a discussion draft of a new Seneca Nation form of government, 2001.

BAR ADMISSIONS AND EXPERT WITNESS QUALIFICATIONS

Seneca Nation of Indians —
Supreme Court
Court of Appeals
Peacemakers Court
Surrogates Court

United States of America —
State of Connecticut
State of New York
District of Columbia

Qualified as an expert to testify in United States District Court, Eastern District of Oklahoma, April, 2001.

ASSOCIATIONS AND MEMBERSHIPS

American Bar Association
District of Columbia Bar Association
New York State Bar Association
Native American Bar Association
National Congress of American Indians
National Indian Education Association
Southern Tier Legal Services, Director (1992-1994)
Seneca Nation of Indians —
 Land Claims Committee (2000-2001)
 Cabinet (1994)
 Judicial Council (1991-1993)
 Athletic Commission (2008-2009)

CITIZENSHIP

Seneca Nation of Indians (Allegany Territory, Heron Clan)

REVISED 7/1/10

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Robert Odawi Porter

Charter School Name: Seneca Allegany Charter School

Charter School Address: 3645 Administration Drive, Salamanca, NY 14779

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.):
Member

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required before any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *Through prior research, I became aware of the existence and operation of New York State Charter Schools. As a result of my concern for educational quality of students in the Salamanca School District, I have worked with other to apply for a charter for the Seneca Allegany Charter School (SACS).*
5. Please explain why you wish to serve on the board. *The SACS is being established to provide an opportunity for educational excellence for students residing in the*

Salamanca School District. These students are both Seneca and non-Seneca, but nearly all students in the SACS district are residents of the Seneca Nation Allegany Territory. The opportunity to provide unique instruction in Seneca language, culture, and history will be a significant advantage for many students in our area, and will promote greater learning and academic achievement. I am a strong believer in the charter school concept and am extremely committed to ensuring the success of the SACS for all students we will be serving.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:
Trustee Chanda Grey and Sarah John are employees of the Seneca Nation of Indians, which I administer as Chief Executive Officer. Trustee Jessica Ludwick and Lesley Hoag are employees of the Seneca Gaming Corporation, and I know

them as previous acquaintances. Trustee Sandra Johnson is an educator who I know as a member of the Seneca Nation of Indians Health Commission. Trustee Darlene Miller serves as a member of the Seneca Nation of Indians Tribal Council, which I chair as President. Trustee Gerald Musial is a teacher at the Salamanca School District, who I know as a previous acquaintance.

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved: *The SACS is the lessee of a building owned by the Seneca Nation of Indians, or otherwise utilize lands and other property owned by the Nation, to serve as a school building.*

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *The Seneca Allegany Charter School Board will have policies and procedures in place that are designed specifically for this type of situation. In addition to following the procedures I would inform the Board Chairperson of the situation so that he can act accordingly.*

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. *As I understand the mission, it means offering knowledge into our rich heritage and combining that knowledge with the common core standards to create a unique learning environment.*
19. Please explain your understanding of the educational program of the charter school. *The educational program for the Seneca-Allegany Charter School will place equal emphasis on state-mandated curriculum (common core standards), career preparation activities, and the rich heritage of the Seneca community.*
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *A successful charter school will have a strong mission and vision that will shape and guide the school and is utilized across the board. The mission statement will offer a shared educational philosophy that will guide the decision making process on all levels. An effective charter school will be creative in its organization, scheduling, curriculum, and instruction. An effective charter school will have a partnership with the parents and the community and promote continuous learning. It will also have dedication and commitment to the students and to continuous improvement. The Board will ensure that there is a strong mission statement that is known at all levels (staff, students, parents, community) and the Board will hire effective, passionate staff that will be committed to teaching and to the students. The Board will be responsible for school policy and oversight and also be familiar with the day-to-day functioning of the school. The Board will*

also ensure that all financial rules are followed and maintained and budgets are adhered to.

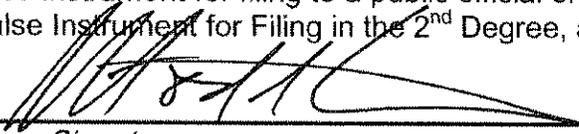
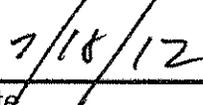
Other

21. Please explain your understanding of the appropriate role of a public charter school board member. *As a board member, the duties would involve ensuring quality and innovative school leaders; helping to establish challenging standards with an understanding how the curriculum works; and helping the charter school to be accountable and fiscally responsible.*
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *I affirm that I have read the application, the board's by-laws and all proposed policies.*
23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, ROBERT ODAWI PORTER, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

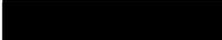
Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address: 

CHANDA D. GREY



Educational Background

PhD, 2017	Grand Canyon University Arizona MAJOR: Psychology
Certification, 2010	Grand Canyon University Arizona MAJOR: Addictions
ABD, 2005	Walden University Minneapolis, MN MAJOR: Psychology
Advanced Specialization, 2000	St. Bonaventure University St. Bonaventure, NY MAJOR: School Counseling
MsEd., 1998	St. Bonaventure University St. Bonaventure, NY MAJOR: Counselor Education
BA, 1995	St. Bonaventure University St. Bonaventure, NY MAJOR: Psychology MINOR: Social Work, Spanish

Experience

ASSISTANT DIRECTOR OF EDUCATION, 11/11 – Present

Seneca Nation of Indians - Allegany

Oversee staff of thirty people. Liaison with agencies to learn about programs available. Work closely with the school district and the Native American tutoring program. Create curriculum with the Seneca Iroquois National Museum. Create summer programming curriculum.

SCHOOL COUNSELOR 3/06 – 11/11

Clark County School District

Counsel elementary school students, K-5, on character education, social skills, and anger management. Chairperson of the behavior intervention team. 504 liaison. Meet with parents and teachers to create the best possible learning environment for students. Offer after school activities to further serve the needs of students.

ADDICTIONS COUNSELOR, 9/05 - 3/06

Cattaraugus County Council on Alcoholism and Substance Abuse

Counsel adolescents and adults in individual and group sessions. Perform psychosocial evaluations and create and prepare individual treatment plans. Liaison with agencies working with individuals receiving counseling through the agency. Attend weekly meetings. Write reports to agencies in a timely manner.

COORDINATOR OF CHILD & FAMILY SERVICES, 3/04 - 3/05

Seneca Nation of Indians

Manage a department of thirty people with three distinct programs: Domestic Violence, Abuse Prevention, and a Residential Home. Educate staff about abuse, neglect, mandated reporting, time management, stress reduction, confidentiality, teamwork, and whatever the newest interventions are. Write monthly, quarterly, and yearly reports for different grants that fund the program. Attend meetings, seminars, trainings, and conferences to keep informed on up-to-date research relevant to this field. Create programs for staff in order to keep up-to-date on new research. Create proactive/preventive activities for the community.

SCHOOL COUNSELOR, 11/99 - 3/04

Salamanca City Central School District

Counseled students from grades 6-12 as an IEP Counselor, grades 8 and 9 as the 8th and 9th grade counselor, and grades K-2 as the Elementary School Counselor. Wrote lessons and treatment plans for students in counseling. Wrote monthly reports for Medicaid and ERSS for funding. Attended relevant meetings such as the Student Support Team and counselor meetings. Chaired the Student Support Team for one year. Observed children in class. Taught character education in the classrooms for grades K-2. Discussed issues with parents, offered help and resources.

ADJUNCT PROFESSOR, 1/99 - 12/03

Jamestown Community College

Taught courses such as Stress & Coping, Achievement & Self, Introduction to Sociology, Social Psychology, and Death & Dying. Created tests and final exams. Developed course syllabi and lesson plans.

Certifications and Memberships

Forensic Evaluator Certification, National Children's Advocacy Center

Family Development Specialist Certification, Cornell Cooperative Extension

Rape Crisis Counselor Certification, Cattaraugus Community Action, Inc.

American School Counseling Association

Indian Child Welfare Act Committee; member of United Southern and Eastern Tribes.

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Chanda Grey

Charter School Name: Seneca Allegany Charter School

Charter School Address: 3645 Administration Drive, Salamanca, NY 14779

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.):
Member

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required before any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I became aware of the Charter School and the opportunity to serve on the board when I was hired as the Assistant Education Director for the Seneca Nation of Indians in November 2011. I have an extensive background in education and working within the public school system and was asked to serve on the board because of my background. After visiting the Charter School for Applied Technology in May I was fascinated by how they run their school. I feel that the Seneca Allegany Charter School will offer a new choice to the children of this community.*

5. Please explain why you wish to serve on the board. *I wish to serve on the board as I feel that having a charter school for the Salamanca School District would increase cultural awareness and sensitivity to all Salamanca residents. Not only will this increase awareness it would present a sense of belonging and appreciation to those Seneca children that attend the school. In addition, the school will provide a choice for families in educating their children.*
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here: *Salamanca is a small community therefore, yes, I do know some of the board members. Those who are outside this community I have only just met when starting the board.*

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved: *The SACS is the lessee of a building owned by the Seneca Nation of Indians, or otherwise utilize lands and other property owned by the Nation, to serve as a school building.*
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply

to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *The Seneca Allegany Charter School Board will have policies and procedures in place that are designed specifically for this type of situation. In addition to following the procedures I would inform the Board Chairperson of the situation so that he can act accordingly.*

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. *As I understand the mission, it means offering knowledge into our rich heritage and combining that knowledge with the common core standards to create a unique learning environment.*
19. Please explain your understanding of the educational program of the charter school. *The educational program for the Seneca-Allegany Charter School will place equal emphasis on state-mandated curriculum (common core standards), career preparation activities, and the rich heritage of the Seneca community.*
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *A successful charter school will have a strong mission and vision that will shape and guide the school and is utilized across the board. The mission statement will offer a shared educational philosophy that will guide the decision making process on all levels. An effective charter school will be creative in its organization, scheduling, curriculum, and instruction. An effective charter school will have a partnership with the parents and the community and promote continuous learning. It will also have dedication and commitment to the students and to continuous improvement. The Board will ensure that there is a strong mission statement that is known at all levels (staff, students, parents, community) and the Board will hire effective, passionate staff that will be committed to teaching and to the students. The Board will be responsible for school policy and oversight and also be familiar with the day-to-day functioning of the school. The Board will also ensure that all financial rules are followed and maintained and budgets are adhered to.*

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. *As a board member, the duties would involve ensuring quality and innovative school leaders; helping to establish challenging standards with an understanding how the curriculum works; and helping the charter school to be accountable and fiscally responsible.*
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *I affirm that I have read the application, the board's by-laws and all proposed policies.*
23. Please provide any other information that you feel is pertinent to the Department's review.

Darlene P Miller

Objective

My main objective and goal is to achieve a position where I can obtain the financial knowledge and experience required to fulfill the duties of the General Operations Manager for any agency.

Experience

Legislative Specialist: November 2010 to present, elected official to serve the Tribal government as a legislature. Representative for the Seneca Nation government internal and external affairs that impact our Nation laws.

Tribal Health Controller

April 09/1999 -present Seneca Nation Health Dept, Salamanca, Ny 14779

- Fiscal management for Finance unit according to the GAAP law.
- Manage and Supervise Fiscal staff including Business Office and Contract Health Services payables.
- Member of the Administrative Team fiscal compliance and budget monitoring.

Accounting Specialist/Budget Monitor

1994- 1999 Seneca Nation Health Dept, Salamanca, NY 14779

- Responsible for budget preparation, auditing and grant monitoring and reporting to agencies, Federal and State.
- Accounts receivables, monthly reporting and reconciliation of accounts.
- Maintain accurate budget schedules for Program Managers and network with the Tribal Government Fiscal department and ensure fiscal policies for the Health Department.

1991-1993 Seneca Nation Health Dept Procurement Officer

Salamanca, NY 14779

- Responsible for the procurement of supplies and equipment according to government pricing and contracts. Maintain the property management files and reporting requirement to the Grant funding agency. Maintain and monitor the Federal and State Grant fiscal reporting and internal controls.

Tribal Clerk for the Seneca Nation Tribal Government

1986- 1990 Salamanca, NY 14779

- Responsible for all maintaining and recording the legal documents for the Nation as the Chief Enrollment officer.
- Elected position

Education

Salamanca Central School, Salamanca, NY 14779

1967 1971 Diploma

- Associates Degree B A at NYS Empire
- 2000 Graduate
- Earned many certificates for years of service, various fiscal and management training. Many computer training as the systems were upgraded.

Interests

Served as member of various Tribal Programs, served as Lay Advocate for the Tribal Courts. Personal interest is sewing, family and community involvement. Served as the treasurer for the Men's Minor Lacrosse Club. Language and Culture advocate to the youth in our community.

References

References are available on request.

Your Name

Address, phone, fax, email

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Darlene P. Miller

Charter School Name: Seneca Allegany Charter School

Charter School Address: 3645 Administration Drive, Salamanca, NY 14779

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.):
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2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I researched a charter school in the local area and did three site visits to the elementary and high school. I was very impressed with the students and teaching personnel.*
5. Please explain why you wish to serve on the board. *My interest has always been the education of our children; they represent the future of our community. The outcome and graduation could be 100% if we provide the best tools and environment for them to learn and to achieve goals that would benefit them later in life.*

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): *In the past I served as a member of the Higher Education Committee which serves the funding needs of eligible college students. I have also served as a parent for the Head Start Parent Committee in the Salamanca area.*

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here: *As a board member I am familiar with the board membership, we are a small community and live and associate closely at various functions.*

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved: *The SACS is the lessee of a building owned by the Seneca Nation of Indians, or otherwise utilize lands and other property owned by the Nation, to serve as a school building.*
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 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *The Seneca Allegany Charter School Board will have policies and procedures in place that are designed specifically for this type of situation. In addition to following the procedures I would inform the Board Chairperson of the situation so that he can act accordingly.*

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. *As I understand the mission, it means offering knowledge into our rich heritage and combining that knowledge with the common core standards to create a unique learning environment.*
19. Please explain your understanding of the educational program of the charter school. *The educational program for the Seneca-Allegany Charter School will place equal emphasis on state-mandated curriculum (common core standards), career preparation activities, and the rich heritage of the Seneca community.*
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *A successful charter school will have a strong mission and vision that will shape and guide the school and is utilized across the board. The mission statement will offer a shared educational philosophy that will guide the decision making process on all levels. An effective charter school will be creative in its organization, scheduling, curriculum, and instruction. An effective charter school will have a partnership with the parents and the community and promote continuous learning. It will also have dedication and commitment to the students and to continuous improvement. The Board will ensure that there is a strong mission statement that is known at all levels (staff, students, parents, community) and the Board will hire effective, passionate staff that will be committed to teaching and to the students. The Board will be responsible for school policy and oversight and also be familiar with the day-to-day functioning of the school. The Board will also ensure that all financial rules are followed and maintained and budgets are adhered to.*

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. *As a board member, the duties would involve ensuring quality and innovative school leaders; helping to establish challenging standards with an understanding how the curriculum works; and helping the charter school to be accountable and fiscally responsible.*

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *I affirm that I have read the application, the board's by-laws and all proposed policies.*
23. Please provide any other information that you feel is pertinent to the Department's review.

Gerald F. Musial



Experience Summary

During the last twenty years, I have worked in the public school system as an History Teacher, English Teacher, Substitute Teacher, Teacher Assistant, and Custodian. As a Teacher for the last fifteen years, I have taught students at every secondary level from 6th grade to Community College. All of my teaching experience has been in high need schools. From the beginning, I have remained active connecting students to their local community and the broader world through a variety first time and established projects and programs. I have worked on a variety of committees at the school, district, and community level in attempt to create a better learning and teaching environment. Finally, I continue to attend trainings, conventions and workshops to improve my teaching skills and stay current on issues in education.

Education

June 1997 – M.Ed. Curriculum and Instruction – Western Washington University
June 1994 - BA International Relations/World Development Studies – San Francisco State University

Teaching Experience

September 2002- Present – Salamanca School District
September 2002 – June 2004 - Jamestown Community College
September 2001 – June 2002 – Andover School District
September 1997 – June 2001 – Seattle School District
January 1997 – June 1997- Seattle/Marysville/Shoreline SD – Substitute Teacher
Fall 1996 – Teaching Internship/Seattle School District/Cleveland High School

Courses Taught

6th Grade Language Arts/Social Studies
7th Grade American History
8th Grade Language Arts/Social Studies (Washington State History)
9th/10th Grade Global History
11th/12th Grade Seneca History
12th Grade – Participation in Government and Economics
12th Grade – JCC World History
Community College – World History
Community College – World Politics

Created Projects/Classes

- **Seattle Central District History Project** – Worked with community leaders, art teacher and 8th grade students to create community art project and local oral history.
- **Explore Washington State Project** – Worked with YMCA to create a week long Washington State History based fieldtrip through the entire state of Washington.
- **Seneca History I/Seneca History II** – Worked with Seneca Nation Education Department and Seneca Language teacher to create and maintain these classes.
- **Model UNPFII (United Nations Permanent Forum on Indigenous Issues)** – Worked with United Nations, Seneca Nation, Salamanca School District, and two co-advisors to create a program that allows students to speak and be active at the United Nations.

Committees/ Extracurricular Work

- School Transformation
- Strategic Planning
- Substitute Trainer
- APPR Committee
- Seneca History Think Tank
- SSD Building Rep
- STA Building Rep/Parliamentarian
- 8th Grade Team Leader
- Student Council Advisor
- Model United Nations Advisor
- Tutor for Out of School Suspension
- Native American After School Tutoring
- Model UNPFII Advisor
- PBIS Committee

Other Work Experience

January 1995- January 1997 – Seattle School District/Substitute Teacher Assistant

Fall 1994 – Volunteer at drop-in center for runaway teens

Summer 1993 – San Francisco - Park Project for at-risk youth

Summer 1992 – Deck Hand. Dutch Harbor, Alaska

February 1990- February 1992 – Custodian, San Diego School District

October 1985 - October 1988 – 3rd/75th Ranger Battalion, U.S. Army

Awards

Seneca Nation Teacher of the Year
Salamanca High School Teacher of the Year
Salamanca High School Yearbook Dedication

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Gerald F. Musial Jr.

Charter School Name: Seneca Allegany Charter School

Charter School Address: 3645 Administration Drive, Salamanca, NY 14779

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.):
Member

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required before any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I was made aware of the opportunity by the Seneca Nation Education Department.*
5. Please explain why you wish to serve on the board. *I believe that being a part of creating a school from the ground up is a chance that no educator would pass up. During my time as a teacher in this community, I have consistently seen the need for a culturally relevant, high quality education. Statistics such as passing rates,*

attendance rates, and discipline rates have historically been worse for native students in this community. I believe we can do better.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here: *I have collaborated with Chanda Grey on a variety of issues connected to the local school district in her capacity as Seneca Nation Assistant Education Director. I knew Robert Porter as President of the Seneca Nation where he has been supportive of school district initiatives that I have been a part of. I never met any of the other board members before the first board meeting.*

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *The Seneca Allegany Charter School Board will have policies and procedures in place that are designed specifically for this type of situation. In addition to following the procedures I would inform the Board Chairperson of the situation so that he can act accordingly.*

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. *As I understand the mission, it means offering knowledge into our rich heritage and combining that knowledge with the common core standards to create a unique learning environment.*
19. Please explain your understanding of the educational program of the charter school. *The educational program for the Seneca-Allegany Charter School will place equal emphasis on state-mandated curriculum (common core standards), career preparation activities, and the rich heritage of the Seneca community.*
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *A successful charter school will have a strong mission and vision that will shape and guide the school and is utilized across the board. The mission statement will offer a shared educational philosophy that will guide the decision making process on all levels. An effective charter school will be creative in its organization, scheduling, curriculum, and instruction. An effective charter school will have a partnership with the parents and the community and promote continuous learning. It will also have dedication and commitment to the students and to continuous improvement. The Board will ensure that there is a strong mission statement that is known at all levels (staff, students, parents, community) and the Board will hire effective, passionate staff that will be committed to teaching and to the students. The Board will be responsible for school policy and oversight and also be familiar with the day-to-day functioning of the school. The Board will also ensure that all financial rules are followed and maintained and budgets are adhered to.*

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. *As a board member, the duties would involve ensuring quality and innovative school leaders; helping to establish challenging standards with an understanding how the curriculum works; and helping the charter school to be accountable and fiscally responsible.*

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *I affirm that I have read the application, the board's by-laws and all proposed policies.*
23. Please provide any other information that you feel is pertinent to the Department's review.

Curriculum Vitae
SANDRA JOHNSON Ph.D., MSW, CASAC



EDUCATION

- 2005 MSW Social Work, Marywood University, Scranton, PA
- 2003 Ph.D., Education, Walden University, Minneapolis, MN
- 1990 M.A., Clinical Mental Health Psychology, Vermont College of Norwich University, Montpelier, VT
- 1988 M.Ed., Education, Lesley College, Cambridge, MA
- 1985 B.S., Psychology, Empire State College, Fredonia, NY

CERTIFICATIONS

- 1994 CASAC - Certified Alcohol and Substance Abuse Counselor

EMPLOYMENT HISTORY

Faculty

- 2006-present Assistant Professor, State University of New York, Empire State College

Professional

Mental Health Counseling Experience

- 2003-2005 Social Worker, Catholic Charities, Olean, New York
- 1998-1999 Mental Health Counselor, Wellsville Counseling Center, Wellsville, New York, Wellsville, NY - 4/98 to 12/99
- 1988-1999 Mental Health Clinician, Passages Program, The Resource Center, NY
- 1985-1987 Case Manager, Residential Services, Association for Retarded Children, Niagara Falls, NY

Drug and Alcohol Counseling Experience

- 1999-2007 Drug and Alcohol Counselor, Impaired Physicians Program, Medical Society of the State of New York

- 1991-1997 Dual Focused Counselor, Cattaraugus Council on Alcohol and Substance Abuse,
1990-1996 Family Services Coordinator, Cattaraugus Council on Alcohol and Substance Abuse

Consultant

- 2008-2009 Consultant for Western New York Infant and Toddler Resource Network through a New York State Grant.

Trainer

- 2008-2009 Trainer for New York State Partnership for Prevention of Child Abuse; which is affiliated with the National Zero to Three organization.

Fellowship

- 2005 Faculty Fellow with Center for Development of Human Services, State University of New York was chosen to be showcased by the Center for the year 2005 presentation of research projects. My research entitled: Stress, Trauma, and the Neurobiological Development of Children.

Grants

- 1991-1992 I was the grant administrator for an Albany, New York State grant Center for Family Unity, Salamanca, NY. Formed a multi-disciplinary team for prevention, and treatment of child abuse.

BOOKS

- 2008 Johnson, S. *Discerning, understanding and working with behaviors of traumatized children: A manual for child protective workers*, Buffalo, NY: State University of New York Research Foundation
- 2006 Johnson, S., & Taylor, K. (Eds.) "The neuroscience of adult learning." *New Directions in Adult and Continuing Education*. No. 110, San Francisco: Jossey-Bass.

Book Chapters

- 2011 Johnson, S. "Child abuse: Traumatic influences and treatment." In, B., J. Irby & G. Brown (Eds.) *Gender and Early Learning Environments*. Greenwich, CT: Information Age Publishing
- 2011 Johnson, S. "The neurobiological impact of trauma on the developing brain." In, A. Mandel (Ed.) *All About Mentoring*. No. 40, Saratoga Springs, NY: Empire State College.
- 2006 Johnson, S. "The neuroscience of the mentor learner relationship." In Johnson, S & Taylor, K. (Eds.) *The Neuroscience of Adult Learning*. New Directions in Adult and Continuing Education. No.110. San Francisco: Jossey-Bass
- 2002 Johnson, S. "Teaching for Transcendence." In, A. Mandel, (Ed.) *All About Mentoring*, No. 24, Saratoga, Springs: N.Y: Empire State College Mentoring Institute

- 2000 Johnson, S. "Adults with learning disabilities: A developmental perspective." In, *Proceedings of the Alliance Conference*. Chicago, Illinois, (pp. 91-100)

WEB PUBLICATION

- 2007 Johnson, S., Van Belle, S., and Terrano, S. *Traumatic events among adult residents of a housing project*. Published on the internal website for Trainers at the State University Research Foundation: Center for Development of Human Services. bsc-cdhs.org

CONFERENCE PRESENTATIONS

- 2012 "Infant and toddler abuse and mental health disorders." New York State Association For the Education of Young Children. Buffalo, New York.
- 2011 "The neuroscience of the mentor-student relationship." Keynote presenter, University of Georgia Adult Learning Consortium. Jekyll Island, Georgia
- 2011 "The caregiver and disorganized attachment." The International Society for the Study of Trauma and Dissociation. Montreal, Quebec.
- 2010 "Educational neuroscience." The 4th Annual SUNY Fredonia Teaching & Learning Conference, Fredonia College, and Fredonia NY
- 2010 "Critical thinking and creativity." The Circles group Empire State College, Northeast Center, Latham, NY
- 2010 "Disorganized attachment disorder." The International Society for the Study of Trauma and Dissociation Conference. Atlanta, Georgia
- 2009 "Critical thinking." The SUNY Research Foundation, Center for the Development of Human Services. Buffalo State College. Buffalo, NY
- 2009 "Complex trauma and behaviors." The International Society for the Study of Trauma and Dissociation Conference, Washington DC
- 2008 "Educational neuroscience: Kolb's learning cycle, critical thinking, and creativity in education." The Adult Higher Education Alliance Conference 28th Annual Conference, Mobile Alabama
- 2008 "What infant and toddler caregivers need to know about children in their care who have a mentally ill family member." The 6th Annual Western New York Infant Toddler Conference, Niagara Falls, New York
- 2008 "Trauma and infant/toddler mental health." The New York State Association for the Education of Young Children, Buffalo NY
- 2008 "The neurobiology of abuse." The Prevent child Abuse New York 13th Annual New York State Child Abuse Prevention Conference, Albany, NY

- 2008 "The neuroscience of adult learning." All-College Conference, Saratoga Springs: NY
- 2007 "The neuroscience of transformative learning." The Transformative Learning Conference, Albuquerque, New Mexico
- 2006 "Social cognitive neuroscience and adult education." Alliance Conference, Dallas, Texas
- 2005 "Neurobiology of trauma." Keynote presenter. Building Connections Statewide Trauma Meeting. Sponsored by The New York State Coalition Against Sexual Assault and the Mental Health Association. Funded by NYS Office of Mental Health, Batavia, New York
- 2004 "Neurobiology of abuse in infants and children." The Erie County Court Project: Erie County Family Court, Buffalo, NY
- 2003 "Self-individuation in adult learning." The Ethnographic Qualitative Research Conference at Duquesne University, Pittsburgh, PA
- 2002 "Conversational learning." Panel presentation for the Conference for Adult and Experiential Learning, International Conference, Washington, DC
- 2002 "Vicarious traumatization and secondary trauma." The Conference of the 36th Annual Fall Institute, Sidney Albert Training and Research Institute, and Empire State College, Albany, N.Y
- 2001 "Learning and the impact of trauma: What educators need to know." The International Society for the Study of Dissociation 18th International, Fall Conference, New Orleans, Louisiana
- 2001 "Challenging cultural and psychological assumptions in a transformative learning group." Fourth International Transformative Learning Conference, Ontario Institute for Studies in Education, University of Toronto, Toronto, Ontario
- 2001 "The effects of early childhood trauma." The American Mental Health Counselor Association 2001 Annual Conference, Chicago, IL
- 2001 "Teaching critical thinking in a collaborative learning group." The CELT-sponsored conference, Critical Reasoning and Problem Solving: Inquiry, Discovery and Problem Solving in Undergraduate Education, SUNY Stony Brook, Long Island, New York
- 2000 "Addictive responses to chronic trauma." The International Society for the study of dissociation. 17th International Fall Conference, San Antonio, Texas
- 1999 "Addictions, eating disorders and traumatic stress." The conference of the 33rd Annual Fall Institute: Sidney Albert Training Institute and Empire State College, Albany, New York

COMMUNITY PRESENTATIONS

- 2012 "Disorganized attachment." The Seneca Nation Early Learning Center, Salamanca Nation Indian Reservation, Salamanca, NY

- 2011 “Historical trauma.” The Cultural Studies Residency: Culture Across the Curriculum, Cheektowaga, NY
- 2011 “Compassionate Fatigue: Recognizing & Coping.” The Chautauqua County Alcoholism and Substance Abuse Council, Fredonia, NY
- 2011 “Trauma, children, and acting out behaviors.” An ongoing parent’s group funded by Child Protective Services, Olean, NY
- 2011 “The neurobiological impact of maltreatment on the developing brain.” The Salamanca Alternative School, Salamanca, NY.
- 2010 “Early childhood mental health disorders.” Chautauqua Alcoholism and Substance Abuse Council, Jamestown, NY
- 2009 “Dissociation in children and adults.” Beacon Light Mental Health Residential Treatment Center, Bradford, PA
- 2009 “Observing children.” Allegany County Community Opportunities and Rural Development Corporation Infant and Family Services, Cuba, NY
- 2009 “Interviewing maltreated children.” Southern Tier Advocacy Center, Olean, NY
- 2009 “Stress, trauma, and the neurobiological development of children.” Chautauqua Alcoholism and Substance Abuse Council, Jamestown, NY
- 2008 “The neuroscience of transformative learning.” All-College Conference, Saratoga Springs, NY

COURSES TAUGHT

Onsite:

Educational Planning
 Family Violence and Abuse
 Attachment, Addiction and Dependency
 Abnormal Psychology
 Infant and Toddler Mental Health
 Crisis Intervention
 Historical Trauma
 Ecopsychology
 Ethics in the Human Services
 Counseling Theory
 Critical Thinking
 Introduction to Psychology
 Introduction to Sociology
 Aging and Society and Domestic Violence
 Developmental Psychology
 Learning Styles
 Introduction to Counseling
 Aging and Mental Health

Post-Traumatic Stress Disorder
Casemanagement
Introduction to Counseling
Personality Disorders
Cultural Diversity
Theories of Personality
Casemanagement with Mentally Ill Clients
Drug and Alcohol Counseling
Introduction to Psychology
Introduction to Sociology
Consciousness Studies
Family and Society

Online: Reflective Learning, Learning Styles, Independent learning strategies.

COLLEGE SERVICE

2000-present College Representative, Native American SUNY: Western Consortium
2006-present Unit Coordinator, Empire State College, at Olean New York
2010-present AOS-CHS co-convener.
2011-present Cultural Studies committee.
2009-present Member of the NFC Community and Human Service committee.
2009-present Member of the NFC Program Planning Committee
2009-2010 Member of the Master of Arts in Adult Learning committee
2008-2009 Member of the college wide Middle States committee

OTHER SERVICE

2009-present Member of the New York State Zero-to Three Network Policy Leadership Circle. Members of the Leadership Circle develop an agenda for improving public policy and expanding New York state investment for infants and toddlers.

2010-present Child and Adolescent Committee of the International Society of Trauma and Dissociation. We are spearheaded by Dr. Bessell van der Kolb (a world renowned neuropsychiatric in the area of complex trauma and dissociation). We have been advocating for a new Diagnostical and Statistical Manual of Mental Disorders (DSM-V) diagnosis for traumatized children and adolescents: Developmental Trauma Disorder.

2011-present Appointed to the Seneca Nation Health Commission Board. The purpose of this commission is to provide strategic oversight, policy direction and guidance with respect to the Nation's health care operations and facilities.

2012-present Appointed to the Seneca Nation Charter Elementary School Board.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Western New York Analytical Society
International Society for the Study of Trauma and Dissociation (ISSTD)
Zero to Three National Center for Infants, Toddlers, and Families
Learning and the Brain Society
New York State Association for the Education of Young Children

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Sandra Johnson

Charter School Name: Seneca Allegany Charter School

Charter School Address: 3645 Administration Drive, Salamanca, NY 14779

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.):
Member

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required before any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *The Seneca Nation Education Director talked to me about the opportunity to serve on the board of the charter school. I am a faculty member of a college near the Seneca nation and we serve Seneca Nation students.*
5. Please explain why you wish to serve on the board. *Because my career has been primarily in education, I appreciate the value of charter schools. I recognize their creativity and rigor in giving children a quality education and I would like to be a part of this process. Therefore I elected to be on this charter school board.*

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): *I am serving on the Seneca Nation Health Commission. The Seneca Nation Health Commission is for the purpose of providing strategic oversight, policy direction, and guidance with respect to the Nation's health care operations and facilities. The commission is recognized as a governmental arm of the nation and performs an essential governmental which is designated by the Seneca Nation Council. The mission of the commission is to provide a comprehensive range of health services that addresses the holistic wellness of Seneca members and to promote a productive and satisfying life for the next seven generations of Seneca members consistent with the belief that physical, mental, social, and spiritual functions are one.*

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here: *I knew only one board member prior to me serving on the charter school board.*

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would,

or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *The Seneca Allegany Charter School Board will have policies and procedures in place that are designed specifically for this type of situation. In addition to following the procedures I would inform the Board Chairperson of the situation so that he can act accordingly.*

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. *As I understand the mission, it means offering knowledge into our rich heritage and combining that knowledge with the common core standards to create a unique learning environment.*
19. Please explain your understanding of the educational program of the charter school. *The educational program for the Seneca-Allegany Charter School will place equal emphasis on state-mandated curriculum (common core standards), career preparation activities, and the rich heritage of the Seneca community.*
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *A successful charter school will have a strong mission and vision that will shape and guide the school and is utilized across the board. The mission statement will offer a shared educational philosophy that will guide the decision making process on all levels. An effective charter school will be creative in its organization, scheduling, curriculum, and instruction. An effective charter school will have a partnership with the parents and the community and promote continuous learning. It will also have dedication and commitment to the students and to continuous improvement. The Board will ensure that there is a strong mission statement that is known at all levels (staff, students, parents, community) and the Board will hire effective, passionate staff that will be committed to teaching and to the students. The Board will be responsible for school policy and oversight and also be familiar with the day-to-day functioning of the school. The Board will also ensure that all financial rules are followed and maintained and budgets are adhered to.*

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. *As a board member, the duties would involve ensuring quality and innovative school leaders; helping to establish challenging standards with an*

understanding how the curriculum works; and helping the charter school to be accountable and fiscally responsible.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *I affirm that I have read the application, the board's by-laws and all proposed policies.*
23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Sandra Johnson (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Sandra Johnson Signature July 24 - 2012 Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

Sarah M. John

Education: Graduated in 2000 with a Regents Diploma from Salamanca Central High School
Attended SUNY @ Buffalo, did not complete

Strengths:

- * Good communication and people skills
- * Ability to work well under time and pressure deadlines.
- * Ability to prioritize tasks.
- * Quick learner.
- * Reliable, dependable and contentious worker.
- * Proficient in Microsoft Office- Excel & Word
- * Exceptional organizational skills.

Experience:

Accounts Payable Specialist:

May 2001- November 2002

- o AFW daily inputting.

Fiscal Floater:

November 2004 -October 2005

- o Administrative Assistant job duties.
- o Kept various excel spreadsheets.
- o Many other job duties as assigned.

Travel Coordinator:

October 2005 - November 2010

- o Arrangements made by internet, phone, and via e-mail.
- o Posting in AFW (registration, per diem, lodging, and reimbursements).
- o Preparing itineraries and travel checks.
- o On-call for after business hours travel emergencies or changes.
- o Reconciliation of travel upon return.
- o Reporting of delinquent reports to supervisor/director, Budget & Finance committee and Tribal Council.

Executive Administrative Assistant, President's Office

November 2010- Present

- o Provides support to free attention of supervisor.
- o Liaison between staff and supervisors/department heads.
- o Performs detailed work on assigned projects from beginning to end.
- o Organizes and maintains various files.
- o Keeps detailed log on incoming/outgoing mail and phone calls.

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Sarah M. John

Charter School Name: Seneca Allegany Charter School

Charter School Address: 3645 Administration Drive, Salamanca, NY 14779

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.):
Member

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required before any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *The Charter School for Applied Technologies held a public presentation highlighting the difference and advantages of charters. It’s a healthy and obtainable alternative to the only local public school. After visiting CSAT it became very clear to me that a charter school would benefit the Seneca Allegany community.*
5. Please explain why you wish to serve on the board. *As a mother of three, I am actively involved in all areas of my children’s development. I feel our students would*

benefit from a charter school because of the focus on success and preparing all students for their futures whether it is preparing them for college or the work force. Also, the cultural aspect of the curriculum from the Seneca Allegany would benefit us all as a whole both Native and Non-Native living together in our community.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
Salamanca is a small community therefore yes I do know some of the board members. Those who are outside this community such as Gerald Musial and Sandra Johnson I met when the SACS Board started.
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved: *The SACS is the lessee of a building owned by the Seneca Nation of Indians, or otherwise utilize lands and other property owned by the Nation, to serve as a school building.*

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would,

or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *The Seneca Allegany Charter School Board will have policies and procedures in place that are designed specifically for this type of situation. In addition to following the procedures I would inform the Board Chairperson of the situation so that he can act accordingly.*

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. *As I understand the mission, it means offering knowledge into our rich heritage and combining that knowledge with the common core standards to create a unique learning environment.*
19. Please explain your understanding of the educational program of the charter school. *The educational program for the Seneca-Allegany Charter School will place equal emphasis on state-mandated curriculum (common core standards), career preparation activities, and the rich heritage of the Seneca community.*
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *A successful charter school will have a strong mission and vision that will shape and guide the school and is utilized across the board. The mission statement will offer a shared educational philosophy that will guide the decision making process on all levels. An effective charter school will be creative in its organization, scheduling, curriculum, and instruction. An effective charter school will have a partnership with the parents and the community and promote continuous learning. It will also have dedication and commitment to the students and to continuous improvement. The Board will ensure that there is a strong mission statement that is known at all levels (staff, students, parents, community) and the Board will hire effective, passionate staff that will be committed to teaching and to the students. The Board will be responsible for school policy and oversight and also be familiar with the day-to-day functioning of the school. The Board will also ensure that all financial rules are followed and maintained and budgets are adhered to.*

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. *As a board member, the duties would involve ensuring quality and innovative school leaders; helping to establish challenging standards with an*

understanding how the curriculum works; and helping the charter school to be accountable and fiscally responsible.

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *I affirm that I have read the application, the board's by-laws and all proposed policies.*
23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Sarah M. John (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Sarah M. John Signature 7/26/12 Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

Lesley A. Hoag

Objective

To obtain a challenging position in a progressive organization that offers opportunities for advancements.

Work Experience

Date Employed	Job Title	Company
5/2011- Present	Outreach & Retention Coordinator	Seneca Gaming Corporation Niagara Falls, NY
	<ul style="list-style-type: none">• Develop and Implement recruitment plan for new hires• Coordinate services/agencies for training and development• Serve as a representative for SGC and its facilities to the public• Design, plan and coordinate different types of media<ul style="list-style-type: none">○ Career Development Department Quarterly Newsletter○ Postcards, brochures and mailings	
8/2010 – 5/2011	Consumer Engagement Associate	Healthy Community Alliance Gowanda, NY
	<ul style="list-style-type: none">• Consultant work• Conducted Chronic Disease Self-Management Training Programs• Grant writing for rural health networks• Develop and coordinate health equity plans for multiple rural health networks• Coordinated and conducted health fairs	
3/2008 – 3/2009	Transportation Project Manager	Seneca Nation of Indians Salamanca, NY
	<ul style="list-style-type: none">• Coordinate Roadway and Bridge Projects• Develop and Implement a Long Range Transportation Plan• Conduct and Coordinate Public Meetings	
1/2006 - 1/2008	Marketing Manager	Seneca Gaming & Entertainment Salamanca, NY
	<ul style="list-style-type: none">▪ Develop and plan promotional events▪ Create and coordinate advertising for all media venues▪ Supervise Customer Service Staff▪ Branding: Class II Gaming▪ Coordinate Bus Operators Programs▪ Developed and implemented marketing plan for Class II gaming	
12/2003 - 1/2006	Marketing Manager	Seneca Nation of Indians Salamanca, NY
	Marketing Manager for the Seneca-Iroquois National Museum <ul style="list-style-type: none">▪ Set up the Marketing Department▪ Handle all Advertising media▪ Arranged tour groups	

Education

School	Degree	
University of Phoenix Online Campus	Doctorate of Healthcare Administration	Current
Medaille College Williamsville, NY	M.A. in Organizational Leadership	August 2006
Jamestown Community College Olean, NY	Cattaraugus Leadership	Class of 2005
Mount Vernon Nazarene University Columbus, OH	B.S. in Business Administration	May 2003
Jamestown Community College Olean, NY	A.S. in Police Science	May 1999

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Lesley A. Hoag

Charter School Name: Seneca Allegany Charter School

Charter School Address: 3645 Administration Drive, Salamanca, NY 14779

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Member

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required before any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I became aware of the charter school community meeting held in June 2011. A presentation was made and I was interested in how charter schools work and perform. Since last year, I have become more involved with Buffalo Charter Schools and I believe that our youth can benefit from this type of school. I was presented the opportunity to serve as a member of the board by the Board Chair, Robert Porter.*

5. Please explain why you wish to serve on the board. *I wish to serve on the board for the Seneca Charter School because I believe families should have a choice when it comes to their children's education. I am also a strong believer in bringing more of a cultural aspect to the educational system for both Native Americans and non-Native Americans. I believe this is a great opportunity for our children.*
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here: *Salamanca is a small community therefore yes I do know some of the board members. Those who are outside this community I have only just met when starting the board.*

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved: *The SACS is the lessee of a building owned by the Seneca Nation of Indians, or otherwise utilize lands and other property owned by the Nation, to serve as a school building.*
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *The Seneca Allegany Charter School Board will have policies and procedures in place that are designed specifically for this type of situation. In addition to following the procedures I would inform the Board Chairperson of the situation so that he can act accordingly.*

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. *As I understand the mission, it means offering knowledge into our rich heritage and combining that knowledge with the common core standards to create a unique learning environment.*
19. Please explain your understanding of the educational program of the charter school. *The educational program for the Seneca-Allegany Charter School will place equal emphasis on state-mandated curriculum (common core standards), career preparation activities, and the rich heritage of the Seneca community.*
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *A successful charter school will have a strong mission and vision that will shape and guide the school and is utilized across the board. The mission statement will offer a shared educational philosophy that will guide the decision making process on all levels. An effective charter school will be creative in its organization, scheduling, curriculum, and instruction. An effective charter school will have a partnership with the parents and the community and promote continuous learning. It will also have dedication and commitment to the students and to continuous improvement. The Board will ensure that there is a strong mission statement that is known at all levels (staff, students, parents, community) and the Board will hire effective, passionate staff that will be committed to teaching and to the students. The Board will be responsible for school policy and oversight and also be familiar with the day-to-day functioning of the school. The Board will also ensure that all financial rules are followed and maintained and budgets are adhered to.*

Other

21. Please explain your understanding of the appropriate role of a public charter school

board member. *As a board member, the duties would involve ensuring quality and innovative school leaders; helping to establish challenging standards with an understanding how the curriculum works; and helping the charter school to be accountable and fiscally responsible.*

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *I affirm that I have read the application, the board's by-laws and all proposed policies.*
23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Lesley A. Haag (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Lesley A. Haag Signature 7/30/12 Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [Redacted]
Business Address: [Redacted]
E-Mail Address: [Redacted]
Home Telephone: [Redacted]
Home Address: [Redacted]

Jessica Ludwick

Skills Summary

- ◆ Project Management
- ◆ Report Preparation
- ◆ Written Correspondence
- ◆ Computer Oriented
- ◆ Customer Service
- ◆ Networking & Community Outreach
- ◆ Portfolio Development
- ◆ Professional Presentations
- ◆ Mentoring & Coaching

Professional Experience

CAREER DEVELOPMENT COORDINATOR OCT. 2011-CURRENT

- ◆ Develop design and implement recruitment and retention of all team members.
- ◆ Maintain information and communication systems for training and educational data.
- ◆ Create leadership development and cultural programming:
 - Launched weekly Seneca Language classes.
 - Collaborated trainings in: Interviewing Skills, Professional Development & Coaching Skills
- ◆ Provide guidance regarding career ladders, learning and general knowledge of future opportunities.

PROGRAM COORDINATOR/FINANCIAL OPERATIONS JAN. 2008-OCT.2011

- ◆ Directed and implemented project development for Nation revenue stream exceeding 14 million.
- ◆ Provided and analyzed accounting practices and trainings guidelines.
- ◆ Reviewed applications and verify qualifications for petroleum and tobacco licenses.
- ◆ Cross-trained and promoted a team-based work environment.

SENIOR IMPORT SPECIALIST-CONSULTANT APR. 2010-SEPT. 2010

- ◆ Managed records of invoice for product importation available to SNI Licensed Stamping Agents to protect the supply line of tobacco products available on the Seneca Nation territory.

TEACHING ASSISTANT/LONG TERM SUBSTITUTE SEPT. 2007-FEB. 2008

Salamanca Central School District, Pre-K-12

- ◆ Assisted lead teacher in planning of daily programs and classroom management.
- ◆ Participated in weekly staff meetings, quarterly conferences and focused training programs.
- ◆ Created and led activities targeted at emotional/intellectual stimulation and social development of students.

MENTOR/INTERN PROGRAM

Park Hyatt-Toronto, Canada – Spring 2007

- ◆ Successfully completed semester mentorship program with specific concentration in Human Resources and Sales & Marketing.

Niagara Falls Country Club, Lewiston, NY – Oct. 2006-May 2007

- ◆ Contributed to the development of training manuals. Gained knowledge of the private club industry by assisting management with booking special events, banquets, private parties and conferences.

Education & Certifications

NIAGARA UNIVERSITY – Lewiston, NY

Bachelor of Science, Hotel & Restaurant Management 2007

CERTIFICATIONS/ACCOMPLISHMENTS:

Trainings: Drug and Alcohol Awareness, Cultural Competency, Communications, Performance Management, Leadership, Coaching and Counseling, Service Recovery, and Social Media

Technical Skills: Microsoft HTML, Microsoft Suite, Apple Software, Fox-Pro Specilized Programming

Recipient , Vincentian Service Award

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Jessica Ludwick

Charter School Name: Seneca Allegany Charter School

Charter School Address: 3645 Administration Drive, Salamanca, NY 14779

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.):
Member

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required before any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have 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. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I became aware of the charter school and the opportunity to serve on the board when the education department started hosting open forums for the community.*
5. Please explain why you wish to serve on the board. *I wish to serve on the board because I have a passion for education. The charter school would be beneficial to the overall community because it allows cultural development while still incorporating state requirements.*

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here: *I have a working relationship with the other members of the board prior to being on the board. This is a small community so I do know the other board members.*

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does

business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *The Seneca Allegany Charter School Board will have policies and procedures in place that are designed*

specifically for this type of situation. In addition to following the procedures I would inform the Board Chairperson of the situation so that he can act accordingly.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. *As I understand the mission, it means offering knowledge into our rich heritage and combining that knowledge with the common core standards to create a unique learning environment.*
19. Please explain your understanding of the educational program of the charter school. *The educational program for the Seneca-Allegany Charter School will place equal emphasis on state-mandated curriculum (common core standards), career preparation activities, and the rich heritage of the Seneca community.*
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *A successful charter school will have a strong mission and vision that will shape and guide the school and is utilized across the board. The mission statement will offer a shared educational philosophy that will guide the decision making process on all levels. An effective charter school will be creative in its organization, scheduling, curriculum, and instruction. An effective charter school will have a partnership with the parents and the community and promote continuous learning. It will also have dedication and commitment to the students and to continuous improvement. The Board will ensure that there is a strong mission statement that is known at all levels (staff, students, parents, community) and the Board will hire effective, passionate staff that will be committed to teaching and to the students. The Board will be responsible for school policy and oversight and also be familiar with the day-to-day functioning of the school. The Board will also ensure that all financial rules are followed and maintained and budgets are adhered to.*

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. *As a board member, the duties would involve ensuring quality and innovative school leaders; helping to establish challenging standards with an understanding how the curriculum works; and helping the charter school to be accountable and fiscally responsible.*
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *I affirm that I have read the application, the board's by-laws and all proposed policies.*
23. Please provide any other information that you feel is pertinent to the Department's

review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

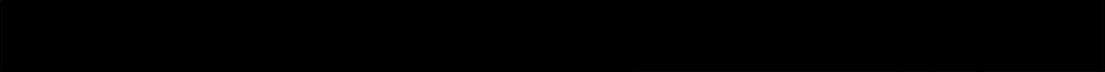
STATEMENT OF ASSURANCE

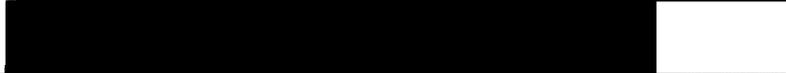
I, Jessica Ludwick (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

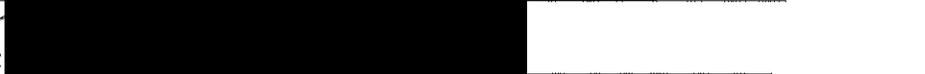
Jessica Ludwick 7/30/12
Signature Date

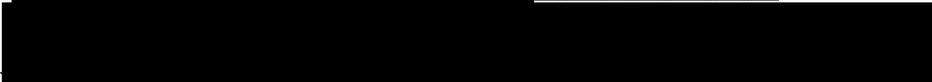
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address: 

Bylaws of the Seneca Allegany Charter School

ARTICLE I

NAME

This organization shall be called the Seneca Allegany Charter School (the "School").

ARTICLE II

FORM OF CORPORATION

The School is organized as a non-profit, non-stock, domestic education corporation.

ARTICLE III

OFFICES

Section 1. Principal Office. The principal office of the corporation shall be located in Cattaraugus County, the State of New York.

Section 2. Registered Office. The registered office of the corporation may be the same as the principal office of the corporation. The School may also have offices at such other place(s) within the State of New York as the Board of Trustees may from time to time determine or the business of the School may require.

ARTICLE IV

Section 1. Mission Statement. The mission of the School is School will provide students with a rigorous education that will uniquely prepare them for success whether they select to pursue a traditional college career or avail themselves of opportunities in advanced technical fields. The SACS will accomplish this mission by focusing on Common Core State Standards derived from the highest college and career readiness expectations.

Section 2. Non-Discrimination Policy. The School has a racially nondiscriminatory admission and luring policy. The School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accredited or made available to students at the School. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and other school administered programs.

ARTICLE V

BOARD OF TRUSTEES; MEETINGS, FISCAL YEAR

Section 1. General Powers. The business, property and affairs of the corporation shall be managed by its Board of Trustees. The Board of Trustees may exercise any and all of the powers granted to it under the New York Not-for-Profit Corporation Law and the New York Education Law. The board may delegate such powers to the officers of the board and/or school administrator as it deems necessary.

Section 2. Method of Election. The first trustees shall be the individuals named in the Provisional Charter issued by the Board of Regents of the University of the State of New York. The trustees shall subsequently elect members of the Board of Trustees of the School to succeed any trustee whose term has expired or whose service ends for any other reason by a two-thirds (2/3) vote of the entire membership of the Board of Trustees.

Section 3. Length of Term. The founding trustees of the corporation are: Robert O. Porter, Chanda Grey, Gerald Musial, Sandra Johnson, Gerald Musial, Sarah John, Lesley Hoag, and Jessica Ludwick (the "Founders"). The Founders have been segregated into three classes for the purpose of staggering term expiration dates. Upon the expiration of the term of any Founder, such Founder shall be deemed to be re-elected for a subsequent term of three years, which shall continue until his/her successor is elected and qualified to serve.

The remaining trustees shall serve for a term of two years, or until his/her successor is elected and qualified. If a non-Founder is elected to fill a vacancy created when a Founder no longer serves on the board, the term of such replacement shall be two years, and the terms of the then-sitting board shall be adjusted as necessary to accomplish the orderly transition of the board in a staggered manner.

Section 4. Number of Trustees. The initial number of members of the Board of Trustees shall be nine (9). The number of members shall not be fewer than five (5) nor more than eleven (11).

Section 5. Qualifications. The board members must include i) at least one parent or guardian of a child attending the school; ii) a business person with at least 5 years experience in the private sector; iii) at least one person who has worked with youth for at least 5 years either in a government agency capacity or in the not-for-profit sector; iv) any individual over the age of 21 who lives in the community that can demonstrate knowledge of educational issues affecting their community; and v) at least one individual with a financial background.

Section 6. Acceptance. All members of the Board of Trustees of the School must file an acceptance of office with the School.

Section 7. Tenure. Each trustee shall hold office until the first to occur of the following: (1) such trustee's replacement is duly elected and qualified either prior to, or upon expiration of the trustee's term; (2) such trustee dies; (3) such trustee resigns in accordance with Section 9 of this Article; or (4) such trustee is removed in accordance with Section 8 of this Article.

Section 8. Removal. Any trustee may be removed for misconduct; incapacity or neglect of duty by a two-thirds (2/3) vote of the entire Board of Trustees of the School. -Prior to any such removal, the subject trustee shall be given 30 days' prior written notice of such action and the reason(s) therefor, and an opportunity to be heard at a subsequent specified meeting of the Board of Trustees, which shall be scheduled no less than thirty days after the date of such notice.

Section 9. Resignation. Any trustee may resign at any time by providing written notice to the School. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. A successor shall be elected as provided in Section 10 of this Article.

Section 10. Vacancies and Newly Created Trusteeships.

(a) Vacancies in seats on the Board of Trustees for any reason shall be filled by vote of two-thirds of the entire membership of the Board of Trustees.

(b) A trustee who fills a vacancy shall hold office until the next annual meeting of the trustees and until his or her successor is duly elected and qualified.

(c) Newly created trusteeships shall be filled in the manner prescribed for those trusteeships at the time they are created.

Section 11. Compensation of Trustees. No trustee of the School shall be entitled to receive, directly or indirectly, any salary, compensation or emolument from the School in his/her capacity as a trustee; provided, however, trustees shall be reimbursed for reasonable expenses incurred in the performance of his/her duties. Nothing herein contained shall be construed to preclude any trustee from serving the School in another capacity and receiving compensation therefor.

Section 12. Property Rights of Trustees. No trustee of the School shall, by reason of such position, have any rights to or interest in the property or assets of the School. In the event that the School is liquidated or dissolved or ceases to actively carry on its business, all of the remaining property and assets of the School after necessary expenses thereof shall be distributed as provided in the School's Provisional Charter and Charter Agreement.

Section 13. Annual and Regular Meetings. The Board of Trustees shall hold an annual meeting not later than the end of August each year, or at such other date as the Board of Trustees may determine. The Board of Trustees may provide, by resolution, the time and place, within the State of New York, for the holding of regular meetings. The School shall provide notice of the annual and all regular meetings as required by the New York Open Meetings Act.

Section 14. Special Meetings. Special meetings of the Board of Trustees may be called by

or at the request of the President or any three trustees. The person or persons authorized to call special meetings of the Board of Trustees may fix the place within the State of New York for holding any special meeting of the Board of Trustees called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the School in the State of New York. The School shall provide notice of all special meetings as required by the New York Open Meetings Act.

Section 15. Notice; Waiver. Notice of any special meeting shall be given in accordance with the notice provisions of the New York Open Meetings Act. Such notice shall be in writing, stating the time and place of the meeting, delivered personally or mailed or sent by facsimile or electronic mail to each trustee at the trustee's designated address. Notice need not be given to any trustee who submits a waiver of notice before or after the meeting, or who attends the meeting without protesting prior thereto or at its commencement the lack of notice to such trustee.

Section 16. Quorum. A majority of the trustees of the Board then serving constitutes a quorum for the transaction of business at any meeting of the Board of Trustees, but if less than a majority is present at a meeting, a majority of the trustees present may adjourn the meeting from time to time, providing such notice as is required by the New York Open Meetings Act.

Section 17. Action by the Board.

(a) Each trustee shall be entitled to one (1) vote on each matter properly submitted to the trustees for action at any meeting of the Board of Trustees. The President or presiding officer shall resolve all tie votes. A majority vote of the trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees.

(b) Any action required or permitted to be taken by the Board of Trustees may be taken without a meeting if all members of the Board of Trustees consent in writing to the adoption of a resolution authorizing the action. The resolution and unanimous written consent thereto by the members of the Board of Trustees shall be filed with the minutes of the proceedings of the Board of Trustees.

Section 18. Meetings by Telephone or other Communications Technology. Any one or more members of the Board of Trustees, or of any committee thereof, may participate in a meeting of such Board of Trustees or committee by means of (1) a conference telephone or similar equipment that allows all persons participating in the meeting to hear each other at the same time or (2) electronic communications during the meeting which is immediately transmitted to each participating trustee and each participating trustee is able to immediately send messages to all other participating trustees. Participation by such means shall constitute presence in person at such a meeting.

Section 19. Open Meetings Act. All meetings of the School Board of Trustees, including committee meetings, shall at all times be in compliance with the New York Open Meetings Act.

Section 20. Freedom of Information Law. The School Board of Trustees shall comply at

all times with the Freedom of Information Law.

Section 21. Presumption of Assent. A trustee of the corporation who is present at a meeting of the Board of Trustees at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless that trustee's dissent shall be entered in the minutes of the meeting or unless that trustee shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the corporation immediately after the adjournment of the meeting. This right to dissent shall not apply to a trustee who voted in favor of such action.

Section 22. Committees. The Board of Trustees, by resolution, may designate one or more committees, including an Executive Committee, each committee to consist of three or more trustees, which shall have the powers and authority provided in the resolution creating such committee. The Board of Trustees may elect one or more of its members as alternate members of any committee who may take the place of any absent member or members at any meeting of a committee, upon request by the Chair of the meeting. Subject to the New York Open Meetings Act, each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of Trustees of its activities as the Board of Trustees may request.

Section 23. Minutes. The Secretary or a designee shall maintain complete and accurate minutes of each meeting of the Board of Trustees and each meeting of all committees thereof and shall retain each notice sent and each resolution and unanimous written consent of the trustees. Said documents shall accurately reflect all business conducted, including findings, conclusions and recommendations, and shall be maintained in the permanent records of the School.

Section 24. Fiscal Year, Budget and Accounting. The fiscal year of the Corporation shall begin on the first day of July in each year. The Board of Trustees shall have exclusive control of the budget. The Board of Trustees shall publish an annual budget for the review of any interested parties.

ARTICLE VI

OFFICERS OF THE BOARD

Section 1. Number. The officers of the School shall be a President, Vice-President, Secretary, Treasurer, and such other officers as may be elected by the Board of Trustees.

Section 2. Election and Term of Office. The Board of Trustees shall elect the initial officers of the School at a duly noticed meeting prior to the start of the fiscal year. Thereafter, the officers of the School shall be elected annually by the Board of Trustees at the annual meeting of

the Board of Trustees. If the election of officers is not held at that meeting; the election shall be held as soon thereafter as may be convenient. Each officer shall hold office while qualified and until his or her successor is duly elected and qualified, or until the officer resigns or is removed in the manner provided in Section 3 of this Article.

Section 3. Removal. Any officer elected or appointed by the Board of Trustees may be removed by the Board of Trustees with or without cause, at any time.

Section 4. Vacancies. A vacancy in any office shall be filled by appointment by the Board of Trustees for the unexpired portion of the term.

Section 5. President. The President of the Board shall be a member of the Board of Trustees. The President shall preside at all meetings of the Board of Trustees. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the members of the Board of Trustees attending the meeting shall preside. The President shall chair those committees designated by the Board of Trustees. The President shall, in general, perform all duties incident to the office of President as may be prescribed by the Board from time to time.

Section 6. Vice-President. The Vice-President shall be a member of the Board of Trustees. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or by the Board of Trustees.

Section 7. Secretary. The Secretary shall be a member of the Board of Trustees. The Secretary shall: (a) keep the minutes of the Board of Trustees' meetings in one or more books provided for that purpose; (b) ensure that all notices, including those notices required under the New York Open Meetings Act, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records and of the seal of the School, and see that the seal of the School is affixed to all authorized documents; (d) keep a register of the post office address of each trustee; and (e) perform all duties incident to the office of Secretary and other duties assigned by the President or the Board.

Section 8. Treasurer. The Treasurer shall be a member of the Board of Trustees. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of the School; (b) keep accurate books and records of receipts and disbursements; (c) deposit all moneys and securities received by the School in such banks, trust companies, or other depositories as shall be selected by the Board; (d) complete all required filings; (e) assure that the responsibilities of the fiscal agent of the School are properly carried out; (f) disburse the funds of the School as may be ordered or authorized by the Board of Trustees and preserve proper vouchers for such disbursements; and (g) in general, perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Trustees.

Section 9. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Board of Trustees, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the Secretary or Treasurer or by the Board of Trustees. The Board of Trustees shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all restrictions upon the officer to whose office the acting officer is so appointed except as determined by the Board of Trustees.

Section 10. Salaries. Officers of the School who are Trustees of the School, may not be compensated for their services. They may, however, receive traveling and other expenses.

Section 11. Holding More Than One Office. Any two offices of the Board except those of President and Secretary may be held by the same person, but no officer shall execute, acknowledge, or verify any instrument in more than one capacity.

ARTICLE VIII

CONTRACTS, LOANS, CHECKS AND DEPOSITS; SPECIAL CORPORATE ACTS

Section 1. Contracts. The Board of Trustees may authorize any officer or officers, agent or agents, to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the School.

Section 2. Loans. No loans shall be contracted on behalf of the School and no evidences of indebtedness shall be issued in its name unless authorized or ratified by a resolution of the Board of Trustees. Such authority may be general or confined to specific instances. No loan, advance, overdraft or withdrawal by an officer or trustee of the School, other than in the ordinary and usual course of the business of the School, shall be made or permitted.

Section 3. Checks. Drafts. etc. All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the School shall be signed by such officer or officers, agent or agents of the School and in such manner as shall from time to time be determined by resolution of the Board of Trustees.

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited from time to time to the credit of the School in such banks, trust companies, or other depositories as the Board of Trustees may select, provided that such financial institution is eligible to be depository of surplus funds per statute.

Section 5. Voting of securities owned by the Corporation. Subject always to the specific

directions of the Board of Trustees, any shares or other securities issued by any other corporation and owned or controlled by the School may be voted at any meeting of security holder of such other corporation by the President of the School by proxy appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of the School or by proxy appointed by the Secretary or Treasurer. Such proxy or consent in respect to any shares or other securities issued by any other corporation and owned by the School shall be executed in the name of the School by the President, the Secretary, or the Treasurer of the School without necessity of any other authorization by the Board of Trustees, affixation of the corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of the School shall have full right, power, and authority to vote the share or other securities issued by such other corporation and owned by the School the same as such shares or other securities might be voted by the School. This section shall in no way be interpreted to permit the School to invest any of its surplus funds in any shares or other securities issued by any other corporation. This section is intended to apply, however, to all gifts, bequests, or other transfer of shares or other securities issued by any other corporation which are received by the School.

Section 6. Contracts Between School and Related Persons. Any contract or other transaction between the School and one or more of its trustees, or between the School and any firm of which one or more of the School's trustees are members or employees, or in which one or more of the School's trustees are interested, shall be valid for all purposes, notwithstanding the presence of such trustee or trustees at the meeting at which the Board of Trustees of the School acts upon, or in reference to, such contract or transaction, and notwithstanding the participation of the trustee or trustees in such action, if the fact of such interest shall be disclosed or known to the Board and the Board of Trustees shall, nevertheless, authorize, approve, and ratify such contract or transaction by a vote of the majority of the trustees present, such interested trustee or trustees to be counted in determining whether a quorum is present, but not to be counted as voting upon the matter or in calculating the majority of such quorum necessary to carry such vote. This Section shall not be construed to invalidate any contract or other transaction which would otherwise be valid under the common and statutory law applicable thereto.

Any trustee, officer, or employee of the School who enters into a contract with the School shall comply with the public disclosure requirements. Public disclosure of the contract means as follows:

- (i) Prompt disclosure of any pecuniary or other interest in a contract with the School. This disclosure shall be made a matter of corporate record at a regular or special meeting of the Board of Trustees.
- (ii) The contract is approved by a vote of not less than 2/3 of the trustees of the School at a regular or special meeting. If applicable, the vote shall be without the vote of the trustee making the disclosure.
- (iii) The School discloses the following summary information in its Board minutes:

- (a) The name of each party involved in the contract;
- (b) The terms of the contract including duration, financial consideration between parties, facilities or services of the School included in the contract, and the nature and degree of assignment of employees for fulfillment of the contract; and
- (c) The nature of any interest.

ARTICLE IX

INDEMNIFICATION

Each person who is or was a trustee, officer, or member of a committee of the Board of Trustees of the School and each person who serves at the request of the School as a trustee, officer, partner, employee, or agent of any other corporation, partnership, joint venture, trust or other enterprise, shall be indemnified by the School to the fullest extent permitted by the laws of the State of New York as they may be in effect from time to time. The School may, upon authorization of the Board of Trustees, purchase and maintain insurance on behalf of any such person against any liability asserted against or incurred by such person in any such capacity or arising out of his status as such, whether or not the School would have power to indemnify such person against such liability under the preceding sentence. The School may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee or agent of the School to the fullest extent provided under the laws of the State of New York as they may be in effect from time to time.

ARTICLE X

SEAL

The Board of Trustees may provide a corporate seal which shall be circular in form and have inscribed thereon the name of the School, the State of New York and the words "Corporate Seal" and "Public Charter School".

ARTICLE XI AMENDMENTS

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining the affirmative vote of two-thirds of the entire membership of the Board of Trustees at any regular or special meeting of the Board of Trustees, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for special meetings. Amendments to these Bylaws take effect only after they have been approved by the School. These Bylaws, as amended, were adopted as the Bylaws of the School at a duly noticed meeting, by the Board of Trustees on the - ____ day of _____, 2012.

_____, Secretary

THE SENECA ALLEGANY CHARTER SCHOOL
CODE OF ETHICS
Adopted on July 27, 2012

Code Principles

Board Development

- The Board will design and adhere to a clear decision-making process within our Board.
- The Board will establish reliable mechanisms for communicating with staff, parents, and members of the community.
- The Board will open our Board meetings to the public as required by state law.
- The Board will keep accurate minutes of all Board meetings.

Conflict of Interest

- Trustees, officers or employees of any single not-for-profit organization shall hold no more than 40 percent of total seats comprising the Board.
- Board members will disclose in writing when they have a financial, organizational, or personal interest in a matter before the Board, or in any not-for-profit or for profit organization proposing to do business with the School
- Board members will abstain from voting on matters in which they may have a financial, organizational, or personal interest.
- No trustee, officer or employee of a for-profit organization having a business relationship with the Board shall serve as a voting member of the Board, without first disclosing the nature and extent of such business relationship, and obtaining approval of the Board and the chartering authority, where required.

School Operations

- The Board will ensure operational compliance with the terms of the Charter Agreement.
- The Board will ensure that all general and administrative expenses on behalf of the Board are both reasonable and necessary.

Legislative Relations

- The Board will provide timely, comprehensive, responsive, and truthful responses to any inquiries from our chartering authority or a governing state agency.
- The Board will provide our chartering authority with accurate reports on the academic and financial progress of our charter school.
- The Board will submit accurate and timely reports to any and all applicable agencies.

Financial Accountability

- The Board will ensure that accurate financial records are kept and maintained.
- The Board will provide detailed financial accounting to our chartering authority on a regular basis and upon request.
- The Board will ensure that the charter school operates in accordance with an approved budget.

School Management Companies(to the extent applicable)

- Not Applicable

Attachment 6a: CMO Information (not applicable)

SACS is a new independent charter school that does not operate through a CMO.

Attachment 6b: Proposed Management Contract with CMO (not applicable)

SACS is a new independent charter school that does not operate through a CMO.

Attachment 7: Partnership Information (not applicable)

SACS is a new and independent charter school that has not entered into a formal partnership.

Attachment 8a: Hiring and Personnel Policies and Procedures

In accordance with Section 2854(3) (a-1) of the Education Law, the Board shall contract with teachers, administrators and other school personnel. The Board will conduct the recruitment process. The Board advertises in local newspapers, on-line bulletin boards, and local school of education newsletters for faculty positions. SACS sends representatives to local recruitment fairs.

For administrative positions, the Board will advertise in national publications such as Education Week.

The school principal convenes a screening committee comprised of a teacher(s) of the subject and/or grade level for the position to be filled. The team uses an elaborate evaluation form in order to maintain quality and consistency in the screening process. Candidates who meet standards are invited to interview with an interview committee and to teach a demonstrative class to SACS students. The administrator brings finalists and a recommendation to the Board for selection.

This process ensures that successful candidates not only meet with the approval of the Head of school/School principal, but also with the approval of professional colleagues.

If a disciplinary problem develops with a charter school employee, the administrator will begin a progressive disciplinary process. This means the principal will give the employee a verbal warning followed by a written warning. In extreme circumstances, the employee will receive only a verbal warning and then be placed on probation if the problem persists. The probationary period typically lasts 30 to 90 days.

Once the probationary period is underway, the supervisor will meet with the employee once a week to review his/her performance. If the employee successfully completes the probationary period, a memo/letter will be placed in the employee's file stating that the probation was successfully completed. The memo will also state that if the problem reoccurs within nine months, the employee will be immediately terminated. If the employee's performance does not improve during the probationary period, his/her employment will be terminated.

RECRUITMENT PROCESS

- I. **Determine Vacancy** – Fill out the Request to Fill Position Vacancy Form and obtain all appropriate signatures, forward to the Business Manager
 - a. Resignation
 - b. Termination
 - c. Leave of Absence
 - d. New Position

- II. **Post and Advertise Vacancy** (Business Manager)
 - a. Internally/Externally (website)
 - b. Certain vacancies will be advertised locally and/or on external websites, etc. as deemed necessary

- III. **Select Interview Committee and forward list to Business Manager**

- IV. Establish Timeline for filling of vacancy**
- V. Screen Applications/Resumes/Letters of Interest**
- VI. Schedule Initial Interviews**
- a. Interview committee selects candidates to interview
 - b. Interview committee/Principal develops questions which are to be asked of all candidates
 - c. All candidates for teaching positions may be asked to teach a short lesson and may be required to demonstrate specific skills through another performance assessment, as determined by the interview committee
 - d. Interviewing committee conducts interviews and recommends finalists for further consideration
- VII. Schedule Second Level Interviews (if necessary)**
- a. Recommended candidates may interview with committee and additional committee members if necessary
 - b. Follow up questions from initial interview are to be asked for clarification and more in-depth response
 - c. Further performance assessments may be required
 - d. Committee conducts interviews and recommends final candidate(s) for further consideration
 - e. Reference and certifications are to be made/checked by the Business Manager
- VIII. Recommendation is made for hiring**
- a. The Business Manager prepares a Personnel Action Form and obtains the principal approval and signatures
 - b. Verbal offer is made to candidate
- IX. Eligibility for Hiring**
- a. ALL SACS employees must be eligible to work in the United States of America and are required to fill out an I-9 Form
 - b. ALL SACS employees must receive fingerprint clearance. Employment offer is contingent upon acceptable results of fingerprinting clearance and Board of Trustees approval, I-9 eligibility, and completion of pre-employment documents including W-4, IT2104 and employment application.

Job Descriptions

Principal: The Principal is responsible for providing the instructional, operational, and administrative leadership necessary to ensure improved achievement for the students under her/his charge. He or she organizes, administers, supervises, and evaluates all aspects of the school design for the campus under his/her charge. The school principal will be held accountable

for the continuous improvement of the school and its staff and for increased student achievement.

The SACS school principal is responsible for planning improvements that directly address student performance, the SACS school design and vision, financial management, and customer satisfaction. Achieving outcomes in these areas of accountability requires strong leadership. SACS views leadership in terms of three distinct roles: instructional leader, site-based manager, and builder of school culture.

The principal as instructional leader will:

- set standards for student achievement;
- promote professional learning community processes and a focus on learning;
- ensures teams have time and the guidance necessary to get involved in using data to inform instruction;
- provide instructional leadership in advancing proven teaching and learning practices;
- observe and support instruction regularly;
- monitor-and ensure that teachers monitor student growth and achievement;
- support the development of a network of student support systems;
- supervise and evaluate staff to ensure quality instruction and student achievement;
- support and monitor the professional development plans of teachers and teams;
- ensure that continuous improvement processes address the achievement of all students;

The principal as site-based manager will:

- manage his/her school's budget;
- supervise all operations involving the management of the school, including school funds, purchases, inventories, and office operations;
- maintain complete and accurate records of school operations;
- support student recruitment and enrollment process;
- recruit, select, and hire school staff, including teachers and school-based support staff;
- continually monitor progress on all measures of school and staff performance;
- work with lead teachers and professional development specialists to address team needs;
- ensure a safe and orderly environment;
- ensure compliance with federal, state, and local regulations and policies (unless otherwise waived);

The principal as builder of school culture will:

- communicate the vision that supports the school's goals and articulate the school's values and model those values;
- seek feedback on the progress of the school;
- serve as a spokesperson for the school in the community and elsewhere;
- create an effective team of people jointly responsible for the attainment of school goals and committed to achieving excellence;

- engage parents and community in planning and implementing programs, including community use of the school site;
- manage and facilitate group planning and problem-solving sessions;
- build on the strengths of staff; recognize improvement;
- support and monitor the development of all staff and promotes the development of the school leadership team.

Requirements

- master's degree or higher
 - eight (8) years of appropriate teaching and administrative experience
 - certified (or certifiable) as a school principal
-

Teacher: The teacher will be responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will use a variety of instructional methodologies and curriculum resources to present material to students. The teacher will work as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Teachers will collaborate with team members in the development and implementation of common assessments and in using assessment data to inform instruction. Teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will be reflective about their own practice and act as a coach for their team members when necessary. Teachers will work to integrate technology into their teaching and professional activities.

The teacher will:

- implement school and district policies and procedures;
- collaborate with team in the implementation of data driven decision making processes;
- collaborate with house team on curriculum and student needs;
- create and work toward ongoing communication with parents;
- work on curriculum development, in addition to implementation;
- integrate technology into instructional program and demonstrate professional use;
- act as a coach to other teachers on the team in areas of personal expertise; and mentor a tutor or resident, as needed

Requirements

- BA, BS degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.)
- appropriate teacher certification
- positive recommendations from several individuals who know the candidate well
- a coherent, high-quality essay written in response to a question

School Secretary: The school secretary will play a key support role within the school. He or she will serve as the focal point for communication by mail, telephone and in person. The school secretary will manage the flow of information within the school and will be responsible for maintaining all schools records. To be effective, the school secretary must be organized and efficient, familiar with all necessary office equipment, including computers and computer programs for word processing, databases, and spreadsheets. Equally important is the role of the school secretary as representative of the partnership school. He or she must be flexible, personable, able to communicate the school's mission and vision, and possessed of the same core values that are part of the partnership school.

The school secretary will:

- act as a partnership school representative
- create and maintain a welcoming and efficient front office that emphasizes organization, professionalism, courtesy, flexibility, and teamwork
- greet and announce all school visitors appropriately
- use proper telephone etiquette and direct calls appropriately to school staff
- provide needed assistance and communicate effectively with principal and all school staff
- be attentive, patient and fair with students
- treat parents as valued and respected customers
- be knowledgeable about SACS; be familiar with key SACS personnel, school board members and/or district personnel maintain all school records, including school schedule, student waitlist, attendance records, and school calendar
- be responsible for recording, tracking and following up on student tardiness, excused absences and unexcused absences and providing this information to other staff, as required
- provide and/or manage standard school operations, including, but not limited to: student entrance/exit procedures, safety and emergency procedures/guidelines, distribution of student medication, in absence of nurse and understand the local legislation concerning such distribution, correspondence and schedule for principal, business related processes as assigned by principal and/or business services manager (purchasing/expenses, invoices, shipping and receiving, etc.), school newsletter
- coordination of volunteer hours/participation
- responsibility for all voicemail administration including setting up new mailboxes and
- changing school voicemail greeting for vacations, snow days, etc.

Requirements

- high school or equivalency diploma
- post secondary training preferred
- familiarity with office equipment such as computers, typewriters, fax machines, calculators, and photocopiers, as well as word processing and spreadsheet programs at least tree years of experience in office management or in a secretarial position

School Counselor: The Counselor leads a school-wide approach to identifying, securing and coordinating resources that ensure success for every child. SACS categorizes this support into four main areas: attendance, the Academic Concerns Team (comprised of counselor, teachers of involved student, parent, and principal), parent and volunteer involvement, and community connections. The Counselor ensures direct support for students, the inclusion of parents through partnership, and the integration of services to children. Specifically, the Counselor should:

Attendance

- work in collaboration with the office staff and teachers to maintain records of attendance trends
- oversee school-wide attendance incentive programs
- work directly with house teams, individual teachers, and families to ensure attendance of every child

Family and Student Support Team

- apply his or her clinical experience directly to students, provide leadership to the Academic Concerns Team (ACT), and guide the development and implementation of initial and ongoing referral,
- coordination, and follow-up of a variety of services for children needing additional support
- provide direct services to students and teachers based on the referral process and on the student support manager's own background and experience
- maintain ACT records, such as referral date and documentation of student support services and interventions work in collaboration with colleagues to coordinate support services for students
- provide appropriate follow-up to ensure the students' needs are being met and act as a point of contact for outside organizations working with students and their families

Parent and Volunteer Involvement

- design and oversee opportunities for involving parents, guardians, and volunteers in the life of the school;
- establish a forum for publicizing ways that parents/volunteers can be involved in the school;
- ensure that all parents are informed of relevant issues;
- evaluate effectiveness of parental involvement and volunteer programs; and
- strive for continuous improvement of parent relations design parent involvement programs such as parent orientation and training, family fun and parent/student activities to support school goals work collaboratively with teachers to create workshops and activities that support classroom instruction

Community Connections

- maintains communication with the Parent Advisory Council and Home-School Association
- coordinate and oversee the interactions of community organizations with partnership school staff, students, and families to ensure that no student falls through the cracks
- determine the needs and interests of the partnership school community and present options to the school advisory council that best reflect the desires of the school community
- develop connections with community businesses and organizations such as the Junior League, neighborhood associations, local universities, the city council, and the community service departments of local law firms, hospitals, chambers of commerce, and corporations
- form a consortium of service providers to deliver a wide variety of services to the partnership school community based on determined school and student needs seek opportunities for student service in the community and
- work closely with the faculty to design and coordinate a school-wide student service program

Requirements

- BA, BS degree
- clinical experience with at-risk children in capacity of social worker, psychologist, counselor, or similar role
- personal initiative and desire for responsibility
- strong communication skills; ability to work collaboratively with teachers/staff
- leadership capacity
- familiarity with the local community highly Desirable
- Master's degree in school counseling and experience in developing and managing community-based initiatives or school-business partnerships
- teaching experience preferred

Instructional Aide: Under direct supervision, provides routine on-call assistance to one or more qualified instructors in the day-to-day performance of classroom and associated activities.

The Instructional Aide:

- Under detailed instruction from the instructor, assists in facilitating classroom activities carried out by students.
- Sets up and monitors usage of classroom equipment and supplies; ensures that equipment and supplies are returned to storage after use.
- Communicates with, assists, and answers questions from students as required on routine day-to-day classroom issues.

- Practices appropriate safety and injury prevention methods and procedures.
- Performs miscellaneous job-related duties as assigned.

Requirements:

- High school diploma or GED;
 - Associate Degree preferred
 - Ability to clearly communicate and work effectively with adults and children in a variety of situations.
 - Ability to follow routine verbal and written instructions.
-

Janitor: The Janitor is a member of the custodial staff and as such is responsible to assist the school administration in providing the most desirable environment for the educational program at SACS. The Janitor reports to the building Principal or designee

The Janitor will:

- Carry out assigned cleaning duties for all areas assigned within the frequency requirements determined by the district to include cleaning windows inside and outside as necessary, sweeping walks and steps keeping them clear of snow and ice, scrubbing and disinfecting toilets and floors daily and cleaning all sanitary fixtures and drinking fountains daily;
- Move furniture or equipment within the building(s) as required for various activities and as directed;
- Perform such yard-keeping chores as grass cutting, tree trimming, and the like, as necessary, to maintain the school grounds in a safe and attractive condition;
- Assist in maintaining a system of building and ground security to include ensuring that the building is secure on non-school days and at other times as assigned;
- Reporting to the Principal any damage to school property;
- Reflect an understanding, courteous, and positive attitude toward the students and all employees of SACS;
- Participate in necessary general repairs as directed by the principal or designee to include replacing broken windows, etc.;
- Participate in the general cleaning of the school building to include cleaning and dusting classrooms, corridors, and other spaces as assigned;
- Perform emergency repair or cleaning services when necessary; and
- Performs all other duties as may be assigned by the Principal.

Requirements:

- Possess a high school diploma or equivalent,

- Demonstrate the ability to read, understand and follow basic operating instructions, and a demonstrable aptitude for successful completion of assigned tasks.

Attachment 8b: Resume for Proposed School Leader (not applicable)

SACS has not yet identified a school leader.

Attachment 10: Replication Strategic Growth Plan (not applicable)

SACS is a new, independent charter school that has not intended to develop replication or strategic growth plans.